

MIDDLETOWN ISLAMIC CENTER

Weekend School Instruction Manual

Comprehensive Operational & Governance Guide



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This manual is the authoritative reference for all policies, procedures, and operational standards of the Middletown Islamic Center Weekend School. All staff, volunteers, and families are expected to read, understand, and comply with the contents herein.

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Message from the Weekend School Director

Bismillah ir-Rahman ir-Rahim — In the Name of God, the Most Gracious, the Most Merciful.

Dear MIC Weekend School families, teachers, and community members,

It is my sincere pleasure to welcome you to the Middletown Islamic Center Weekend School. Our school stands as a beacon of Islamic education in this community — a place where our children grow not only in knowledge of their faith, but in character, confidence, and compassion. From our earliest days as a small group of families gathering in the prayer hall, to the vibrant, structured program we are today, this school has always been built on one foundational principle: that nurturing the hearts and minds of our youth is the most sacred investment a community can make.

This Instruction Manual represents the collective wisdom, effort, and dedication of our Administrative Committee, our Curriculum Committee, our teaching staff, our devoted volunteers, and the families whose trust and support make everything possible. It is the result of many hours of consultation (*shura*), reflection, and careful planning. Every policy and procedure you find within these pages has been crafted with the best interests of our students at heart, grounded in Islamic principles, and informed by modern best practices in education and youth development.

I encourage every parent, teacher, and volunteer to read this manual carefully. It is our shared commitment to these standards that creates the safe, enriching, and joyful learning environment our children deserve. May Allah *subhanahu wa ta'ala* bless our efforts, grant our students *barakah* in their learning, and make this school a source of lasting benefit for our entire community. I look forward to a wonderful year of growth, learning, and togetherness.

With warmth and *salaams*,

Weekend School Director

Middletown Islamic Center

How to Use This Manual

This manual is organized into twelve chapters covering every aspect of the MIC Weekend School — from enrollment and academics to safety, communication, and governance. Appendices provide quick-reference resources including contact information, forms, and a glossary of Islamic terms.

Key Information

- **Version Control:** This manual is version-controlled. All revisions are documented in the Version-Controlled Change Log (Document ID: MIC-WS-LOG-001). Always verify you are referencing the most current version.
- **Annual Review:** This manual is reviewed and updated annually each June by the Administrative Committee. Amendments between annual reviews follow the process outlined in Chapter 12.
- **Questions:** For questions about any policy or procedure, contact the Weekend School Director's office at director@micweekendschool.org.
- **Cross-References:** Throughout this manual, references to companion governance documents are noted by their Document IDs (e.g., MIC-WS-POL-001).

Chapter 1: About the MIC Weekend School

1.1 History & Background

The Middletown Islamic Center (MIC) was established to serve the growing Muslim community in the Middletown area, providing a spiritual home for worship, education, and community engagement. As the community grew, so did the need for a structured Islamic education program for children — one that would complement their secular schooling with a deep grounding in Quranic knowledge, Arabic literacy, and Islamic values.

The MIC Weekend School was founded in response to this need. What began as informal Sunday gatherings led by a handful of dedicated parents and volunteers has grown into a comprehensive, multi-level educational program serving dozens of students each year. Over the years, the school has expanded its curriculum, professionalized its operations, and established itself as a vital pillar of the MIC community.

Key milestones include the formalization of a structured curriculum, the creation of the Administrative and Curriculum Committees, the launch of the annual Quran Competition, and the development of this comprehensive governance document suite — ensuring that the school's operations are transparent, accountable, and sustainable for generations to come.

1.2 Mission Statement

"The Middletown Islamic Center Weekend School is dedicated to providing a nurturing, high-quality Islamic educational environment where students develop strong foundations in Quranic studies, Arabic language, Islamic history, and moral character — preparing them to be confident, knowledgeable, and contributing members of both the Muslim ummah and the broader community."

1.3 Vision Statement

"To be the premier weekend Islamic education program in the region, recognized for academic excellence, spiritual development, and community engagement."

1.4 Core Values

The MIC Weekend School is guided by the following core values, drawn from the Quran and the Sunnah of the Prophet Muhammad (peace be upon him):

Value	Arabic Term	Description
God-Consciousness	<i>Taqwa</i>	Cultivating an awareness of Allah in all actions, fostering sincerity and accountability in everything we do.
Knowledge	<i>Ilm</i>	Pursuing knowledge as a sacred obligation, encouraging curiosity, critical thinking, and a lifelong love of learning.

Value	Arabic Term	Description
Excellence	<i>Ihsan</i>	Striving for the highest quality in teaching, learning, and all aspects of school operations — doing things beautifully and with care.
Character & Manners	<i>Adab</i>	Modeling and teaching the exemplary manners of the Prophet (PBUH), including respect, humility, and courtesy.
Consultation	<i>Shura</i>	Making decisions collaboratively, valuing the input of parents, teachers, and community members.
Community	<i>Ummah</i>	Building a strong, supportive, and inclusive community that works together for the common good.
Trust & Responsibility	<i>Amanah</i>	Honoring the trust placed in us by families and the community; fulfilling our responsibilities with integrity.
Compassion	<i>Rahmah</i>	Treating every student, parent, and colleague with kindness, empathy, and mercy.

1.5 Organizational Structure

The MIC Weekend School operates under the governance of the MIC Board of Directors and is led by the Weekend School Director. The following table outlines the governance hierarchy and key responsibilities:

Level	Role / Body	Key Responsibilities
1	MIC Board of Directors	Overall governance and oversight; policy approval; budget approval; final appeals authority
2	Weekend School Director/Principal	Operational leadership; staff management; curriculum oversight; parent liaison; reporting to Board
3	Administrative Committee	Registration; scheduling; communications; event coordination; policy administration
3	Curriculum Committee	Curriculum development and review; textbook and materials selection; assessment design
4	Teaching Staff	Lesson planning and delivery; student assessment; classroom management; parent communication
4	Parent-Teacher Organization (PTO)	Parent engagement; fundraising; event support; advisory voice to administration
5	Support Staff & Volunteers	Classroom assistance; event support; administrative help; facilities coordination

Chapter 2: Enrollment & Registration

2.1 Eligibility

- The MIC Weekend School is open to children **ages 5 through 15** (Kindergarten through Grade 10 equivalent).
- No prior Islamic education is required. Students at all levels of familiarity with Islam are welcome.
- Students of all backgrounds are welcome. Priority enrollment is given to MIC member families.
- All students must be accompanied by a registered parent or legal guardian who assumes responsibility for drop-off, pick-up, and communication.

2.2 Registration Process

Registration opens in **August** annually, with exact dates announced via MIC communication channels (email newsletter, website, and masjid announcements).

How to register:

1. **Online:** Complete the registration form on the MIC website at the Weekend School portal.
2. **In Person:** Paper registration forms are available at the MIC office during office hours.

Required documents:

- Completed Student Registration Form (MIC-WS-FORM-001)
- Emergency Contact Form (MIC-WS-FORM-002)
- Medical/Allergy Disclosure Form (MIC-WS-FORM-003)
- Photo Consent Form (MIC-WS-FORM-004)

- Signed Code of Conduct Agreement (MIC-WS-FORM-005)

Registration fee: An annual registration fee (amount determined and published by administration before each registration period) covers instructional materials, supplies, and program costs.

Scholarships & Fee Waivers

Families experiencing financial hardship may apply for a fee waiver or scholarship. Applications are handled confidentially. See Section 10.2 for details. **No student will be turned away solely due to inability to pay.**

2.3 Class Placement

- Students are placed based on **age** and **assessed skill level** in Quran recitation and Arabic.
- A placement assessment is conducted during the **first two weeks** of the academic year to determine the appropriate level.
- Parents may request a **reassessment** if they believe their child's placement does not reflect their abilities. Requests should be submitted in writing to the Director.
- **Mid-year transfers** between levels are possible with a teacher's recommendation and the Director's approval.

2.4 Mid-Year Enrollment

- Mid-year enrollment is accepted on a **space-available basis**.
- New students joining mid-year will receive an orientation packet and be assigned a **buddy** (a current student in the same class) to help them acclimate.
- A required **new-student check-in conference** with the teacher and parent must be scheduled within 4 weeks of enrollment (per the Parent-Teacher Conference Policy, MIC-WS-POL-004).

2.5 Withdrawal

- **Written notice** is required to withdraw a student. Parents must submit the Withdrawal Form (MIC-WS-FORM-006) to the school office.
- An **exit survey** is encouraged to help the school continuously improve the program.
- **Refund policy:** No refunds are issued after the 4th week of classes. See Section 10.4 for complete refund terms.

Chapter 3: Academic Program

3.1 Curriculum Overview

The MIC Weekend School curriculum is designed to provide a holistic Islamic education encompassing Quranic studies, language skills, faith foundations, history, and character development. The following table summarizes the core subjects:

Subject	Description	Weekly Time	Assessment Method
Quran Recitation & Memorization (Hifz)	Tajweed rules, memorization of selected surahs, recitation practice and fluency building	45 minutes	Oral recitation assessments
Arabic Language	Reading, writing, basic conversation, and Quranic vocabulary development	30 minutes	Written tests, oral practice
Islamic Studies (Aqeedah & Fiqh)	Core beliefs, pillars of Islam, basic jurisprudence, prophetic traditions	30 minutes	Written assessments, projects
Seerah & Islamic History	Life of Prophet Muhammad (PBUH), stories of the prophets, Islamic civilization	20 minutes	Projects, presentations
Islamic Character & Manners (Akhlaq)	Practical ethics, community service awareness, daily dua and adhkar	15 minutes	Behavioral observation, reflection journals
Special Programs	Ramadan preparation, Hajj simulation, Islamic art, Quran competition prep	Varies by season	Participation-based

3.2 Grade Levels & Class Structure

Students are organized into five progressive levels, each with an age-appropriate curriculum focus and a capped class size to ensure personalized attention:

Level	Age Range	Approx. Grade	Class Cap	Curriculum Focus
Seedlings (Level 1)	Ages 5–6	K–1	12	Foundational Arabic letters, short surahs, basic Islamic concepts through stories and play-based learning
Sprouts (Level 2)	Ages 7–8	2–3	15	Quran reading basics, Arabic vocabulary building, pillars of Islam, stories of the prophets
Saplings (Level 3)	Ages 9–10	4–5	15	Introduction to Tajweed, Arabic sentence structure, Fiqh basics, Seerah of the Prophet (PBUH)
Branches (Level 4)	Ages 11–12	6–7	18	Tajweed application, Arabic reading fluency, Islamic history and civilization, character development
Canopy (Level 5)	Ages 13–15	8–10	18	Advanced Tajweed, Arabic comprehension, contemporary Islamic topics, leadership and community service

3.3 Typical Sunday Schedule

Time	Activity
9:45 AM – 10:00 AM	Arrival & Settling In
10:00 AM – 10:10 AM	Opening Assembly (Dua, Quran recitation by a student, announcements)
10:10 AM – 10:55 AM	Period 1: Quran Recitation & Memorization
10:55 AM – 11:00 AM	Transition
11:00 AM – 11:30 AM	Period 2: Arabic Language
11:30 AM – 12:00 PM	Period 3: Islamic Studies (Aqeedah & Fiqh)
12:00 PM – 12:15 PM	Break & Snack (Dhuhr prayer for older students)
12:15 PM – 12:35 PM	Period 4: Seerah / Islamic History / Akhlaq (rotating schedule)

Time	Activity
12:35 PM – 12:50 PM	Period 5: Special Programs / Review / Activities
12:50 PM – 1:00 PM	Closing Circle (Dua, reminders, dismissal)

Schedule Note

The schedule may be adjusted for special events, Ramadan programming, or inclement weather closures. Changes are communicated via the weekly newsletter and class WhatsApp/email groups.

3.4 Assessment & Grading

The MIC Weekend School uses a **proficiency-based assessment model** designed to encourage growth, celebrate effort, and provide meaningful feedback — rather than a traditional letter-grade system.

- **Progress Reports:** Issued twice per year — in **January** (mid-year) and **June** (end-of-year).
- **Assessment Methods:** Oral recitation, written tests, projects, participation, and homework completion.
- **Narrative Feedback:** Teachers provide written comments alongside proficiency levels to give parents a clear picture of their child's strengths and areas for growth.

Proficiency Scale:

Level	Description
Excellent	Student consistently demonstrates mastery of concepts and skills; exceeds expectations.
Proficient	Student demonstrates solid understanding and meets expectations for the grade level.
Developing	Student is making progress but has not yet achieved full proficiency; additional practice recommended.
Needs Improvement	Student requires significant additional support; parent-teacher conference recommended.

- **End-of-Year Certificates:** All students who complete the year receive certificates of completion. Special recognition awards are presented for academic achievement, Quran memorization milestones, and exemplary character.

3.5 Homework & Home Learning

- Weekly homework is assigned in **Quran memorization** and **Arabic practice**.
- Homework should take approximately **15–20 minutes per day, 5 days per week**.
- Parents are strongly encouraged to **listen to their child's Quran recitation practice daily** — this is one of the most impactful ways to support learning.
- **Home learning resources** are provided, including recommended apps, worksheets, and book lists.
- Homework is reviewed by teachers but **not graded punitively**. Consistent effort and completion are recognized and encouraged.

Chapter 4: Attendance & Punctuality

4.1 Attendance Expectations

Regular attendance is essential for academic progress and continuity. Students are expected to attend **every scheduled Sunday session** throughout the academic year.

- **Notification of Absence:** Parents must notify the school by **9:00 AM** on the day of absence via text, email, or phone call.
- **Excused Absences:** Illness, family emergency, religious obligation, or pre-approved travel (with advance written notice).
- **Unexcused Absences:** Failure to notify the school, or absences for non-emergency reasons without prior approval from the Director.

4.2 Attendance Tracking

- Teachers record attendance within the **first 10 minutes** of the opening class period.
- Attendance records are maintained digitally and reviewed **monthly** by the Weekend School Director.
- Parents may request their child's attendance record at any time by contacting the school office.

4.3 Excessive Absence Protocol

The following escalation protocol applies to **unexcused absences**:

Threshold	Action Taken
3 unexcused absences	Automated notification sent to parent/guardian via email or text.
5 unexcused absences	Phone call from the classroom teacher; formal attendance concern letter sent home.
7 unexcused absences	Mandatory meeting with the Weekend School Director and the family to develop an attendance improvement plan.
10+ unexcused absences	Student is at risk of loss of enrollment for the current academic year. Final decision at the Director's discretion, with consideration of individual circumstances.

4.4 Punctuality

- Students should arrive by **9:50 AM** for the 10:00 AM start.
- Arrivals after **10:10 AM** are recorded as tardy.
- **5 tardies** are equivalent to **1 unexcused absence** for tracking and escalation purposes.
- Chronic lateness is addressed through direct parent communication and, if persistent, a meeting with the Director.

4.5 Early Dismissal

- Written or verbal request from the parent/guardian is required for early dismissal.

- Students must be **signed out at the front desk** by a parent or authorized guardian. No student will be released to an unauthorized person.
- Families requiring **regular early dismissal** must arrange a standing agreement with the Director in advance.

Chapter 5: Behavior & Discipline

5.1 Behavioral Expectations

All students of the MIC Weekend School are expected to demonstrate **Islamic adab** (manners) at all times while on school premises. Students represent the MIC community and are expected to embody its values.

Core behavioral expectations:

- Respect for teachers, staff, peers, and all adults
- Honesty and integrity in all interactions
- Kindness, empathy, and inclusion of all classmates
- Care for school property and the property of others
- Use of appropriate, respectful language at all times
- Active, engaged participation in classroom activities
- Following instructions promptly and respectfully

5.2 Positive Behavior Framework

The MIC Weekend School employs a **positive reinforcement approach** grounded in Islamic principles. We believe in nurturing good character through encouragement, recognition, and modeling — rather than relying primarily on punitive measures.

- **Star Student Certificates:** Weekly recognition for students who exemplify Islamic values in the classroom.
- **Class Rewards:** Cooperative class-wide rewards for collective good behavior (e.g., an activity day, special project).
- **End-of-Year Character Awards:** Special awards for students who consistently demonstrate outstanding character.
- **"Caught Being Kind" Program:** Students are recognized by peers and staff for spontaneous acts of kindness, generosity, and helpfulness. Recognized students receive a commendation card and are announced during the closing circle.

5.3 Behavioral Infractions & Consequences

When behavioral issues arise, the school follows a graduated, proportional response. At every stage, the goal is **restorative** — helping the student understand, take responsibility, and grow.

Level	Examples	Consequence	Documented?
Level 1 (Minor)	Talking out of turn, not following instructions, minor classroom disruption	Verbal reminder; brief, private teacher-student conversation	Teacher log only
Level 2 (Moderate)	Repeated Level 1 behaviors, disrespect toward peers, refusal to participate after redirection	Parent notification; loss of activity privilege; behavior reflection form completed by student	Yes — incident report
Level 3 (Serious)	Disrespect toward teacher/staff, bullying, property damage, dishonesty	Parent conference with Director; behavioral contract signed by student and parent; possible suspension (1–2 weeks)	Yes — formal report
Level 4 (Severe)	Physical aggression, harassment, threats, dangerous behavior	Immediate removal from class; mandatory parent meeting same day; suspension or expulsion	Yes — formal report to MIC Board

5.4 Bullying Prevention

Zero-Tolerance Bullying Policy

The MIC Weekend School maintains a **zero-tolerance policy** for bullying of any kind — including physical, verbal, social, and cyberbullying.

- All reports of bullying are investigated by the Director **within 48 hours** of receipt.
- Victims are supported with counseling resources and ongoing check-ins.
- Students who engage in bullying receive intervention, education, and appropriate consequences.
- Repeated bullying results in **Level 3 or Level 4 consequences**, up to and including expulsion.
- Both students and parents are encouraged to report bullying immediately to any teacher or the Director.

5.5 Appeals Process

3. Parents may **appeal any disciplinary decision** in writing to the Weekend School Director within **7 calendar days** of the action.
4. The appeal is reviewed by the Director and one designated MIC Board member.
5. If the parent is unsatisfied with the outcome, a **final appeal** may be submitted to the full MIC Board of Directors. The Board's decision is final.

Chapter 6: Health, Safety & Emergency Procedures

6.1 Health & Medical

- Parents **must disclose** all allergies, medical conditions, and medications on the Medical Disclosure Form (MIC-WS-FORM-003) at registration.
- A **first aid kit** is maintained in the school office and in each classroom wing.
- A designated **first aid–trained staff member** is on duty each Sunday.
- **Medication administration:** Medications may only be administered with written parent authorization and must be in original, labeled packaging. Medication is stored securely in the school office.
- **Illness policy:** Children who are sick (fever, vomiting, contagious illness) must stay home. Students who develop symptoms at school will be separated from classmates and parents will be contacted immediately for pick-up.
- **Allergy-aware environment:** No nut products are permitted in shared snack areas. All snack offerings reviewed for common allergens.

6.2 Emergency Procedures

All staff are trained on the following emergency procedures. Evacuation routes and procedures are posted in every classroom.

Emergency Type	Procedure
Fire / Evacuation	Follow posted evacuation routes. Proceed calmly to the assembly point in the main parking lot . Teachers take the attendance roster and account for all students. Do not re-enter the building until the all-clear is given by the Director or fire department.
Severe Weather / Tornado	Move immediately to interior hallways away from windows. Students and staff assume a protective position (kneel, cover head). Teachers account for all students and await the all-clear.
Lockdown	Lock classroom doors. Move away from windows and doors. Silence all phones. Remain in position and await all-clear from the Director or emergency services. Do not open doors for anyone other than identified emergency personnel.
Medical Emergency	Call 911 immediately. Administer first aid if trained. Contact parent/guardian. The Director notifies the MIC Board. An incident report is completed within 24 hours.

Drill Schedule

- **Fire drills:** Conducted twice per academic year.
- **Lockdown drill:** Conducted once per academic year.

6.3 Facility Safety

- All **visitors must sign in** at the front desk and wear a visitor badge while on premises.
- Classrooms are **inspected monthly** for safety hazards by designated staff.
- Children are **never left unsupervised**. A minimum of two adults must be present in all common areas during school hours.
- Building access is **controlled during school hours**; exterior doors are secured after the arrival period.

6.4 Child Protection (Safeguarding)

Safeguarding Commitment

The safety and welfare of every child is the highest priority of the MIC Weekend School. All safeguarding policies comply with applicable state and federal laws.

- All staff and regular volunteers must undergo a **background check** before serving in any capacity with children.
- **Two-adult rule:** No adult should be alone with a child in a closed room at any time. Doors remain open or windowed when adults and children are present.
- All staff are trained on **recognizing and reporting** signs of abuse or neglect as part of annual safeguarding training.

- **Mandatory reporting:** Staff are required by law to report suspected abuse or neglect to the appropriate authorities. Failure to report is a violation of school policy and applicable law.
- All incidents are reported to the Weekend School Director and the MIC Board **immediately**.

6.5 Drop-Off & Pick-Up Procedures

Procedure	Details
Drop-Off	9:45 – 10:00 AM at the designated entrance. No early drop-off without prior arrangement with the Director. Parents must ensure a staff member has received the child before departing.
Pick-Up	1:00 PM at the designated exit. Only parents or persons listed on the authorized pick-up list may collect students. Photo ID may be requested for verification.
Late Pick-Up	Students not picked up by 1:15 PM: staff will attempt to contact the parent. If the parent is unreachable, emergency contacts will be called. Repeated late pick-ups will be addressed by the Director.
Independent Departure	Students ages 13 and older may leave independently only with written parent permission on file. All other students must be collected by an authorized adult.

Chapter 7: Communication

7.1 Communication Channels

Channel	Purpose	Frequency
Weekly Email Newsletter	School-wide announcements, reminders, upcoming events, and weekly highlights	Every Thursday
Class-Specific Group (WhatsApp / Email)	Homework assignments, class-specific updates, direct teacher-parent messages	As needed
MIC Website & Weekend School Page	Academic calendar, policies, downloadable resources, online registration	Updated monthly

Channel	Purpose	Frequency
MIC Announcement Board	Flyers, event posters, community notices	Updated weekly
Parent-Teacher Conferences	Individual student progress discussions (per Conference Policy MIC-WS-POL-004)	2–3 times per year
PTO Meetings	Community updates, parent input, event planning, and fundraising coordination	Monthly (during academic year)
Emergency SMS / Call Tree	Urgent closures (weather, safety), time-sensitive safety alerts	As needed

7.2 Parent Communication Expectations

- Parents should **check weekly emails** and respond to required communications within **48 hours**.
- Concerns should be raised **first with the classroom teacher**. If the matter is not resolved, parents may escalate to the Weekend School Director.
- **Respectful, constructive communication** is expected at all times — whether in person, by phone, or in writing. The school extends the same commitment to all families.
- An **anonymous feedback box** is available at the school office and digitally via the MIC website for suggestions and concerns that families prefer to share privately.

7.3 Technology Use Policy

Students:

- No personal electronic devices (phones, tablets, smartwatches) during class time.
- Devices are collected at the start of class and returned at dismissal.
- Exceptions may be made for medical devices with prior approval from the Director.

Teachers & Staff:

- Use only approved platforms for communication with families (school email, approved messaging groups).
- No private social media contact with students under any circumstances.

Photography & Social Media:

- Only school-organized photography is permitted during school activities.
- No posting of other children's images on personal social media without the explicit written consent of that child's parent.
- School social media posts use only images of students whose parents have signed the Photo Consent Form.

Home Technology:

- Parents are encouraged to support offline learning at home and limit screen time.
- A list of recommended educational apps and websites is provided annually by the Curriculum Committee.

Chapter 8: Teacher & Staff Policies

8.1 Teacher Qualifications & Recruitment

- Teachers should have **demonstrated knowledge** of their subject area (Quran, Arabic, or Islamic Studies).
- Prior teaching or tutoring experience is preferred; however, **training is provided** for enthusiastic new teachers through the school's orientation and mentoring program.
- All teachers must pass a **background check** and complete **safeguarding training** before beginning work with students.
- Recruitment is conducted through MIC community announcements, word of mouth, and Islamic education networks. The Director and Administrative Committee review all candidates.

8.2 Teacher Responsibilities

Every teacher at the MIC Weekend School is entrusted with the following responsibilities:

- **Prepare and deliver lessons** aligned with the approved curriculum and age-appropriate for the assigned level.
- Maintain a **positive, engaging, and inclusive** classroom environment where every student feels valued and supported.
- **Record attendance** accurately and submit all required reports on time.
- **Communicate regularly** with parents about student progress, homework, and any concerns.
- Attend **monthly staff meetings** and the annual professional development session.
- **Participate in school events** including orientation, open house, and the end-of-year graduation ceremony.
- **Report promptly** any safety, behavioral, or welfare concerns to the Weekend School Director.
- Serve as a **positive role model** of Islamic character and values for all students.

8.3 Teacher Support & Development

The school is committed to supporting its teachers with the resources, training, and recognition they need to succeed:

- **New Teacher Orientation:** A comprehensive orientation session held before the start of each academic year, covering curriculum, classroom management, school policies, and safeguarding.
- **Monthly Staff Meetings:** Each meeting includes a professional development component (e.g., teaching strategies, Islamic pedagogy, differentiated instruction).
- **Annual Professional Development Workshop:** A dedicated half-day or full-day workshop on topics such as Islamic pedagogy, classroom management techniques, working with diverse learners, and educational technology.
- **Peer Observation & Mentoring:** New teachers are paired with experienced mentors for their first year. Peer classroom observations are encouraged for all staff.
- **Teaching Materials:** All required textbooks, worksheets, and instructional materials are provided by the school.

- **Teacher Appreciation Week:** Recognized annually in May with special events, gifts, and public acknowledgment of teachers' dedication.

8.4 Volunteer Guidelines

- Volunteers are welcome for classroom assistance, event support, and administrative tasks.
- **Regular volunteers** (serving 3 or more times) must complete a background check.
- All volunteers are **supervised by a staff member** at all times and do not assume independent responsibility for students.
- Volunteer hours are **tracked** and recognized at the end-of-year ceremony.
- The PTO coordinates volunteer recruitment efforts (see PTO Charter, MIC-WS-CHR-001).
- To volunteer, complete the Volunteer Application Form (MIC-WS-FORM-007) and return it to the school office.

Chapter 9: Parent & Family Engagement

9.1 Parent Responsibilities

Parents and guardians are essential partners in their children's Islamic education. The school relies on active, engaged families to reinforce learning at home and support the school community.

- Ensure **regular, punctual attendance** every Sunday.
- Support **home learning and daily Quran practice** — listening to your child's recitation is one of the most impactful things you can do.
- **Communicate proactively** with teachers and administration — share relevant information, ask questions, and stay informed.

- Attend **Parent-Teacher Conferences** (the mid-year conference is required; see Conference Policy MIC-WS-POL-004).
- **Read and comply** with all school policies in this manual and the Code of Conduct.
- **Participate** in at least one volunteer activity or PTO event per year (encouraged, not mandatory).

9.2 Parent-Teacher Organization (PTO)

- All parents of enrolled students are **automatic members** of the PTO (per the PTO Charter, MIC-WS-CHR-001).
- The PTO meets **monthly** during the academic year. All parents are encouraged to attend.
- The PTO organizes **events, fundraising, and community building** activities that enrich the school experience.
- The PTO serves as an **advisory voice** to the Director on family concerns, priorities, and program ideas.
- The PTO Executive Board is elected annually per the PTO Charter.

9.3 Family Events

The MIC Weekend School hosts a calendar of family events designed to build community, celebrate achievements, and deepen engagement:

Event	Timing
Orientation & Welcome Day	September — beginning of academic year
Fall Family Fun Day	October
Parent Volunteer Appreciation	November
Spring Open House	March
Eid Celebrations	Post-Eid al-Fitr and post-Eid al-Adha (dates vary annually)
Graduation & Awards Ceremony	June — end of academic year

9.4 Feedback & Grievance Process

The MIC Weekend School values open communication and is committed to resolving concerns promptly and respectfully. The following process should be followed:

Step	Action
Step 1	Raise the concern directly with the classroom teacher . Most issues can be resolved at this level through open dialogue.
Step 2	If unresolved, contact the Weekend School Director to discuss the concern. The Director will investigate and respond within 7 business days.
Step 3	If still unresolved, submit a written grievance to the MIC Board Liaison. The grievance will be acknowledged within 5 business days.
Step 4	The MIC Board of Directors reviews the grievance and issues a final decision within 30 calendar days . The Board's decision is final.

All grievances are handled **confidentially** and with respect for all parties involved.

Chapter 10: Financial Policies

10.1 Tuition & Fees

- An **annual registration fee** covers instructional materials, supplies, and program costs. The fee amount is determined and published by the administration each year before the registration period opens.
- The complete **fee schedule** is published annually on the MIC website and communicated via the registration announcement.
- **Payment plans** are available:
 - **Option A:** Full payment at the time of registration.
 - **Option B:** Two installments — September and January.

- A **late payment fee** applies to balances not settled within 30 days past the due date.

10.2 Scholarships & Financial Aid

- **Need-based fee waivers** are available for families experiencing financial hardship.
- Scholarship applications are handled **confidentially**. Applications are reviewed by the Director and one designated Board member.
- The scholarship fund is supported by the **MIC general fund** and **PTO fundraising** activities.
- **No student will be turned away solely due to inability to pay.** The school is committed to ensuring financial barriers do not prevent a child from receiving an Islamic education.
- To apply, complete the Scholarship Application (MIC-WS-FORM-010) and submit it to the MIC office in a sealed envelope marked "Confidential."

10.3 PTO Financial Management

- PTO funds are managed in accordance with the **PTO Charter** (Article VIII, MIC-WS-CHR-001).
- All fundraising activities must be approved by the PTO Executive Board and coordinated with MIC administration.
- An annual PTO budget is prepared by the PTO Treasurer and approved by the membership at the first PTO meeting of the academic year.
- PTO financial records are subject to review by the MIC Board upon request.

10.4 Refund Policy

Withdrawal Timing	Refund
Before the 2nd week of classes	Full refund (100%)
Between weeks 2 and 4	50% refund
After the 4th week of classes	No refund

Refund requests must be submitted in writing along with the Withdrawal Form (MIC-WS-FORM-006). Refunds are processed within 30 days of the approved withdrawal date.

Chapter 11: Special Programs & Enrichment

11.1 Ramadan Program

The school offers a special Ramadan curriculum during the blessed month, designed to help students deepen their connection to this sacred time:

- **Shortened schedule:** Classes run from 10:00 AM – 12:00 PM to accommodate fasting students and family schedules.
- **Ramadan curriculum topics:** Fasting fiqh, daily Ramadan planner, personal Quran reading goals, the virtues of charity (sadaqah), and the significance of Laylat al-Qadr.
- **Charity projects:** Students participate in class-wide charity initiatives during Ramadan (e.g., food drives, donation collections).
- **Laylat al-Qadr special program:** A dedicated evening program or class session focusing on the significance and worship of the Night of Power.
- **Eid preparation:** Activities including Eid crafts, card-making, and understanding the Eid prayer.

11.2 Quran Competition

- The MIC Weekend School hosts an **annual Quran recitation and memorization competition**, typically held in the spring.
- **Categories:** Students compete by age group and memorization level.
- **Judging:** Conducted by qualified Quran teachers, the Imam, or invited judges with expertise in Tajweed and Hifz.

- **Recognition:** All participants receive certificates of participation. Winners receive trophies and special recognition at the Graduation & Awards Ceremony.
- The competition is an opportunity for students to showcase their hard work, build confidence, and celebrate the Quran as a community.

11.3 Community Service Projects

- The school organizes **at least two community service projects per year**, instilling the Islamic value of serving others.
- **Examples:** Food drives, care packages for the elderly, neighborhood cleanup days, charity fundraisers, clothing drives, and visits to local shelters.
- **Leadership development:** Older students (Level 4 – Branches and Level 5 – Canopy) are expected to lead and organize service projects, developing planning, teamwork, and leadership skills.
- Service hours are tracked and recognized at the end-of-year ceremony.

11.4 Islamic Awareness & Cultural Events

- **Islamic History Month activities:** Special lessons, presentations, and projects highlighting major events and contributions of Islamic civilization.
- **Hajj simulation:** A hands-on, interactive simulation for younger students to learn the rituals and significance of Hajj.
- **Islamic art and calligraphy workshops:** Students explore the rich tradition of Islamic art, geometric patterns, and Arabic calligraphy.
- **Guest speakers and storytellers:** Community members, scholars, and professionals are invited to share knowledge and inspiring stories with students.

11.5 Summer Programs (Optional)

- **Intensive Quran Memorization Camp:** A two-week program in July (subject to sufficient enrollment) providing focused Hifz instruction and review.

- **Islamic Arts and Crafts Camp:** A creative program combining Islamic art, calligraphy, storytelling, and hands-on crafts.
- Summer programs require **separate registration and fees**. Details are announced in the spring.

Chapter 12: Document Governance & Version Control

12.1 Document Suite Overview

This Instruction Manual is the flagship document of the MIC Weekend School governance suite. It is supported by a comprehensive library of companion documents, all of which follow the MIC Weekend School version-numbering convention and are tracked in the Version-Controlled Change Log (Document ID: MIC-WS-LOG-001).

All governance documents — including policies, charters, calendars, and forms — are **reviewed annually in June** by the Administrative Committee to ensure accuracy, relevance, and alignment with the school's evolving needs.

12.2 Amendment Process

Any stakeholder (parent, teacher, staff member, or Board member) may propose changes to this manual or any governance document by submitting a **Change Request Form** (MIC-WS-FORM-008).

Change Type	Description	Approval Authority
Administrative	Corrections, formatting, contact information updates — no policy impact	Weekend School Director
Minor	Clarifications, procedural adjustments, schedule changes — limited policy impact	Director + Administrative Committee

Change Type	Description	Approval Authority
Major	New policies, significant procedural changes, structural modifications — broad impact	Director + MIC Board of Directors

All approved changes are documented in the Version-Controlled Change Log (MIC-WS-LOG-001), including the date, description, classification, and approver.

12.3 Distribution & Access

- **Digital access:** Current versions of all governance documents are available via the MIC website through a password-protected parent portal.
- **Printed copies:** A printed copy of this Instruction Manual is provided to all new teachers and is available to parents upon request from the school office.
- **On-site reference:** A complete binder of all governance documents is maintained in the Weekend School office for reference.
- **Archival:** Superseded versions of all documents are archived for **5 years** for reference and compliance purposes.

Appendices

Appendix A: Key Contact Information

Role	Name	Email	Phone
Weekend School Director	[Name]	director@micweekendschool.org	[Phone]
Administrative Assistant	[Name]	admin@micweekendschool.org	[Phone]
MIC Board Liaison	[Name]	board@middletownic.org	[Phone]
PTO President	[Name]	pto@micweekendschool.org	[Phone]

Role	Name	Email	Phone
Emergency Contact (MIC Main Office)	MIC Main Office	info@middletownic.org	[Phone]

Note

Names and phone numbers are updated annually and distributed separately to protect privacy. Contact the school office for the most current information.

Appendix B: Academic Calendar Reference

The MIC Weekend School academic year typically runs from **September through June**, following a Sunday schedule. For the complete academic calendar, including all session dates, holidays, breaks, and special events, please refer to:

- **Expanded Annual Calendar** — Document ID: MIC-WS-CAL-001
- **Visual Annual Calendar** — Document ID: MIC-WS-CAL-002

These calendars are published before the start of each academic year and are available on the MIC website and at the school office.

Appendix C: Forms Index

Form Name	Form Number	Purpose	Available From
Student Registration Form	MIC-WS-FORM-001	New student enrollment	MIC office / website
Emergency Contact Form	MIC-WS-FORM-002	Emergency contact information	MIC office / website
Medical Disclosure Form	MIC-WS-FORM-003	Allergies and medical conditions disclosure	MIC office / website
Photo Consent Form	MIC-WS-FORM-004	Permission for school photography and media use	MIC office / website

Form Name	Form Number	Purpose	Available From
Code of Conduct Agreement	MIC-WS-FORM-005	Student and parent behavioral acknowledgment	MIC office / website
Withdrawal Form	MIC-WS-FORM-006	Student withdrawal from the program	MIC office
Volunteer Application Form	MIC-WS-FORM-007	Volunteer registration and background check authorization	MIC office / website
Change Request Form	MIC-WS-FORM-008	Governance document change request	MIC office
Incident Report Form	MIC-WS-FORM-009	Behavioral incident documentation	Teachers / Director
Scholarship Application	MIC-WS-FORM-010	Confidential financial aid request	MIC office (confidential)

Appendix D: Glossary of Islamic Terms

The following terms are used throughout this manual. This glossary is provided for reference and to support shared understanding across the school community.

Term	Transliteration	Meaning
تقوى	<i>Taqwa</i>	God-consciousness; being mindful and aware of Allah in all actions and decisions.
علم	<i>Ilm</i>	Knowledge; the pursuit of learning, especially sacred and beneficial knowledge.
إحسان	<i>Ihsan</i>	Excellence; doing things beautifully and with the highest quality, as if Allah is watching.
أدب	<i>Adab</i>	Manners, etiquette, and proper conduct in accordance with Islamic teachings.
شورى	<i>Shura</i>	Consultation; the principle of making decisions through mutual discussion and counsel.
أمة	<i>Ummah</i>	Community; the global community of Muslims, or any community united by shared values.
أمانة	<i>Amanah</i>	Trust and responsibility; faithfully fulfilling the duties and trusts placed in one's care.

Term	Transliteration	Meaning
رحمة	<i>Rahmah</i>	Compassion, mercy, and kindness toward all of creation.
تجوويد	<i>Tajweed</i>	The science of proper Quran recitation, including correct pronunciation, rhythm, and rules.
حفظ	<i>Hifz</i>	Memorization of the Quran, either in part or in its entirety.
سيرة	<i>Seerah</i>	Biography; specifically the life story and example of Prophet Muhammad (PBUH).
عقيدة	<i>Aqeedah</i>	Creed or theology; the fundamental beliefs of Islam (oneness of God, prophethood, afterlife, etc.).
فقه	<i>Fiqh</i>	Islamic jurisprudence; the understanding and application of Islamic law in daily life.
أخلاق	<i>Akhlaq</i>	Character, morals, and ethical conduct as taught by Islam.
دعاء	<i>Dua</i>	Supplication; personal prayer and invocation to Allah.
أذكار	<i>Adhkar</i>	Remembrances of Allah; short prayers and phrases recited throughout the day.
بسم الله	<i>Bismillah</i>	"In the name of God" — said before beginning any action or undertaking.
سنة	<i>Sunnah</i>	The teachings, practices, and example of Prophet Muhammad (PBUH); a primary source of Islamic guidance.
حديث	<i>Hadith</i>	A recorded saying, action, or approval of Prophet Muhammad (PBUH).
ص	<i>PBUH</i>	Abbreviation for "Peace Be Upon Him" (<i>sallallahu alayhi wa sallam</i>) — a prayer of respect said after mentioning Prophet Muhammad.

Appendix E: Acknowledgment & Signature Page

By signing below, I acknowledge that I have read, understood, and agree to comply with the policies and procedures outlined in this **Middletown Islamic Center Weekend School Instruction Manual** (Document ID: MIC-WS-MAN-001, Version 1.0).

Parent / Guardian:

Name (Print): _____

Date: _____

Signature: _____

Student (if applicable):

Name (Print): _____

Date: _____

Teacher / Staff Member (if applicable):

Name (Print): _____

Date: _____

Signature: _____

— End of Document —

Draft Curriculum Framework & Template

Academic Year: [20__–20__]

— DRAFT —

Document ID:	MIC-WS-ACD-001
Version:	1.0 (Draft)
Date:	April 15, 2026
Status:	DRAFT — Working Document For Internal Review Only

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1. Curriculum Philosophy & Mission Alignment

The MIC Weekend School curriculum is designed to nurture **Islamic identity, Qur'anic literacy, Arabic language proficiency**, and **strong moral character** in Muslim youth. Every instructional decision, learning activity, and assessment method is rooted in the mission of developing confident, knowledgeable, and compassionate young Muslims who are prepared to thrive as contributing members of both the Muslim community and wider society.

This curriculum framework provides a cohesive, structured approach to weekend Islamic education that balances rigor with age-appropriate engagement, ensuring that students develop a deep love for learning alongside measurable academic growth.

Core Educational Pillars

1. **Qur'an & Tajweed** — Recitation, memorization, and proper pronunciation. The Qur'an is the foundation of all learning at MIC Weekend School, and students at every level engage with the Book of Allah through listening, reading, memorizing, and understanding.
2. **Islamic Studies (Aqeedah, Fiqh, Seerah, Hadith, Akhlaq)** — Foundational knowledge of faith and practice. Students build a comprehensive understanding of Islamic belief, worship, prophetic history, prophetic traditions, and ethical conduct.
3. **Arabic Language** — Reading, writing, and conversational skills. As the language of the Qur'an, Arabic literacy is essential for direct engagement with primary Islamic sources and cultural identity.
4. **Character Development (Tarbiyah)** — Islamic ethics, community service, and personal growth. Beyond knowledge, the curriculum cultivates the inner character, social responsibility, and leadership qualities that Islam calls for in every believer.

Pedagogical Approach

The MIC Weekend School is committed to **age-appropriate, evidence-based pedagogy** grounded in Islamic values. Instructional strategies are informed by current research in child development, literacy acquisition, and religious education best practices, while remaining firmly anchored in the Qur'an and Sunnah as the ultimate sources of guidance.

Teaching methods include direct instruction, collaborative learning, project-based learning, storytelling, multimedia engagement, and experiential activities—each selected to suit the developmental stage and learning objectives of the lesson.

Inclusive Approach

MIC Weekend School is committed to serving students with diverse learning needs. Teachers are encouraged to differentiate instruction, provide multiple means of engagement and expression, and collaborate with parents to ensure that every child—regardless of learning style, language background, or ability level—can participate meaningfully and achieve growth. Accommodations and modifications will be documented and reviewed as part of the curriculum planning process.

2. Grade Level Structure

The MIC Weekend School organizes students into six progressive levels, each with an Arabic name that reflects the growth metaphor central to our educational philosophy. Students advance based on age, demonstrated competency, and teacher recommendation.

Level	Name	Age Range	Description
Pre-K/KG	Seedlings (<i>Budoor</i>)	4–6	Introduction to Islamic concepts through play, stories, and nasheed. Focus on creating a warm, nurturing environment that instills love for Allah, the Prophet ﷺ, and the masjid.
Level 1	Sprouts (<i>Numuw</i>)	6–8	Foundation building in Qur'an reading, basic Arabic, and core Islamic concepts. Students begin structured learning with an emphasis on participation and discovery.
Level 2	Branches (<i>Furu'</i>)	8–10	Intermediate Qur'an recitation, expanded Islamic studies, and Arabic literacy development. Students engage in deeper inquiry and begin independent reading.

Level	Name	Age Range	Description
Level 3	Blossoms (<i>Zahoor</i>)	10–12	Advanced recitation skills, deeper fiqh and seerah, and Arabic composition. Students develop critical thinking and personal reflection on Islamic teachings.
Level 4	Fruits (<i>Thimar</i>)	12–14	Hifz track option, critical Islamic thought, Arabic fluency, and leadership development. Students explore contemporary Muslim issues and take on peer mentoring roles.
Level 5	Guides (<i>Murshideen</i>)	14–16	Youth leadership, advanced Islamic scholarship, community engagement, and mentoring of younger students. Preparation for lifelong learning and active community participation.

3. Weekly Schedule Template

The following is a sample weekly schedule for a typical Sunday session at MIC Weekend School.

Individual levels may adjust activity durations within this framework with the approval of the School Director.

Time Slot	Duration	Activity	Notes
9:00–9:15 AM	15 min	Assembly & Du'a	Opening supplication, attendance, announcements, and motivational reminder
9:15–10:00 AM	45 min	Qur'an & Tajweed	Recitation practice, memorization review and new assignment, tajweed rules instruction
10:00–10:45 AM	45 min	Arabic Language	Reading, writing, vocabulary building, grammar exercises, and conversational practice
10:45–11:00 AM	15 min	Snack & Salah Break	Dhuhr prayer (when applicable), healthy snack, restroom break
11:00–11:45 AM	45 min	Islamic Studies	Rotating subjects: Aqeedah, Fiqh, Seerah, Hadith, Akhlaq (per semester plan)
11:45 AM–12:15 PM	30 min	Enrichment / Tarbiyah	Character development, Islamic arts, special projects, community service activities
12:15–12:30 PM	15 min	Closing Circle & Du'a	Daily review, homework assignment, star student recognition, closing supplication

Note

Total instructional time = 3.5 hours per session. Schedule adjustments for special events (e.g., Ramadan program, Eid celebrations, field trips) will be communicated to parents at least one week in advance.

4. Subject-Specific Curriculum Frameworks

The following scope-and-sequence tables outline the learning goals, content focus, and assessment methods for each core subject area across all grade levels. These frameworks serve as guides for teachers and should be adapted based on student needs and available resources.

4.1 Qur'an & Tajweed Curriculum

Level	Memorization Target	Tajweed Focus	Recitation Goals	Assessment
Pre-K/KG <i>Seedlings</i>	Short surahs: Al-Fatiha, Al-Ikhlās, Al-Falaq, An-Nas	Letter recognition & Makharīj introduction	Listen and repeat with teacher modeling	Oral recitation check (informal, encouraging)
Level 1 <i>Sprouts</i>	Juz Amma — last 10 surahs (An-Nas through Ad-Dhuha)	Basic Tajweed rules: Noon Sakinah, Tanween	Independent reading from Mushaf with guided support	Oral recitation + written tajweed quiz
Level 2 <i>Branches</i>	Juz Amma — Surahs 78–90 (An-Naba through Al-Balad)	Intermediate Tajweed: Meem Sakinah, Madd rules	Fluent reading with basic tajweed application	Recitation rubric assessment (fluency, accuracy, tajweed)
Level 3 <i>Blossoms</i>	Juz Amma completion + selected surahs (Ya-Sin, Al-Mulk, Al-Kahf excerpts)	Advanced Tajweed: Idgham, Ikhfa, Iqlab, Qalqalah	Melodious recitation (Tarteel) with self-correction	Tajweed written exam + graded recitation recording
Level 4 <i>Fruits</i>	Hifz track: Juz 29–30; or selected long surahs (Al-Baqarah excerpts, Ar-Rahman)	Comprehensive Tajweed mastery; introduction to Maqamat	Teaching-ready recitation; ability to identify errors in others	Hifz assessment + peer teaching evaluation

Level	Memorization Target	Tajweed Focus	Recitation Goals	Assessment
Level 5 <i>Guides</i>	Continued Hifz or Tafseer study of selected surahs	Tajweed teaching methodology; advanced Maqamat	Lead recitation in assembly; mentor younger students	Portfolio assessment + community recitation event

4.2 Islamic Studies Curriculum

Level	Aqeedah	Fiqh	Seerah	Hadith	Akhlaq
Pre-K/KG <i>Seedlings</i>	Pillars of Islam & Iman introduced through stories and songs	Wudu basics (step-by-step with visuals); prayer postures	Simple Prophet ﷺ stories: kindness to animals, children, neighbors	5 selected short hadiths with illustrations (e.g., "Smile is charity")	Kindness, sharing, honesty, saying Bismillah & Alhamdulillah
Level 1 <i>Sprouts</i>	Tawheed basics; Allah's Names (Al-Asma Al-Husna, first 10); Angels; Holy Books	Salah step-by-step with practice; cleanliness (Taharah) rules	Makkah period stories: birth of the Prophet ﷺ, first revelation, early Muslims	10 hadith memorization with simple meaning discussion	Respect for parents, truthfulness, good manners at masjid and school
Level 2 <i>Branches</i>	Prophets & Messengers (Adam, Nuh, Ibrahim, Musa, Isa); Qadr (pre-destination basics)	Fasting basics; types of prayer (Fard, Sunnah, Witr); Adhan	Madinah period: Hijrah, Brotherhood, key battles (Badr, Uhud overview)	15 hadith with meaning; introduction to Hadith collections	Patience (Sabr), gratitude (Shukr), forgiveness, backbiting avoidance
Level 3 <i>Blossoms</i>	Deeper Tawheed categories (Rububiyah, Uluhiyyah, Asma wa Sifat); signs of Allah in creation	Zakah purpose & basics; Hajj pillars; halal/haram in daily life	Khulafa Rashideen: Abu Bakr, Umar, Uthman, Ali (lives & contributions)	20 hadith with analysis; hadith vs. Qur'an distinction	Justice (Adl), humility (Tawadu), self-control, environmental stewardship
Level 4 <i>Fruits</i>	Comparative religion basics; responding to common doubts and	Islamic jurisprudence introduction; the four Madhahib;	Islamic golden age: scholars, scientists, contributions to civilization	Hadith science introduction: Sahih, Hasan, Da'if; chain of	Leadership ethics, civic responsibility, digital ethics,

Level	Aqeedah	Fiqh	Seerah	Hadith	Akhlaq
	misconceptions about Islam	personal ibadah refinement		narration concept	Muslim identity in the West
Level 5 Guides	Contemporary Muslim issues; Islam and science; faith and reason; Dawah principles	Personal fiqh mastery; family law basics; Islamic finance principles	Modern Muslim world: geography, demographics, contemporary movements and challenges	Hadith research methodology; Mustalah al-Hadith overview; independent study	Interfaith dialogue skills, community activism, social justice in Islam, mentoring

4.3 Arabic Language Curriculum

Level	Reading	Writing	Vocabulary	Grammar	Speaking / Listening
Pre-K/KG Seedlings	Letter recognition (all 28 letters); letter sounds with Harakat	Tracing letters; coloring letter worksheets	20–30 words: colors, animals, family members, body parts	N/A at this level	Listening to Arabic songs/nasheeds; repeating greetings (Assalamu Alaikum, Jazakallah Khair)
Level 1 Sprouts	Letter connections (beginning, middle, end forms); reading 2–3 letter words	Writing individual letters in all positions; copying simple words	50–80 words: classroom objects, days of the week, numbers 1–20, food	Definite article (Al-); masculine/feminine basics	Simple Q&A: "What is your name?", "How are you?"; classroom commands
Level 2 Branches	Reading simple sentences; short paragraphs with full Harakat	Writing sentences; dictation exercises; copying short paragraphs	100–150 words: weather, seasons, months, professions, places	Noun-adjective agreement; singular/plural; subject pronouns; present tense (basic)	Short conversations; describing pictures; listening comprehension exercises

Level	Reading	Writing	Vocabulary	Grammar	Speaking / Listening
Level 3 <i>Blossoms</i>	Reading paragraphs with partial Harakat; comprehension questions	Writing paragraphs (5–7 sentences); creative writing prompts; journal entries	200–300 words: emotions, travel, Islamic terms, Qur'anic vocabulary	Past tense verbs; possessive pronouns; prepositions; nominal vs. verbal sentences	Oral presentations (1–2 minutes); role-play dialogues; retelling stories
Level 4 <i>Fruits</i>	Reading unvoweled text; newspaper-level Arabic; Qur'anic Arabic comprehension	Essay writing (1–2 pages); letter writing; summarizing texts	400+ words: abstract concepts, academic terms, media vocabulary	Verb conjugation (all tenses); I'rab introduction; relative pronouns; conditional sentences	Debates on simple topics; oral book reports; listening to Arabic media clips
Level 5 <i>Guides</i>	Literary Arabic texts; classical Arabic excerpts; Tafseer passages	Research writing; persuasive essays; creative short stories in Arabic	500+ words: literary, religious, and academic vocabulary; root word mastery	Advanced I'rab; Balagha introduction (rhetoric); text analysis	Public speaking in Arabic; leading discussions; interpreting/translating exercises

4.4 Character Development (Tarbiyah) Curriculum

Level	Core Themes	Activities	Community Connection
Pre-K/KG <i>Seedlings</i>	Identity & belonging; love for Allah; kindness to creation; good habits	Storytime with moral lessons; art projects (masjid drawing, creation poster); puppet shows; nasheed singing	Family appreciation cards; classroom kindness jar; greeting elders at masjid
Level 1 <i>Sprouts</i>	Gratitude (Shukr); truthfulness (Sidq); friendship in Islam; anti-bullying	Gratitude journals; "Caught Being Kind" awards; anti-bullying role-plays; Islamic manners (Adab) practice	Thank-you letters to community helpers; classroom clean-up responsibility; food drive participation

Level	Core Themes	Activities	Community Connection
Level 2 <i>Branches</i>	Responsibility (Amanah); environmental stewardship (Khalifah); empathy; respect for diversity	Environmental projects (planting, recycling); empathy exercises; cultural exchange presentations; team challenges	Masjid beautification project; neighborhood clean-up; collecting donations for local charity
Level 3 <i>Blossoms</i>	Self-discipline; mental health awareness; time management; digital citizenship	Goal-setting workshops; screen-time reflection; journaling and self-assessment; healthy coping strategies discussion	Visiting elderly community members; organizing school events; peer conflict mediation training
Level 4 <i>Fruits</i>	Leadership (Qiyadah); social justice in Islam; Muslim identity in multicultural society; civic engagement	Leadership workshops; community service projects (planning & execution); current events discussions; mock community council	Volunteering at local food banks; interfaith community events; mentoring Level 1–2 students
Level 5 <i>Guides</i>	Dawah and representation; advanced leadership; career and purpose; legacy and contribution	Capstone community project; Dawah training; public speaking workshops; career exploration with Islamic purpose; mentoring younger students	Leading community service initiatives; organizing youth events; representing MIC at interfaith dialogues; teaching assistant roles

5. Unit Planning Template

The following template should be used by all teachers when planning instructional units. Complete one form per unit and submit to the School Director at least two weeks before the unit begins. Photocopy or print as needed.

Field	Details
Unit Title	[_____]
Subject	<input type="checkbox"/> Qur'an & Tajweed <input type="checkbox"/> Arabic Language <input type="checkbox"/> Islamic Studies <input type="checkbox"/> Tarbiyah
Level / Grade	[_____]
Duration	[____] weeks (Start Date: [___/___/___] End Date: [___/___/___])
Instructor	[_____]

Field	Details
Learning Objectives (3–5 measurable objectives)	1. [_____] 2. [_____] 3. [_____] 4. [_____] 5. [_____]
Qur'anic / Hadith Connection	[Reference the relevant ayah or hadith that connects to this unit's content] [_____]
Key Vocabulary (Arabic & English)	[_____] [_____]
Materials & Resources	[_____] [_____]
Week-by-Week Breakdown	Week 1: [_____] Week 2: [_____] Week 3: [_____] Week 4: [_____] Week 5: [_____] Week 6: [_____]
Differentiation Strategies	For advanced learners: [_____] For struggling learners: [_____] For special needs: [_____]
Assessment Methods	Formative: [_____] Summative: [_____]
Homework / Home Connection	[_____]
Cross-Curricular Links	[_____]
Reflection & Notes (post-unit)	[_____] [_____]

6. Lesson Plan Template

Use the following template for each individual session. Teachers should complete this form before each class and use it as a guide during instruction. Post-lesson reflections should be added after the session.

Field	Details
Date	[___ / ___ / _____]
Subject	[_____]
Level	[_____]
Topic	[_____]
Duration	[_____] minutes
Learning Objective	Students will be able to [_____]
Materials Needed	[_____]
Opening (5–10 min)	Du'a / Qur'an Recitation: [_____] Review / Hook: [_____]
Direct Instruction (15–20 min)	[_____] [_____] [_____]
Guided Practice (10–15 min)	[_____] [_____]
Independent Practice (10 min)	[_____] [_____]
Closing & Assessment (5 min)	[_____]
Homework	[_____]
Differentiation Notes	[_____]
Teacher Reflection (post-lesson)	What worked: [_____] What to improve: [_____]

7. Assessment Framework

A balanced assessment framework ensures that student progress is measured authentically and holistically. The MIC Weekend School employs multiple assessment types to capture the full range of student learning—from Qur'anic memorization to character development.

7.1 Assessment Types

Type	Frequency	Purpose	Examples
Diagnostic	Start of year	Establish baseline; determine appropriate placement level	Qur'an reading level test; Arabic placement assessment; Islamic knowledge survey
Formative	Weekly	Monitor ongoing progress; adjust instruction as needed	Oral recitation checks; class participation observation; weekly quizzes; exit tickets
Summative	Quarterly	Evaluate mastery of unit/quarter objectives	Written exams; memorization tests; research projects; presentations
Portfolio	Ongoing	Document growth over time; showcase student work	Student work samples; self-reflections; certificates of achievement; progress logs
Performance	Bi-annually	Demonstrate skills in authentic settings	Qur'an recitation events; Arabic presentations; community service demonstrations; Islamic knowledge competitions

7.2 Grading Scale

Grade	Percentage	Description
Mumtaz (Excellent)	90–100%	Exceeds expectations; demonstrates mastery and depth of understanding
Jayyid Jiddan (Very Good)	80–89%	Meets expectations consistently; shows strong comprehension
Jayyid (Good)	70–79%	Meets most expectations; demonstrates adequate understanding
Maqbool (Satisfactory)	60–69%	Approaching expectations; additional practice recommended
Yuhawil (Developing)	Below 60%	Needs additional support; individualized learning plan recommended

7.3 Report Card Template

Report cards are distributed quarterly. Teachers should provide specific, constructive comments for each subject area.

Student Information	
Student Name	[_____]
Level	[_____]
Quarter / Semester	[_____]
Academic Year	[_____]

Subject	Grade	Comments
Qur'an & Tajweed	[_____]	[_____]
Arabic Language	[_____]	[_____]
Islamic Studies	[_____]	[_____]
Tarbiyah / Character	[_____]	[_____]

Additional Information	Details
Attendance	Present: [__]/[__] sessions Absent: [__] Late: [__]
Teacher Comments	[_____ _____]
Parent Signature	Signature: _____ Date: [__]/[__]/[__]

8. Curriculum Review & Improvement Cycle

Continuous improvement is essential to maintaining a rigorous and relevant curriculum. The MIC Weekend School follows a structured annual review cycle to ensure that curriculum materials, instructional strategies, and student outcomes are regularly evaluated and improved.

8.1 Annual Review Process

The curriculum review follows a four-phase continuous improvement cycle:

Phase	Focus	Key Activities
Phase 1: Evaluate	Review current outcomes	Collect teacher feedback; analyze student assessment data; review parent surveys; identify gaps and successes
Phase 2: Plan	Design improvements	Curriculum Committee meets to review findings; set priorities; draft revisions; identify new resources and training needs
Phase 3: Implement	Execute changes	Update curriculum documents; procure materials; conduct teacher training; communicate changes to parents
Phase 4: Assess	Monitor effectiveness	Observe instruction; collect mid-year feedback; make mid-course adjustments as needed; document lessons learned

8.2 Curriculum Committee Composition

- **School Director** — Committee Chair; oversees all curriculum decisions
- **Lead Teacher, Qur'an & Tajweed** — Subject matter expertise and scope-and-sequence oversight
- **Lead Teacher, Arabic Language** — Subject matter expertise and scope-and-sequence oversight
- **Lead Teacher, Islamic Studies** — Subject matter expertise and scope-and-sequence oversight
- **Parent Representative** — Provides family perspective and community input
- **Islamic Scholar / Advisor** — Ensures alignment with authentic Islamic scholarship and values

8.3 Review Timeline

Month	Activity
May	End-of-year teacher surveys and student assessments; parent satisfaction survey distributed
June	Curriculum Committee review meeting; analysis of assessment data and survey results; identification of priorities
July	Curriculum revisions drafted; new material research and procurement; budget requests submitted
August	Teacher training and orientation on updated curriculum; materials distributed; classroom preparation
September	Implementation of revised curriculum; diagnostic assessments administered; parent orientation

9. Textbook & Resource List

The following table serves as a master resource inventory. Subject leads should update this list annually as part of the curriculum review cycle. Include all textbooks, workbooks, supplementary materials, and digital resources used across levels.

Subject	Title	Publisher / Author	Level	Qty Needed	Cost Est.	Status
Qur'an & Tajweed	<i>[To be selected]</i>	<i>[To be selected]</i>	Pre-K/KG	[]	[\$[]]	<i>Pending</i>
Qur'an & Tajweed	<i>[To be selected]</i>	<i>[To be selected]</i>	Levels 1–3	[]	[\$[]]	<i>Pending</i>
Qur'an & Tajweed	<i>[To be selected]</i>	<i>[To be selected]</i>	Levels 4–5	[]	[\$[]]	<i>Pending</i>
Arabic Language	<i>[To be selected]</i>	<i>[To be selected]</i>	Pre-K/KG	[]	[\$[]]	<i>Pending</i>
Arabic Language	<i>[To be selected]</i>	<i>[To be selected]</i>	Levels 1–3	[]	[\$[]]	<i>Pending</i>
Arabic Language	<i>[To be selected]</i>	<i>[To be selected]</i>	Levels 4–5	[]	[\$[]]	<i>Pending</i>
Islamic Studies	<i>[To be selected]</i>	<i>[To be selected]</i>	Pre-K/KG	[]	[\$[]]	<i>Pending</i>
Islamic Studies	<i>[To be selected]</i>	<i>[To be selected]</i>	Levels 1–3	[]	[\$[]]	<i>Pending</i>
Islamic Studies	<i>[To be selected]</i>	<i>[To be selected]</i>	Levels 4–5	[]	[\$[]]	<i>Pending</i>
Tarbiyah	<i>[To be selected]</i>	<i>[To be selected]</i>	All Levels	[]	[\$[]]	<i>Pending</i>

10. Appendices

Appendix A: Bloom's Taxonomy Applied to Islamic Education

The following table maps Bloom's Taxonomy cognitive levels to practical examples in Islamic education, helping teachers design learning activities that move students from basic recall to higher-order thinking.

Taxonomy Level	Description	Islamic Education Examples
1. Remember	Recall facts and basic concepts	Memorize surahs; list the Five Pillars of Islam; recite hadith from memory; name the Arabic letters
2. Understand	Explain ideas or concepts	Explain the meaning of a surah in own words; describe the significance of Hijrah; summarize a hadith's lesson
3. Apply	Use information in new situations	Demonstrate correct wudu; apply tajweed rules while reading a new passage; use Arabic vocabulary in conversation
4. Analyze	Draw connections among ideas	Compare the lives of two prophets; identify tajweed rules in an unfamiliar passage; analyze causes of a historical event in Seerah
5. Evaluate	Justify a decision or position	Assess one's own recitation for errors; evaluate ethical dilemmas using Islamic principles; judge the reliability of a hadith source
6. Create	Produce new or original work	Write a khutbah outline; create a lesson plan to teach a surah to younger students; compose an essay on an Islamic topic; design a community service project

Appendix B: Recommended Online Resources

The following template can be used to compile and maintain a list of approved digital resources for teachers and students. All resources should be reviewed by the Curriculum Committee before classroom use.

Resource Name	URL	Subject	Cost	Notes
[_____]	[_____]	<i>Qur'an</i>	[Free / Paid]	[_____]
[_____]	[_____]	<i>Arabic</i>	[Free / Paid]	[_____]
[_____]	[_____]	<i>Islamic Studies</i>	[Free / Paid]	[_____]
[_____]	[_____]	<i>Tarbiyah</i>	[Free / Paid]	[_____]
[_____]	[_____]	<i>Teacher Resources</i>	[Free / Paid]	[_____]

Appendix C: Parent Involvement in Curriculum

Parents are essential partners in reinforcing weekend school learning throughout the week. The following guide offers practical suggestions organized by subject area.

Subject	How Parents Can Help at Home
Qur'an & Tajweed	Listen to your child's daily recitation and provide encouragement Play Qur'an audio during car rides and at home for passive listening Establish a consistent daily practice schedule (10–15 minutes) Celebrate memorization milestones with family recognition
Arabic Language	Label household items in Arabic Practice greetings and simple phrases in Arabic at home Watch age-appropriate Arabic cartoons or educational programs Review weekly vocabulary lists together
Islamic Studies	Discuss the weekly lesson topic at family dinner Read Islamic stories together at bedtime Involve children in acts of worship (prayer, fasting, charity) Visit the masjid as a family and connect lessons to real-life practice
Tarbiyah / Character	Model the character traits being taught (honesty, patience, kindness) Engage in family community service activities Discuss current events through an Islamic ethical lens Praise specific character behaviors you observe in your child

Appendix D: Glossary of Arabic Educational Terms

The following glossary defines the Arabic terms used throughout this curriculum document for reference by teachers, administrators, and parents.

Arabic Term	Definition
Adab	Manners, etiquette, and proper conduct in Islam
Akhlaq	Islamic ethics and moral character
Aqeedah	Islamic creed and belief system; the foundational tenets of faith
Balagha	Arabic rhetoric and eloquence
Du'a	Supplication; personal prayer and invocation to Allah
Fiqh	Islamic jurisprudence; the study of Islamic law and its practical application
Hadith	Recorded sayings, actions, and approvals of the Prophet Muhammad ﷺ
Harakat	Diacritical marks (vowel signs) placed on Arabic letters to indicate pronunciation

Arabic Term	Definition
Hifz	Memorization of the Qur'an (full or partial)
I'rab	Arabic grammatical analysis; the system of case endings and syntactic parsing
Khalifah	Steward or vicegerent; the concept of humanity's role as caretakers of the earth
Khulafa Rashideen	The four Rightly Guided Caliphs: Abu Bakr, Umar, Uthman, and Ali
Madhahib	Schools of Islamic legal thought (plural of Madhhab)
Makharij	Points of articulation for Arabic letters in Tajweed
Maqamat	Melodic modes used in Qur'anic recitation
Mushaf	A physical copy of the Qur'an
Nasheed	Islamic songs or chants, typically without musical instruments
Qadr	Divine predestination; belief in Allah's decree
Seerah	The biography and life history of the Prophet Muhammad ﷺ
Tafseer	Exegesis and interpretation of the Qur'an
Tajweed	The science of proper Qur'anic recitation, including pronunciation rules
Tarbiyah	Holistic character education and moral upbringing in the Islamic tradition
Tarteel	Slow, measured, and melodious recitation of the Qur'an with full tajweed
Tawheed	The oneness and unity of Allah; the central doctrine of Islamic monotheism

MIC-WS-ACD-001 | Draft Curriculum Template | Version 1.0 | April 2026

This document is part of the **MIC Weekend School Governance Document Suite**.

CONFIDENTIAL DRAFT — For internal review and curriculum committee use only. Not for public distribution.

Teacher & Volunteer Roll

Weekend School

Academic Year 2026–2027

Document ID:

MIC-WS-HR-001

Version:

1.0

Effective Date:

September 6, 2026

Approved By:

Weekend School Director / MIC Board of Trustees

Classification:

Internal — Administrative

About This Document

This document serves as the official, consolidated record of all teaching staff and volunteers serving the Middletown Islamic Center (MIC) Weekend School for the 2026–2027 academic year. It is part of the MIC Weekend School Governance Document Suite and should be maintained by the Weekend School Director.

1. Purpose & Scope

The **Teacher & Volunteer Roll** establishes and maintains an authoritative registry of every individual who serves the Middletown Islamic Center (MIC) Weekend School in a teaching, instructional, or volunteer capacity. This document is the single source of truth for all personnel records related to the Weekend School program.

The purpose of this roll is to:

- **Regulatory Compliance:** Ensure the Weekend School meets all applicable state and local requirements for organizations serving minors, including background check documentation, child protection training records, and personnel accountability.
- **Emergency Contact Readiness:** Maintain up-to-date emergency contact information for all staff and volunteers, enabling rapid communication during emergencies, school closures, or urgent situations.
- **Background Check Tracking:** Provide a centralized tracker for background check submissions, clearances, and renewal dates to ensure no individual serves in a role with an expired or pending clearance.
- **Organizational Accountability:** Document onboarding compliance, role assignments, attendance, performance, and separation records to support transparent governance and institutional continuity.
- **Operational Continuity:** Facilitate smooth transitions between academic years by preserving a complete historical record of personnel, their qualifications, and their service contributions.

Scope

This roll applies to every individual who interacts with students or supports Weekend School operations in any capacity, including but not limited to: lead teachers, assistant teachers, substitute teachers, Qur'an instructors, Arabic language instructors, administrative volunteers, event volunteers, PTO officers, facility volunteers, and guest speakers.

Related Governance Documents

Document

Document ID

Description

Weekend School Instruction Manual

MIC-WS-ADM-001

Comprehensive administrative and operational procedures for the Weekend School

Weekend School Budget Template

MIC-WS-FIN-001

Annual financial planning and budget tracking for the Weekend School program

2. Definitions & Role Classifications

The following table defines each role type within the Weekend School, along with its classification, minimum commitment, and supervisory structure.

Role Title	Role Code	Classification	Description	Minimum Commitment	Supervision
Lead Teacher	LT	Staff	Primary classroom instructor responsible for curriculum delivery and student assessment for an assigned grade level	Full academic year (weekly)	Weekend School Director
Assistant Teacher	AT	Staff	Supports the Lead Teacher in classroom instruction, student management, and material preparation	Full academic year (weekly)	Lead Teacher / Director
Substitute Teacher	SUB	Staff	Fills in for absent Lead or Assistant Teachers on an as-needed basis; must be familiar with curriculum	As needed (on-call)	Weekend School Director

Role Title	Role Code	Classification	Description	Minimum Commitment	Supervision
Qur'an Instructor	QI	Staff	Specializes in Qur'an recitation, Tajweed rules, and memorization (Hifz) instruction	Full academic year (weekly)	Weekend School Director
Arabic Language Instructor	ALI	Staff	Teaches Arabic reading, writing, and conversational skills at assigned proficiency levels	Full academic year (weekly)	Weekend School Director
Administrative Volunteer	AV	Volunteer	Assists with front desk operations, student registration, parent communications, and record-keeping	One semester (weekly or bi-weekly)	Weekend School Director
Event Volunteer	EV	Volunteer	Supports special events, fundraisers, community programs, and seasonal celebrations	Per event (as needed)	Event Coordinator / Director
PTO Officer	PTO	Volunteer	Elected member of the Parent-Teacher Organization executive board; liaises between parents and school leadership	Full academic year	PTO President / Director
Facility Volunteer	FV	Volunteer	Assists with classroom setup, cleanup, maintenance of school spaces, and supply management	One semester (weekly or bi-weekly)	Facility Manager / Director
Guest Speaker / Special Instructor	GS	Volunteer	Invited for special sessions, workshops, seminars, or enrichment programs on a one-time or limited basis	Per session (as invited)	Weekend School Director

3. Onboarding Requirements Checklist

All individuals must complete the applicable onboarding requirements before beginning service. The Weekend School Director is responsible for verifying completion and maintaining documentation.

#	Requirement	Teachers	Volunteers	Status	Date Completed
1	Completed Application Form	Required	Required	<input type="checkbox"/>	mm/dd/yyyy
2	Background Check Cleared	Required	Required	<input type="checkbox"/>	mm/dd/yyyy
3	Reference Check Completed	Required (2 refs)	Required (1 ref)	<input type="checkbox"/>	mm/dd/yyyy

#	Requirement	Teachers	Volunteers	Status	Date Completed
4	Mandatory Orientation Session Completed	Required	Required	<input type="checkbox"/>	mm/dd/yyyy
5	Child Protection Training Certificate	Required	Required	<input type="checkbox"/>	mm/dd/yyyy
6	First Aid / CPR Certification	Required	Recommended	<input type="checkbox"/>	mm/dd/yyyy
7	Signed Code of Conduct Agreement	Required	Required	<input type="checkbox"/>	mm/dd/yyyy
8	Signed Confidentiality Agreement	Required	Required	<input type="checkbox"/>	mm/dd/yyyy
9	Emergency Contact Form Submitted	Required	Required	<input type="checkbox"/>	mm/dd/yyyy
10	Proof of Relevant Qualifications	Required	N/A	<input type="checkbox"/>	mm/dd/yyyy
11	TB Test / Health Clearance (if applicable per state requirements)	If Required	If Required	<input type="checkbox"/>	mm/dd/yyyy

Note

Photocopy this checklist for each individual. The completed checklist should be filed in the individual's personnel folder. No individual may begin service until all "Required" items show a completed status.

4. Teacher Roll — Academic Year 2026–2027

This master table records all teaching staff for the current academic year. Update entries as personnel changes occur. Maintain one row per individual.

#	Full Name	Role Code	Grade Level / Subject	Email Address	Phone Number	Emergency Contact (Name & Phone)	BG Check Status	BG Check Date	Certifications Held	Start Date	Status
1	Last, First	LT	Grade 1 / Islamic	name@email.com	(555) 000-0000	Name / (555) 000-0000	Cleared	mm/dd/yy	CPR, CPT	09/06/26	Active

#	Full Name	Role Code	Grade Level / Subject	Email Address	Phone Number	Emergency Contact (Name & Phone)	BG Check Status	BG Check Date	Certifications Held	Start Date	Status
			Studies								
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											

BG Check Status Codes: Cleared = Background check passed and current | Pending = Submitted, awaiting results | Expired = Clearance past renewal date

Status Codes: Active = Currently serving | On Leave = Temporarily absent with approved leave | Inactive = No longer serving

5. Volunteer Roll — Academic Year 2026–2027

This master table records all volunteers serving the Weekend School. Update entries as changes occur. Each volunteer must have a cleared background check before beginning service.

#	Full Name	Role Code	Assignment / Area	Email Address	Phone Number	Emergency Contact (Name & Phone)	BG Check Status	BG Check Date	Availability	Start Date	Status
1	Last, First	AV	Front Desk / Registration	name@email.com	(555) 000-0000	Name / (555) 000-0000	Cleared	mm/dd /yy	Every Week	09/06/26	Active
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											

Availability Codes: Every Week | Bi-Weekly | Monthly | As Needed

Status Codes: Active = Currently serving | Inactive = No longer serving

Name	Role	Observation Date	Observer	Rating	Areas of Strength	Areas for Growth	Recognition Awarded	Notes

Rating Scale

Exceeds Expectations
 — Consistently goes above and beyond role requirements

Meets Expectations
 — Fulfills all role responsibilities satisfactorily

Developing
 — Shows progress but has not yet met all expectations; support plan recommended

Needs Improvement
 — Significant gaps identified; formal improvement plan required

9. Emergency Contact Master List



11. Document Control

11.1 Version History

Version	Date	Author	Changes / Description
1.0	September 6, 2026	Weekend School Director	Initial release of the Teacher & Volunteer Roll for the 2026–2027 academic year. Includes all sections: role definitions, onboarding checklist, teacher and volunteer rolls, compliance tracker, attendance log, performance tracking, emergency contacts, separation log, and appendices.
1.1	<i>mm/dd/yyyy</i>	<i>Author name</i>	<i>Description of changes</i>
1.2	<i>mm/dd/yyyy</i>	<i>Author name</i>	<i>Description of changes</i>

11.2 Review Schedule

- This document is **updated at the start of each academic year** to reflect new personnel, role changes, and policy updates.
- **Interim updates** are made as personnel changes occur throughout the year (new hires, departures, role reassignments).
- A **comprehensive annual review** is conducted by the Weekend School Director in August, prior to the start of the new academic year.
- The version number is incremented with each substantive update.

11.3 Distribution

Recipient	Copy Type	Purpose
Weekend School Director	Original (controlled)	Primary custodian; responsible for all updates and maintenance
MIC Board Secretary	Backup copy	Governance oversight and institutional continuity
Lead Teachers	Reference excerpt	Access to relevant sections (role definitions, attendance log, emergency contacts for their grade level)

11.4 Storage & Security

- **Physical Original:** Maintained by the Weekend School Director in a locked file cabinet at MIC.
- **Digital Copy:** Stored on the MIC secure shared drive with password protection.
- **Backup:** A backup copy is maintained by the MIC Board Secretary.
- **Confidential Sections:** Section 9 (Emergency Contact Master List) must be stored separately with additional access controls.

11.5 Related Documents

Document ID	Document Title	Relationship
MIC-WS-ADM-001	Weekend School Instruction Manual	Master administrative and operational procedures; this roll is a companion document
MIC-WS-FIN-001	Weekend School Budget Template	Financial planning; teacher/volunteer counts inform budget line items
MIC-WS-HR-002	Background Check Policy	Detailed policy governing background check requirements, providers, and procedures
MIC-WS-HR-003	Code of Conduct Agreement	Full text of the code of conduct signed by all personnel (see also Appendix B)
MIC-WS-HR-004	Confidentiality Agreement	Confidentiality terms signed by all personnel handling student/family information

Appendix A: Teacher / Volunteer Application Form Template

MIC Weekend School — Document ID: MIC-WS-HR-001-A | Complete all fields. Attach additional pages if needed.

Personal Information

Full Name:

Date of Birth:

Address:

City / State / ZIP:

Phone:

Email:

Position Applied For

- Lead Teacher Assistant Teacher Substitute Teacher Qur'an Instructor
- Arabic Language Instructor Administrative Volunteer Event Volunteer Facility Volunteer
- PTO Officer Other: _____

Relevant Experience & Qualifications

List relevant teaching, tutoring, mentoring, or volunteer experience. Include Islamic education experience.

Islamic Education Background

Describe your Islamic studies background, including any formal coursework, certifications, or Ijazah.

References

Provide two references (one required for volunteer positions). References should not be family members.

#	Full Name	Relationship	Phone	Email
1				
2				

Availability

- Every Weekend Bi-Weekly Monthly As Needed / Events Only

Special Skills or Languages

Why do you want to serve at MIC Weekend School?

Declaration & Signature

I certify that the information provided in this application is true and complete to the best of my knowledge. I understand that any misrepresentation may result in disqualification or dismissal. I consent to a background check as required by MIC policy and agree to comply with all Weekend School policies and procedures.

Applicant Signature

Date

Appendix B: Code of Conduct Agreement

MIC Weekend School — Document ID: MIC-WS-HR-001-B

All teachers, instructors, and volunteers serving at the Middletown Islamic Center Weekend School are expected to uphold the highest standards of conduct, reflecting Islamic values (Akhlaq) and professional ethics. By signing this agreement, you commit to the following principles:

1. Professional Behavior & Islamic Ethics (Akhlaq)

- Conduct yourself with honesty, integrity, patience, and respect at all times.
- Serve as a positive role model for students, embodying the character (Akhlaq) taught in the Weekend School curriculum.
- Treat all students, parents, fellow staff, and community members with dignity, fairness, and compassion regardless of background.
- Arrive on time, fulfill your commitments, and communicate promptly regarding any scheduling changes.

2. Appropriate Interactions with Students

- Maintain appropriate physical and emotional boundaries with all students at all times.
- Never be alone with a student in an enclosed space; ensure another adult is always present or the door remains open.
- Use age-appropriate language and instructional methods. Physical discipline is strictly prohibited.
- Report any suspected abuse, neglect, or concerning behavior to the Weekend School Director immediately.

3. Confidentiality of Student & Family Information

- Student records, grades, behavioral information, family circumstances, and personal data must be kept strictly confidential.
- Share student information only with authorized school personnel on a need-to-know basis.
- Do not photograph or record students without written parental consent and Director approval.

4. Dress Code Expectations

- Dress modestly and professionally in accordance with Islamic guidelines.
- Attire should be clean, neat, and appropriate for a learning environment.
- Avoid clothing with inappropriate imagery, slogans, or branding.

5. Digital Communication Policy

- Use only school-approved communication channels (e.g., official email, approved messaging platforms) to contact students or parents.
- Do not communicate with individual students via personal social media accounts or private messaging.
- All digital communications should be professional and may be subject to review.

6. Conflict Resolution Procedures

- Address conflicts respectfully through direct conversation with the involved party when possible.
- If unresolved, escalate to the Weekend School Director for mediation.
- Further escalation follows the MIC Board of Trustees grievance process.
- Gossip, backbiting (Gheebah), and slander (Buhtaan) are contrary to Islamic principles and are prohibited.

7. Consequences for Violations

- Violations of this Code of Conduct will be reviewed by the Weekend School Director.
- Depending on severity, consequences may include: verbal warning, written warning, temporary suspension, or permanent removal from service.
- Serious violations (abuse, criminal conduct, endangering students) will result in immediate removal and may be reported to relevant authorities.

Acknowledgment & Signature

I have read and understand the MIC Weekend School Code of Conduct. I agree to abide by these standards throughout my service. I understand that violations may result in disciplinary action, up to and including removal from the program.

Printed Name

Role / Position

Signature

Date

Witnessed by Weekend School Director:

Director Signature

Date

Appendix C: Volunteer Hour Tracking Sheet

Middletown Islamic Center Weekend School

Visual Annual Calendar 2026–2027








At-a-Glance Academic Year Overview

Prepared by the MIC Weekend School Administrative Committee

Version: 1.0 | Effective Date: September 2026

Color Legend & Key

Use the indicators below to quickly identify event types throughout the calendar.

Icon	Color	Category	Description
	Green	Regular Instruction Days	Standard Sunday classes in session
	Blue	Islamic Observances & Holidays	Religious holidays, Ramadan schedule, special observances
	Yellow / Gold	Assessments & Evaluations	Mid-year, end-of-year, and periodic assessments
	Orange	School Events & Community Activities	Open houses, family days, graduation, celebrations
	Red	No Class / Breaks	Winter break, Thanksgiving, Eid breaks — no instruction
	Purple	Parent Engagement	Parent-teacher conferences, volunteer days
	Gray	Administrative / Staff Only	Staff meetings, debriefs — no student attendance

Annual Overview Grid — September 2026 through June 2027

The centerpiece of the academic year. Each cell shows the Sunday date, event label, and color indicator.

Month	Sunday 1	Sunday 2	Sunday 3	Sunday 4	Sunday 5
Sep 2026	Sep 6 Orientation ●	Sep 13 First Day ●	Sep 20 Regular ●	Sep 27 Mawlid Observance ●	—
Oct 2026	Oct 4 Regular ●	Oct 11 Regular ●	Oct 18 Fall Family Day ●	Oct 25 Regular ●	—
Nov 2026	Nov 1 Regular ●	Nov 8 Regular ●	Nov 15 Volunteer Day ●	Nov 22 Thanksgiving Break ●	Nov 29 Regular ●
Dec 2026	Dec 6 Regular ●	Dec 13 Regular ●	Dec 20 Winter Break ●	Dec 27 Winter Break ●	—
Jan 2027	Jan 3 Winter Break ●	Jan 10 Classes Resume ●	Jan 17 Mid-Year Assessment ●	Jan 24 Regular ●	Jan 31 Regular ●
Feb 2027	Feb 7 Regular ●	Feb 14 Isra' Mi'raj ●	Feb 21 Parent- Teacher Conf. ●	Feb 28 Regular ●	—
Mar 2027	Mar 7 Regular ●	Mar 14 Spring Open House ●	Mar 21 Pre- Ramadan Prep ●	Mar 28 Regular ●	—
Apr 2027	Apr 4 Ramadan Schedule ●	Apr 11 Ramadan Schedule ●	Apr 18 Ramadan Schedule ●	Apr 25 Laylat al- Qadr ●	—
May 2027	May 2 Eid al-Fitr Break ●	May 9 Eid Celebration ●	May 16 Assessment Week ●	May 23 Teacher Appreciation ●	May 30 Regular ●
Jun 2027	Jun 6 Assessment ●	Jun 13 Graduation Rehearsal ●	Jun 20 Graduation & Awards ●	Jun 27 Staff Debrief ○	—

Quarterly Breakdown

Q1: September – November 2026

The opening quarter establishes routines, welcomes families, and builds community. Orientation kicks off the year, followed by steady instruction with a Fall Family Day and Mawlid observance. Volunteer Day engages parents directly in school life.

Total Sundays	Instructional Days	Non-Instructional Days	Key Events
13	8	5	Orientation, Mawlid Observance, Fall Family Day, Volunteer Day, Thanksgiving Break

Q2: December 2026 – February 2027

This quarter spans the winter break and the mid-year assessment window. Classes resume in January with renewed focus. Isra' Mi'raj is observed in February, and parent-teacher conferences provide critical feedback on student progress.

Total Sundays	Instructional Days	Non-Instructional Days	Key Events
13	7	6	Winter Break (3 Sundays), Mid-Year Assessment, Isra' Mi'raj, Parent-Teacher Conference

Q3: March – April 2027 (Ramadan Focus)

March provides a brief period of regular instruction before the Ramadan schedule takes effect in April. The Spring Open House welcomes prospective families. During Ramadan, classes operate on a shortened schedule (10:00 AM – 12:00 PM). Laylat al-Qadr is observed at the end of the month.

Total Sundays	Instructional Days	Non-Instructional Days	Key Events
8	7	1	Spring Open House, Pre-Ramadan Prep, Ramadan Schedule (4 weeks), Laylat al-Qadr

Q4: May – June 2027

The closing quarter celebrates the year's achievements. Eid al-Fitr is observed early in May, followed by end-of-year assessments. The year concludes with graduation, awards, and a staff debrief to plan for next year.

Total Sundays	Instructional Days	Non-Instructional Days	Key Events
9	1	8	Eid al-Fitr Break, Eid Celebration, Assessment Week, Teacher Appreciation, Graduation & Awards, Staff Debrief

Year-at-a-Glance Statistics

Category

Count

● Total Instructional Sundays

~23

● Total Non-Instructional Sundays

~7

● Islamic Observances

5

● Assessment Windows

3

● Parent Engagement Events

3

● Community / School Events

6

○ Administrative / Staff Days

1

Total Academic Sundays (Sep–Jun)

43

Important Notes

Lunar Calendar Advisory

Islamic holiday dates (Mawlid an-Nabi, Isra' Mi'raj, Ramadan, Laylat al-Qadr, and Eid al-Fitr) are **approximate** and based on the lunar (Hijri) calendar. Exact dates will be confirmed by the MIC Imam and announced to families at least two weeks in advance based on moon sighting or calculation.

Ramadan Schedule Adjustment

During the month of Ramadan (approximately April 2027), Weekend School will operate on a **shortened schedule from 10:00 AM to 12:00 PM** instead of the regular session times. Curriculum will be adjusted to include Ramadan-specific lessons and Quran recitation focus.

Emergency Closure Procedures

In the event of inclement weather or emergency, closures will follow MIC policy. Notifications will be sent via the MIC Weekend School parent communication system (email, text, and the MIC website) no later than 7:00 AM on the day of closure. If the Middletown area public schools close, MIC Weekend School will also be closed.

Distribution & Posting

This calendar should be:

- Posted in **all classrooms** and the main hallway
- Distributed to **all families** at Orientation (September 6, 2026)
- Shared via the **MIC Weekend School parent portal and email list**
- Provided to all **teachers and volunteers** with their orientation packets

Middletown Islamic Center Weekend School | Visual Annual Calendar 2026–2027 | For Distribution
to Families & Staff

Version 1.0 | Prepared by MIC Weekend School Administrative Committee | Florida, NY

Middletown Islamic Center Weekend School

Expanded Annual Calendar 2026–2027

Academic Year Planning & Key Dates

Prepared by the MIC Weekend School Administrative Committee

Version 1.0 | Effective Date: September 2026

Purpose Statement

This Expanded Annual Calendar serves as the master reference document for all academic sessions, Islamic observances, school events, parent engagement dates, and administrative milestones for the Middletown Islamic Center (MIC) Weekend School program for the 2026–2027 academic year. All families, instructors, volunteers, and administrative staff should consult this calendar as the authoritative guide for planning and scheduling throughout the year.

Academic Year Overview

Item	Details
Academic Year	September 13, 2026 – June 13, 2027
Total Instructional Weekends	Approximately 36
Class Schedule	Every Sunday, 10:00 AM – 1:00 PM
Location	Middletown Islamic Center
Semester 1	September 13, 2026 – December 20, 2026
Winter Break	December 21, 2026 – January 3, 2027
Semester 2	January 10, 2027 – June 13, 2027

★ **Please Note**

The schedule adjusts around Islamic holidays and observances. All Islamic dates listed in this calendar are approximate, based on the lunar Hijri calendar. Confirmed dates will be announced by the MIC Imam at least two weeks in advance.

Month-by-Month Detailed Calendar

September 2026

Date	Event / Activity	Category	Notes
Sun, Sep 6	Pre-Year Staff Meeting	Administrative	Teacher orientation and curriculum distribution
Sun, Sep 13	Orientation & Welcome Day	Event	Families welcome; overview of the year; meet the teachers; registration confirmation
Sun, Sep 20	First Day of Classes	Instruction	Regular instruction begins for all grade levels
Sun, Sep 27	Regular Instruction / Rabi' al-Awwal Observance	Instruction	Mawlid al-Nabi awareness lessons integrated into curriculum (approximate date)

October 2026

Date	Event / Activity	Category	Notes
Sun, Oct 4	Regular Instruction	Instruction	Quran, Islamic Studies, Arabic Language
Sun, Oct 11	Regular Instruction	Instruction	Progress check-ins with students
Sun, Oct 18	Fall Family Fun Day	Event	Community-building event; outdoor activities, games, and potluck for families

Date	Event / Activity	Category	Notes
Sun, Oct 25	Regular Instruction	Instruction	Progress check-ins continue; parent feedback forms distributed

November 2026

Date	Event / Activity	Category	Notes
Sun, Nov 1	Regular Instruction	Instruction	Quran, Islamic Studies, Arabic Language
Sun, Nov 8	Regular Instruction	Instruction	Parent Volunteer Appreciation recognition during assembly
Sun, Nov 15	Regular Instruction	Instruction	Quran, Islamic Studies, Arabic Language
Sun, Nov 22	Regular Instruction	Instruction	Last class before Thanksgiving break
Sun, Nov 29	Thanksgiving Break — No Class	Holiday/Break	No class held; enjoy the long weekend with family

December 2026

Date	Event / Activity	Category	Notes
Sun, Dec 6	Regular Instruction	Instruction	Quran, Islamic Studies, Arabic Language
Sun, Dec 13	Regular Instruction	Instruction	Semester 1 review activities; mid-year curriculum review (administrative)
Sun, Dec 20	Last Class Before Winter Break	Instruction	Semester 1 concludes; holiday crafts and reflection activities
Sun, Dec 27	Winter Break — No Class	Holiday/Break	School closed for winter break

January 2027

Date	Event / Activity	Category	Notes
Sun, Jan 3	Winter Break — No Class	Holiday/Break	School closed; winter break continues

Date	Event / Activity	Category	Notes
Sun, Jan 10	Classes Resume — Semester 2 Begins	Instruction	Welcome back; Semester 2 orientation; new materials distributed
Sun, Jan 17	Mid-Year Assessments	Assessment	Quran recitation assessments and written exams for Islamic Studies & Arabic
Sun, Jan 24	Mid-Year Assessments (continued)	Assessment	Assessment completion; Rajab begins (approximate) — special du'a lessons
Sun, Jan 31	Regular Instruction	Instruction	Mid-year assessment results shared with parents

February 2027

Date	Event / Activity	Category	Notes
Sun, Feb 7	Regular Instruction	Instruction	Quran, Islamic Studies, Arabic Language
Sun, Feb 14	Parent–Teacher Conferences	Event	Individual conferences scheduled 10:00 AM – 1:00 PM; no regular classes
Sun, Feb 21	Regular Instruction / Isra' and Mi'raj Observance	Instruction	Special lesson on the Night Journey and Ascension (approximate date)
Sun, Feb 28	Regular Instruction	Instruction	Quran, Islamic Studies, Arabic Language

March 2027

Date	Event / Activity	Category	Notes
Sun, Mar 7	Regular Instruction	Instruction	Sha'ban begins (approximate); lessons on the significance of Sha'ban
Sun, Mar 14	Regular Instruction	Instruction	Pre-Ramadan preparation lessons: fasting, charity, and self-reflection
Sun, Mar 21	Spring Open House	Event	Open to prospective families; student work showcase; enrollment info for next year
Sun, Mar 28	Regular Instruction — Pre-Ramadan Week	Instruction	Final preparation lessons before Ramadan; Ramadan schedule announced

April 2027

Date	Event / Activity	Category	Notes
Sun, Apr 4	Ramadan Begins (approximate) — Adjusted Schedule	Instruction	Shortened classes (10:00 AM – 12:00 PM); special Ramadan curriculum focusing on Quran and spirituality
Sun, Apr 11	Ramadan Instruction — Adjusted Schedule	Instruction	Shortened classes; Ramadan reflection activities and charity projects
Sun, Apr 18	Ramadan Instruction — Adjusted Schedule	Instruction	Shortened classes; Quran memorization focus; community iftar planning
Sun, Apr 25	Laylat al-Qadr Program	Event	Special evening program for families (time TBA); last 10 nights of Ramadan observance

May 2027

Date	Event / Activity	Category	Notes
Sun, May 2	Eid al-Fitr Celebration & Break — No Regular Class	Holiday/Break	Eid Mubarak! Community Eid celebration (approximate date); no regular classes
Sun, May 9	Classes Resume Post-Eid / Teacher Appreciation Week	Instruction	Regular schedule resumes; Teacher Appreciation Week activities and recognition
Sun, May 16	End-of-Year Assessments Begin	Assessment	Quran recitation final assessments; Islamic Studies written exams
Sun, May 23	End-of-Year Assessments (continued)	Assessment	Arabic Language final assessments
Sun, May 30	Regular Instruction — Review Week	Instruction	Assessment results compiled; year-in-review lessons; Memorial Day weekend

June 2027

Date	Event / Activity	Category	Notes
Sun, Jun 6	Final Assessments & Graduation Rehearsal	Assessment	Final make-up assessments; graduation ceremony rehearsal
Sun, Jun 13	Graduation & Awards Ceremony — Last Day of Classes	Event	Graduation for completing students; awards for academic excellence, Quran memorization, and character; families invited
Sun, Jun 20	Year-End Staff Debrief	Administrative	Staff-only meeting; curriculum review, feedback collection, planning for 2027–2028

Summary of Key Dates

Breaks & No-Class Dates

Date	Description	Category
Sun, Nov 29, 2026	Thanksgiving Break	Holiday/Break
Sun, Dec 27, 2026	Winter Break	Holiday/Break
Sun, Jan 3, 2027	Winter Break (continued)	Holiday/Break
Sun, May 2, 2027	Eid al-Fitr Celebration & Break	Holiday/Break

Islamic Observances

Approximate Date	Observance	Notes
Late September 2026	Rabi' al-Awwal / Mawlid al-Nabi	Integrated into curriculum; date subject to lunar calendar confirmation
Late January 2027	Rajab Begins	Special du'a lessons
Late February 2027	Isra' and Mi'raj	Special lesson on the Night Journey
Early March 2027	Sha'ban Begins	Pre-Ramadan preparation
Early April 2027	Ramadan Begins	Adjusted class schedule (10:00 AM – 12:00 PM)
Late April 2027	Laylat al-Qadr	Special evening program for families
Early May 2027	Eid al-Fitr	Community celebration; no regular class

Assessment Windows

Date(s)	Assessment	Subjects
Jan 17 – Jan 24, 2027	Mid-Year Assessments	Quran Recitation, Islamic Studies, Arabic Language
May 16 – May 23, 2027	End-of-Year Assessments	Quran Recitation, Islamic Studies, Arabic Language
Jun 6, 2027	Final Make-Up Assessments	All subjects (as needed)

Major Events

Date	Event	Details
Sun, Sep 13, 2026	Orientation & Welcome Day	Families welcome; meet the teachers
Sun, Oct 18, 2026	Fall Family Fun Day	Community-building event with outdoor activities
Sun, Mar 21, 2027	Spring Open House	Prospective families; student showcase
Sun, Apr 25, 2027	Laylat al-Qadr Program	Special evening program for families
Sun, Jun 13, 2027	Graduation & Awards Ceremony	Last day of classes; awards for excellence

Parent–Teacher Conferences

Date	Event	Notes
Sun, Feb 14, 2027	Parent–Teacher Conferences	Individual conferences, 10:00 AM – 1:00 PM; no regular classes held

Islamic Holidays & Observances — Important Notice

☆ Lunar Calendar Advisory

All Islamic holiday and observance dates listed in this calendar are **approximate** and are based on the lunar Hijri calendar. The actual dates may vary by one or two days depending on confirmed moon sightings.

Actual dates will be confirmed by the MIC Imam and officially announced to all families, staff, and volunteers **at least two weeks in advance** of each observance.

Families are encouraged to monitor announcements via the MIC Weekend School communication channels (email, bulletin board, and community announcements at Jumu'ah prayers) for confirmed dates.

Calendar Amendment Process

Any changes to this published calendar — including date modifications, additions, or cancellations — must be formally approved by the MIC Weekend School Director. Once approved, all amendments will be communicated to families, instructors, and staff in writing (via email and posted notice) at least **one week prior** to the affected date. In the case of emergency closures due to inclement weather, facility issues, or other unforeseen circumstances, families will be notified as early as possible through all available communication channels, including email, phone tree, and social media. Emergency closure notifications are exempt from the one-week advance notice requirement.

All calendar amendments will be documented with a revised version number and date, and an updated copy of this calendar will be made available to all stakeholders.

Middletown Islamic Center Weekend School

Draft Annual Budget Template

Fiscal Year: [20__–20__]

Document ID: MIC-WS-FIN-001 | Version 1.0

1. Budget Overview

1.1 Purpose

This template provides a standardized framework for planning, tracking, and reporting all financial activities of the MIC Weekend School. It is intended to ensure transparency, accountability, and alignment with the Middletown Islamic Center's broader fiscal planning and governance objectives.

1.2 Budget Cycle

July 1 – June 30 (aligned with MIC fiscal year)

1.3 Budget Summary Dashboard

Category	Budgeted Amount	Actual Amount	Variance	% of Total Budget
Total Revenue	\$0.00	\$0.00	\$0.00	0.0%
Total Expenses	\$0.00	\$0.00	\$0.00	0.0%
Net Surplus / (Deficit)	\$0.00	\$0.00	\$0.00	—

1.4 Approval Workflow

Step	Action	Responsible Party	Target Date	Status
1	Draft Preparation	School Director	[Date]	<input type="checkbox"/> Pending

Step	Action	Responsible Party	Target Date	Status
2	Review	Finance Committee	[Date]	<input type="checkbox"/> Pending
3	Approval	MIC Board	[Date]	<input type="checkbox"/> Pending
4	Distribution	School Director	[Date]	<input type="checkbox"/> Pending

2. Revenue / Income

2.1 Tuition & Fees

Line Item	Description	Budgeted	Actual	Variance	Notes
Annual Tuition	Per student × enrollment	\$0.00	\$0.00	\$0.00	
Registration Fees	One-time per student	\$0.00	\$0.00	\$0.00	
Late Registration Fees	After deadline surcharge	\$0.00	\$0.00	\$0.00	
Sibling Discount Adj.	Multi-child discount	(\$0.00)	(\$0.00)	\$0.00	
Financial Aid / Scholarship Adj.	Need-based awards	(\$0.00)	(\$0.00)	\$0.00	
Subtotal — Tuition & Fees	\$0.00	\$0.00	\$0.00		

2.2 Fundraising & Events

Line Item	Description	Budgeted	Actual	Variance	Notes
Annual Fundraising Dinner/Gala	Signature annual event	\$0.00	\$0.00	\$0.00	
Bake Sales & Food Events	Community food fundraisers	\$0.00	\$0.00	\$0.00	
Walkathon / Fun Run	Sponsored physical event	\$0.00	\$0.00	\$0.00	
Online Fundraising Campaigns	Digital campaigns & crowdfunding	\$0.00	\$0.00	\$0.00	
Ramadan Fundraising Drive	Ramadan-specific giving	\$0.00	\$0.00	\$0.00	
Subtotal — Fundraising & Events	\$0.00	\$0.00	\$0.00		

2.3 Donations & Grants

Line Item	Description	Budgeted	Actual	Variance	Notes
General Donations (Sadaqah)	Unrestricted charitable gifts	\$0.00	\$0.00	\$0.00	
Zakat-Eligible Contributions	Restricted per Zakat guidelines	\$0.00	\$0.00	\$0.00	
Corporate Matching Gifts	Employer match programs	\$0.00	\$0.00	\$0.00	
Community Grants	Foundation & govt. grants	\$0.00	\$0.00	\$0.00	
Endowment / Waqf Income	Investment income	\$0.00	\$0.00	\$0.00	
Subtotal — Donations & Grants	\$0.00	\$0.00	\$0.00		

2.4 Other Income

Line Item	Description	Budgeted	Actual	Variance	Notes
Book & Supply Sales	Student materials sold	\$0.00	\$0.00	\$0.00	
PTO Contributions	Parent-Teacher Org. funds	\$0.00	\$0.00	\$0.00	
Facility Rental	If applicable	\$0.00	\$0.00	\$0.00	
Miscellaneous Income	Other unclassified income	\$0.00	\$0.00	\$0.00	
Subtotal — Other Income	\$0.00	\$0.00	\$0.00		

TOTAL REVENUE	\$0.00	\$0.00	\$0.00		
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3. Expenses / Expenditures

3.1 Personnel / Staffing

Line Item	Description	Budgeted	Actual	Variance	Notes
School Director Stipend	Annual stipend	\$0.00	\$0.00	\$0.00	
Lead Teachers	Qty × Rate	\$0.00	\$0.00	\$0.00	
Assistant Teachers	Qty × Rate	\$0.00	\$0.00	\$0.00	
Substitute Teachers	On-call / per diem	\$0.00	\$0.00	\$0.00	
Administrative Support	Office & coordination staff	\$0.00	\$0.00	\$0.00	
Qur'an / Hifz Instructors	Specialized Qur'an teachers	\$0.00	\$0.00	\$0.00	
Arabic Language Instructors	Arabic curriculum teachers	\$0.00	\$0.00	\$0.00	
Payroll Taxes & Benefits	If applicable	\$0.00	\$0.00	\$0.00	
Staff Training & PD	Professional development	\$0.00	\$0.00	\$0.00	
Background Checks & Compliance	Screening & regulatory	\$0.00	\$0.00	\$0.00	
Subtotal — Personnel / Staffing	\$0.00	\$0.00	\$0.00		

3.2 Curriculum & Instructional Materials

Line Item	Description	Budgeted	Actual	Variance	Notes
Qur'an Copies & Tajweed Materials	Masahif & tajweed aids	\$0.00	\$0.00	\$0.00	
Islamic Studies Textbooks	Core curriculum books	\$0.00	\$0.00	\$0.00	
Arabic Language Textbooks & Workbooks	Arabic curriculum materials	\$0.00	\$0.00	\$0.00	
Seerah & Hadith Resources	Prophetic biography & traditions	\$0.00	\$0.00	\$0.00	
Art & Craft Supplies	Creative learning materials	\$0.00	\$0.00	\$0.00	
Classroom Supplies	Markers, paper, etc.	\$0.00	\$0.00	\$0.00	
Digital / Online Subscriptions	E-learning platforms	\$0.00	\$0.00	\$0.00	
Library Books & Resources	School library additions	\$0.00	\$0.00	\$0.00	
Assessment & Testing Materials	Exams, quizzes, rubrics	\$0.00	\$0.00	\$0.00	
Subtotal — Curriculum & Materials	\$0.00	\$0.00	\$0.00		

3.3 Facility & Operations

Line Item	Description	Budgeted	Actual	Variance	Notes
Facility Use Fee / Rent Allocation	Space rental or allocation	\$0.00	\$0.00	\$0.00	
Utilities Allocation	Proportional utilities cost	\$0.00	\$0.00	\$0.00	
Janitorial / Cleaning Services	Post-session cleaning	\$0.00	\$0.00	\$0.00	
Classroom Setup & Furniture	Desks, chairs, storage	\$0.00	\$0.00	\$0.00	
Maintenance & Repairs	Facility upkeep	\$0.00	\$0.00	\$0.00	
Security System / Personnel	Safety & access control	\$0.00	\$0.00	\$0.00	
Waste Disposal	Trash & recycling services	\$0.00	\$0.00	\$0.00	
Subtotal — Facility & Operations	\$0.00	\$0.00	\$0.00		

3.4 Technology

Line Item	Description	Budgeted	Actual	Variance	Notes
Computers / Tablets	Hardware purchases	\$0.00	\$0.00	\$0.00	
Projectors & AV Equipment	Audio-visual tools	\$0.00	\$0.00	\$0.00	
Software Licenses	Productivity & educational	\$0.00	\$0.00	\$0.00	
Internet / Wi-Fi Costs	Connectivity services	\$0.00	\$0.00	\$0.00	
Website Hosting & Maintenance	Domain, hosting, updates	\$0.00	\$0.00	\$0.00	
Communication Platform	Email, SMS, messaging	\$0.00	\$0.00	\$0.00	
Subtotal — Technology	\$0.00	\$0.00	\$0.00		

3.5 Student Programs & Activities

Line Item	Description	Budgeted	Actual	Variance	Notes
Field Trips & Transportation	Educational outings	\$0.00	\$0.00	\$0.00	

Line Item	Description	Budgeted	Actual	Variance	Notes
Guest Speaker Honorariums	Invited presenters	\$0.00	\$0.00	\$0.00	
Student Awards & Certificates	Recognition materials	\$0.00	\$0.00	\$0.00	
Graduation / End-of-Year Ceremony	Annual ceremony expenses	\$0.00	\$0.00	\$0.00	
Ramadan & Eid Celebrations	Holiday event costs	\$0.00	\$0.00	\$0.00	
Islamic History Month Activities	Special programming	\$0.00	\$0.00	\$0.00	
Quran Competition Prizes	Competition awards	\$0.00	\$0.00	\$0.00	
Science Fair / Exhibition	Student showcase event	\$0.00	\$0.00	\$0.00	
Subtotal — Student Programs & Activities	\$0.00	\$0.00	\$0.00		

3.6 Administrative & Office

Line Item	Description	Budgeted	Actual	Variance	Notes
Office Supplies	General admin supplies	\$0.00	\$0.00	\$0.00	
Printing & Copying	Documents & handouts	\$0.00	\$0.00	\$0.00	
Postage & Shipping	Mailing costs	\$0.00	\$0.00	\$0.00	
Insurance (Liability, Property)	Coverage premiums	\$0.00	\$0.00	\$0.00	
Legal & Accounting Fees	Professional services	\$0.00	\$0.00	\$0.00	
Bank Fees	Account & transaction fees	\$0.00	\$0.00	\$0.00	
Marketing & Outreach	Flyers, banners, ads	\$0.00	\$0.00	\$0.00	
Parent Communication Materials	Newsletters, notices	\$0.00	\$0.00	\$0.00	
Subtotal — Administrative & Office	\$0.00	\$0.00	\$0.00		

3.7 Health, Safety & Emergency

Line Item	Description	Budgeted	Actual	Variance	Notes
First Aid Supplies	Medical kits & refills	\$0.00	\$0.00	\$0.00	

Line Item	Description	Budgeted	Actual	Variance	Notes
Emergency Preparedness Kit	Disaster readiness supplies	\$0.00	\$0.00	\$0.00	
Health Screening Costs	Student health checks	\$0.00	\$0.00	\$0.00	
PPE & Sanitization Supplies	Hygiene & protective items	\$0.00	\$0.00	\$0.00	
Subtotal — Health, Safety & Emergency	\$0.00	\$0.00	\$0.00		

3.8 Contingency & Reserve

Line Item	Description	Budgeted	Actual	Variance	Notes
Emergency Fund	Recommend 5–10% of total budget	\$0.00	\$0.00	\$0.00	
Unallocated Contingency	General reserve buffer	\$0.00	\$0.00	\$0.00	
Subtotal — Contingency & Reserve	\$0.00	\$0.00	\$0.00		

TOTAL EXPENSES	\$0.00	\$0.00	\$0.00		
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4. Budget Notes & Assumptions

The following assumptions underpin this draft budget. Update all bracketed fields with actual figures before finalizing.

Key Planning Assumptions

- Projected enrollment: [] students
- Tuition rate: \$[] per student per year
- Number of instructional weekends: []

6. Budget Variance Report (Quarterly)

Complete this table at the end of each quarter to monitor budget performance and identify areas requiring corrective action.

Category	Q1 Budget	Q1 Actual	Q1 Variance	Q2 Budget	Q2 Actual	Q2 Variance
Total Revenue	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Expenses	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Net Position	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Note: Replicate this table format for Q3 and Q4 reporting on a separate page as needed.

7. Approval & Signatures

This budget has been prepared, reviewed, and approved by the undersigned in accordance with the MIC Weekend School governance procedures.

Prepared By — School Director

Name:

Date:

Signature:

Reviewed By — Finance Committee Chair

Name:

Date:

Signature:

Approved By — MIC Board Chair

Name:

Date:

Signature:

This document is part of the MIC Weekend School Governance Document Suite.

MIDDLETOWN ISLAMIC CENTER

WEEKEND SCHOOL

Parent-Teacher Organization (PTO) Charter

Constitution & Bylaws

Prepared by the MIC Weekend School Administrative Committee

Version 1.0 | Adopted: _____, 2026

This charter establishes the Parent-Teacher Organization of the MIC Weekend School and defines its governance framework, including its mission, membership, leadership structure, operating procedures, financial management, and amendment process.

ARTICLE I — NAME & AFFILIATION

1.1 Official Name. The organization shall be known as the **Middletown Islamic Center Weekend School Parent-Teacher Organization**, hereinafter referred to as the “**MIC-WS PTO**” or the “**PTO**.”

1.2 Affiliation. The PTO is affiliated with the Middletown Islamic Center (“MIC”) and operates under the oversight of the MIC Board of Directors and the Weekend School Director. All PTO activities shall be consistent with the mission and policies of MIC.

1.3 Legal Status. The PTO is a volunteer, non-profit organization and is **not** a separate legal entity from MIC. The PTO does not independently hold tax-exempt status but operates under the umbrella of MIC’s organizational status.

ARTICLE II — MISSION & PURPOSE

2.1 Mission Statement. The mission of the MIC-WS PTO is to foster a collaborative partnership between parents, teachers, and administrators to enhance the educational, spiritual, and social experience of students at the MIC Weekend School.

2.2 Purposes. The PTO shall pursue the following specific purposes in furtherance of its mission:

1. Support the academic and Islamic studies curriculum through resources, materials, and collaborative programming;
2. Organize community-building events and activities that strengthen bonds among MIC Weekend School families;
3. Facilitate open and effective communication between families and school administration;
4. Coordinate volunteer efforts for school operations, classroom support, and special events;
5. Raise funds to support school programs, instructional materials, facility needs, and student scholarships;
6. Promote active parent engagement in students' Islamic education and character development;
7. Serve as an advisory voice to the Weekend School Director on family concerns, feedback, and suggestions; and
8. Foster an inclusive, welcoming environment for all MIC families regardless of background, language, or length of membership in the community.

2.3 Non-Partisan & Non-Commercial. The PTO shall not engage in partisan political activity and shall not be used for the commercial benefit of any individual member. All activities shall align with the values and mission of MIC.

ARTICLE III — MEMBERSHIP

3.1 Eligibility. All parents and legal guardians of currently enrolled students and all current Weekend School teachers and staff are automatically members of the PTO. No separate registration or dues are required for membership.

3.2 Voting Members. The following individuals shall hold voting privileges within the PTO:

9. Parents and legal guardians with at least one child currently enrolled in the MIC Weekend School; and
10. Current teachers and staff of the MIC Weekend School.

Each family unit shall be entitled to a maximum of **two (2) votes**, regardless of the number of children enrolled. Each teacher or staff member shall hold **one (1) vote**.

3.3 Non-Voting & Honorary Members. The following individuals may participate in PTO activities and meetings in a non-voting, advisory capacity:

11. MIC Board of Directors liaison(s);
12. Community volunteers who are not parents or guardians of enrolled students; and
13. Alumni parents whose children have previously attended the Weekend School.

3.4 Membership Year. The membership year shall align with the academic year, commencing in **September** and concluding in **June** of the following calendar year.

3.5 Good Standing. Members must adhere to the MIC community conduct guidelines as set forth by the MIC Board of Directors. A member who is found to be in violation of these guidelines may have their membership privileges reviewed in accordance with Article IX of this Charter.

ARTICLE IV — EXECUTIVE BOARD / OFFICERS

4.1 Composition. The PTO shall be governed by an Executive Board consisting of the following officers:

Position	Responsibilities	Term Length	Selection Method
President	Presides over all General and Executive Board meetings; sets meeting agendas; serves as the primary liaison to the Weekend School Director and MIC Board of Directors; represents the PTO in all official matters; ensures compliance with this Charter.	1 year, renewable once	Elected by membership vote
Vice President	Assists the President in all duties; presides over meetings in the President's absence; chairs the Events Committee; assumes the role of President if the position is vacated mid-term.	1 year, renewable once	Elected by membership vote
Secretary	Records and distributes meeting minutes; manages all PTO correspondence and official records; maintains the membership roster; archives documents in accordance with Section 6.5 of this Charter.	1 year, renewable once	Elected by membership vote
Treasurer	Manages PTO funds held in the designated MIC sub-account; prepares and presents financial reports; oversees fundraising accounts; proposes the annual budget; ensures financial compliance with Article VIII.	1 year, renewable once	Elected by membership vote
Communications Coordinator	Manages PTO announcements via email, messaging platforms, and bulletin boards; coordinates social media presence; contributes to school newsletters; ensures timely dissemination of PTO information to all families.	1 year, renewable once	Appointed by President with Executive Board approval
Volunteer Coordinator	Recruits and organizes parent volunteers for school events, classroom support, and administrative tasks; maintains a volunteer database; matches volunteer skills and availability to organizational needs.	1 year, renewable once	Appointed by President with Executive Board approval

4.2 Eligibility for Office. All candidates for elected office must be voting members in good standing at the time of nomination and throughout their term of service.

4.3 Limitation on Terms. No individual may serve in the same elected office for more than two (2) consecutive terms. After a one-year absence from a position, an individual may be re-elected to that position.

4.4 Removal from Office. An officer may be removed from the Executive Board for cause by a two-thirds (2/3) vote of the Executive Board, subject to the procedures outlined in Article IX of this Charter.

ARTICLE V — ELECTIONS

5.1 Election Timing. Elections for all elected Executive Board positions shall be held annually at the **May General Meeting** for the following academic year. Newly elected officers shall assume their duties on **September 1** of the new academic year.

5.2 Nomination Period. Nominations shall open no later than four (4) weeks prior to the May General Meeting. Both self-nominations and peer nominations (with the nominee's consent) shall be accepted. The Secretary shall circulate a call for nominations to all voting members.

5.3 Candidate Eligibility. All candidates must be voting members in good standing as defined in Section 3.5 of this Charter at the time of nomination.

5.4 Voting Procedure. Elections shall be decided by **simple majority vote** of voting members present at the May General Meeting. In the event of a contested election (more than one candidate for a single position), voting shall be conducted by **secret ballot**.

5.5 Uncontested Elections. If only one candidate is nominated for a position, the candidate may be confirmed by voice vote or acclamation.

5.6 Mid-Term Vacancies. In the event of a vacancy in any Executive Board position during the term, the remaining Executive Board members may appoint an interim officer by majority vote. The interim officer shall serve until the next scheduled election. If the office

of President is vacated, the Vice President shall automatically assume the role of President for the remainder of the term.

5.7 Runoff Elections. If no candidate receives a simple majority in a multi-candidate race, a runoff election shall be held between the top two vote recipients.

ARTICLE VI — MEETINGS

6.1 General Meetings. General Meetings of the PTO shall be held **monthly on the first Sunday of each month** during the academic year (September through June), following student dismissal, from **1:15 PM to 2:00 PM**. A minimum of **six (6) General Meetings** shall be held per academic year.

6.2 Executive Board Meetings. The Executive Board shall meet monthly, approximately **one (1) week prior** to the scheduled General Meeting. Executive Board Meetings may be conducted in person or virtually via video conference at the discretion of the President.

6.3 Special Meetings. Special Meetings may be called by the President or upon written request of **five (5) or more voting members**. Notice of a Special Meeting must be provided to all members at least **seven (7) calendar days** in advance and must include the purpose and agenda of the meeting.

6.4 Quorum.

14. **General Meetings:** A quorum shall consist of **ten (10) voting members** or **twenty-five percent (25%)** of total voting membership, whichever is **smaller**.

15. **Executive Board Meetings:** A quorum shall consist of **four (4) Executive Board members**.

No official business may be conducted in the absence of a quorum.

6.5 Meeting Minutes. The Secretary shall record minutes of all General Meetings and Executive Board Meetings. Minutes shall be distributed to the membership within **seven (7) calendar days** following each meeting and shall be archived for a minimum of **three (3) years**.

6.6 Meeting Conduct. All meetings shall be conducted in an orderly and respectful manner consistent with the values outlined in Article IX. The President (or presiding officer) shall have the authority to manage meeting proceedings.

ARTICLE VII — COMMITTEES

7.1 Standing Committees. The following standing committees shall be established to carry out the ongoing work of the PTO:

Committee	Description & Scope
Events Committee	Plans and executes school events including orientation, open house, Eid celebrations, end-of-year graduation ceremony, family nights, and other community gatherings as directed by the Executive Board.
Fundraising Committee	Develops and implements fundraising strategies and campaigns to support school programs. Coordinates donation drives, sponsorships, and fundraising events in compliance with MIC policies.
Curriculum Support Committee	Works collaboratively with teachers and the Weekend School Director to identify resource needs, support classroom activities, procure instructional materials, and assist with educational programming.
Community Outreach Committee	Coordinates with the broader MIC community, local organizations, and interfaith groups. Promotes the Weekend School within the community and builds partnerships that benefit students and families.

7.2 Ad Hoc Committees. The President, with Executive Board approval, may form ad hoc (temporary) committees to address specific projects or initiatives. Ad hoc committees shall be dissolved upon completion of their assigned task or at the end of the academic year, whichever comes first.

7.3 Committee Chairs. Each standing committee shall have a chair appointed by the Executive Board. Committee chairs need not be Executive Board members but must be voting members in good standing.

7.4 Committee Reports. Each standing committee chair shall present a brief report of committee activities and progress at each General Meeting.

7.5 Committee Membership. All voting members of the PTO are eligible and encouraged to serve on one or more committees. Committee participation is voluntary.

ARTICLE VIII — FINANCIAL MANAGEMENT

8.1 Account Structure. All PTO funds shall be held in a **designated sub-account** within MIC's financial accounts, operating under MIC's tax-exempt status. The PTO shall not maintain independent bank accounts.

8.2 Expenditure Authorization.

16. Expenditures of **\$200 or less** may be authorized by the Treasurer alone, provided they fall within the approved annual budget.

17. Expenditures **exceeding \$200** require **two (2) signatures**: the Treasurer and either the President or Vice President.

18. Any single expenditure exceeding **\$1,000** requires prior approval by majority vote of the Executive Board.

8.3 Annual Budget. The Treasurer shall prepare and present a proposed annual budget at the **September General Meeting** for approval by membership vote. The budget shall detail anticipated revenues, planned expenditures, and reserve allocations.

8.4 Financial Reporting. The Treasurer shall present **quarterly financial reports** at General Meetings, detailing income, expenditures, and current balances. Reports shall be made available to any voting member upon request.

8.5 Annual Financial Review. An annual financial review shall be conducted by a **non-board member** designated by the Executive Board. This review shall be completed and reported to the membership prior to the May General Meeting.

8.6 Fundraising Activities. All fundraising activities must be approved by the Executive Board and must comply with MIC policies and applicable laws. Funds raised by the PTO shall be used exclusively for the benefit of the MIC Weekend School.

8.7 Spending Priorities. PTO expenditures shall be allocated according to the following priority order:

19. Student programs and instructional materials;
20. Teacher support and professional development;
21. School events and community-building activities; and
22. Student scholarships and financial assistance.

8.8 Prohibited Uses. PTO funds shall not be used for personal benefit of any member, political contributions, or any purpose inconsistent with the mission of MIC or the PTO.

ARTICLE IX — CODE OF CONDUCT

9.1 Guiding Principles. All PTO activities and interactions shall be guided by Islamic principles of mutual consultation (*shura*), excellence in conduct (*ihsan*), and proper etiquette (*adab*). Members are expected to embody these values in all PTO-related matters.

9.2 Respectful Communication. Members shall maintain respectful, courteous, and constructive communication in all PTO interactions, whether in meetings, written correspondence, or digital platforms. Personal attacks, gossip, and disruptive behavior are prohibited.

9.3 Conflicts of Interest. Any member who has a personal or financial interest in a matter before the PTO must disclose the conflict to the Executive Board. The affected member shall recuse themselves from any discussion or vote related to the matter.

9.4 Grievance Procedure.

23. **Step 1:** Grievances shall first be addressed informally between the parties involved, seeking resolution through respectful dialogue.
24. **Step 2:** If informal resolution is unsuccessful, the grievance shall be submitted in writing to the **Weekend School Director** for mediation.
25. **Step 3:** If the matter remains unresolved, either party may appeal to the **MIC Board of Directors**, whose decision shall be final.

9.5 Removal for Cause. Violations of this Code of Conduct or the MIC community conduct guidelines may result in removal from the Executive Board by a **two-thirds (2/3) vote** of the Executive Board. The affected member shall be given an opportunity to respond to the allegations before any vote is taken.

9.6 Confidentiality. Executive Board members and committee chairs shall maintain confidentiality regarding sensitive discussions, personal information about families, and any matters designated as confidential by the Executive Board or Weekend School Director.

ARTICLE X — AMENDMENTS

10.1 Proposal. Proposed amendments to this Charter must be submitted **in writing** to the Executive Board by any voting member in good standing.

10.2 Notice Requirement. The Executive Board shall distribute the text of any proposed amendment to the full membership at least **thirty (30) calendar days** prior to the General Meeting at which the amendment will be voted upon.

10.3 Approval. Amendments require approval by a **two-thirds (2/3) majority** of voting members present at a General Meeting at which a quorum is established.

10.4 Consistency with MIC Policies. No amendment shall be adopted that conflicts with the bylaws, policies, or mission of the Middletown Islamic Center. The MIC Board of Directors reserves the right to review and approve any amendment prior to its taking effect.

10.5 Version-Controlled Change Log. All adopted amendments shall be recorded in a Version-Controlled Change Log maintained by the Secretary. The Change Log shall include the amendment number, date of adoption, description of the change, and the article/section affected.

Amendment #	Date Adopted	Article/Section	Description of Change
—	—	—	<i>No amendments adopted as of charter ratification.</i>

ARTICLE XI — DISSOLUTION

11.1 Dissolution Vote. The PTO may be dissolved by a **three-fourths (3/4) vote** of the **total voting membership** (not merely those present at a meeting). A dissolution vote may only be held at a General Meeting or Special Meeting called for that specific purpose, with at least thirty (30) days' notice to the membership.

11.2 Disposition of Funds. Upon dissolution, all remaining PTO funds shall be transferred to the **MIC Weekend School general fund** to be used at the discretion of the Weekend School Director and MIC Board of Directors for the benefit of students.

11.3 Transfer of Records. Upon dissolution, all PTO records, documents, financial records, and archives shall be transferred to the Weekend School Director for safekeeping in accordance with MIC's record retention policies.

11.4 Final Report. Prior to dissolution, the Treasurer shall prepare a final financial report and the Secretary shall prepare a final summary of PTO activities, both of which shall be submitted to the MIC Board of Directors.

ADOPTION & SIGNATURES

We, the undersigned, do hereby certify that this Charter has been duly reviewed, approved, and adopted as the governing document of the Middletown Islamic Center Weekend School Parent-Teacher Organization.

Weekend School Director

Name Date

Signature

Printed

PTO President

Date

Signature

Printed Name

MIC Board Representative

Signature

Printed Name

Date

*This Charter was adopted by vote of the founding membership on _____,
2026.*

Middletown Islamic Center Weekend School

Parent-Teacher Conference Policy

Guidelines for Scheduling, Conducting, and Documenting Parent-Teacher Conferences

Prepared by the MIC Weekend School Administrative Committee

Policy Number: MIC-WS-POL-004 | **Version:** 1.0 | **Effective Date:** September 2026

1. Policy Purpose & Scope

1.1 Purpose

This policy establishes clear, consistent procedures for parent-teacher conferences at the Middletown Islamic Center (MIC) Weekend School. Its aim is to strengthen the home-school partnership and support student success in both academic and Islamic studies by ensuring that conferences are well-organized, productive, and mutually respectful.

1.2 Scope

This policy applies to all Weekend School teachers, administrators, parents and guardians of enrolled students, and support staff involved in student progress communication. All individuals engaged in the conference process are expected to be familiar with and adhere to these guidelines.

1.3 Guiding Philosophy

Core Principle — Shura (Mutual Consultation)

Parent-teacher conferences at MIC Weekend School are grounded in the Islamic principle of *shura* — mutual consultation. Conferences are designed to be **collaborative conversations**, not one-directional reports. Teachers and parents are equal partners in a child's educational journey, and the conference is an opportunity to listen, share, and plan together.

2. Conference Schedule & Types

The MIC Weekend School offers several types of parent-teacher conferences throughout the academic year. The table below outlines each type, its timing, duration, format, and attendance expectation.

Conference Type	Timing	Duration	Format	Required / Optional
Fall Progress Check-In	October (6th–7th week of classes)	10 minutes per family	In-person during class hours	Optional but encouraged
Mid-Year Formal Conference	February (scheduled conference day)	15–20 minutes per family	In-person, with virtual option	Required for all families
End-of-Year Conference	May / June (final weeks)	15 minutes per family	In-person, with virtual option	Required for students with IEPs or academic concerns; optional for others
Ad Hoc / Special Conference	As needed (requested by parent or teacher)	15–30 minutes	In-person or virtual	As needed
New Student Check-In	4 weeks after enrollment (for mid-year enrollees)	10 minutes	In-person or virtual	Required

3. Scheduling Procedures

To ensure a smooth and equitable scheduling process, the following procedures apply to all formally scheduled conference days:

1. **Annual Calendar Announcement:** Conference dates are published in the annual school calendar at the start of each academic year. Specific dates are confirmed and communicated to families at least **3 weeks in advance** of the conference day.
2. **Sign-Up Availability:** Sign-up sheets — both physical (posted at the school) and digital (via email or the school communication platform) — are made available **2 weeks before** the scheduled conferences.
3. **Time Slot Selection:** Each family selects a preferred time slot. Conflicts are resolved on a **first-come, first-served basis**. Families who miss initial sign-up will be assigned available remaining slots.
4. **Virtual Conference Option:** Families unable to attend in person may request a virtual conference. **Video calls are preferred** over phone calls to support more effective communication.
5. **Teacher Coordination:** Teachers with multiple classes coordinate their schedules with the administration to avoid double-booking and ensure adequate transition time.
6. **Reminder Notices:** The administration sends a reminder notice **1 week before** and a second reminder **2 days before** the conference day.
7. **Walk-In Conferences:** Walk-in conferences are accommodated if time permits, but **scheduled appointments always take priority**.

4. Pre-Conference Preparation

Effective conferences require thoughtful preparation by both teachers and parents. The following guidelines outline expectations for each party.

4.1 For Teachers

- Review each student's academic progress, Quran memorization milestones, Islamic studies performance, and behavioral observations.
- Complete the **Student Progress Summary Form** (see Appendix A) for each student prior to the conference.

- Prepare specific examples of student work, achievements, and areas for improvement to share with families.
- Identify any concerns to discuss, including academic, behavioral, social, or attendance-related issues.
- Prepare **2–3 actionable recommendations** for parents to support their child's learning at home.

4.2 For Parents / Guardians

- Review any progress reports, assessments, or communications received from the school.
- Prepare questions or concerns about their child's learning experience, behavior, or social engagement.
- Note any changes at home that may affect the student, such as family circumstances, health updates, or schedule changes.
- Bring relevant documents, including medical updates or IEP documentation, if applicable.

5. Conference Conduct Guidelines

5.1 Setting & Environment

- Conferences are held in a **private, quiet space** — either a classroom or a designated conference room — to ensure confidentiality.
- Seating is arranged to promote collaborative conversation: **side-by-side or at a round table**, not across a desk.
- Refreshments are available in the waiting area for families.
- **Childcare is provided** during formal conference days in a supervised activity room, so parents can attend without distraction.

5.2 Communication Standards

Key Framework — "Praise – Concern – Plan"

Every conference should follow the **Praise–Concern–Plan** framework:

1. **Praise:** Begin with *bismillah* and a genuine, positive observation about the student — highlight strengths and achievements.
2. **Concern:** Discuss areas for growth honestly and respectfully, using specific examples and data.
3. **Plan:** Collaboratively set goals and agree on concrete action items with clear responsibilities and timelines.

- Speak respectfully and avoid educational jargon; use plain, accessible language.
- Listen actively to parent concerns and perspectives — conferences are a dialogue, not a monologue.
- Avoid comparing students to peers or siblings.
- Maintain **strict confidentiality** — discuss only the family's own child during the conference.
- If a **translator or interpreter** is needed, the school will arrange one with at least 1 week's notice. Families should notify the school of language needs when signing up.
- End each conference with a **clear summary** of agreed-upon action items, responsible parties, and next steps.

5.3 Time Management

- Adhere to scheduled time slots. Use a **gentle signal system** (e.g., a 5-minute warning card) to stay on track.
- If more time is needed to discuss a topic, **schedule a follow-up meeting** rather than running over into the next family's slot.
- Maintain a **5-minute buffer** between appointments to allow for transition and note-taking.

6. Documentation & Follow-Up

Thorough documentation ensures accountability and continuity. The following procedures apply after every conference:

8. Teachers complete a **Conference Summary Form** (see Appendix B) promptly after each conference.
9. The summary includes: date, attendees, topics discussed, student strengths noted, concerns raised, action items agreed upon, and the scheduled follow-up date.
10. A copy of the agreed-upon goals and action items is provided to the family **via email or in print** within 3 business days.
11. Follow-up communication is sent **within 2 weeks** to check on action item progress and offer additional support if needed.
12. Conference records are maintained in the student's file for the duration of the academic year.
13. Aggregate, anonymized summary data is shared with the Weekend School Director for program improvement and resource allocation purposes.

7. Special Circumstances

7.1 Sensitive Topics

- If behavioral, emotional, or family concerns are anticipated, the **Weekend School Director** or a counselor may be invited to attend the conference, with prior parent consent.
- For students with identified learning needs, conferences may include the **Special Needs Coordinator** to ensure appropriate support planning.
- If a parent becomes confrontational or the conversation becomes unproductive, the teacher may **pause the conference** and involve the Weekend School Director to mediate.

7.2 Separated or Divorced Parents

- Both parents or guardians may attend a conference together, or either may request a **separate conference**.
- Information about the student is shared equally with both custodial parents, **unless a court order restricts access**.
- The school follows the **enrollment form's designated contact hierarchy** for scheduling and communication purposes.

7.3 Non-Attendance

- If a family misses a required conference, the teacher contacts them **within 3 days** to reschedule.
- If the conference cannot be rescheduled within **2 weeks**, a written progress summary is sent home to the family.
- Chronic non-attendance is documented and reported to the Weekend School Director for follow-up.

8. Roles & Responsibilities

Successful parent-teacher conferences are a shared responsibility. The table below outlines the specific duties of each role involved in the conference process.

Role	Responsibilities
Weekend School Director	Oversees conference scheduling and logistics; provides guidance and support to teachers; mediates difficult conversations when needed; reviews aggregate feedback data for program improvement; ensures policy compliance.
Teachers	Prepare Student Progress Summary Forms; conduct conferences using the Praise–Concern–Plan framework; complete Conference Summary Forms; send follow-up communications; maintain student records.
Parents / Guardians	Attend scheduled conferences; engage in open, respectful dialogue; share relevant information about the child's home environment; support agreed-upon action items and goals at home.
Administrative Staff	Coordinate logistics including room setup, scheduling systems, sign-up sheet distribution, childcare arrangements, refreshments, and reminder communications.

Role	Responsibilities
PTO (Parent-Teacher Organization)	Assist with conference-day logistics; coordinate parent volunteers for childcare supervision; support communication and outreach to encourage family attendance.

9. Appendices

Referenced Forms

- **Appendix A** — Student Progress Summary Form *(available separately)*
- **Appendix B** — Conference Summary Form *(available separately)*
- **Appendix C** — Parent Conference Request Form *(available separately)*

9.1 Sample Conference Summary Form

The following template illustrates the Conference Summary Form (Appendix B) that teachers complete after each parent-teacher conference.

MIC Weekend School — Conference Summary Form			
Student Name		Grade / Class	
Date		Teacher	
Parent / Guardian Present			
Academic Progress			
Quran Memorization			
Arabic Language			
Islamic Studies			
General / Other Subjects			
Behavioral & Social Observations			

MIC Weekend School — Conference Summary Form

Strengths & Achievements

Areas for Growth

Action Items & Goals

Action Item	Responsible Party	Timeline	Status
Follow-Up Date			
Signatures			
Teacher Signature		Date	
Parent / Guardian Signature		Date	

10. Policy Review

- This policy is reviewed **annually** by the Weekend School Director and the PTO Executive Board.
- Amendments to this policy follow the standard MIC governance document change process, including stakeholder notification and a 30-day comment period.
- **Next Scheduled Review:** June 2027

Important

All Weekend School staff and volunteers involved in the conference process should review this policy at the start of each academic year. Questions or suggestions regarding this policy may be directed to the Weekend School Director or the MIC Administrative Committee.

Middletown Islamic Center Weekend School | Parent-Teacher Conference Policy v1.0 | Governance
Document

MIC-WS-POL-004 | Effective September 2026