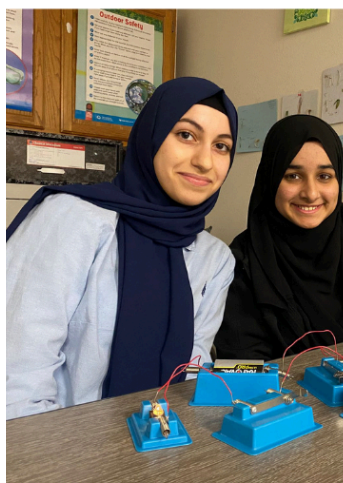




PARENT HANDBOOK

A GUIDE FOR PARENTS

WELCOME TO WISDOM ACADEMY

2025-2026

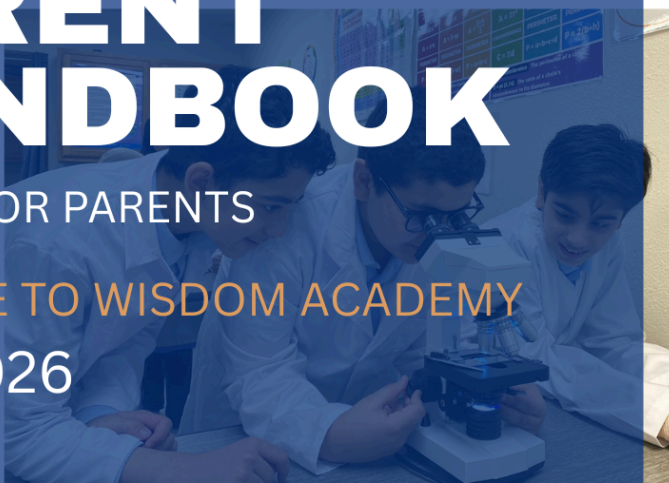


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Preamble

This Parent Handbook has been designed to acquaint you with policies and procedures and is intended to give you basic information concerning these policies. The contents of this handbook are presented as an extension of your child's enrollment application and admission. Wisdom Academy reserves the right to modify or change any or all such policies with notice given to parents in writing.

Condition of Enrollment

Adherence to these policies is a condition of continued enrollment. In the event that a child or the parents of a child enrolled at Wisdom Academy are not able or unwilling to observe and comply with the school policies and requirements, that child's enrollment may be placed on a temporary probationary status for a specified period of time during which the parents and child will have the opportunity to meet certain conditions in order to continue enrollment. If the parents or child are unable to fulfill those conditions, the school may discontinue the enrollment of that child.

We reserve the right to immediately discontinue the enrollment of any child in the event of an egregious violation of school policies by the child, parent or other family member.

Mission Statement

Our mission is to provide education that cultivates independent thought, promotes character building, develops healthy individuals, nurtures growth and promotes responsibility and productivity, with foundations in Islamic values, through programs that are measurable and efficient.

Vision

Wisdom Academy endeavors to develop pious (*muttaqi*) individuals who would serve a society based on Islamic values.

Purpose

At Wisdom Academy we practice the principle, "Begin with the end in mind." Consequently, we envision our students as adults who are lifelong learners; people who know deeply what they want and have the inner resources to pursue their goals; leaders who not only want to contribute to the world around them, but who have the skills they need to do so in exceptional ways.

That is why we practice the Islamic tradition which we believe has the best prescription for how to become successful in this life and attain salvation in the afterlife. Success, we believe, is not just limited to their careers or professional

lives, but extends to all facets of life including family, marriage, community, and most importantly their faith. Our faith also teaches us to utilize the best means to achieve these lofty goals, one of which we believe is the Montessori approach to teaching young children for the Lower School (pre-K to 5th grade). We feel it is aligned with our goals.

We believe that knowledge of the world and religion are compatible, more like a mesh network, and therefore, we make no artificial distinction between conventional and sacred knowledge. This belief guides the way we have designed our curriculum. When we teach math, science, language, and other subjects, we are teaching students about Allah's creation. Students thus grow not to see religion and Allah as a separate part of their lives, but as a way of looking at the world that correlates everything in the universe.

Program Structure: Lower and Upper School

Our program is divided into two overall sections: the Lower School and the Upper School.

Lower School: Pre-K to 5th Grade (3 to 10 year-olds)

The Lower School comprises the Primary (pre-K to Kindergarten) and Elementary (1st to 5th grade) programs. Our Lower School program utilizes the Montessori educational approach which is explained in more detail in the first section of this handbook. One of the characteristics of Montessori which distinguish it from conventional approaches to education are that the children are in mixed-age groups, in which both younger and older children benefit from learning and teaching one another. There is therefore a strong emphasis on social development and every child's role in the community of the classroom. Another important aspect is that the children are allowed to be more self-motivated, self-directed and independent than in a conventional classroom.

In a Montessori classroom, rather than children seated at desks listening passively and reacting to teacher commands, you will find children of all ages moving around the classroom purposefully, independently, energetically, and happily as they acquire all of the academic knowledge and skills that will make them successful in the future. While acquiring academic competencies in mathematics, language, science, social studies, and Islamic studies, they also develop socially, spiritually, and intellectually through the authentic daily exercise of freedom and responsibility.

Upper School: 6th Grade to 12th Grade (11 to 18 year-olds)

Our Upper School program maintains the most important principles of the Montessori approach to education, instilling independence and responsibility in every student, but has a more conventional format, including semester grading periods with report cards, graded assignments, quizzes, and exams, separately scheduled subjects throughout the school day and week. The focus in the Upper School is on readiness for college, career and life. The High School program (9th to 12th grade) will include preparation for college entrance exams, advanced academics courses, and opportunities to earn college credit.

Administrative Structure

Dean of Mission

Wisdom Academy is under the leadership and supervision of the Dean of Mission who is responsible for all aspects of the school related to Mission-alignment. You can contact the Dean of Mission by phone or email:

Shaykh Mohammed Al-Saadi

- 972-243-1914
- mohammed.alsaadi@wisdomacademy.net

School Director

Wisdom Academy is under the leadership of a Director who is responsible for all operational aspects of the school, including supervising the implementation of school policies and curriculum, monitoring overall and individual student progress, supervising faculty and staff, and acting as the point of contact for parents and other members of the school and broader community. If you have any questions or concerns, please contact the school director by phone or email:

Br. Aaron Sultan

- 972-243-1914
- aaron.sultan@wisdomacademy.net

Board of Education

The School Director works under the direction and supervision of the Board of Education, which has been tasked by the Wisdom Academy Board of Trustees to oversee all of the educational and operational activities of the school. The Board of Education may be contacted at info@wisdomacademy.net.

General School Information

Contact Information

Wisdom Academy

1800 Golden Trail Ct..

Carrollton, TX 75010

Office Phone: (972) 243-1914

Administrator Email:

- Aaron Sultan, School Director: aaron.sultan@wisdomacademy.net

Website: <http://wisdomacademy.net>

Daily Operation:

Hours of Operation: 7:45 am to 3:30 pm

Days of Operation: Wisdom Academy will be open for operation during the normal academic school year, from September 2, 2025 to June 5, 2026, Monday through Friday, except for scheduled holidays, breaks, and staff inservice. Please see the school calendar on our website for more details.

Drop Off and Pick Up Times (Carpool):

7:45 am to 8:00 am	Morning Drop Off: Students arriving at 8:00 am or later will be counted tardy.
12:00 pm to 12:15 pm	Half-Day Pick Up: Late fee charged for pick-ups after 12:15 pm.
3:15 pm to 3:30 pm	Full-Day Pick Up: Late fee charged for pick-ups after 3:30 pm.

Arrival and Departure:

Children should arrive for school no earlier than 7:45 a.m. and no later than 8:00 a.m. The staff will begin

carpool promptly at 7:45 a.m. See procedure below.

At the end of the school day, carpool begins at 3:15 p.m. Children must be picked up promptly. A late charge of \$5.00 for every additional 5 minutes a parent is late will be charged to parents (per child) after a 15-minute grace period following dismissal (after 3:30).

The day's late pick-up charge will be due by the 1st of the following month for full-day and half-day.

If you cannot pick up your child promptly, please notify the office as soon as possible. Given prior notification, we can inform your child so that he/she will not become concerned or upset.

Carpool Procedure

Drop-off and Pick-up

The address of the school is 1800 Golden Trail Ct., Carrollton, TX 75010.

1. **Enter the Campus from Golden Trail Court.** This is the designated entry point for all carline traffic.



2. **Follow the Traffic Flow Along the CFK Sisters' Entrance Side.**

Upon entry, continue driving straight and **keep to the right**, following the green arrows shown on the map. This route takes you alongside the City of Knowledge building and loops you around the back of the parking lot.

3. **Continue Along the Designated Loop.** Stay in line and proceed through the full loop as marked on the map. **Do not cut through parked areas or skip any part of the loop.**

4. **Proceed to the Drop-Off / Pick-Up Zone.** The **red box** on the map indicates the official **student drop-off and pick-up area**, located in front of the Wisdom Academy entrance.

5. **Remain in Your Vehicle.** Staff members will assist students in entering or exiting your vehicle safely. Do not park or leave your car unattended in this area.

6. **Exit Carefully Following the Blue Arrows.** After your child has been dropped off or picked up, continue driving forward and **exit the campus using the marked exit path** that leads back to Golden Trail Court.

Always exercise extreme caution while driving in the school parking lot—especially during carpool—because there may be children and staff members walking through the parking lot and near your vehicle.

Other Considerations

Stay in your car, unless otherwise asked by the teacher. If you need to speak with a staff member, please park your car in an available parking space and walk to the school reception area.

Do not use your cell phone when dropping off or picking up your child. They need a quick hug and well wish for the day with your undivided attention, and for the safety of all.

Vehicle Car Tag System

For the safety of your child, we use a car tag system for carpooling. You will be given a card with your child's name and class assignment. Please place the card in your front windshield or right-side window when you pick up your child. A staff member will then check your child's name off a master list. You should continue to display your car tag throughout the year. If you are in need of a replacement car tag, please contact the front office.

Pick-up Authorization

Security is especially important to us for the protection of your child. If there are any changes in your normal car pool arrangements, send a note of authorization to the school office with the name and driver's license number of the person picking up your child. Children will be released only to authorized persons. It is very helpful if the authorized person also has your car pool number with them. In case of an emergency, a parent's telephone call to the office will suffice.

Supplies

The supply list for the upcoming school year will be provided to parents via email as the school year approaches. If you have inquiries regarding your child's supplies, please contact the school.

Wisdom Academy Student Dress and Uniform Guidelines

In an effort to help families avoid the need to purchase two sets of uniforms to meet the requirements of different age groups, we recommend purchasing the uniform that corresponds to the age your child will turn during the school year, if it is anticipated that their dress code requirements will change within that time.				
Gender	Age/Grade	Uniform Item	Garment Image	Details
Boys	All Ages	Embroidered Navy Long-Sleeve/ Short Sleeve Polo w/ School Logo		Must be purchased from Verona Uniforms. Required for all ages • Embroidered Navy Polo w/school logo Must be of an appropriate length to ensure full coverage when seated, including while prostrating during prayer. Shirts should not rise above the waistband or expose the midsection at any time.

	All Ages	Loose-Fit Khaki Pants		Required for all ages • Solid Khaki loose-fitting pants. • Pants must be properly fitted to stay securely at the waist and should not sag below the waistline (especially during prayer). • A belt must be worn if needed to ensure a neat and secure fit. Can be bought from any vendor.
	Ages 9 and Above	Loose-Fit Gym Clothes		Required for all 4th year (Upper Elementary) through High School students. Athletic Clothing Guidelines • Navy blue, loose fitting athletic shirt • Navy blue, long athletic pants, no shorts. • Students ages 9 and above will be required to dress out for PE, school uniforms not allowed. Verona has options available, but the athletic school guidelines must be followed when choosing a size from Verona. Can be bought from any vendor.
	All Ages	Socks		Plain white or black socks may be worn. They must cover the entire foot.
	All Ages	Shoes		• No sandals, flip-flops, backless shoes • Athletic shoes, no characters • Shoes shouldn't be distracting to the learning environment • Velcro required if not able to tie laces
	Optional (all ages)	Winter Uniform		Navy blue, gray, or black sweater, sweatshirt, or jacket. No lettering, logos (except WA), or other images permitted.

In an effort to help families avoid the need to purchase two sets of uniforms to meet the requirements of different age groups, **we recommend** purchasing the uniform that corresponds to the age your child will turn during the school year, if it is anticipated that their dress code requirements will change within that time.

Gender	Age/Grade	Uniform Item	Garment Image	Details
Girls	Ages 3 to 8	Embroidered Navy Polo Dress w/ School Logo		Must be purchased from Verona Uniforms. Required for ages 3 to 8 Ages 3 to 7 <u>may</u> wear short sleeves Age 8 <u>must</u> wear long sleeves Loose enough to sit cross legged on the floor (prayer time)

	Ages 9 and Above	Embroidered Navy Abaya w/ School Logo		Must be purchased from Verona Uniforms. Required for ages 9 and above Must be below knee length at the minimum (multiple length options available) Loose enough to sit cross legged on the floor (prayer time)
	All Ages	Hijab		Required for ages 8 years 6 months and above • Solid khaki, navy blue or black headpiece (opaque, not see through) • Must cover all hair and be long enough to cover the neck and chest Ages 12 and up • Instant hijab preferred (available at Verona) Ages 8 - 11 • One- or two-piece Amira/Maqna style or instant hijab (available at Verona) • No wrap arounds *Please Note* • We highly recommend introducing the hijab earlier to make the transition easier and smoother. • Kindly let us know how we can support your child if they find this transition challenging. Ages 7 and below – if hijab is worn voluntarily, it must follow the below guidelines • One-piece Amira/Maqna style • No wrap arounds • No pins Can be bought from any vendor.
	All Ages	Pants/ Leggings		Pants Must be loose-fitting and solid khaki. Required for ages 6 and above Optional for ages 3 to 5 Leggings Only permitted for ages 3 to 5 Solid Khaki ankle length, no capri length no jeans, tights, sweats, pajama, or exercise pants Can be bought from any vendor.
	Ages 9 and Above	Loose-Fit Gym Clothes		Required for all 4th year (Upper Elementary) through High School students. Athletic Clothing Guidelines • Navy blue, Gym shirt should fit long and loose, length should reach below the knee. • Navy blue, long athletic pants. • Students ages 9 and above will be required to dress out for PE, school uniforms not allowed.

				Hijab Guidelines Please refer to hijab guidelines above. Verona has options available, but the athletic school guidelines must be followed when choosing a size from Verona. Can be bought from any vendor.
	All Ages	Socks		Plain white or black socks may be worn. They must cover the entire foot. Socks must be calf length or higher, covering ankles and legs if the pants rise, while seated
	All Ages	Shoes		• No sandals, flip-flops, backless shoes • Athletic shoes, no characters • Shoes shouldn't be distracting to the learning environment • Velcro required if not able to tie laces
	Optional (all ages)	Winter Uniform		Navy blue, gray, or black sweater, sweatshirt, or jacket. No lettering, logos (except WA), or other images permitted

Other Clothing Considerations

Comfortable well-fitted shoes are recommended for growing feet. Therefore, we highly recommend that your child wear tennis shoes. Shoes with laces are preferable, unless he/she has not yet learned how to tie, in which case shoes with Velcro would be better. These should be solid white with no lights or flashy colors, as this is an avoidable distraction. Please make sure that children are wearing socks with grippers on the bottoms, as it is normal for children to take off their shoes in a Montessori classroom.

If a teacher determines that a child cannot tie their own laces or it is a safety hazard, it will be communicated to parents to switch them into Velcro shoes and parents are expected to follow the advice.

Students are not allowed to wear any kind of jewelry. Only girls are allowed to wear ear studs.

Please label garments, particularly those a child is most likely to take off in school: coats, raincoats, sweaters, gloves, hats, etc. Even the youngest children are encouraged to be responsible for their own garments. They may become frustrated or upset when they cannot recognize their own garment.

Lower School Policies (Pre-K to 5th Grade)

Parent-School Partnership Agreement

The purpose of this agreement is to clarify expectations. What can parents and school expect of each other as we enter into a long-term partnership to aid the development of your children? This document seeks to answer that question by articulating expectations: those that parents can reasonably expect of the school and, in turn, what the school, with its mission of providing a superior Montessori learning environment, will expect of parents. By publishing a dialogue based on important questions and answers contained in this Agreement, we aim to reduce the misunderstanding and disappointment that can result when unstated expectations go unmet.

What Does the School Expect from Parents?

Answer: Make continuing efforts to understand and embrace the Montessori approach and to work in a cooperative partnership with the school.

These efforts should begin before admission. The school desires parents who understand and embrace the mission of the school. To that end, we help parents learn about the Montessori approach by providing information and opportunities for parent education as part of the admission process – so that parents can make an informed decision in choosing to enroll their children with – and continue to provide more opportunities throughout a family's years at the school.

Once children are enrolled, the school expects parents to attend regularly scheduled Parent – Teacher Conferences and parent development events, and to familiarize themselves with the philosophy, policies, and procedures contained in the Parent Handbook and other school publications.

Professional staff and parents are expected to work collaboratively to foster the development of the child. The Portrait of a Graduate (POG) is depicted within the Parent-Teacher-Child Triangle. The respective roles of the partners, listed in priority order, are described below the triangle. (Refer to page)

Children thrive when both the home and school environments work in harmony, sharing the same educational values and expectations. Children develop a love of learning and become responsible, independent, and capable when parents' values and expectations are consistent with those of the school and are reinforced on a consistent basis at home.

The school expects parents to commit to growth in parenting in a Montessori way. We have defined the real

“work” of a parent, in a collaborative partnership with the school, as modeling the attributes for their child and providing opportunities for their child to develop them at home. In other words, parents are expected to become proficient in applying Montessori philosophy at home. This begins with the general principle, “Never do something for your child that he can do for himself.” Allow your child to engage in all of the simple tasks of everyday life that a child can do for himself at each stage of development. Montessori education may also entail learning a communication style that is different from the way in which you were parented. This is a commitment that takes time and will likely involve change, which typically involves some level of discomfort. However, you are not alone or isolated in your journey of growth as a parent. Wisdom Academy staff and other Wisdom Academy families are your support system. In this school, we are all members of a Montessori learning community.

What Contribution Can I Make to Create a Positive School Community?

Demonstrate respect for all adults and children, the school, and the school’s programs and become involved in the life of the school community by giving of your time, talents, and finances.

Model respect for your children – for them, their classmates, and parents of classmates, teachers and other school staff – in short, for everyone associated with the school. Respect begins with civility and deepens into trust. Our most fundamental behavioral guidelines for the children are: “respect yourself, respect others, and respect the environment.” We expect the same from adults, parents, and school staff, at all times and in all relationships within the school community. We expect every member of our community, students, parents, and staff, to be willing to accept full responsibility for their attitudes, actions, and ultimately for their lives. This includes speech and outward behavior. Support your child by speaking of his/her teachers, classmates, and school in positive terms. Respect and abide by the school’s policies and procedures. Follow the school’s problem solving process when you have a concern. Honor your commitments. Look for ways to make a positive contribution to the life of the school. Through your behavior, you contribute to your children’s moral development and to the culture and climate of our school, which they experience on a daily basis.

Get involved in the life of the school community. At Wisdom Academy, parent involvement is not only strongly encouraged, but is an integral part of everyday life. You can make a difference. Find your area of interest and get involved. If you need help getting connected, contact another parent, a staff member, or Board member; we would be happy to help you identify your niche. Not only will your child benefit by your interest and participation, faculty will greatly appreciate your involvement.

Contribute to the Annual Fund. Wisdom Academy families are expected to give “beyond” tuition and

support school fundraisers and the Annual Fund. At Wisdom Academy, revenue from tuition and fees covers the operational costs of the school; proceeds from fundraisers and the Annual Fund are used to enhance the educational experience and develop school facilities for current and future students. There are three main areas of impact for the Annual Fund – financial aid, classroom enhancements, and facility improvements. Our goal for the Annual Fund is 100% participation. The amount of the gift is not important – every gift is appreciated.

What Are My Responsibilities Regarding Communication Between Home and School?

Maintain active, direct and respectful, two-way communication with the school.

Read communications that are sent home, including notes, flyers, emails, newsletters, and calendars. Inform the school in a timely fashion of pertinent changes in your child's life. Parents are responsible for keeping contact information current and informing the school of any changes in custodial arrangements.

Active communication involves parents sharing observations and concerns about their child with the child's current teacher. In matters large and small, remember the principle of respect; even when there is disagreement, disagree respectfully, and follow the school's problem-solving process.

Children prosper most when the adults in their lives work in harmony and resolve conflict through side-by-side problem solving rather than face-to-face confrontation or by involving others who are not part of the problem or the solution. Asking for information, striving to see other perspectives, and remaining open to possible solutions are critical elements of collaborative problem solving.

What Can Parents Expect from the School Academically?

As an Islamic and Montessori school, we are different from traditional schools. Our first commitment is to the multidimensional development of the child. Wisdom Academy's curriculum is challenging, and you can expect your child to be provided with challenging work that is appropriate for him or her. Our aim is for each child to be far more than a repository of information. We guide each child to think for themselves. Cognitive development and a solid academic foundation are important, yet they represent only one dimension of our aspirations for your child. Also significant is your child's physical, social, emotional, and most importantly spiritual development. Outcomes of a Wisdom Academy education are contained within our Portrait of a Graduate.

Children are given choices and a great deal of freedom- within limits – during the school day. They are

allowed to experience, and learn from, the consequences of their choices thereby strengthening their critical thinking skills and promoting self-correction. The choices a child makes, and the accompanying responsibilities influence the emerging character of your child. Choosing his own work, or shaping it to a considerable degree, following that work through to completion, while working independently or in cooperation with others, the child identifies his interests and develops his individual gifts with the goal to strengthen intrinsic motivation and self-direction.

Significant emphasis is placed upon community services. Younger children learn by serving their small community, e.g., classmates, classroom, and family. As they grow, children reach out to the larger community and experience the many rewards of helping others. The children gain awareness and appreciation of others, of the challenges faced by others and equally important, of their own strengths and abilities to help others and affect the world around them. Community service is an integral and important part of their lives and stays with them well beyond their Wisdom Academy years.

We treat each child with dignity and respect and expect that they will treat all others with the same respect. We treat each child as an individual and strive to develop each child's unique gifts – within the context of the classroom and the school community. With freedom comes responsibility, and each child learns to balance their personal freedom with a clear sense of responsibility to herself, to others, and to the community as a whole.

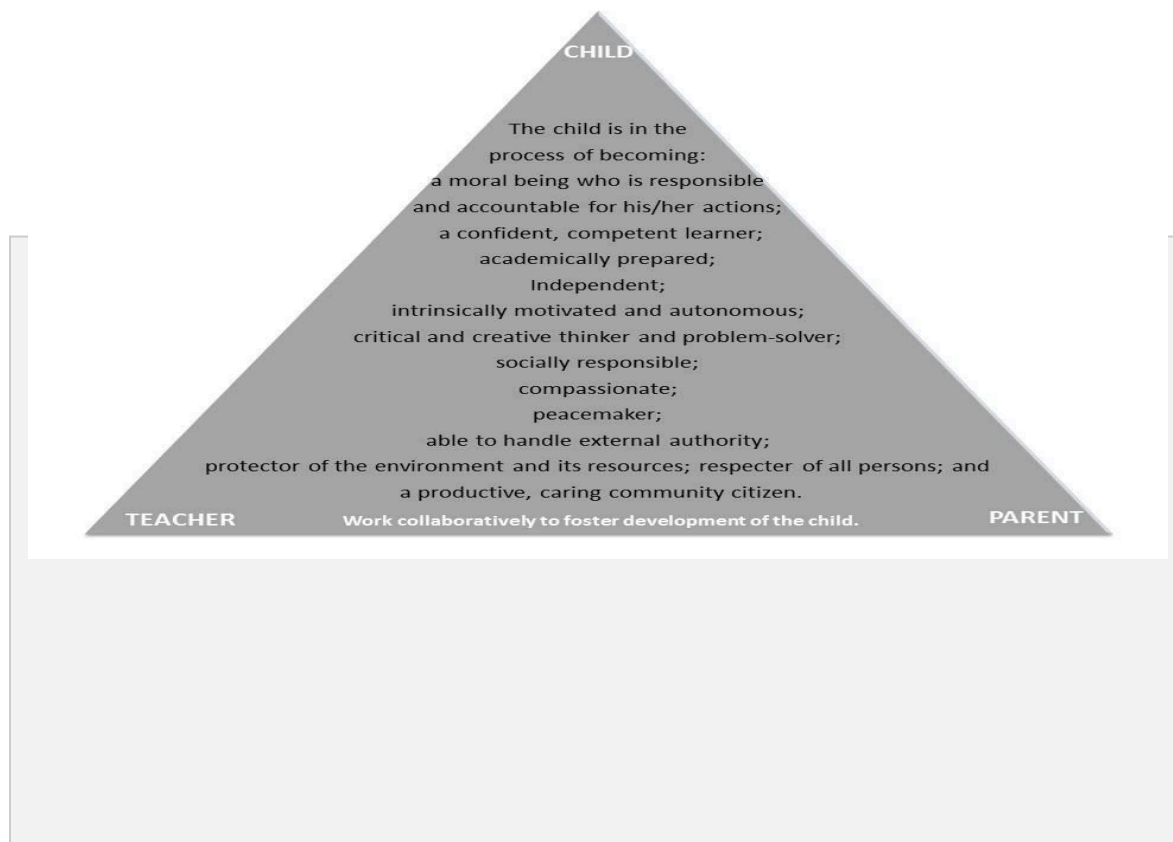
What Can Parents Expect in Terms of Communication from the School?

We aim to maintain open, honest, timely, and respectful communication with you about your child and about information affecting the school community.

There are two regularly scheduled Parent-Teacher Conferences each year, accompanied by a progress report. In the event of special concerns, your child's teacher will contact you to discuss these concerns by phone, by email, or in person. If you have a concern or question about your child's classroom or progress, please contact the classroom teacher before talking to administrative staff. In addition to conference reporting, classroom teachers will communicate with you via classroom letters and newsletters, email messages, and short reports as needed for individual children.

Each Wisdom Academy teacher is a highly-trained professional and their evaluation is confidential and based on direct observation of your child. She will always offer her current, best understanding of your child's progress and his strengths and needs. For all children, this evaluation is based on the teacher's observation, which may be augmented by input from administrative staff. Should it ever become clear that a

child is not benefiting from the school's program and outside professional assistance is needed, or if the school is not the best program to meet the child's needs, we will immediately schedule a meeting with parents.



Classroom Architect, Builder, and Guardian: Continually creates a classroom environment to meet the changing needs of the children (cognitive, physical, emotional, and social). Establishes and enforces classroom rules, routines, and procedures. Identifies volunteer opportunities and coordinates volunteer efforts to meet classroom needs.	Lifetime Role Model: Promotes development of independence, responsibility, and accountability of the child by modeling and reinforcing desired behaviors. Provides boundaries and choices; uses logical consequences in discipline.
Instructional Designer, Facilitator, and Assessor: Passionate about meeting the child's needs using Montessori philosophy and methodology. Provides individual children with appropriate, challenging work. Shares information with parents regarding academic and developmental progress.	Respecter of Montessori Professional: Seeks to understand how things are done in a Montessori classroom. Actions reinforce the Montessori approach and support the fundamental Montessori tenet of the teacher's authority in the classroom.
Classroom Role Model: Promotes development of independence, responsibility, and accountability of the child by modeling and reinforcing desired behaviors. Provide boundaries and choices; uses logical consequences in discipline.	Collaborative Problem-Solver: Partners with teachers in problem solving to improve the educational experience for the child.
Classroom Authority: Works with child in a manner	Instructional Supporter: Passionate about learning

consistent with Montessori philosophy; respects the child and provides freedom within limits.	about the Montessori method. Reads articles; attends parent/teacher conferences and workshops. Asks the classroom teacher, "What can I do to support my child?" Follows through on agreed-upon steps.
Facilitator of Problem-solving: Promotes development of the child's problem-solving skills. Asks questions to help the child solve his/her own problems rather than solving problems for him/her. Allows child to experience consequences of his/her actions.	Facilitator of Problem-solving: Promotes development of the child's problem-solving skills. Asks questions to help the child solve his/her own problems rather than solving problems for him/her. Allows child to experience consequences of his/her actions.
Collaborative Problem-Solver: Partners with parents in problem solving to improve the educational experience for the child.	Volunteer: Volunteers time, energy, and resources to identified school/classroom needs. Checks with staff for community services opportunities. Asks teachers, "How can I help?" Parent follows the lead of the classroom teacher in working in the classroom and respects his/her classroom guidelines and processes.

Our Montessori Method

Child Development: 0-6 Years

The first plane of development has been referred to as the period of the *absorbent mind*. Children develop through language and movement while their personalities unfold and develop. The child absorbs information and knowledge like a sponge. The environment offers a child the opportunity to learn. Classroom materials spark the child's curiosity. Discovery becomes a delight, and a child's accomplishment brings about a sense of fulfillment and pleasure. Learning becomes a joyous, natural experience for the child.

The Primary Environment

As of now, Wisdom Academy's Montessori program consists of the second half of the first plane of development, 3-6 years (pre-K to Kindergarten), and the second plane of development, 6-12 years (1st grade to 6th grade).

Our Primary class is composed of a balanced, multi-age grouping of 3 to 6 year old's. The Kindergarten age child is an integral part of this environment. The Primary class blends practical and sensorial activities with social and academic skills.

Children learn the satisfaction of performing activities from daily life known as Practical Life. The activities like pouring, sweeping, polishing, and food preparation aid in the development of order, coordination, concentration, and independence (O.C.C.I.).

Children are introduced to many new concepts and allowed to work uninterrupted for long blocks of time on those things which most interest them.

Manipulative materials are presented to students in lessons. These materials engage the children in the study of one to one correspondence, numerals, the decimal system and basic mathematical operations. The child experiences phonics, spelling, writing, language and reading skills. Geography lessons include puzzle maps, creating landforms, and the study of different countries and their people. Science, art, sound and movement are integrated into the curriculum.

In addition to the regular Montessori curriculum, Wisdom Academy integrates Arabic, Quran and Islamic Studies in order to teach Islamic principles based on the values taught by Ahlul Bayt.

Montessori Classroom Curriculum

The Montessori curriculum emphasizes an individualized program encouraging a child's natural ability and desire to learn. This curriculum catches a child's imagination and enthusiasm. Prepared exercises offer practical experiences. Lessons involve the manipulation of materials. Both encourage the child to use his or her intelligence to explore, analyze and problem-solve.

The curriculum is designed to complement the development of each child's personality and fosters self-reliance, self-respect, and cooperation. The child develops positive attitudes toward himself, learning, books, and the classroom environment.

Classes are based on three-year age groupings. Younger students observe and learn from older students. The older students develop nurturing behavior and leadership qualities. They reinforce the knowledge they have by passing it on to others.

Each classroom is a lovingly- prepared, child-centered environment. Great care and planning go into preparing the materials used in each classroom. Materials and activities are arranged on low shelves accessible to the child for whom they are intended. Furniture is designed with the child in mind. An atmosphere of order, beauty, and harmony exists. Learning becomes a natural and delightful activity.

Trained teachers function as guides through the rich and extensive curriculum. Skills are taught in small group lessons or individually. Each child works on selected tasks leading to the development of competence and a love for learning.

The Montessori curriculum assists the child in sharpening his or her powers of observation, enabling him or her to understand ideas and concepts at an early age. The child experiences well-planned practical life, sensorial, mathematical, artistic, linguistic, Islamic and scientific activities. These activities lay the foundation for life-long, joyous, and creative learning.

The "normalization" of the children in the classroom environment is an important aspect of the Montessori approach. Dr. Montessori described normalization as the development of inner-discipline, self-assurance and preference for purposeful activity – what she considered the normal state of the child. Each classroom environment has guidelines that are put into place to help achieve normalization. Some characteristics of the normalized child include the following:

- ✓ Love of learning

- ✓ Ability to concentrate
- ✓ Independence
- ✓ Self-discipline
- ✓ Sense of personal dignity
- ✓ Self-motivation
- ✓ Pleasure and fulfillment in work for its own sake; no need for rewards or punishment,
- ✓ Desire for freedom of choice
- ✓ Enjoyment of repetition
- ✓ Ability to work alone
- ✓ And love of order.

Classroom ground rules are put in place to help achieve this normalization. For instance, teaching children to choose work, finish it completely, and put it away in order encourages ability to concentrate, self-discipline, self-motivation, independence, love of order, etc. all of the normalization goals. Teaching them to let others work undisturbed illustrates to them the importance we put on personal dignity and self-discipline, besides encouraging them to complete the work they begin. Other ground rules involve safety issues and respecting the rights of others; walk in the classroom, push your chair in when you get up from a table, leave the room only with the bathroom pass or escorted by a teacher, work out disagreements verbally, leave gum and candy at home, speak in “inside” (quiet) voices. Children learn the ground rules very quickly and appreciate the fact that they are enforced to make the environment comfortable and secure.

For children to get the maximum benefit from the Montessori classroom, we ask that you follow the attendance and tardy policy.

Montessori Outside the Classroom

The following are some simple, everyday suggestions for Montessori out of the classroom. Implementing these will encourage independence, self-confidence, reasonable freedom of choice, orderliness and responsibility in your child.

1. Arrange bathroom facilities for the child - a stool to reach the sink with his/her own towel, washcloth, hairbrush, toothbrush, clothes basket, etc. in an assigned place.
2. Container of juice or water on a low shelf in the refrigerator, accessible cup or glass for all those “I want a drink” requests. Simply say, “You may get it.”
3. Small pitcher or measuring cup at mealtime for child to serve him/herself and later, others.

4. Invite child to help you make his bed, dust, sweep, care for pets, sort laundry according to dark and light for washing, etc.
5. Create the possibility of order for child's toys and belongings. Just enough available so that each item can have its place on a shelf. Display only toys and materials the child can handle and work with successfully; i.e. scissors, old magazines, glue, crayons, paper, matching games, puzzles, books and a variety of toys adapted to the child's developmental level, not older.
6. Show the child how to clean up after working with something and where to return it. Be firm that this is done before other activities are begun.
7. Set aside an area of the yard where the child can really garden, hoe and rake, plant and water.
8. Reflect on a typical day - were the majority of your encounters with your child of a negating or a restraining nature? Build up a positive relationship between you and your child - play games with him/her occasionally. Give him/her your total attention, if only for a few moments. Matching games, which stimulate sensory perception are easily invented and prepared. Example: Present a color; then ask him/her to show you object of that same color in the room. Show a piece of wood, glass, plastic, etc. and ask him/her to find other objects made of that material.
9. Observe your child and watch for times when he/she is particularly interested in color, shape, number, texture, and "fuel the interest".
10. Your child will benefit so much when your daily schedule allows for a non-rushed trip to the grocery store. On this occasion, let him/her walk (not ride) through the aisles with you. "Oranges, we need six - 1, 2, 3, 4, 5, 6." Point out, name, and examine gently, count, weigh and package.
11. Excursions to the zoo: The entire zoo area need not be covered in one visit. Follow your child and occasionally give him/her an example of what observing really means. Sit or stand and watch a particular cage or family of animals for some time. Do not simply flit past everything with him in a hurried manner.
12. When you are demonstrating a task to your child, first perform the actions very carefully yourself. Show him/her step by step, using as few words as possible.
13. Respect and observe your child. An inner guide is directing him/her. Become sensitive to anticipate and aid your child. Read up on the Montessori philosophy.
14. Introduce the rules and limits of your household gradually. Make them possible for the child to adapt to. Once you have made them, be consistent and remember, your example is the best teacher. Your child is observing you with his/her entire being.
15. On school days, these things will be helpful:
 - a. At bedtime, let your child help lay out all clothing (Uniform) for the next day.

- b. Awaken the child early enough for unhurried independent dressing, eating, and toileting.
 - c. If your child resents being awakened, set an alarm clock to wake him/her, giving the child responsibility for getting up “all by him/herself”.
16. Children learn by imitating the adults, so set a good example of being on time for school and other things involving the family.
17. Plan some time each day to be shared with your child alone.

Tips for the First Day of School, Returning from Breaks, and for New Enrollments

Here's some advice on making the first transition to school a smooth and comfortable one, based upon our long experience with the subject.

Young children live in the present and concepts of future time are confusing to them. Therefore, counting down the days until school starts only causes anxiety. Instead, begin now to **indirectly** prepare your child for school, building the skills and schedules that will make the first day a smooth and easy transition rather than a sudden interruption of routine.

Now is the time to start to develop the child's independence, concentration and ability to choose. Begin teaching the skills, one at a time that will allow him/ her to dress herself, help prepare and eat her breakfast, and get herself ready to go. Then simply go on some small outing – run an errand or take a walk – until she is used to the routine of getting up and “on the go.”

A few weeks before your child's start date, begin to adjust his/her sleep schedule. Decide what time they will need to wake up to allow an unhurried start to the day. Wake your child up a little earlier each morning, pray fajr together if possible. Put them to bed a little earlier each night until they begin to naturally wake up rested and refreshed at the desired time.

This is also a good time to begin reducing television viewing in general and eliminating any other screen time in the morning. You won't want school to seem like a punishment the first day when it is turned off. When watching TV the child is rewarded for mere passivity. She won't be in the more natural state of mind they will need to explore, experience and be actively building their mind at school as they have just finished being passively entertained by television.

If you wish to discuss school with your child, do it in a low-key and non-specific way. You might notice the

preparations in the stores you visit, “It looks like it’s almost time for children to begin the school year.” If your child asks what this mysterious thing called school might be, another simple answer will satisfy his question. “It’s a place made especially for children where they can go each day to make friends, do their work, play games and learn.”

You can also let them know that someday they’ll be ready to go to school, but try not to build up false expectations by being too specific about what they will do in school. That way, if they do not happen to paint, for example, on the first day, they won’t be disappointed in either you or the school.

When the first day finally arrives and they are all dressed and ready to go, you can announce that today is the day he gets to go to school to see the teacher and meet other children. Following these simple suggestions can help make your child’s beginning in school as successful and un-stressful as possible.

Lunch

Packed Lunch

Please send a packed lunch to school with your child, as the school will not be providing lunches. You may send a lunch that can be eaten cold, like a sandwich, or one that requires warming up. All lunches should be sent in a child-appropriate, reusable, insulated lunch box or bag.

Warm-Ups

Lunch items that require warming-up should be limited to 1 item that can be heated in a convection warmer, wrapped in either foil or in a glass container. No plastic containers, please.

Goals of Lunch Time

Lunch time should promote the physical, social and emotional development of children.

Meal-related activities provide opportunities for decision making, learning to take responsibility, sharing, communication with others, practicing good table manners, and the learning of grace and courtesy. Interesting and pleasant table conversation centered about children’s total experiences (not limited to food and nutrition) will be encouraged.

The best type of food to send with your child is something that was prepared at home from fresh, wholesome and healthy ingredients. With that in mind, please see the policies below:

Prohibited Foods

- Foods high in sugar, fat, salt, preservatives, or other artificial additives (pop tarts, candies, cookies, sweetened cereals)
- Prepackaged meals or snacks (lunchables, etc.)
- Fast food or restaurant take-out
- Foods that are not halal according to the Ja'fari school of Islamic law
- Peanuts or anything with peanuts as an ingredient (due to the severity and sensitivity of peanut allergy reactions)

We know that a child learns best when he has a balanced diet. These are suggestions to make packing lunch convenient and balanced.

Vegetables	Dairy	Fruit	Grains	Protein
carrot, celery, colored bell peppers, cucumbers, peas, cooked beets, sugar snap peas, squash, cooked pumpkin, any dried vegetables	soy milk, almond milk, coconut milk, cow's milk, goats' milk, yogurt*, cheese of any kind	apple, banana, oranges, clementines, grapes, cherries with pit removed, avocado, tomato, berries, cut up melons or papaya, any dried fruit	pita chips or bread, any toast or crackers low in sodium	nut butter-cashew, soy, almond, tahini, tofu, or any cooked leftovers
bring dip in a container for variety	pair cheese with crackers	dip in yogurt* for variety and protein		

* Yogurt should be gelatin free

We will be working on the skills of cutting, spreading, spooning, pouring, etc. in snack preparation and in Practical Life lessons. We are also working on independence.

With these in mind, please do the following:

- Only cut up and peel large fruits or vegetables to put in a container (i.e. Melons, 2-3 inches of a cucumber, etc.) Smaller fruits and vegetables can be peeled and cut by the child (apples, clementine's, etc.)
- Choose containers your child can open without assistance.
- Use a thermos for hot food to make it more enjoyable. Hint: Boil water and place in thermos with top on for at least a minute; then heat food very hot and place in the hot thermos. It will still be warm at lunch!

- Use an insulated lunch box with a cold pack.
- Children love to try new foods that their friends are eating. While we do not encourage food sharing, your child might come home asking for a new food. Please consider purchasing and packing for them.
- Do not pack overly salty foods as this can rob your child of hunger.
- Do not pack foods sweetened with extra sugar. Check the labels of yogurt especially. Please no cookies, pudding, etc.
- Please do not pack “tube” yogurts as they are often spilled when set down.

Classroom Placement

Full-Day and Half-Day

If full-day enrollment for a child less than 4.5 years old is requested or needed, the school will determine if it is in the child’s interest to do so, in consultation with the teacher and parents. All children in the Elementary program are Full-Day. All Primary students must be fully potty trained.

Primary and Elementary

The placement of a child in Primary or Elementary is based on the child’s age on September 1st of the current school year. Children who are 5 and younger on September 1st will be placed in Primary and children who are 6 and older on September 1st will be placed in Elementary. As a general rule, children will not be moved from the Primary class to the Elementary class during the school year.

Transitioning from Primary to Lower Elementary

Primary students enter the Elementary level sometime between their sixth (6th) and seventh (7th) birthdays, but must be a minimum of 6 years of age. Students move up to Lower Elementary at the start of school in August. There are three factors used as indicators of readiness to begin the transition phase:

- Academic skills
- Social development
- Emotional development

Early Enrollment to Elementary

Rare exceptions may be made for children who are seeking enrollment in the Elementary Program and have not yet turned 6 years old by Sept 1st. In addition to all of the admission requirements, the student must meet all standards of the readiness profile utilized, which would indicate readiness academically, socially and emotionally. The staff and academic director will review the students readiness profile and consensus must be met that the child is 100% capable of transitioning to the rigors of the Elementary Program before an exception can be made. The child's birth date cannot be later than **October 31st**. An additional enrollment document will be attached to the student's enrollment forms detailing the school's decision and any additional details that are relevant to the student's situation. This decision is at the school's discretion.

Early Enrollment to Primary

Rare exceptions may be made for children who are seeking enrollment in the Primary Program and have not yet turned 3 years old by Sept 1st. In addition to all of the admission requirements, the student must be fully potty trained and meet all standards of the readiness profile utilized, which would indicate readiness academically, socially and emotionally. The staff and academic director will review the students readiness profile and consensus must be met that the child is 100% capable of entering the Primary program. The child's birth date cannot be later than **October 31st**. An additional enrollment document will be attached to the student's enrollment forms detailing the school's decision and any additional details that are relevant to the student's situation. This decision is at the school's discretion.

Enrollment Period

The school's enrollment period for new students seeking to enroll in the next academic year is from March of the current year until August of that year. If after school starts and there are spots available, the school may enroll new students within the first month of school at the most. No additional enrollments will be considered after that period unless there is a unique situation in which the school will consider at its own discretion.

Enrollment Transition Schedule

With the intent to facilitate a smooth transition into our new students' learning environment who are embarking on their journey away from the comfort of home to the classroom, we adhere to a gradual exposure approach to our new 3 and 4 year old students. An abbreviated schedule in the beginning weeks helps create an enjoyable and memorable transition experience, promoting a positive association with school.

3 year old Primary Transition Policy

1st week of instruction

Three year olds will attend for one hour per day on a modified schedule. Students will be dropped off at 8:10 a.m. instead of the normal morning drop off time (7:45 AM-8:00 a.m.). This will give our Primary Guides time to get the other students settled into their work, allowing them to focus on our new students upon arrival. Three year olds' pickup time will be at 9:10 a.m..

2nd week of instruction

Three year olds will attend for two hours per day from 8:10 a.m. to 10:10 a.m. The Guide will provide feedback to the parents to let them know if their child is ready for the regular school day schedule the following week.

3rd week of instruction

Three year olds will attend according to the normal half-day schedule. Morning carpool (drop off) is from 7:45 a.m. to 8:00 a.m.. Half-Day carpool (pick up) is from 12:00 p.m to 12:15 p.m.

New Enrollment 4 year old Primary Transition Policy

New enrollment 4 year olds will begin school on the third day of instruction for the academic year on an abbreviated two hour schedule for the first week of school. They will report to school at 8:00 a.m., and will be dismissed at 10:00 a.m..

Children with Special Needs

Wisdom Academy is a small non-profit school with limited resources compared to public schools and other larger private schools. Public schools receive additional funding for students with special needs and hire specialized staff to serve their unique needs. If your child has special needs, we look forward to discussing the ability of our staff to adequately address and meet your child's needs in a typical classroom setting.

Wisdom Academy does not have specialized facilities or personnel to work with students who have significant learning differences. Wisdom Academy will evaluate students with learning differences on a case-by-case basis with respect to the school's ability to provide those students a quality education. While Wisdom Academy will make every effort to serve the needs of each student, the School may deny enrollment of a student if the school determines, at its sole discretion, that it cannot adequately serve the needs of the candidate.

Qur'an and Islamic Studies

Children who are 4 years old and older on September 1st of the current school year will receive formal

Quran and Islamic Studies lessons. Children who turn 4 years old during the academic year will begin Quran class at the beginning of the following academic year.

Potty Training

Children must be potty trained at the time of enrollment at Wisdom Academy, meaning they are able to answer their urge to use the bathroom without an adult and go to the bathroom and clean themselves independently.

Celebration of Life / Birthday

In the Montessori Environment, we encourage and enjoy the “Celebration of Life”, a special day for the child to celebrate his/her birthday. It symbolizes your child’s growth and maturity through a ceremony of stories and pictures about his/her life. This simple, but meaningful ritual focuses on the child and is not conducted in a “party” atmosphere. We ask that you send in photographs of your child for a special sharing time. Please send a baby photo and one photo for each year of your child’s life.

You may send in a special snack for your child’s birthday. We furnish the children with daily nutritional snacks, and we ask that you respect our guidelines on birthday treats. Sweet treats such as cake, cookies and candy will not be served. Drinks should be natural fruit juices without sugar and, please, no dark colors since they stain if spilled. Listed below are some suggested birthday snacks.

- ✓ Cheese cubes /crackers
- ✓ Finger sandwiches (cut in shapes)
- ✓ Trailmix
- ✓ Yogurt (gelatin free)
- ✓ Fruit slices
- ✓ Pretzels
- ✓ Mini Muffins
- ✓ Bagels and cream cheese
- ✓ Fruit and yogurt (gelatin free)

There are many other possibilities for appealing, healthy birthday treats. **Please do not send party favors.** Not everyone can afford favors for a big school group. You may supply festive plates, napkins, and cups.

Personal Possessions

Children should not bring toys, little pocket objects, money, marbles, lipstick, small dolls, etc., to school. These are avoidable distractions. We suggest that you have a box in the car where your child leaves these things until school is over. If items are accidentally left in pockets or lunch boxes, we have a “treasure box” where your child may store his “treasure” until he goes home.

Lost Equipment

If your child brings home some small, interesting pieces of classroom material or equipment, please have the child bring it back the next day. Much of our equipment is imported and takes months to replace.

Behavior and Discipline

The school behavior approach is based on *tarbiyah* (nurturing) and positive discipline. The *tarbiyah* approach attempts to identify the root of behavioral issues and remove them, not just provide temporary solutions. If you trim a branch, it will actually grow back stronger; to remove it, you must pluck it from the root. This approach requires time and patience, as it strives to help a child correct his/her behavior from within, and is rooted in achieving the pleasure of Allāh, *taqwā* (God-consciousness), and the belief of consequences on the Day of Judgment.

Every school sees some negative behaviors that require a more direct response and, in the case of repeated occurrences, an escalation of consequences. The potential seriousness of these behaviors and the attention needed to address them also requires the direct support and involvement of the school administration.

For each of the mentioned areas the supervising staff member will first discuss the incident with the student first to have a better understanding of what caused the behavior. In situations where there is more than one student involved, each student will be given the opportunity to discuss what happened privately with a staff member. The school will need 24-48 hours to gather all the information regarding an incident. Students will sometimes feel overwhelmed and distressed and our goal is to maintain a safe environment for everyone where students can share their concerns at any time.

General Expectations

In general, all students are expected to:

- Treat all members of the school community with respect, honor, and dignity.
- Comply with all reasonable and appropriate behavioral expectations, requests and instructions from teachers and school staff to the best of their ability.

- To the extent possible, behavior and discipline issues will be addressed through natural, logical consequences and an effort to understand and address the root causes.
- In the event of a behavior or disciplinary issue for any particular student, the student himself or herself will be engaged as an active participant in understanding and improving the behavior.
- Regarding any behavior that is a threat to the safety and welfare of students, teachers, or other members of the school community, however, priority will be given to preventing the behavior as quickly and effectively as possible.

Area	Description	Consequence
Having difficulty focusing in class and completing work	There may be instances when a student needs a moment to cool off and reflect outside the classroom.	Such cases are resolved internally and a student might be assigned a seat in the classroom, be sent to the library area so he/she can take some time to take a break while being supervised by a staff member.
Insubordination	Ignoring or defying a teacher's reasonable request or command	In such cases the teacher will attempt to resolve this with the student inside the classroom, the student will be given three opportunities through verbal requests to cooperate with the teacher. After these three opportunities, if the student does not cooperate they will be sent to the Director's office to discuss and resolve the matter. Parents may be notified based on the seriousness and frequency of the situation.

Inappropriate physical contact. Rough play	Grabbing Forcefully Picking up Pretend fighting, karate Wrestling	Students engaging in such behavior will be given verbal warnings from their class teacher. After three verbal warnings, the student will receive a written warning and the parents will be informed.
Unkind language, verbal aggression using a high voice when speaking with a staff member	Name calling, teasing, using insults, etc.	Verbal aggression is not tolerated at Wisdom Academy. The teacher will discuss and address this with the student and will inform the Director. Students who engage in such behavior will be given a verbal warning and their parents will be informed either by email or phone depending on the situation. If the action is repeated after 3 verbal warnings a written warning will be sent.
Intentional misuse of objects, classroom materials, furniture, etc	If items are used in a way that poses a safety hazard.	Students who engage in such behavior will be sent directly to the Director's office and will be given a written warning. Their parents will be informed either by email or phone depending on the situation and a consequence that is individualized and consistent for each child will be determined.
Physical aggression	Hitting Kicking Pushing Pinching	Wisdom Academy has a zero tolerance policy towards physical aggression. If a student engages in such behavior, the teacher and director will immediately meet with the student to gather information regarding the incident. If after gathering all the information it is confirmed that the student did engage in such activity, the student will be sent to the Director's office, his/her parents will be informed at once and will be asked to pick up the child from

		school. A written report describing the incident will be sent to parents within 48 hours. If the incident occurs towards the end of the day, the student will be asked to spend the next school day at home.
A note on individualized consequences	Discipline will be: • Appropriate to the child's level of understanding • Directed toward teaching the child acceptable behavior and self-control. • A positive method of discipline and guidance that encourages self-esteem, self-control, and self-direction, including the following: (A) Using praise and encouragement of good behavior instead of focusing only upon unacceptable behavior (B) Reminding a child of behavior expectations daily by using clear, positive statements (C) Redirecting behavior using positive statements and (D) Using brief supervised separation or time out from the group, when appropriate for the child's age and development. • Consequences may include assigned class seating, meeting with the Director, meeting with the Dean of Mission, and receiving verbal/written warnings.	

The following steps will be taken before a student is asked to withdraw for disciplinary reasons:

- The child has received 3 or more written warnings
- And the following meetings have taken place:
 - Teacher/child conference
 - Teacher/child/Director conference
 - Teacher/Director/parent conference
- A decision will be made as to whether the student will be put on a 1 week probation period based on the school's discretion.
- If a student is put on a probationary period of 1 week -- Notice will be given in writing. If undesired behavior is not rectified, the parents will be notified in writing that the child is withdrawn from the school.
- Students who are suspended more than three times per semester will be placed on probation and a 4th suspension could lead to expulsion from the school.

Gender Interaction and Islamic Guidelines for Elementary and Upper School Students at Wisdom Academy

Area	Elementary School	Upper School
Physical Contact	Grade 3 students should not have any physical contact with students of the opposite gender even with those that are younger than them.	Same guidelines apply
Modesty	Observance of the Islamic hijab is required for all female students aged 8 years 6 months and above. In circumstances where a student's hair or other part of her body that should be covered (such as the ankles and wrists) are showing, a female staff member will remind the students of the school's hijab policies. Makeup, jewelry and nail polish are not permitted.	Same guidelines apply
Classroom Seating	1- 2: Sitting next to each other is fine 3rd: Sitting next to each other is fine, but occasionally separate them to prepare them 4th & 5th: Should not be sitting next to each other and if they are, then there should be some space.	Boys and girls should be seated separately.
In-Class Group Work	3rd and up should be gender segregated as much as possible; teachers can use their discretion. If they work together in mixed groups, the teacher should facilitate a professional environment.	Same guidelines apply

Physical Education (PE)	Grade 3: Slowly start separating boys and girls during play (physical activities). Grades 4+: Boys and girls should be segregated. An emphasis on the physical contact guidelines should be made especially during the visits to the recreation center and other outdoor spaces where students are playing together.	They should be completely segregated.
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Screen Time and Television

Over the past two decades, hundreds of studies have examined how violent programming on TV affects children; there is a growing consensus that children are vulnerable to violent images and messages. TV viewing, along with all other forms of screen time is a sedentary activity, and has been proven to be a significant factor in childhood obesity. In addition, kids are bombarded with sexual messages and images while watching TV. According to a 2001 study from the Kaiser Family Foundation, entitled “Sex on TV,” three out of four prime time shows contain sexual references. We will work hard with you to develop your children into practicing Muslims and would strongly encourage you to limit TV viewing and screen time at home and ensure that you know exactly what your children are watching.

Field Trips

Teachers must visit the site before the field trip is scheduled. Upon Director and Dean of Mission approval of the field trip, a permission slip must be sent to parents at least seven days before the trip and must be returned to the teacher before the day of the trip. Seat belts are required for each child on any trip.

Upper School Policies (7th Grade and Above)

Introduction

The Upper School is designed to be a program that combines the most comprehensive and rigorous academics with an Islamic curriculum and environment to provide opportunities for your child to develop intellectually and spiritually in preparation for college, career, and life.

Administration

All operational and administrative aspects of the Upper School are the responsibility of the School Director, including supervising the implementation of school policies and curriculum, monitoring overall and individual student progress, supervising faculty and staff, and acting as the point of contact for parents and other members of the school and broader community.

The School Director is Aaron Sultan. If you have any questions or concerns, please contact him at 972-243-1914 or email aaron.sultan@wisdomacademy.net.

Admissions

Returning Students

Returning students who were enrolled at Wisdom Academy Lower School for the previous school year and who were in good standing in terms of academics, attendance, behavior, etc., will be given priority and preference in admission to the Upper School program.

Transfer Students

The admission of students transferring from outside of Wisdom Academy will be decided based upon available space, a review of their academic and behavioral records from previous schools, a family interview, and a determination of the overall appropriateness of the Wisdom Academy program for them. Parents will be required to submit and approve the transfer of any relevant educational records from previous institutions to Wisdom Academy before enrollment is finalized.

Curriculum

The Upper School curriculum is based on state and nationally recognized learning standards and Islamic guidance. We select the highest rated materials and textbooks to use in the classroom, which are subject to a process of continual review and evaluation to ensure that our students are receiving the best available resources.

Grade Levels

This year, the Upper School will be comprised of 7th, 9th, and 11th grade classes, but our plan is to continue adding grade levels each year until our Upper School is comprised of the following grade levels leading to high school graduation:

- Middle School
 - 7th grade
 - 8th grade
- High School
 - 9th grade
 - 10th grade
 - 11th grade
 - 12th grade

Grade Level Promotion and Graduation Standards

Grade level promotion and high school graduation will be based on nationally recognized learning standards for each grade level and the high school graduation requirements of the state of Texas.

Core Academic Subjects

Our curriculum consists of the traditional core academic subjects, which are approached in a general way at the middle school level and then more advanced and specialized in high school, including college level academics:

- Mathematics
 - Middle School: Pre-Algebra, Algebra
 - High School: Algebra, Geometry, Pre-Calculus/Trigonometry, Calculus
- English Language Arts

- Middle School: Written Composition, Reading Comprehension, Grammar, Vocabulary, etc.
- High School: Literature, Literary and Rhetorical Analysis, Advanced Composition, etc.
- Science
 - Middle School: Earth Science, Life Science, Physical Science
 - High School: Biology, Chemistry, Physics
- Social Studies
 - Middle School: Interdisciplinary studies of different eras and civilizations
 - High School: History, Economics, Government, etc.

Islamic Subjects and Program

Our Islamic curriculum is closely integrated with topics in the core academic subjects, as well as particular Islamic topics such as Islamic Beliefs, Legal Rulings, History, Ethics, Quranic Arabic, etc.

Electives and Extracurricular Programs

Our elective courses and extracurricular programs are designed to offer students the opportunities to engage in real-world skills development and pursue subjects that they are personally interested in. Some of our electives include:

- Student-initiated research and projects
- Life skills, academic/study skills
- Computer and technology applications
- Engagement with local civic, business, religious, and academic communities
- Physical fitness and recreation
- Fine arts

Academic Progress, Reporting, and Promotion

Classroom Assessments

Teachers will use a variety of diagnostic, formative, and summative methods to assess student learning and progress, including observation, discussion, assignments, quizzes, and teacher-designed tests, and

standardized tests. Some of these assessments will count towards the student's class grade and some will not at the discretion of the teacher.

Assessment Policy

Each subject area should have a minimum of two summative assessments per semester. Summative assessments should not constitute more than 40% of a student's total semester grade. It is recommended that the last summative assessment of a semester be cumulative in nature. Some examples of summative assessments include, final projects, essays, end of unit exams.

Assignments

Teachers will assign a wide variety of student work related to the content of their classes. Some of these assignments may have strict due dates and affect the student's class grade and some may be less formal and open-ended, depending on the discretion of the teacher.

Homework

Homework will be assigned in a way that maximizes its benefit and minimizes any unnecessary burden on the student's and family's time outside of the school day.

Students vary significantly in the amount of time they spend on assignments. These guidelines do not include time for independent study.

Grade	Maximum Daily Homework Time
Middle School	60-90 minutes
High School	90- 120 minutes

Failure to complete homework assignments in a timely and conscientious manner without a reasonable cause may negatively impact a student's class grade. Assignments one week overdue will receive a zero in the gradebook if left unsubmitted.

Scenario	Consequence
Students who submit an assignment within past the assigned due date without a reasonable cause	Will receive a 10 % grade deduction on that assignment

	Parents will be contacted and informed when an assignment is not submitted
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Grade Reports

Summative grade reports will be made available to students and parents at the end of every semester, with progress reports being made available at the midpoint of each semester . All grades will be on a 0 to 100 scale, with scores of 70 and above considered passing.

Standardized Testing

Wisdom Academy utilizes the Stanford Achievement test as a standardized measure of student progress for our elementary and middle school students. Further information on testing procedures and student data review will be shared with families as the year progresses.

We do not, however, consider the standardized test to be the final authority on any student's academic level and abilities, but rather an assessment tool of limited application, the results of which must be interpreted alongside first-hand observation of the student's performance in other settings in order to be useful and beneficial.

Parent-Teacher Conferences

Formal parent-teacher conferences will be held twice a year as scheduled on the Wisdom Academy academic calendar. Parents and teachers are also encouraged to schedule a conference any time they feel it is necessary or particularly beneficial.

Behavior and Discipline

To the extent possible, behavior and discipline issues will be addressed through natural, logical consequences and an effort to understand and address the root causes. In the event of a behavior or disciplinary issue for any particular student, the student himself or herself will be engaged as an active participant in understanding and improving the behavior. Regarding any behavior that is a threat to the safety and welfare of students, teachers, or other members of the school community, however, priority will be given to preventing the behavior as quickly and effectively as possible.

General Expectations

In general, all students are expected to:

- Treat all members of the school community with respect, honor, and dignity.
- Comply with all reasonable and appropriate behavioral expectations, requests and instructions from teachers and school staff to the best of their ability.

Behavior Infractions

Behavior infractions will be addressed in the following ways, at the discretion of the teacher and administrator according to the nature, severity, and recurrence of the behavior:

- Verbal or written warnings
- Teacher-assigned classroom consequences
- Parent contact
- Parent conference
- Administrator assigned consequences
- Formal behavior plan

Serious Disciplinary Action

Serious disciplinary action up to and including probation, suspension, and expulsion may result from the following behavior infractions according to the discretion of school administration:

- Bullying of any kind
- Aggressive behavior (physical, verbal, etc.) towards another person
- Engaging in or promoting any activity or possessing any substance or material that is illegal or prohibited according to national, state, local or Islamic law, on or off school campus, during or outside of school hours.

Social Contract Adherence

Wisdom Academy reserves the right to not renew a student's enrollment if there has been a breach of the school's Family Social Contract. As outlined in the contract, all families are subject to a probationary period during their first year of enrollment, during which both the school and the family assess whether Wisdom Academy is an appropriate fit. Final admission decisions, including for returning families, may be reconsidered if prior records or ongoing behavior indicate a misalignment with the school's mission or expectations.

Locker Usage Policy

Lockers will be assigned to the Middle/High school **students only**. Each student is assigned one locker. The locker is used solely for the storage of outerwear and school-related materials. The locker is NOT student property, and school officials have the right to open and inspect the locker at any time. Locker inspections will be held on a regular basis. School authorities may conduct periodic inspections at any time, for any reason, without notice, without student consent, and without a search warrant.

Students are expected to keep lockers clean and free from damage. Inappropriate stickers and other items are not allowed.

The school is responsible for providing the locks for students. Students should not share their lockers or locker combinations with other students. **The school is not responsible for any valuables left inside the lockers, such as jewelry, cash, etc. Electronic devices, such as cell phones and mp3 players cannot be stored in lockers and must be given to the front desk.**

Students will only be able to use their locker before school, during the break, during recess, at lunch, and at dismissal. If a student fails to adhere to the locker policy, he/she will lose locker privileges for one week. If a student is chronically late due to locker usage, it may result in having his or her locker revoked.

General School Policies

Parent Observations

Classroom Observations

The school will announce when parents can sign up for formal observations of classrooms. Parents are expected to follow all the rules regarding observations. In the Lower School parent observations are meant to give better understanding as to how learning occurs within a Montessori classroom. These opportunities will be followed by scheduled parent-teacher conferences during which the teacher will update the parent regarding the child's progress and discuss any questions or concerns.

General Parent Visits and Observations

Besides the opportunities for formal, scheduled classroom observations, parents have the right to visit the school any time during the school hours of operation to observe their child, program activities, the building, the grounds, and the equipment.

Visitors

Anyone coming into school must check in at the school office. This is essential for the safety of our students. All parents and visitors are urged to follow this procedure, and to refrain from delivering lunches, books, etc., directly to the classroom. Any visitor visiting the classroom will not be allowed to bring any electronic devices with them especially when parents come in for observation.

Building Security

The front entrance of the school will be kept locked at all times. If you arrive and a staff member is not present to open the door for you, simply knock or call the school phone number and a staff person will let you in.

Parents are responsible to deliver, in person, children to a teacher or authorized school staff member if dropping off after the car pool is over. **Do not drop children off in front of the building unattended, as the front door will be locked.**

Attendance, Absence, and Illness

Attendance is extremely important. We would like all our students to attend class each and every day throughout the year. If for any reason a student will not be attending a regular school day, the parent should report the absence to the school office by 10:00 a.m. No refund will be given on sickness of less than one month. If your child's illness extends beyond a month, you may re-enroll, subsequently without a registration fee, provided there is an opening at that time.

Reporting Attendance

Attendance is the responsibility of parents and students. Academic performance may be affected by repetitive absences.

- Please email administration and teachers or call the school office before 10:00 am
- If your call is not answered, please leave a message that includes: child's name, grade, the reason for absence.
- Parents are responsible to report all absences.
- Students who leave school before 10:30 am will be considered absent for the day.

- Examples of unexcused absences:
 - Family vacations
 - Non-medical appointments.
 - A student who is absent from school without notice.
 - Any other reason that does not meet the criteria of an excused absence
- Examples of excused absences:
 - Illness: a doctor's/parent's note of reason for absence is required for your student's attendance file. The note must be submitted to the teacher upon the return of the student to school.
 - Medical appointments or treatments: will require a doctor's note for the student's attendance file
 - Death: a parent note is required for the student's attendance file
 - Personal or family emergency: a parent note is required for the student's attendance file

Students with 6 or more unexcused absences will be requested to attend a conference with the school's administration. If a student continues to have unexcused absences, then the parents will be asked to come in for a second meeting to discuss the situation and the status of the student's enrollment for the next academic year may be affected.

Extended Leave of Absence for Students

Studies show that regular attendance plays a crucial role in a student's academic success. In exceptional cases, parents that require extended leave must follow the protocols below:

A leave of over a week is considered an extended leave of absence.

The following protocol will be followed in the case of an extended leave:

- Parents must notify the administration at least one month in advance and indicate the dates, exceptions are made for emergencies.
- Parents must meet with the teacher(s) and Administration Team to discuss the academic plan of action/ There are no refunds for family holidays or vacations and you will be required to apply for re-enrollment if the absence lasts for more than a month
- All outstanding tuition and fees must be fully paid for re-enrollment consideration. Re-enrollment

placement is determined by available openings in the student's original class. If no such opening exists, the parents will be offered appropriate alternatives when available.

A student missing more than 20 days in a school year has missed a significant amount of his or her education. As a result, the enrollment of a student missing more than 20 days in a school year may be made probationary, and may be required to repeat the current year's academic program.

- We understand that your child's absences may be due to circumstances outside of your control, so it is critical that you inform us of any such circumstances as soon as they become a problem so that we can work with you in the best interest of your child's education. assigned work

Tardiness

Children learn by example, so please establish a routine of dropping off and picking up your children on time. Children can be dropped off anytime between 7:45-8:00 a.m. After that time, a tardy is recorded on the student's attendance record. In the case of excessive or frequent tardiness (multiple times per month), we will contact you to discuss the cause and possible solutions. If the excessive tardiness is not corrected in a reasonable amount of time, then your child's enrollment may be made probationary.

Photo Sharing

The school will be taking regular pictures and videos of classroom happenings, special events, projects, and field trips, etc. These pictures could be used for marketing, the yearbook, and other purposes. Parents are required to fill out the Photo Release Acknowledgement on Transparent Classroom to grant the school permission to use photos for these purposes. If a parent does not wish for their child to be photographed, they will need to inform the front office.

Computer Usage Policy

Wisdom Academy provides access to various computer resources, including the school network, and the internet. These resources are available to facilitate the learning process in a supportive school environment and to provide quality learning outcomes for our students. The School encourages students to become familiar with the use of information technology in the achievement of learning outcomes and personal learning goals. As a responsible member of the school community, it is expected that all students will follow and adhere to the guidelines established below.

Wisdom Academy has developed monitoring strategies, by providing appropriate levels of supervision to students using the Internet, in addition to internet filtering software and checks of logs of sites accessed.

It is expected that all students will respect the right of other students to use the network resources. It is expected that all students will respect the information technology equipment with which they have been provided, and realize that using this equipment is a privilege, not a right.

Chromebooks are to be used **for academic purposes only**. They are **not to be used at any time for personal communication, entertainment, or social interaction**.

This privilege can be withdrawn if necessary as set down in the campus Discipline policy.

Access protocols include:

- Use computers for the purpose directed by the teacher in charge.
- Students are not to play games or use other software unless the teacher has given specific permission for this.
- Do not tamper with the computer system.
- It is unacceptable to seek access to restricted areas of the computer network.
- Do not swap around any equipment. That is, no changing of keyboards, mice or other equipment from one computer to another.
- Report all equipment faults to the teacher immediately.
- Computers are not to be used unless permission has been given by appropriate staff.

Breaches of this Policy and the Chromebook Usage Agreement may result in students being excluded from using the school's computer equipment and/or other disciplinary action.

Student Records

A confidential file shall be kept for each student in the office, including all medical forms and copies of evaluation reports. No data shall be released without the consent of the parents or the student after she/he has reached the age of eighteen (18).

Parents shall have full access to the data on file. No one but authorized school personnel and parents shall have access to student data without the written consent of the parent.

An enrollment notebook will be kept in each classroom which contains the following information:

1. The child's name, birth date, age, and telephone numbers (home and work)
2. Note of any allergies in a prominent place (for substitutes)
3. General written instructions (for substitutes)

Teacher / Parent Relations

Since a teacher's full attention must be given to the children, Wisdom Academy has asked the parents to send an email or phone the office and leave a message. A staff member can then respond at an appropriate time with a phone call or written note.

Parents should avoid spontaneous conferences or conversations with teachers at arrival or departure times regarding a child's progress. This is for the safe and smooth operation of the car pool.

All conversations with the parents of any child will be held in confidence, if at all possible. The child's academic, social or emotional state should not be discussed in the presence of the child, other parents or staff members.

If a parent finds that an unfavorable situation exists between himself/herself and a teacher, this matter should be referred to the School Director.

Parents should under no circumstances text teachers on their personal cell phones. We want to maintain the open lines of communication with our parents and teachers. Our priority as teachers is to use the evenings to prepare strong lessons for the next day of instruction. Therefore, we request your cooperation and please note, as per school policy:

- For any questions and/or concerns, please contact the school line directly at [972-243-1914](tel:972-243-1914), during school hours; M-F, 8:00 am - 4:00 pm.
- The teachers may also be contacted via email or the school phone. Teachers may take up to 24 hours or the following school day to respond to weekday calls and emails (response time may be greater on weekends).
- Please refrain from calling or texting staff on their personal phones regarding school matters.
- In-person meetings must be scheduled at least 24 hours in advance by calling the school office.

Parent Grievances

Conflicts may arise between members of our school community, including school faculty, staff, volunteers and parents due to difference of opinion, misunderstanding or other reasons. In the event there is conflict, please follow this process

1. Address the issue directly with the person involved if you feel that it would not exacerbate the conflict.
2. If the conflict cannot be resolved with the person directly, raise the concern to the School Director. If the School Director is one of the parties in the conflict, please bring the grievance to the attention of the Board of Education by emailing boe@wisdomacademy.net.
3. If the conflict cannot be resolved through the Board of Education (BOE), you may bring the grievance to the attention of the Board of Trustees (BOT) by emailing info@wisdomacademy.net.
4. Have trust in the integrity and fairness of the conflict resolution process and accept the outcome. If the outcome is unacceptable, please let it be known to the person handling the conflict.
5. The School Director or Board will schedule a meeting with you within 1-3 working days, depending on the urgency of the matter.

The School Director or Board should come up with a final decision within 1-3 working days depending on the urgency of the matter.

All issues related to your child should first be communicated to the Lead Teacher of your child. In case your issue is not resolved the next in line should be the School Director, and if the issue persists then the Board of Education should be contacted.

Teacher / Parent Conferences

Teachers will meet formally two (2) times per academic year with parents on the progress of their children. A written report shall be prepared for each of these meetings and submitted to the School Director one week prior to the conference. Parents will receive a written analysis of the year at the end of the school year. Conferences will be scheduled before and after school or when the teacher does not have caregiver responsibilities.

Parents must be allowed in the school to observe their child and inspect school safety records, but may not disrupt the classroom by entering or speaking to their child or teacher during school hours unless the parent has been called to pick up the child or administer medication.

Parent Opportunities

Throughout the school year, parents will have several opportunities to be involved with their children's education at Wisdom Academy.

PARENT ORIENTATION NIGHT: This night is before school begins for parents to come meet the teachers, take care of business before school begins, i.e. bringing all required paperwork, pictures and tuition, and to meet other parents. This is a parent only meeting.

OBSERVATIONS: Two times per year, parents will be invited, one at a time, to sit in on the class and quietly observe a Montessori classroom in action. These are scheduled by the teacher during the Academic Year.

PARENT LESSON NIGHTS: On these nights, parents will be invited to have lessons "taught" by their child in their classroom.

CONFERENCES: One-on-one conferences will be scheduled with the teacher for 45 minutes, 2 times per school year. These are parent only conferences.

PARENT EDUCATION: Parents are required to attend regular parent education sessions that will not only contain valuable information and resources that will assist in child-rearing but also ensure cohesiveness and like-mindedness amongst our families and homes that will reinforce our shared values. .

VOLUNTEER OPPORTUNITIES: Communication will go out throughout the school year with updates on parent volunteer opportunities.

FUNDRAISING OPPORTUNITIES: Along with tuition, Wisdom Academy relies on generous donations, and fundraising efforts. Parents are an integral part of this process.

Parent Responsibilities

1. Fulfill Parent-School Partnership Agreement
2. Become knowledgeable of the Montessori philosophy (Lower School parents)
3. Complete all forms in a timely manner and keep contact information current throughout the year.
4. Sign and fulfill conditions of our contract.
5. Complete membership requirements per contract; log hours in community service hours log (located in front office area)
6. Advise staff of relevant changes in the home
7. Advise the office of any changes in enrollment status.
8. Participate in the Annual Fund and other fundraising events conducted throughout the year.
9. Follow the chain of command in problem solving: Teacher, Head of School, and Board of Directors.

Parent Volunteering Requirements

Parents who are involved and are engaged in their child's education will find that they succeed both in this world and the next. Each family is required to volunteer a minimum set of hours a year.

Although Wisdom Academy encourages parents and community members to visit the facility, visitors and volunteers should always check-in at the front desk for security reasons. Authorized visitors/volunteers are required to sign-in and sign out upon exiting the building. All visitors/volunteers should adhere to the Islamic dress code.

A background check is required of all volunteers working with the students.

Volunteer Policy

- Volunteer hours can be completed from home, on weekends, or on weekdays.
- Volunteer sign-ups will be communicated throughout the year in a timely manner.
- The administration will have a volunteer tasklist for parents to choose from. Volunteers must go through an orientation with guidelines prior to helping in classrooms. You can schedule this orientation with the front desk. A sample of these guidelines is included below.

Volunteer Guidelines

Welcome and thank you for caring about your child's school and sharing in the education of the children of this community. Even as a volunteer, we appreciate your firm and professional commitment. While you are on campus, you are a role model for students. Thus, these guidelines have been prepared to offer volunteers specific information relating to the duties and responsibilities of volunteers in our school. It is designed to help you become familiar with the volunteer program.

Please know that the time you spend with us is greatly appreciated. If you have any questions, please feel free to contact the school Director.

Some Ways to Volunteer

- Clerical help
- Recess/lunch supervision
- Help with special classroom events
- Class supervision
- Chaperone on field trips
- Event planning and Coordination
- Volunteer for Rec Center Transportation
- Volunteer to buy staff lunch on staff in-service days
- Making materials for classrooms under the direction of a teacher.
- Providing baked goods for special events (festivals, staff birthdays, staff appreciation).

Avoid the Following

- Administering discipline: inform the supervising teacher of the behavior. Behavior problems should be addressed by teachers and administrators only.
- Initiating physical contact with students: never put your hands on a student, especially when you are angry.
- Correcting staff members: if you are concerned about a certain behavior follow the grievance procedure.
- Disrupting classrooms and instruction: refrain from visiting with others when in your child's classroom. Gathering to chat outside a classroom can be disruptive.
- Bringing other children: avoid bringing other children with you unless you have pre-approved it with the appropriate party.

Volunteer Code of Conduct

As a volunteer, I agree to abide by the following code of conduct:

1. I will report during my scheduled hours. If I am unable to volunteer, I will inform the staff member I am scheduled to work with at least 24 hours in advance. If I am running late, I will call the front desk and inform them.
2. I will put my cell phone on vibrate mode when working on campus. I will not use my cell phone in the classroom, while driving students, or in the parking lot.
3. I will maintain all confidence regarding information that pertains to the students and staff. I will not discuss any information with anyone who is not entitled to such information.
4. I will create a positive atmosphere in our programs by encouraging and supporting our students and one another.
5. I will sign in and out and also wear a volunteer badge at all times.
6. I will notify my child's teacher immediately if I suspect child abuse

Not only will your children benefit by your interest and participation in their school, faculty will appreciate your involvement.

Project ideas proposed by parents require advanced coordination and scheduling with the school staff, including submitting detailed plans for approval 3-4 weeks in advance.

All hours must be logged into the forms provided by Administration.

Medical and Health

Hearing and Vision Screening

Each child aged 4 on Sept. 1st will have the first semester to have a vision and hearing screen, or it can be completed as part of their physical. If a child turns 4 during the year, parents have four months after their 4th birthday to turn in the results to the school.

Immunizations

All children must be immunized by the standards set forth by the Texas Department of State Health Services, unless an exemption has been filed with the agency.

Medications

The following policy as directed by the Texas Department of Family and Protective Services will be strictly adhered to: ALL medicine (over the counter or prescription) dispensations must follow the procedure listed below:

Prescription

The medicine must be in its original container, labeled with the child's name and date. The parent must fill out a written note each day medicine is to be administered.

Over the Counter

A written note from the parent asking that a specific dose be administered (i.e. 1 tsp. at 12 noon). Dosage given may not exceed specifications on the bottle, even if parent requests.

ALL documentation will be kept in the child's folder.

Authorization to administer must be obtained from a parent in writing, signed and dated. Medication must be given as stated on label or as amended in writing by the child's physician.

Illness

A teacher will notify the office about any child who exhibits symptoms of illness and reports not feeling well or has a fever over 101 F (taken orally), is vomiting or has diarrhea. The parents will be contacted to pick up the child. The child will be kept still and separated from the other children in the office until parents arrive.

Your child must be free from fever, without fever reducing medication, and vomiting for 24 hours before he/she will be readmitted into school.

Communicable Diseases

General Policy

The school shall report to the local health authority those students attending school who are suspected of having a reportable disease or condition, other than fever, diarrhea, and vomiting, unless caused by one of the following illnesses, as defined by state law and the Texas Board of Health. The school shall exclude from attendance any student suffering from a reportable disease, as defined by the Texas Board of Health until the student's physician or Public Health official approves re-admittance.

If your child has one of the conditions listed below, please keep him or her home from school. Please call the school to let us know why your child is absent. Send the appropriate note when your child returns to school.

This list includes:

- Diarrhea
- Vomiting
- Fever over 101 degrees F (orally)
- Chickenpox
- E. Coli
- Giardia
- Typhoid fever
- Flu / Influenza or Influenza-Like Illness (ILI) (A student with ILI or the flu will be excluded for a fever of 100 degrees F with cough and/or sore throat until he is fever free for at least 24 hours, without any fever medicines.)
- German Measles / Rubella / 3 Day Measles
- Head Lice
- Hepatitis A / Yellow Jaundice
- HIB (Haemophilus influenzae Type B)
- Impetigo
- Measles / Red Measles / 10 Day Measles
- Meningitis
- Mononucleosis(Mono)

- Mouth Sores inside the mouth
- Mumps
- Pinkeye / Conjunctivitis
- Rash
- Ringworm
- Scabies
- Shingles
- Staph or Strep Skin Infections (includes MRSA), or other skin infections such as Herpes Gladiatorum
- “Strep Throat” / Streptococcal Pharyngitis
- Tuberculosis (TB)
- Vomiting
- Whooping Cough / Pertussis

Upon notifying the school, we will send a confidential note to all parents notifying them that a communicable disease has been reported in the school community so parents can make a determination to keep their children home as well.

COVID-19 and Pandemic Response

Local COVID-19 conditions or other pandemic conditions may necessitate the shutdown or severe limiting of physical attendance at the school. In such cases, all of our classes will move to a distance learning program either completely or as a supplement to reduced in-person attendance. Because these situations are dynamic and conditions change quickly, the school administration will keep you informed in the event that the school program must move to distance learning. Please see the school website for the updated COVID-19 protocols.

Emergency, Health and Safety

Fire Safety

- Exit routes and alternative routes will be posted in classrooms and the office. Please familiarize yourself with these routes in case you are in the building.
- Fire drills will be held according to Fire Department regulations and a record kept of performance.

The school will meet all federal, state, county, and city fire ordinances.

Environmental Health

The school will meet all Texas Department of Health regulations.

First Aid

- Current medical forms will be on file in the office for all children and staff.
- Each class will have a first aid kit for minor accidents such as scrapes, scratches, etc.
- Staff members will fill out an accident report immediately upon occurrence of an accident.
- Staff will notify the office immediately if injury is of a serious nature, and emergency procedures will then be implemented.
- Staff members will adhere to the school Medicine Policy.
- Staff will participate in CPR and First Aid Classes as required by the State of Texas.

Outdoor Activities Weather Policy

If the heat index is over 98°, students are to remain indoors. All afternoon recess should be evaluated when the temperature is above 95°. If an outdoor activity is chosen, the activity is to not exceed 10 minutes at a time.

During the winter months, a suggested temperature for allowing students to go outside for recess and/or physical education is 40° or above. However, good judgment should be used if there is a wind chill factor.

Severe Weather Emergencies

In case of a severe weather alert, each class will sit with their backs to an inside wall and as far away from windows as possible until the danger has passed. Mats may be placed over heads to ensure safety. To lessen the children's anxiety, quiet games and dua's may be used. The main duty of staff in these circumstances is to remain calm. Tornado drills will be conducted quarterly and a log kept.

Inclement Weather and School Closings

When inclement weather occurs, school closings and delays will be determined by the following considerations:

Weather Conditions: We closely monitor weather forecasts and consider factors such as snow accumulation, ice conditions, and temperature.

Road Conditions: We assess the condition of local roads. If road conditions pose a significant risk to the safety of our school community, we may decide to delay or close school.

Area District Decisions: We take into account the decisions made by nearby school districts.

Safety of Staff: Consider staffs' ability to commute to school and the overall safety of the workplace.

Emergency Closing Procedure

In the event of an emergency that requires school to close, parents will be notified via phone call and/or text message as to the emergency and procedures for pick up.

Emergency Preparedness Plan

Wisdom Academy has developed a plan for all emergencies and you, the parent, are welcome to review it at any time.

Unrecognized Persons

Staff will politely question all strangers entering the school concerning their presence. They will immediately be sent to the office for sign-in and a visitor's pass. Same applies to all parents and visitors who do observations as well.

Medical Emergency

In case of a medical emergency requiring medical attention, 911 will first be called, and then parents notified by phone, text, and/or email.

Gang-Free Zones

A gang-free zone is a designated area around a specific location where prohibited gang related activity is subject to increased penalty under Texas law. The specific locations include day care centers. The gang-free zone is within 1000 feet of your child care center. For more information about what constitutes a gang-free zone, please consult sections 71.028 and 71.029 of the Texas Penal Code.

How Do Parents Know Where the Gang-Free Zone Ends?

The area that falls within a gang-free zone can vary depending on the type of location. The local municipal or county engineer may produce and update maps for the purposes of prosecution. Parents may contact their local municipality or court house for information about obtaining a copy of a map if they choose to do so.

What is the Purpose of Gang-Free Zones?

Similar to the motivation behind establishing drug-free zones, the purpose of gang-free zones is to deter certain types of criminal activity in areas where children gather by enforcing tougher penalties.

Information on Reporting Child Abuse

- Child abuse and neglect are against the law in Texas, and so is failure to report it.
- If you suspect a child has been abused or mistreated, you are required to report it to the Texas Department of Family and Protective Services or to a law enforcement agency.
- You are required to make a report within 48 hours of the time you suspected the child has been or may be abused or neglected.

What is Abuse?

Abuse is mental, emotional, physical, or sexual injury to a child or failure to prevent such injury to a child.

What is Neglect?

Neglect includes (1) failure to provide a child with food, clothing, shelter and/or medical care; and/or (2) leaving a child in a situation where the child is at risk of harm.

How Do I Make a Report?

1. Call the abuse and neglect hotline at 1-800-252-5400.
2. When you make a report, be specific. Tell exactly what happened and when. Be sure to record all injuries or incidents you have observed, including dates and time of day and keep this information secured.
3. Reports should be made as soon as possible but no later than 48 hours before bruises and marks start to fade. It is important for the investigators to be able to see the physical signs.
4. Give the agency person any information you have about the relationship between the child and the suspected abuser.
5. Please provide at least the following information in your report.
 - Name, age, and address of the child
 - Brief description of the child
 - Current injuries, medical problems, or behavioral problems
 - Parents' names and names of siblings in the home

Will the person know I've reported him or her? Your report is confidential and is not subject to public release under the Open Records Act. The law provides for immunity from civil or criminal liability for innocent persons who report even unfounded suspicions, as long as your report is made in good faith. Your identity is kept confidential.

Finally, err on the side of caution. If you have reason to suspect child abuse, but are not positive, make the report. If you have any doubts about whether or not it is abuse, call the hotline. They can advise you if the signs you have observed are abuse.

Reviewing Minimum Standards

Parents may view the copy of the Texas Dept. of Family and Protective Services minimum standards on that website or by making an appointment with the director. The school's most recent inspection may also be viewed.

Parents may contact the licensing office at **(800)-582-6036**, access the website at <http://www.dfps.state.tx.us> and contact the child abuse hotline at (800)-252-5400.

As required by DFPS, mothers wishing to nurse their children will be given a comfortable place to do so.