



*Everest  
Academy*

**ASCENDING TO EXCELLENCE**

# Parent and Student Handbook

**Date of Revision: July 2025**



An IEIT Campus

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## WELCOME TO EVEREST ACADEMY

Everest Academy is a full-time private Islamic school located at 610 Brand Lane in Stafford, Texas, conveniently serving families from neighboring cities such as Sugar Land, Missouri City, and Houston. The school operates under the jurisdiction of the Islamic Education Institute of Texas (IEIT) and the Islamic Society of Greater Houston (ISGH). It is fully accredited by Cognia, the Texas Private School Accreditation Commission (TEPSAC), and the Council of Islamic Schools in North America (CISNA).

Established in August 2007 with a modest student enrollment, Everest Academy has experienced significant growth and development in a relatively short time. Its modern, state-of-the-art campus was constructed in several strategic phases, reflecting the school's ongoing commitment to excellence and innovation. Today, Everest Academy stands as a model of academic rigor and moral integrity, guided by its mission to nurture the whole child—academically, socially, and spiritually.

Our dedicated team of qualified administrators and educators employs evidence-based instructional strategies, cutting-edge educational resources, and a student-centered approach to promote academic achievement and character development. At Everest Academy, we aim to inspire students to reach their fullest potential while instilling in them strong Islamic values that will guide them throughout their lives.

We welcome you to reach out and learn more about our thriving school community. With a mission-driven philosophy, a nurturing environment, and a robust support system, Everest Academy offers a unique and enriching educational experience that prepares students to excel as confident, compassionate, and successful Muslim Americans in the 21st century.

## Mission & Vision

### MISSION STATEMENT

*“Everest Academy shall strive for excellence in preparing its students for tomorrow’s challenges and for the Hereafter by providing them with an exceptional academic experience in an Islamic environment thereby empowering them to become successful Muslim Americans.”*

### OUR MOTTO

*Ascending to Excellence*

### OUR VISION

*Vision 1: Academic Excellence*

*Vision 2: Safe and Organized Facilities*

*Vision 3: Students agency and citizenship*

*Vision 4: Staff Development.*



## IEIT Locations

### CORPORATE OFFICE

6671 Southwest Freeway, Suite 620  
Houston, TX 77074  
Phone :281-502-8310  
Fax: 281-605-5666

### EVEREST ACADEMY

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Stafford, Texas 77477  
Phone: (281) 261 - 3030  
Fax: (281) 806 - 5944  
[www.Everest-Academy.com](http://www.Everest-Academy.com)

### DARUL ARQAM NORTH

11815 Adel Road  
Houston, Texas 77067  
Phone: (281) 583- 1984  
Fax: (281) 440- 8024  
[www.darularqamnorth.com](http://www.darularqamnorth.com)

### DARUL ARQAM SOUTH EAST

8830 Old Galveston Road  
Houston, Texas 77034  
Phone: (713) 948 - 0094  
Fax: (713) 948 - 0094  
[www.southeast.darularqamschools.org](http://www.southeast.darularqamschools.org)

### ILM ACADEMY

1209 Conrad Sauer  
Houston, TX 77043  
Phone: (713) 464-4720 ext. 300  
Fax: (713) 464-4720  
[www.ilmacademy.org](http://www.ilmacademy.org)

### HOUSTON PEACE ACADEMY

16700 Old Louetta Rd,  
Spring, TX 77379  
Phone: (281) 257-8988  
Fax: (281) 257-8981  
[www.houstonpeace.org](http://www.houstonpeace.org)

# Academic Calendar



*Everest Academy*

*2025-2026*

**July 2025**

Su	M	T	W	T	Fr	S
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

**August 2025**

Su	M	T	W	T	Fr	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

**September 2025**

S	M	T	W	T	Fr	S
4	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

**October 2025**

S	M	T	W	Th	Fr	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

**November 2025**

S	M	T	W	T	Fr	S
					1	
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

**December 2025**

S	M	T	W	T	Fr	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

**July**  
30-31.....New Employee Orientation

**August**  
4-5& 7.....Campus based Staff Development  
6.....District-based Staff Development  
8.....Open House / Parent Orientation  
1 & 11.....Staff Workdays  
12.....Classes Start / 1st Term Begins

**September**  
1.....Labor Day / School Closed  
8.....Student Event / Grandparents Day  
8-19.....First MAP growth Testing

**October**  
29-3.....First Benchmarks  
9.....First Term Ends/ Report Cards Issued  
10.....District-based Staff Development  
13.....Holiday -School Closed  
14.....Second Term Begins  
31.....Parent Teacher Conferences

**November**  
11.....Veterans Day  
24-28.....Thanksgiving Break / School Closed

**December**  
1-12.....Second Benchmarks, NWEA Testing  
19.....Open Community Event  
19.....Second Term Ends/ Report Cards Issued  
22-31.....Winter Break/School Closed

**January**  
1-2.....Holiday/New Year's Day  
5.....Campus-based Staff Development  
6.....Classes resume/ Third Term Begins  
12-23.....Second MAP growth Testing  
19.....MLK Day / School Closed  
26.....100 Days of School Celebration

**February**  
13.....District-based Professional Development / Student Holiday  
17.....First Day Of Ramadan (TBD)

**March**  
2-6.....Third Benchmarks  
6.....Third Term Ends / Reports Issued  
9-13.....Spring Break/School Closed  
16-20.....Ramadan & Eid Holiday  
23.....Fourth Term Begins

**April**  
7-30.....STAAR Testing Window

**May**  
1.....STAAR Testing Window  
4-15.....Final Benchmarks , MAP Testing  
21.....Awards Ceremonies  
21.....Fourth Term Ends/ Last Day of Classes  
22.....Graduation Ceremonies (KG, Gr 5, 8)  
25.....Memorial Day / School Closed  
26-27.....Eid Al Udha Break—School Closed  
28-29.....Staff Workdays  
June 5.....Final Report Cards

**January 2026**

Su	M	Tu	W	Th	Fr	Sa
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

**February 2026**

S	M	T	W	T	Fr	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

**March 2026**

S	M	T	W	T	Fr	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**April 2026**

S	M	T	W	T	Fr	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

**May 2026**

S	M	T	W	T	Fr	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

**June 2026**

Su	M	Tu	W	Th	Fr	Sa
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

**Total Teacher Days : 185**

First Nine Weeks: 42 Days  
Third Nine Weeks: 42 Days

**Total Student Days: 171**

Second Nine Weeks: 43 Days  
Fourth Tenth Weeks: 44 Days

▲ Graduation	⊕ Open House	⌒ End of 9 weeks
○ Staff Development	⬠ Parent Conferences	⌒ Begin 9 weeks
■ Holiday	◻ Early Dismissal	◆ ST AAR
○ Staff Workday	○ District-based Staff Development	

The calendar is subject to change at the discretion of School Administration and the Advisory Panel.

# OPERATIONAL POLICIES & PROCEDURES

## Attendance & Absenteeism Policy

Regular school attendance is essential to student success. Students are expected to attend school daily unless absent for an acceptable and excused reason as outlined by school policy.

Excused absences include personal illness, or sickness or death in the immediate family (defined as grandparents, parents, and siblings). A formal written excuse must be submitted within five (5) days of the student's return to school for the absence to be excused. If the absence exceeds three consecutive days due to illness, the excuse note must be signed by a licensed healthcare provider. For absences due to other valid reasons, documentation must be signed by a parent/guardian or the appropriate organization.

In accordance with the Texas Compulsory Attendance Law, legal action may be taken if a student accumulates excessive unexcused absences. State regulations require that a student be present for at least 90% of instructional days in order to receive credit for a class. This translates to a maximum of 18 total absences per school year or 9 absences per semester.

- In elementary school, falling below the 90% attendance threshold may result in repeating the grade.
- In middle and high school, a student may be required to repeat a specific course if they fail to meet the attendance requirement for that class.

## Truancy and Excessive Absence Protocol

To uphold academic integrity and ensure students receive consistent instruction, Everest Academy implements the following procedures for managing excessive **unexcused absences**:

Threshold for Action: A student who accumulates five (5) unexcused absences in a term or nine (9) unexcused absences in a semester will trigger the following actions:

- Truancy Diversion Program (TDP) Notification  
School administration will issue a formal TDP Notice to the parent(s)/guardian(s). Parents will have the opportunity to provide clarification or documentation regarding the absences. If the submitted reasons align with the school's Excused Absence Policy (as outlined in the Student Handbook), no further action will be taken.
- Detention Requirement for Excessive Absences  
Students with confirmed excessive unexcused absences must attend a mandatory Saturday detention as follows:
  - For 5 or fewer unexcused absences: Detention will be held from 8:00 AM to 9:00 AM.

- For more than 5 unexcused absences: Detention will be held from 8:00 AM to 10:00 AM.
- A \$50 administrative fee will be charged to the student's account if the detention is not served as required.

Failure to Comply: Failure to attend the assigned detention or pay the administrative fee may result in loss of academic credit for the year, as determined by school administration.

## **Tardiness**

Students are expected to arrive at school on time, ready to begin instruction at 8:10 AM. Any arrival after this time is considered tardy. In rare cases of reported traffic congestion or accidents (verified through official sources), the tardy window may be extended by 5–15 minutes at the school's discretion.

Tardy exceptions are only granted for documented reasons, such as:

- A note from a licensed medical provider
- A court-issued notice
- Other circumstances approved in advance by the school administration

### Consequences for Unexcused Tardies (Kindergarten and Up):

- The first three (3) unexcused tardies per term are considered to be due to unusual circumstances and are excused as a courtesy, though they are still recorded and violate school and state regulations.
- Each additional unexcused tardy after the third results in Mandatory Saturday Detention:
  - Up to 5 tardies: Detention from 8:00–9:00 AM
  - More than 5 tardies: Detention from 8:00–10:00 AM
  - A \$50 fee will be charged if the student fails to attend detention.
- **Important Note:** The goal of this policy is not to generate revenue, but to ensure an organized, disruption-free learning environment. Chronic tardiness not only hinders the late student's academic progress but also disrupts the entire classroom. Additionally, students who arrive after 10:00 AM or leave before 10:00 AM will be marked absent for the day, in accordance with state attendance guidelines.

## Cell Phone & Electronic Devices Policy

Everest Academy recognizes the role of communication devices in today's society; however, to maintain an environment focused on academic excellence and student well-being, clear guidelines regarding their use during the school day are essential.

Students are permitted to bring cell phones and similar communication devices to school. However, during instructional hours—including class time, passing periods, and lunch—these devices must remain powered off, out of sight, and not on the student's person unless explicitly authorized by a teacher or school administrator. Simply placing a device on silent or vibrate mode does not meet the requirement of being turned off.

Use of cell phones or similar devices for personal communication during the school day is strictly prohibited. All communication between students and their families must go through the main office. If a student uses or displays a prohibited device, it will be confiscated and secured in the school office. Only a parent or legal guardian may retrieve the device.

### Consequences for Noncompliance:

1. **First Offense:** The device will be returned to the student at the end of the school day. The teacher will notify the parent.
2. **Second Offense:** The device will be held in the office and must be picked up by a parent or guardian. The teacher will again notify the parent.
3. **Third Offense:** The device will be released to parents only and a \$15 administrative fee will be charged.

Refusal to surrender a device to school personnel will result in **Level III disciplinary action**

### Additional Devices:

- **AirPods, earbuds, headphones, and similar audio accessories** fall under the same policy and consequences listed above.
- **Smartwatches** must be removed and stored in the student's backpack during the instructional day. Exceptions will only be made for medically necessary use, supported by official documentation. In such cases, the smartwatch may only be used for its approved purpose, and any other activity will be considered a policy violation.

## Discipline Policy

### Section 1: Introduction

The goal of discipline is to help students develop inner controls so that they demonstrate appropriate social behavior. Everest Academy educators teach acceptable behavior to students by helping them develop self-control through positive guidance and the application of easily understood rules. Our procedures for disciplining students are designed to help them develop safe and satisfying relationships and a healthy self-image.

Parents are expected to work closely with their children for development of good disposition and responsible behavior. Students are taught to greet by saying Assalamu Alaikum. Paying due respect to elders and teachers, keeping one's area neat and tidy, taking care of textbooks and personal belongings are also important. Students are expected to observe the etiquette of silence and worship during wudu and prayer. Moreover, they must be appropriately guided to practice restroom use etiquettes and proper hygiene by sitting down to use the toilet, flush afterwards and wash hands thoroughly. Such positive behaviors are encouraged at school and strengthened through practice at home.

### Section 2: Policies and Information: Maxims of Discipline

- **Restorative Discipline:** Our educators use restorative discipline practices which are based on respect, responsibility, relationship-building and relationship-repairing. They focus on mediation and agreement rather than punishment in order to create a safe environment where learning can flourish.
- **Positive Reinforcement:** Positive reinforcement is the presentation of something pleasant or rewarding immediately after a student demonstrates desirable behavior. Our educators believe that it is better to acknowledge children for doing something well and thus encourage them to repeat the behavior than to wait for them to make errors and punish them afterwards.
- **Healthy Interaction:** Potential conflicts are avoided by providing students with a variety of interesting activities at suitable intervals to keep them engaged.
- **Individual Attention:** Our teachers provide differentiated care and instruction to each student based on the student's unique strengths and needs.
- **Firm, Quiet Discipline:** Children are guided calmly towards desirable behavior.
- **Responsibility:** From an early age, children learn responsibility by picking up after themselves and managing their belongings. At our school, children are encouraged to take pride in simple accomplishments like disposing waste in the trash can or putting their material back on the shelf.
- **Redirection:** Children with undesirable behavior are calmly redirected towards activities that enable them to engage in more desirable and socially acceptable behavior.
- **Positive Guidance:** We recognize and work with each child's unique character and physical traits to accomplish immediate and long-term social, emotional, and academic goals.
- **Modeling:** We teach appropriate behavior through example and being good role models.
- **Positive Phrasing.** Our educators promote desirable behavior by using positive and constructive rather than negative language.



### **Section 3: Inappropriate Conduct**

Behavior in conflict with the basic Islamic ethical codes is considered inappropriate. Failure to comply with the school dress code, possession of drugs, alcohol, tobacco, weapons or any object that threatens to inflict bodily injury are considered serious offenses. Using profanity, vulgar language, making obscene gestures to fellow students, teachers or staff, committing theft, damaging school property, engaging in name calling, ethnic or racial slurs, and using indecent, immoral language are some other examples of serious offenses.

Other undesirable conducts include: fighting; running and/or making excessive noise in the building and/or classroom; refusing to follow teacher's directions; refusing to participate in classroom activities; chewing gum; eating or drinking in non-designated areas; not bringing the required classroom materials and/or assigned work to class; misconduct in cafeteria such as misuse of food; cheating and/or copying the work of other students; chronic tardiness to school; unauthorized leaving of classroom and/or building; disrespectful or discourteous behavior; any other misconduct which may interfere with an orderly school environment.

### **Section 4: Corrective Measures**

Disciplinary measures are handled according to grade level and nature of seriousness of the misdemeanor. It is our goal to provide a safe and positive educational environment to all our students. Students are expected to behave in an appropriate manner and respect others rights and property. School administrators, teachers, and parents are responsible for ensuring that all children follow school rules. It is the responsibility of principal and teachers to take corrective action for any inappropriate behavior, particularly if it deprives other students of their right to a healthy and safe environment.

Many discipline problems are avoided by using developmentally appropriate activities, establishing a safe environment, and employing student-centered teaching methods. Positive reinforcement of appropriate behavior, redirection, decision-making strategies, and peaceful resolution of conflicts are practiced.

To counteract any undesirable student behavior, the school administration does not use physical punishment or harsh language that might frighten or humiliate children. We use Restorative disciplinary practices and refrain from taking actions that might hurt other people or damage equipment. On occasion, it may be necessary for a child to be removed from the group for a short 'quiet time' so that the child can regain control and rejoin the group when it is felt that he/she is ready. At no time, however, a child being disciplined is left unattended by staff. Students in early childhood grades are not punished for toileting accidents or failure to sleep or eat.

Everest Academy makes every effort to work with the family and the student when there are ongoing or severe behavioral challenges. We do this by meeting with the parents and, if needed, referring to the Counselor.. We, as parent-school team, develop a plan for working with students demonstrating undesirable behavior persistently at school and at home. For any behavior modification plan to be effective, parent cooperation and participation is essential and therefore expected. If needed, parents are

called to pick up the child early or come to the school to be with their child for a short time. In the extremely rare case when all efforts have been exhausted and dangerous, threatening, or extremely disruptive behavior still exists, or cooperation has not been shown on the part of parent(s), the school administration, based on their professional judgment, reserves the right to remove the child from school either temporarily or permanently.

## **Section 5: Disciplinary Interventions**

Disciplinary interventions are progressive in nature. The severity of behavior determines the level of intervention. Procedures are designed to promote positive behavior with emphasis on clear expectations. The following interventions are used to address identified inappropriate behaviors:

### **Disciplinary Protocols for Prekindergarten:**

At Everest Academy, we understand that a preventive discipline approach facilitates and nurtures self-direction and self-control. Excellence and good citizenship are an integral part of our mission. We want to prepare students that are ready for life's challenges and grow to become successful Muslim Americans.

We believe that the maintenance of discipline is an ongoing process. Ideally, the home, the community, and the school work together to instill a network of positive values within each child that promotes self-discipline and self-control.

The purpose of the discipline policy is to help children understand why some behaviors are not acceptable. Below are some unacceptable behaviors:

- Hitting, scratching, slapping, grabbing
- Biting, spitting, chewing on non food items, licking
- Kicking others
- Bolting out of the classroom or other setting
- Refusing to work, refusal to cooperate, talking back
- Yelling, screaming, excessive crying
- Tantrums
- Excessive toileting accidents. Students are expected to be fully toilet trained at the time of admission.

Discipline **NEVER** includes any of the following:

- Physical Punishment
- Taking away or threatening to take away snacks, play, and recess.
- Making a child feel that they are “bad”.



Below are the disciplinary interventions for prekindergarten students

- Positive reinforcement and encouragement.
- Verbal warning for specific unacceptable behavior.
- Quiet time. The child is given a few minutes to collect him/herself until they are ready to be a part of the group activities again.
- Separation from the group with a warning, write-up in the teacher's log for repeated behavior, and email to the parent(s).
- Activation of a behavior contract.

Children displaying chronic disruptive behavior which has been determined to be upsetting to the physical or emotional well-being of another child/class will necessitate the following actions:

**Initial consultation:** The parents are asked to meet for a conference with the child's Teacher to discuss the problem and possible solutions.

**Second consultation:** After 2 weeks of no improvement, the parent(s) are again required to meet with the Counselor and the Assistant Principal. Another attempt is made to identify the problem, outline new approaches to the problem, and discuss the consequences if progress is not apparent.

**Final consultation:** After 4 weeks, If the discipline problems continue; the child poses a threat to self, staff or other children; and all possible resolutions have been exhausted; a parent conference is scheduled with the Principal to discuss the next steps of interventions possibly leading to removal from the program.

## Disciplinary Protocols for KG-Grade 12:

<i>Student Behavior</i>	<i>Intervention</i>
<b>LEVEL 1</b>	
<p>Level 1 offenses typically involve first-time or infrequent occurrences of minor infractions. Examples of Level 1 offenses include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Demonstrate disruptive behavior in classroom, do not follow classroom rules and distract others</li> <li>• Are tardy &lt; 5 times</li> <li>• Salah Infractions</li> <li>• Talk excessively</li> <li>• Horseplay excessively</li> <li>• Eat/ drink without permission</li> <li>• Misuse of electronic devices</li> <li>• Disrespect teacher or students</li> <li>• Cheating, plagiarism, or academic dishonesty</li> </ul>	<p><b>Handled by the concerned Teacher ONLY.</b></p> <p><b>No Admin Intervention is required at this point.</b> The concerned teacher will implement strategies that include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Verbal correction (oral or written)</li> <li>• Classroom based responses</li> <li>• Use of a behavior chart</li> <li>• Cooling-off time or a brief "time-out" period</li> <li>• Withdrawal of privileges</li> <li>• Rewards or demerits</li> <li>• Student conferences</li> <li>• Reflection activity/ letter of apology.</li> </ul>

<i>Student Behavior</i>	<i>Intervention</i>
<ul style="list-style-type: none"> <li>• Take long/ excessive restroom breaks</li> <li>• Are not prepared with materials, HW</li> <li>• Use obscene language, materials, gestures and etc</li> </ul>	<ul style="list-style-type: none"> <li>• Parent contact</li> <li>• Assigned class or school duties</li> <li>• Seat changes</li> <li>• Grade reductions for cheating, plagiarism, or academic dishonesty</li> <li>• Conflict resolution</li> <li>• Confiscation of items (temporary or permanent)</li> </ul>
<b>LEVEL II</b>	
<p>Level 2 offenses typically involve repeated violations of school or classroom rules that significantly disrupt the learning environment. Examples of Level 2 offenses include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Persistence with Level 1 Infractions</li> <li>• Skipping class</li> <li>• Violation of a safety procedure</li> <li>• Bullying/ Cyber bullying</li> <li>• Failure to comply with assigned discipline</li> <li>• Verbal teasing and making inappropriate jokes</li> <li>• Intentional misuse of electronic devices</li> <li>• Repeated violation of student code of conduct</li> <li>• Repeated Cheating, plagiarism, or academic dishonesty</li> <li>• Using inappropriate language</li> <li>• Unpermitted Movement Between Buildings</li> <li>• Violation of policies or agreement signed by students or guardians.</li> <li>• Misconduct in the restroom, including using the restroom for any purpose other than its intended use.</li> <li>• Minor theft</li> </ul>	<p><b>Parents will be notified of ALL Level 2 incidents (either by email or phone). Documentation will occur either in the teacher's log or in a designated spreadsheet.</b></p> <p>The teacher will implement strategies that include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Reflective lunch: Student receives only one silent lunch per day, despite how many classes they have received infractions in</li> <li>• Partial and gradual recess detention</li> <li>• Referral to the AP office</li> <li>• Sending students to the office or an administrator-assigned area</li> <li>• Teacher-administration conference</li> <li>• Parent-administration conference</li> <li>• Parent-teacher conferences</li> <li>• BIP (Behavioral Intervention Plan)</li> <li>• Check-in with school counselor</li> <li>• Other corrective strategies and consequences as determined by school official</li> </ul>
<b>LEVEL III &amp; LEVEL IV</b>	
<p>Level 3 and 4 offenses typically involve serious or dangerous behavior that poses a threat to the safety, well-being, or orderly operation of the school. Examples of Level 3 and 4 offenses include the following:</p> <ul style="list-style-type: none"> <li>• Physical assault</li> <li>• Students who instigate, contribute to, or perpetuate fights through direct or indirect involvement</li> <li>• Repeated failure to comply with assigned discipline</li> <li>• Serious bullying or cyberbullying</li> <li>• Harassment verbal, physical, written, or electronic</li> <li>• Engaging in inappropriate verbal, physical, or sexual conduct</li> <li>• Engaging in conduct that causes bodily injury</li> <li>• Repeated or severe insubordination</li> <li>• Robbery or theft</li> </ul>	<p><b>Handled by The Top-Tier Administrators</b></p> <p>The concerned teacher will refer the student directly to the Assistant Principal and/or school administration. Disciplinary consequences will be determined based on the following factors:</p> <ul style="list-style-type: none"> <li>• The severity of the offense</li> <li>• The student's age and grade level</li> <li>• The frequency of the misconduct</li> <li>• The student's attitude and response</li> <li>• The student's ability to understand the wrongfulness of the behavior and its impact</li> </ul> <p>Parents will be notified of the incident via email, and a detailed record will be documented in the school's Learning Management System (LMS). Depending on the circumstances, one or more of the following consequences may be imposed:</p>

<i>Student Behavior</i>	<i>Intervention</i>
<ul style="list-style-type: none"> <li>• Retaliation against students or school personnel</li> <li>• Sexual misconduct</li> <li>• Making or assisting with making a false alarm or emergency report</li> <li>• Engaging in written or verbal exchanges that threaten the safety and well-being of others</li> <li>• Recording, photographing, or videoing any actions conducted in the restroom</li> <li>• Intentional falsification of school records or documents</li> <li>• Damaging, destroying, or vandalizing property owned by others or by the school</li> <li>• Possession of matches/lighters, tobacco products, electronic cigarettes, fireworks, or any other weapons</li> <li>• Repeated and intentional violations of the Student Code of Conduct</li> <li>• Severe disruption of the educational environment</li> <li>• Play with safety cameras/ alarms or other school systems/ equipment</li> <li>• Engage in inappropriate verbal and physical contact toward another student</li> <li>• Leaving school premises without permission</li> </ul>	<p><b>1. In-School Suspension (ISS):</b> The duration of ISS will not exceed three (3) school days per offense, unless the student commits an additional violation of ISS rules or the Student Code of Conduct during the suspension period. In such cases, additional days may be assigned, up to a maximum of ten (10) days.</p> <p><b>2. Out-of-School Suspension (OSS):</b> In accordance with state law, a student may be suspended out of school for up to three (3) school days per offense. There is no limit on the number of suspensions a student may receive within a semester or academic year.</p> <p><b>3. Expulsion or Removal from Regular Educational Setting:</b> A student may be expelled, removed from the traditional classroom environment, or placed in an alternative educational setting if the school administration collectively determines that such action is necessary to protect the safety and well-being of students, staff, and school volunteers.</p> <p><b>Additional Disciplinary Measures:</b> Any student who receives an ISS or OSS will not be eligible to participate in school-sponsored field trips or be considered for honorable positions such as Student Council or other student leadership roles for the remainder of the semester in which the consequence was assigned.</p> <p><b>In the case of expulsion or removal, the following steps will occur:</b></p> <ul style="list-style-type: none"> <li>• A thorough investigation by school administration</li> <li>• Documentation of the incident(s) and any prior interventions</li> <li>• A formal conference with the student and parents</li> <li>• A written notice outlining the disciplinary decision and next steps</li> </ul>

## Counseling Referrals and Support

Everest Academy is committed to supporting the emotional, social, and behavioral well-being of all students. The school counselor provides short-term, solution-focused support to students who are experiencing challenges that may impact their academic performance or personal development.

**Referral Process:** Students may be referred to the school counselor by teachers, administrators, or parents when concerns are observed in one or more of the following areas (including but not limited to):

- Low self-esteem or lack of confidence
- Difficulty coping with a traumatic event
- Struggles with social skills or peer relationships
- Difficulty identifying, expressing, or managing emotions
- Challenges related to family or home life
- Bullying (as victim, bystander, or aggressor)
- Symptoms of anxiety or depression
- Difficulty managing anger or frequent emotional outbursts

Counselor involvement is typically initiated after a Level II behavior has occurred and classroom-based behavior management strategies have been fully implemented and exhausted by the teacher.

**Counselor Responsibilities:** The counselor will document all meetings held with students and, if deemed necessary, will notify parents regarding the nature of the concerns and the support being provided. In cases requiring ongoing intervention or external services, recommendations will be shared with families to ensure students receive appropriate care.

## **Threat Assessment Investigations**

A campus may determine the need to conduct a threat inquiry or assessment as a tool for responding to threatening situations involving a particular student or employee who has come to the attention of school administration.

The school administration and the counselor will meet with the student alleged to have made a threat to obtain the student's verbal and written statements and to determine whether there is merit to the allegation and whether there is a need to proceed based on the information presented.

If the campus determines that an immediate threat is present, Stafford Police will be notified.

Parents of any alleged victims and aggressors will be notified as soon as the alleged threat is secured and will be advised of the outcome of the threat assessment.

## Dress & Hygiene Policy

### General Guidelines

- The attire should be clean, modest, loose fitting and comfortable.
- Clothing should not have inappropriate language and preferably any pictures or images.
- Shoes must be easy to wear and not have lights. Closed-toed, Velcro shoes are ideal. For PK-2, shoes should be without laces. Crocs, sandals, heels are not allowed.
- Hair should be clean, free of lice, and well groomed. Girls must refrain from wearing makeup and tie or pin their hair.
- The only jewelry to be worn are earrings (girls only); these must be small, simple, and preferably not gold.
- Nails must be short, clean, and free of polish.
- Sweaters or jackets worn inside the school buildings must be from the school approved vendor. Students may wear winter outerwear such as thick coats or jackets of any color outdoors only.
- Sun Hats or baseball caps can be worn outdoors only.
- There is no option for monogram embroidery on pre-purchased items.

### Pre-Kindergarten 3

Pre-kindergarten students are not required to wear uniforms. They are expected to adhere to the general hygiene and dress code for all grades. Sleeveless shirts, tank tops, or spaghetti straps are not allowed. Sleeves may be either short or long.

### Prekindergarten 4 and Up

#### Boys, All Grades

Daily: Navy blue polo shirt with monogram\*, loose khaki uniform pants, closed toe shoes.

P.E.: Sky Blue Eagles Jersey\*, plain navy athletic pants, closed toe shoes

\* Purchased from the school vendor only

#### Girls, Prekindergarten 4 - Grade 3

Daily: Navy blue polo shirt/ or polo navy dress with monogram\*, khaki uniform pants (tights are not allowed), closed toe shoes, white or navy solid colored head scarf.

\*Wearing a head scarf is not mandatory for girls PK 4-3, but they must bring it to school to wear for salah.

P.E.: Sky Blue Eagles Jersey\*, navy plain athletic pants, and closed toe shoes.

\* Purchased from the school vendor only

#### Girls, Grades 4 -6

Daily: Navy long polo shirt or polo dress with school monogram\*, khaki pants (tights are not allowed). white or navy solid colored head scarf ,closed toe shoes.

P.E: Sky blue Eagles Jersey,\* navy athletic pants,closed toe shoes.

\* Purchased from the school vendor only

### **Girls, Grades 7 and Up**

Daily: Navy long dress(Abaya) with school monogram\* tights, jeggings, or fitted knit pants must be worn under the dress(Abaya). White or navy solid colored head scarf , closed toe shoes.

P.E : Everest Gym Suit\*, OR Sky blue Eagles Jersey\*, navy plain athletic pants,closed toe shoes

\*Purchased from the school vendor only.

### **School Spirit and Casual Dress Days**

- Students can wear casual, Islamically appropriate attire on the first Wednesday of each month.
- Students can wear non-uniform shirts on School Spirit days as communicated by school administration.
- All items of clothing such as pants, shoes, and hijab must be in adherence to the school dress code. Shoes must be fitting for PE activities.
- Fridays are designated as Islamic attire days for all students. Girls are allowed to wear abayas or traditional cultural clothing, while boys are permitted to wear thawbs or traditional attire. Clothing must be Islamically appropriate and reflect the values and principles of the school. Jeans or sports attire are not permitted on Fridays.

### **Consequence for Violation of Dress Code**

Every dress code violation is documented in the Quick schools Management System; parents are requested to monitor their child's account. After the third time a student is out of the approved dress code, a fine of \$10 is charged per day.

### **Drop Off & Dismissal Procedures**

Unless registered for before/after school care, students must be dropped off **not earlier than 7:40; and picked up within 30 minutes after dismissal bell.** Staff supervises student drop-off from 7:40 through 8:10 am; and for the first 30 minutes after dismissal bell. During the staff supervision window, parents must bring their car to the designated area, stay seated and allow staff to help their child with getting in and out of the car. For smooth flow of traffic, they must stay seated and drive out as soon as their child is dropped off or picked up.

To drop off between 7:40 – 8:10 am, parents are requested to bring their vehicles to the covered driveway by the single-story school building (Everest Building 1) from where our staff escorts their child out of the vehicle. For drop off after 8:10 am, parents must park their cars in the designated parent parking area and walk with their students to their classroom building's front desk.

For pick up within the first 30 minutes of dismissal time, parents must drive to bring their vehicles to the covered driveway of Everest Building 1 from where our staff escorts their child into the vehicle.

Parents who arrive 30 minutes after the dismissal bell need to park their car in the designated parent parking area, walk to the Cafeteria and sign out for their students.

Every grading period/ term, the first two late pick-up are excused; afterwards a \$5 fee for every 15 minutes of early drop-off or late pick-up is charged.

Students accompanied by a parent or guardian must check out at the office when leaving school early and check in at the office when returning or arriving late. If this procedure is not followed, the student will receive an unexcused absence for the entire day. Parents are requested to not go directly to the classroom, but wait at the front office for early release or late drop off. Advance notice of early pick up to the front office and teachers is required. Students will not be released 15 minutes prior to their scheduled dismissal time unless there is an emergency and appropriate supporting documentation is provided.

PK students may opt for half-day. PK-3 students can be picked up between 12:45 – 1:00 pm; and PK-4 students may be picked up between 1:30 – 1:45 pm. Parents must submit Early Dismissal Form through Quickschools Parent Portal. Monthly tuition is not reduced for early dismissal; after-school charges start applying if students are not picked up within the designated time.

## Expected Student Behavior

Students are expected to put forward their best effort:

- Adhere to all rules and policies of Everest Academy.
- Maintain oneself in an orderly manner at all times.
- Be on time for school each day.
- Follow school dress code.
- Help in keeping the school building and grounds clean.
- Respect others and their property.
- Respect the teachers and other adults.
- Do not laugh or talk loudly and excessively.
- Refrain from cursing, bullying, and fighting.
- Use an inside voice in the school building.
- Complete all assignments in a timely manner.

- Refrain from behavior that may yield to disciplinary consequences.

## Enrollment Policy

Enrollment is open till space is available in the grade and school can meet the needs of the child. Everest Academy does not discriminate based on sex, race, creed, religion, disability, gender, age, or political belief.

Everest Academy does not provide special education Services. Students in need of one on one attention are not eligible for enrollment. All new students take a diagnostic assessment and the administration reserves the right to revoke enrollment of students who cannot be served in an inclusive classroom. All fees collected are nonrefundable.

Students applying to Pre-Kindergarten-3 and Pre-Kindergarten-4 must be 3 and 4 years old respectively by September 1st of the academic year for which the student is seeking admission. They must be toilet-trained before starting school.

New enrollees in the middle of the school year must pass placement exam for Math and ELAR with a 70% or higher score.

## Required Documents for Enrollment

The following documents must be provided in order to enroll a student at school.

- Completed Registration Forms
- Birth certificate
- Complete and updated immunization records validated by a physician or public health clinic.
- Hearing and Vision Screening- records must not be older than 2 years.
- Social security card
- Complete records from previous school. These include:
  - Official transcript, report card, or progress report signed by the administration of the previous school
  - A statement, book card, withdrawal form, or computer card clearing the student's records from the previous school
  - Discipline Records
  - IEP (Individualized Education Plan) as applicable

At the time of registration, parents are required to furnish emergency numbers which include parents' work number, doctor's phone number, and a friend's/relative's phone number. This information helps us to contact parents in case of a child's illness or any other emergency. Parents are required to notify the school office immediately for change in address or phone number.



## **Section Assignment Policy**

Everest is committed to placing students in optimal learning environments where they can thrive without distractions from excessive social interaction or imbalanced class composition in terms of performance, gender, and other factors. To ensure a focused learning atmosphere, students who engage in excessive socialization—whether positive or negative—during instructional time are placed in separate sections at the start of each academic year. This process also fosters the development of social skills, encourages students to form new friendships, and promotes academic achievement of all students.

Student section placement decisions are carefully considered by teachers and administrators and are not subject to change unless there is concrete evidence to support the switch.

## **Prekindergarten Program**

At Everest Academy, we are committed to providing a nurturing, developmentally appropriate environment that supports the academic, emotional, and social growth of our youngest learners. To ensure a successful and enriching experience, specific readiness expectations and procedures apply to enrollment in our Pre-Kindergarten 3 (PK3) and Pre- Kindergarten 4 (PK4) programs.

### **Toileting and Emotional Readiness**

All students enrolling in PK3 and PK4 must be fully toilet trained and emotionally ready for a structured school setting. We recognize that children may experience minor regressions as they transition into a new environment; therefore, Everest Academy provides a four-week adjustment period to support students as they adapt to daily routines and classroom expectations.

### **Toilet Training Policy**

If a student experiences three or more toileting accidents within a single week, they will be required to stay home for a minimum of one week to focus on toilet training with parental support. If toileting issues continue after the adjustment period, the student may be withdrawn from the program and placed on the waiting list. Re-enrollment will be considered once the child is fully toilet trained and space is available.

### **Preschool Readiness Skills Checklist (Age 3+)**

Parents are asked to review and ensure their child consistently demonstrates the following skills before enrollment:

#### Health & Motor

- Fully toilet trained; uses the restroom independently
- Washes and dries hands without assistance

- Climbs stairs, runs, jumps in place
- Manipulates playdough (squeezes, rolls, pounds)
- Undresses independently; removes shoes and unzips clothing
- Communicates discomfort or pain clearly

### Social-Emotional

- Enjoys interacting with peers and adults
- Participates in group games or circle time
- Begins to take turns with help
- Recognizes and names some emotions
- Uses basic self-soothing strategies with assistance (e.g., deep breaths, hugging a comfort object)

### Language & Literacy

- Follows two-step directions
- States first name and age
- Uses short negative phrases (e.g., “no want”)
- Asks simple questions (“What’s that?”, “Where’s my...?”)
- Engages in simple conversations with peers and adults

### Cognitive

- Engages in imaginative play related to real-life situations (e.g., playing doctor, grocery store, etc.)

In addition to the above, students are expected to:

- Follow simple classroom rules
- Participate cooperatively in group activities
- Exhibit age-appropriate behavior and emotional regulation

If a student displays persistent behavioral concerns or significant separation anxiety, the School Counselor will collaborate with the family to create a supportive action plan tailored to the child's needs.

## **Half-Day Enrollment & Dismissal Procedures**

Parents who wish to enroll their child in a half-day Pre-Kindergarten 3 or Pre-Kindergarten 4 program must submit the request via the QuickSchools Parent Portal. Dismissal times for half-day students are as follows:

- Pre-Kindergarten 3: 12:45 – 1:00 PM
- Pre-Kindergarten 4: 1:30 – 1:45 PM

### Important Reminders:

- Parents must strictly adhere to designated pickup windows to avoid disruptions to full-day classroom instruction.
- Early dismissal does not reduce monthly tuition.
- Students remaining in the classroom past their scheduled pickup time will be charged an after-care fee of \$5 for every 15 minutes.
- Requests to switch from half-day to full-day enrollment must be submitted to the school office in writing at least one day in advance.

## High School Program

Students will need to apply for enrollment into Everest High School via enrollment application on our school's website [www.everest-academy.com/admissions](http://www.everest-academy.com/admissions).

Admission into the program will require evaluation of the following:

- 8th grade STAAR results
- Passing academic report card
- Disciplinary and Behavioral reports or a Character Reference Letter
- Everest Admission Placement Test Result if applicable

## Fee Schedule

Tuition can be paid in yearly, quarterly, or ten equal monthly installments.

All families are required to provide information of a bank account from which tuition fee is directly withdrawn; which is processed in the first week of each month. Families who choose to pay the tuition via check or cash and not provide their bank information for direct withdrawal are charged an additional monthly fee of \$20. A charge of \$30 is incurred to their account if monthly tuition fee is not received by the 15<sup>th</sup> of the month.

The tuition schedule for regular students is as follows. Please contact the front desk for ESL & Out-of-state students.

GRADE LEVEL	FEE TYPE	AMOUNT DUE
All Grades	Registration Fee	\$ 50
All Grades	Annual Book Fee	\$ 150
All Grades	Annual Supply & Technology Fee	\$ 180
Pre-K & D-K	Monthly Tuition 1 <sup>st</sup> Child	\$825

GRADE LEVEL	FEE TYPE	AMOUNT DUE
KG - Grade 5	Monthly Tuition 1 <sup>st</sup> Child	\$ 750
Grade 6 - 12	Monthly Tuition 1 <sup>st</sup> Child	\$ 725
All Grades	Monthly Tuition 2 <sup>nd</sup> Child Discount	- \$ 70
All Grades	Monthly Tuition 3 <sup>rd</sup> + Child Discount	-\$ 125

Fee schedule for Extended Day is given below.

GRADE LEVEL	FEE TYPE	AMOUNT DUE
All Grades	Monthly Before School Care Fee (7:00 -7:30)	\$ 50
PK & PK 4	Monthly After School Care Fee (3:40 - 4:00 pm)	\$ 20
All Grades	Monthly After School Care Fee (4:00 - 4:30 pm)	\$ 50
All Grades	Monthly After School Care Fee (4:00 – 5:00 pm)	\$ 100
All Grades	Monthly After School Care Fee (4:00 – 5:30 pm)	\$ 130
All Grades	Monthly After School Care Fee (4:00 – 5:45 pm)	\$ 160
All Grades	Monthly Before and/ or After School Care Fee 2nd Child	-25%
All Grades	Monthly Before and/ or After School Care Fee 3rd Child	-35%

## Field Trips

Field trips expand a child's experience through out-of-school learning opportunities, and hence are planned on a regular basis. Transportation is provided by the following two modes:

- The school rents a commercial bus or van.
- Staff and/or volunteers provide transportation through their cars with appropriate safety measures.

- Students who receive In-School Suspension (ISS) or Out-of-School Suspension (OSS) will not be permitted to participate in field trips.

Parents are informed via phone, email, or school management system (Quickschools) at least two weeks before the field trip. They must fill and submit the Field Trip Consent Form along with medical and emergency information for their student.

If approved by school, all parents accompanying students to field trip as chaperons must fulfill the following requirements:

- They must submit a Volunteer Application along with proof of identification (for example copy of driver's license, state issued identification card, passport) and completed background check.
- It is preferred that they have First Aid and CPR training.
- Attend volunteer orientation by school administration
- During the trip, they must
  - be easily identifiable through uniform shirts and name tags
  - carry communication cell phone
  - carry written list of all children and check it frequently
  - one or more chaperons must carry all participating students' emergency contact information and first aid kits

Children going to the field trip are required to wear uniform shirts and wristbands/ name tags with school name and the chaperon's cell number. Appropriate children and chaperon ratio is maintained at all times during the field trip.

## Grading & Promotion Policy

Everest Academy believes in fostering student ownership of their learning. To promote this ownership and ensure academic integrity, grades primarily communicate each student's progress to the students themselves, and secondarily to parents and other educational partners. This approach aligns with our school's vision and mission.

Promotion from one grade to the next at the end of an academic year is not automatic. To be promoted to the next grade, a student must meet the academic requirements as outlined in this policy. Students also need to meet attendance requirements for promotion to the next grade level. The state compulsory attendance law allows for legal action, if necessary, for excessive absences. Students absent for more than 20 days during the school year may not be given credit for the academic year, unless proper documentation is provided that validates the reason for absence. Such students may need to attend summer school or provide documentation for a certain number of hours of community Service as determined by the school administration.

High school credit will be awarded to students who maintain at least 90% attendance and earn a final average of 70 or higher in the course.

## **Academic Probation Policy**

At Everest Academy, students are expected to maintain academic success in core subjects, especially English Language Arts & Reading (ELAR) and Math. If a student struggles to meet these expectations, the following academic probation process will apply:

### **Failing ELA or Math (Final Grade Below 70)**

If a student receives a final grade below 70 in ELAR or Math, they must complete one of the following for each subject they failed:

- 30 hours of private tutoring (outside of Everest), OR
- Attend an accredited summer school program (Summer School at the Stafford Municipal School District Campus OR Zoned Campus Summer School.
- If both ELAR and Math are failed, the student must complete 60 hours total (30 per subject).

### **Failure to Complete Summer Remediation**

If the student does not complete the required summer school or tutoring hours, they will be placed on academic probation at the start of the next school year.

### **Exiting Academic Probation**

To be removed from academic probation, the student must earn a minimum grade of 70 in Term 1, Term 2, or Term 3 in the subject(s) they previously failed.

### **If Academic Progress is Not Made**

If the student does not earn a 70 or above in any of Term 1, 2, or 3, they may be withdrawn from Everest Academy for the following school year. In this case, any pre-paid annual book and technology fees will be refunded.

### **If a Student Passes During the Year but Fails Overall**

If the student meets the 70 minimum during Terms 1–3, but their final grade is still below 70 in ELAR or Math, the student will:

- Be required to complete 30 hours of tutoring or summer school in that subject again.
- If they fail to do so, they will be placed back on academic probation for the next school year.

## **Conduct Grades**

The areas of attitude, behavior, and tardiness do not influence a student's academic grade. They influence a student's conduct grades and are reported as E, S, N, or U.

E – Excellent, S – Satisfactory, N – Needs Improvement, U – Unsatisfactory

Teachers make parent contact prior to reporting a conduct grade of N or U on the report card in order to influence a change in behavior. Elementary grades may use Class Dojo to input conduct grades into Quickschools

## **End of the Year Exam Exemption Policy for Gr 6 and up**

Middle and High school students must apply for exemptions via [this form](#) before the deadline communicated by staff and receive the Department Head approval prior to exam day. Criteria is as follows.

Criteria	Details
<b>Attendance</b>	No more than 8 absences( both excused and unexcused) in the academic year
<b>Discipline</b>	No ISS and/or OSS or any other serious incident in the current school year
<b>Grades</b>	Total current grade average of 85 or above in the course
<b>Exemptions</b>	A maximum of 3 eligible course exemptions per academic year
<b>Test Days</b>	Must attend class during the exam

## **Extra Credit**

To receive extra credit, the work completed must be directly related to the curriculum, should be used for enrichment, and should not replace missing work. Extra credit should not be used to the extent that the grade does not accurately reflect the academic achievement of that student for the current grading period. Opportunities for extra credit are determined at the teacher's discretion.

## **Grading Procedures**

Prekindergarten 3 and Prekindergarten 4: Teachers track students' progress through CIRCLE Progress Monitoring Tool (CPM); which is communicated to parents via report cards at the end of each grading period.

Grades K-12: Student proficiency is determined using a traditional grading scale as follows.

Letter Grade	Range
A	90-100
B	80-89
C	75-79
D	70-74
F	60-69

## Late Work Policy

Late Submission Penalty for Assignments : A 10% deduction is applied for each day work is submitted late. If work is not submitted within five days of the due date, a grade of zero may be assigned.

Grading Policy for Projects

Late Submission Penalty for Projects: A 20% deduction is applied for each day a project is submitted late. If a project is not submitted within five days of the due date, a grade of zero may be assigned.

## Makeup Work Policy

At Everest Academy, we believe that consistent attendance is critical to student success. However, we recognize that absences are sometimes unavoidable. The following guidelines apply to makeup work after student absences:

Excused Absences: Students with an excused absence are permitted to make up missed assignments. Teachers will allow, at a minimum, the same number of days as the absence to complete and submit the work (e.g., a student absent for three days will be granted three school days to complete the missed assignments). In cases of extenuating circumstances, additional time may be granted at the teacher's discretion.

Missed assignments not submitted within the allotted time frame will receive a failing grade.

Unexcused Absences: Teachers are not obligated to accommodate unexcused absences by rescheduling tests, benchmarks, or assignments. Parents are strongly discouraged from planning vacations or other discretionary absences during instructional days, as these interruptions negatively impact the student's academic progress and classroom continuity.

Suspensions: Out-of-school suspensions are classified as excused absences; the student needs to complete all missed assignments within the same number of days as the suspension length. Grades for assignments due during the suspension period will be reduced by **10%** as a disciplinary consequence.



**Truancy and Class Cutting:** Students who are truant or intentionally skip class (without parent consent) will receive zero credit for all work missed that day, including assignments, quizzes, tests, and projects. Additionally, the student's quarterly conduct grade will be marked as "Unsatisfactory" by all teachers for the classes missed.

Disciplinary consequences for truancy may include detention or suspension, as determined by school administration.

## Report Cards

Students and parents can access official grade reports via Quickschools. Report cards are posted at the end of each grading period as per Everest Academy's calendar. Progress reports are issued in print or by email only to students who are scoring below 70% and are at risk of failing.

## Retest Policy

Retesting is required for major grade assignments in which a student makes below a 70. An appropriate timeline for retesting is determined and communicated to students. To allow for acquisition of content, retesting is scheduled a minimum of two school days beyond the initial feedback.

The retesting model requires teachers to develop an alternate assessment. This alternate assessment can cover all the objectives of the initial test. The format of the retest is determined by the teacher. Retesting does not involve test corrections or retaking the same version of the original assessment.

When determining the grade from retesting, the following criteria is followed:

- Retesting may not reduce the initial grade.
- Grade replacement includes assigning students the grade earned, up to a 70 , as follows.

Retest Grade	Assigned Grade Change (retest)
Below initial grade	No grade change – initial score remains
Above initial grade and below 70	Replace initial score with score earned on retest
Above 70	Replace initial score with 70

However, for identified ESL, RTI, and Special Needs students, teachers record the higher grade of the two attempts.

## STAAR Exemption & Graduation Policy

- All Gr 3 and up students are required to take STAAR unless they fall under the 14 Disabilities Categories under IDEA. These must be supported by official, medical documentation; parent or teachers' recommendations or requests are not sufficient.

- Autism
- Deaf-blindness
- Deafness
- Developmental Delay
- Emotional Disturbance (Severe)
- Hearing Impairment
- Intellectual Disability (Former Mental Retardation)
- Multiple Disabilities (Simultaneous impairments such as mental retardation-blindness, mental retardation-orthopedic impairment, etc.)
- Orthopedic Impairment
- Other Health Impaired (ADD, ADHD, acute diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome etc.)
- Specific Learning Disability (Such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia)
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment (Such as partial sight and blindness)

## High School Program

### Course Plan

All students are required to enroll in the minimum classes outlined in the course plan below. Students may take a maximum of three additional dual enrollment courses on top of their high school schedule with the Academic Counselor's approval.

#### **Everest Academy High School 4-Year Plan**

- **4 English Language Arts**
  - English I, II, III and IV
- **4 Mathematics AAC**
  - Track 1: Algebra I, Algebra II, Geometry, Pre-Calculus
  - Track 2: Geometry, Algebra II, PreCalculus, Calculus
- **4 Science**
  - Biology, Chemistry, Physics, Environmental Sciences
- **4 Social Studies AAC**
  - World Geography, World History, U.S. History, Government & Economics
- **4 World Language**
  - Arabic I, II, III and IV
- **1 P.E.**

- Physical Education
- **1 Fine Art**
  - Drawing I
- **8 Electives**
  - Required: Theology I, Theology II, Theology III, Theology IV, SAT Prep, Health, DC Speech
  - Optional: Athletics (basketball), ART II, DC courses
- 30 Total Credit Hours**

## Credits

Courses vary from one to two semesters in length. Students can earn a half credit for each semester course and a whole credit for a year-long course. Students earn credits when they pass their courses with the minimum of 70% average and meet 90% attendance requirement. Each semester stands alone.

The following are ways a student can earn credit:

- A course is taken as a part of the student's high school schedule
- A Dual Credit college course - approved by the Counselor - is taken for high school credit and college credit (must be one of the approved courses listed on the High School Course Selection Worksheet or HCC Crosswalk List.)
- Credit Recovery Summer School courses - as approved by the Counselor.

## Recovering/Retaking a Course

Students who receive a failing grade must recover the course in order to receive the required credit. Below are the guidelines for credit recovery

- Successfully completing summer school via Stafford ISD.
- The school administration identifies the criteria of recovery courses.
- Students can also take recovery courses online with Edmentum - EdOptions Academy after the approval of school administration.
- Both grades will appear on the transcripts.
- Only the most recent grade will be calculated in the overall grade point average.
- 90% attendance is required.

## Diplomas and Transcripts

Diplomas and final transcripts will be issued upon the successful completion of all graduation requirements, including the posting of final grades and full payment of any outstanding fees. This process should not exceed fourteen (14) business days following graduation.

Students and parents must complete a Transcript Request Form for any transcript to be processed. All unofficial transcripts will be provided free of charge. Official transcripts will be issued at a fee of \$10 per copy.

## **Dual Credit Program**

Dual credit courses will be offered on-campus at Everest Academy via an online platform through a partnership with Lone Star College (LSC). To participate in the program, students are required to schedule, complete, and pass a prerequisite exam known as the Texas Success Initiative (TSIA2) see below chart. They will also be required to attend any orientations required by LSC, fill out all LSC enrollment forms and enroll in their online portal by the deadline in order to register for dual credit. Students will be accountable for all LSC fees and charges and for separate advisory appointments with the college. All DC courses taken at LSC will transfer as 0.5 credit for Everest What is Dual Credit?

Dual Credit is an opportunity for high school students to earn high school and college credit simultaneously. Students may attend classes at their high school, on a Lone Star College (LSC) campus, and/or online. Dual credit teachers are regularly employed faculty members of LSC or high school instructors verified by LSC to meet the same requirements as faculty teaching the same course on campus.

### **Attendance and Expectations**

Attending and participating is vital for your success. Be sure to complete homework, prepare for class, attend, and participate. Talk with your instructor about any problems or challenges you run into. College students are expected to abide by the faculty member's attendance policy as stated in the course syllabus. It is the student's responsibility to consult with faculty members regarding absences and the possibility of make-up work. Attendance in hybrid or other classes is required.

Students who participate in dual credit courses are considered college students. In all matters related to the dual credit course, students are held to the standards, expectations and regulations of Lone Star College. Students must follow the syllabus, work independently, and behave appropriately. It is the responsibility of college students to **complete assignments without reminders**. It is also the responsibility of the **student, not the parents**, to communicate directly with the college instructor when experiencing academic difficulty.

### **Benefits of Dual Credit Courses**

- Transfer many dual credit courses to Texas public colleges and universities, private institutions, and some out-of-state colleges and universities.
- Save money on college tuition. See the section on Tuition & Fees for more information.
- Accelerate time to degree completion by getting a head start in college – dual credit students can earn up to a year of college credit.
- Build confidence by easing the transition to college.

- Access the Lone Star College student support Services – library, career Services, computer labs, and tutoring.

### **Dropping a Class**

If a student chooses to withdraw from a college course, he or she must complete and submit an official college Withdrawal Form at LSC prior to the college's last official date for withdrawal. Any drops processed after the Official Day of Record (ODR) will result in a W on a student's transcript.

Any requested schedule changes must be accompanied with a completed Schedule Change Form. The high school counselor can assist the student in withdrawing from the college side of a dual credit course. Failure to do so could result in the student receiving an "F" on his/her official LSC transcript. The student will also need to work with the high school counselor to enroll in the appropriate high school course.

Prior to the first day of the college semester, a student must inform his/her counselor. No Dual Credit Drop Form is required from the student before the term begins. After the term begins, a student must complete a Lone Star College drop form so that the withdrawal from the Dual Credit course can be properly processed. Failure to complete a drop form could result in an F on a student's college transcript.

For high school Dual Credit courses, changes and/or drops can occur only within the first ten days of the semester. Courses dropped before the Official Day of Record will not be reflected on the student's college transcript. After the Official Day, a grade will be reflected on the student's college transcript. Changes requested after the Course Plan has been submitted will be made only for the following reasons per Academic Counselor approval:

- A Senior needs to make up deficient graduation credits
- A student received a failing grade and needs to repeat the class for high school graduation requirements or to meet college eligibility requirements
- A student is in the incorrect course level
- A course requested will not be offered due to budgetary restraints or low class size
- A student completed a course credit at summer school

During the first 10 school days of class, students may request a schedule change according to the following guidelines:

- Medical/health issues require adjustment in schedule
- Course load is too great with high school schedule

### **Eligible Students**

Everest students may enroll in dual enrollment courses as long as they are maintaining a 70 or above in their high school courses and have shown a demonstrated ability to manage their time and workload effectively.

Per Lone Star College, students may participate in their program as long as their academic performance in the dual enrollment course is satisfactory (70 or above). Those students whose performance is unsatisfactory (69 or below) will not be permitted to continue participation in the Dual Credit program and will not acquire credit for that course.

### **Grading Dual Credit Conversion**

LSC uses a grading system in which students are assigned a letter grade of A, B, C, D or F reflecting the student's performance in a course. The student's high school grade for the course will be reported on his/her high school report card. The college grade will be recorded on the student's official Lone Star College transcript. Different grading scales at LSC and at Everest Academy require that grades be converted between the two institutions.

<b>Dual Credit Grade Point Policy</b>			
Dual Credit Grade Range	LSC letter Recorded Grade	Everest Recorded Grade	Grade Point System
90-100	A	95	6.0
80-89	B	85	5.0
75-79	C	77	4.0
70-74	D	72	3.0
Below 70	F	65	0

Letter Grade	Numerical Value
A	95
B	85
C	77
D	72
F	65

### **Low Grade in a Dual Credit class**

If a student earns a D in a dual credit course he/she may receive high school credit but will not receive college credit. A grade of D does not transfer to another institution. This would result in the student needing to retake the college course to transfer the credit earned. If a student earns an F in a dual credit course, he/she will not receive high school or college credit for the course. Students earning a dual credit grade below C will no longer be eligible to continue in the dual credit program.

### **Scheduling Dual Credit Courses**

Students are not permitted to enroll in dual credit courses that are core classes being offered at Everest Academy. Students are only permitted to enroll in courses NOT offered at Everest Academy, approved by the academic counselor or have been specifically allowed on our High School Course Selection worksheet.

We recommend that students take no more than a total of six (6) credit hours (two dual credit courses) per semester.

### **Tuition & Fees**

Dual credit students receive a 100% tuition waiver. However, the tuition waiver does not cover fees and textbooks.

1. Tuition & Fees: the price you pay for classes is by credit hours
2. Textbooks: Are an additional expense covered by the student per each course needs.

Credit Hours	LSC Dual Credit (Tuition)	LSC College Credit (Tuition)	Savings
1	<b>\$43</b>	\$111	<b>\$68</b>
2	<b>\$86</b>	\$222	<b>\$136</b>
3	<b>\$129</b>	\$333	<b>\$204</b>
4	<b>\$172</b>	\$444	<b>\$272</b>
5	<b>\$215</b>	\$555	<b>\$340</b>
6	<b>\$258</b>	\$666	<b>\$408</b>

**\*\* Disclaimer:** LSC tuition rates are subject to change according to college policy.

## Foreign Transfer Students and Records

Students with foreign credentials coming from an international school or state school overseas will receive credit for passed courses taken at their previous school if an American equivalent course can be found. Transfer GPA points will be applied. Foreign credentials must be translated into English by an accredited translation Service. The transcript should also be converted into the American system.

Any grade above Everest Academy's minimum will be taken at face value once converted into a scale of a 100. All foreign credential evaluations will follow NAFSA, AACRAO and NACES standards and grade conversions may be subject to change based on the best practices of the aforementioned entities.

All grades will be converted into a scale of 100. If the conversion into the scale of 100 falls below the accepted credit score of 70 but is passing the minimum foreign credential measure as noted on the foreign record, Everest Academy will convert the passing minimum score into their own passing minimum grade of a 70, 75, etc. respectively.

## Graduation Requirements

### Early Graduation

Everest Academy is pleased to introduce an Early Graduation option for our freshman high school students. This pathway is designed for students who demonstrate exceptional academic achievement, a strong commitment to their studies, and the ability to meet the below specific criteria.

#### 1. Academic Excellence:

- Successfully master all State of Texas Assessments of Academic Readiness (STAAR) tests in Grade 8.
- Showcase a commitment to academic excellence, demonstrating a solid foundation in core subjects by securing an A grade in all four core subjects ( ELA,Science,Math, and SocialStudies) in grade 8.

#### 2. Disciplinary Record:

- Maintain a clean disciplinary record, reflecting positive behavior and adherence to school policies.
- Uphold a standard of responsible conduct within the school community.

Everest Academy retains the authority to make the final determination regarding eligibility for the early graduation option.



## **Distinguished Level of Achievement**

The state of Texas requires a minimum of 22 credits per the foundation statutory diploma plan to graduate. However, it is encouraged to complete the distinguished level of achievement plan as universities also prefer this. This diploma plan requires a total of 26 credits, including 4 credits of math, including Algebra II, 4 credits of science, and at least one endorsement along with all other foundational statutory requirements.

Everest Academy students will automatically qualify for this diploma plan by going above and beyond the recommended high school program outlined below per the state of Texas.

Everest Academy students will graduate with a total of 30 credits AND two endorsements automatically as follows:

- Multidisciplinary endorsement: 4x4 Pathway: Satisfying the state requirement of completing 4 credits in all four core subjects: science, social studies, english and math.
- Arts & Humanities endorsement: World Languages Pathway: Satisfying 4 levels LOTE (languages other than English) by taking Arabic levels I-IV.

In addition, A STEM endorsement in Math or Science would only require taking one additional course via dual credit. OR, an Arts & Humanities endorsement with the Social Studies pathway would also only require taking one additional course via dual credit.

## **Comparison of the Three Models**

<b>Texas Education Agency Foundation Statutory Requirements</b>		<b>Texas Education Agency Distinguished Level of Achievement Requirements</b>		<b>Everest Academy Distinguished Level of Achievement Requirements</b>	
Subject	Credits	Subject	Credits	Subject	Credits
English	4	English	4	English	4
Math	3	Math	4	Math	4
Science	3	Science	4	Science	4
Social Studies	3	Social Studies	4	Social Studies	4
P.E.	1	P.E.	1	P.E.	1
Fine Arts	1	Fine Arts	1	Fine Arts	1
Foreign Language	2	Foreign Language	2	Foreign Language	4
Electives	5	Electives	6	Electives	4
				Theology	4
<b>Total Credits</b>	<b>22</b>	<b>Total Credits</b>	<b>26</b>	<b>Total Credits</b>	<b>30</b>

## Endorsement Options

**STEM Foundation:** Complete foundation + 5 credits in Math, 5 credits in Science that includes Algebra II, Chemistry, Physics, and 4 or more CTE courses including at least two courses in the same pathway.

**Arts & Humanities:** Complete foundation + 5 credits in Social Studies, 4 credits in the same LOTE (Language other than English), 2 credits in another LOTE, 4 credits in American sign language, 4 or more CTE courses in the same pathway.

**Multidisciplinary Studies:** Complete foundation + 4 credits in the 4 foundation subjects

## Frequently Asked Questions Regarding Endorsements

### 1. What is an endorsement?

An endorsement is a set of courses that allows students to learn more about a particular subject or career area, while earning credit towards graduation. Many endorsement pathways provide students the opportunity to earn certifications or licenses that will allow them to enter the workforce directly as well as help prepare them for college level work.

### 2. Does a student have to select an endorsement?

No. Everest Academy students will automatically complete two endorsements by following our 4-year plan of study. Should they choose to select additional endorsement options, they can consult with the Academic Counselor during the course selection period prior to starting 9th grade.

### 3. Can a student change their declared endorsement?

Yes. A student may elect to change their endorsement at any time. It is important to keep in mind that as students progress through high school, it may become more difficult to earn a different endorsement due to the limited amount of time that remains and the fact that classes often have prerequisites.

## Outstanding Performance

Everest Academy Students can achieve Performance Acknowledgment level of graduation if they satisfy the following:

- Complete 12 DC courses with a 3.0 GPA or higher OR complete an associate degree with a GPA 3.0 or higher.
- Complete 80 hours of community Service- which will be facilitated by extracurricular clubs at Everest. Please see pg 8 regarding information on Community Service.  
( Average of 20 hours per year )

## Honors Graduation Criteria

The determination of honor graduation in the senior high school year is based on the cumulative GPA calculated at the end of the third nine weeks grading period.

Commencement Ceremony:

- The student with the highest weighted cumulative GPA at the end of the third nine-week grading period of the senior year, who meets the eligibility criteria, shall be named valedictorian.
- The eligible student with the second-highest GPA shall be named salutatorian.
- In the event of a tie in weighted GPAs after calculation to four decimal places, all students involved in the tie shall be recognized as sharing the honor and title of Honor Graduates.

Students shall be recognized as honor graduates according to the following criteria:

- Valedictorian: Highest Cumulative GPA.
- Salutatorian: Second-Highest Cumulative GPA.
- Summa Cum Laude: Cumulative GPA of 97 or higher.
- Magna Cum Laude: Cumulative GPA of 96–93.
- Cum Laude: Cumulative GPA of 92–90.

Additionally, to be eligible for valedictorian and salutatorian, students must:

- Meet additional eligibility requirements for valedictorian and salutatorian (top honors), including continuous enrollment at Everest Academy for the six semesters immediately preceding graduation.
- Not have received any ISS (In-school suspension) or OSS (Out-of-school suspension) in their disciplinary records at Everest Academy.

### **Valedictorian and Salutatorian Selection Policy**

The Valedictorian and Salutatorian honors are awarded to the top two graduating seniors based on the highest cumulative weighted Grade Point Averages (GPA), following widely accepted practices among private and public high schools across Texas.

### **How the Valedictorian and Salutatorian Are Determined**

#### 1. Weighted GPA Calculation:

Advanced and Honors-level courses such as AP (Advanced Placement), Dual Credit, and Honors classes carry additional weight in GPA calculations.

- Example: An “A” in a regular course earns 4.0 points, while an “A” in an AP or Dual Credit course earns 5.0 points.

This ensures students undertaking rigorous coursework are appropriately recognized.

## 2. Cumulative GPA Review:

- The cumulative GPA includes all high school credit courses taken from 9th through 12th grade.
- GPAs are calculated to the third decimal place to ensure accuracy in the case of close comparisons.

## 3. Oversight by a Committee:

A selection committee of at least three academic staff members—including the student's homeroom teacher and department heads—reviews final transcripts, verifies GPA calculations and course weights, and certifies the Valedictorian and Salutatorian standings. This process ensures fairness, transparency, and consistency.

## 4. Discipline Record Requirement:

To qualify, students must have a clean discipline record. Any incidents of in-school suspension (ISS), out-of-school suspension (OSS), or other serious disciplinary infractions on record will disqualify a student from being considered for Valedictorian or Salutatorian.

## Eligibility Requirement:

To be eligible for Valedictorian or Salutatorian recognition, a student must have attended Everest Academy for a minimum of four consecutive years, including the senior year. Students on an approved early graduation plan must have attended for at least three consecutive years.

# Ranking

## Why Does Everest Academy Not Rank?

Everest Academy chooses to focus on the academic, spiritual and social growth of our students, instead of a ranking system that can be otherwise limiting to the potential of all students. North American schools do not rank Elementary and Middle School students as common practice. In lieu of ranking, we do offer an A-Honor Roll from Elementary all the way to High School.

Also, per the research and best practices of competitive private schools in the country and in Texas, 89% of private schools nationwide do not rank their students. So in order to align with the highest academic standards in the country for elementary, middle and high school – we follow the same model.

## RISE Community Service Program

The state of Texas requires students to accumulate a total of 60 Service hours throughout high school to graduate. Everest Academy strives for excellence in all aspects, and therefore, requires our students to accumulate a total of **100** Service hours throughout high school to graduate.

## What is Community Service?

Community Service is a voluntary activity that helps address a shortage of some sort in the

community. The community Service you select should be aligned with your personal interest and skills. It is an opportunity to gain experience on the way to college readiness and exemplary citizenship.

### **Community Service Guidelines**

Everest Academy High School students will participate in our R.I.S.E. Program to complete their community Service hours. RISE stands for Reach.Impact.Serve.Empower The purpose of the program is to document & recognize students' Service records. This Everest Academy program was launched in 2022 at the onset of the Everest High School Program onsite. Participation in the RISE Program is mandatory. The following are guidelines that must be followed:

- Students may not be paid for any Service they perform in order to obtain RISE hours.
- Service may only be done for a non-profit organization or a for-profit organization that is donating ALL the proceeds of the event to charity.
- Service can only be accepted at 501-C3 learning centers and universities.
- Only 25 of the total 100 hours may be done over the summer.
- You may not receive more than 8 hours for any one 24-hour volunteer period.
- Hours volunteered during the opening and closing of the school year (such as helping teachers set up classrooms, or assisting with orientation) will count as regular hours, not summer hours.
- Manning concession stands for school-related events or fundraising for clubs at school are acceptable volunteer hours.
- Baby-sitting can only be accepted as Service hours if it takes place for a family other than your own and includes: special-needs children, medical emergencies, or to enable parents or teachers to attend school-related functions.
- Volunteering at hospitals is acceptable for their volunteer programs; but working at a doctor's office is not.
- Religious centers have certain activities that are eligible: working at a food pantry, building a house, delivering meals on wheels, etc.
- Religious, cultural and seasonal carnivals are acceptable as long as the proceeds are going to a charitable cause.
- Setting up for Iftar/Taraweeh prayer or cleaning up after religious Services are not acceptable examples of Service - unless they are part of a broader effort to usher and volunteer at a program or event.
- If your community Service is performance-oriented, you may only count the performance, not the practices. (Ex: A play or skit on bullying awareness).
- Service hours are counted from the beginning of the Service to the end of the Service - travel time to and from does not count.
- Service forms must be signed by a representative of the organization volunteered for.
- A general "get out and vote" effort that does not promote one candidate or party over another

may count for civic Service hours.

- If you participate in a blood drive, 1 donation = 1 hour.

*It is the responsibility of the student to correctly complete all RISE forms, to submit them in a timely fashion, and to consult the sponsor if he or she has any questions. Forms submitted beyond 6 months from the date of Service will not be accepted. Seniors must submit all RISE forms by May of their graduation year. Further details are available on our website.*

**\*\*\*All Service hours are subject to the RISE Sponsor approval.\*\*\***

## **Students Classification**

Students entering high school for the first time shall be classified as freshmen, sophomores, juniors or seniors based on the number of semester credits.

Credits	Classification
17 and above	Senior
11 - 16.5	Junior
5.5 – 10.5	Sophomore
0 – 5	Freshman

## **Schedule Changes**

Students must choose their courses carefully and with the assistance of their counselor and parents to minimize the need for a change. The master schedule is built to accommodate the classes originally chosen by the student.

Schedule changes based on teacher, elective, or section preferences may not be honored. The administration reserves the right and has the responsibility to only make changes as necessary to meet graduation requirements, balance class sizes, correct administrative or clerical error, reflect changes in school personnel, or other educationally appropriate reasons.

## **Guidelines for Acceptable Use of Technology**

Everest Academy is committed to promoting ethical, responsible, and educational use of technology. These guidelines are designed to ensure that all students and parents understand the expectations regarding school-issued computer hardware, software, internet access, and other digital resources.

### **Purpose**

These guidelines aim to promote efficient, ethical, and legal use of Everest Academy's technology, including:

- Computer hardware and software
- Operating systems and applications
- Stored data and electronic communications
- Local databases and removable media
- Communication platforms and Internet services

## **Student Expectations**

- Students may only use computers and other devices when supervised or granted permission by a teacher or school administrator.
- All users must adhere to copyright laws and legal regulations.
- Students must report any inappropriate or uncomfortable online content to a teacher or administrator immediately.
- Any known or suspected security issue must be reported to school personnel without being shared with others.

## **Acceptable Use Guidelines**

### **a. General Use**

- Technology must be used for educational purposes only.
- All school technology policies and restrictions apply at all times.
- Technology use is a privilege, not a right. Misuse may result in consequences.
- Students must return a signed Acceptable Use Agreement (AUA) prior to receiving school devices.
- Parents may submit a written request to limit their child's access to school technology.

### **b. Device Responsibility**

- Each student is assigned a specific device, which must be used exclusively unless instructed otherwise by the IT team.
- Students may only connect to the designated Student Wi-Fi. Accessing Admin or Staff networks is prohibited.
- Devices must be used responsibly and respectfully at all times. Misuse may result in disciplinary action and/or financial liability.

## **Device Costs**

- **Repair:** Families are responsible for repair costs due to negligence or improper use.

- **Replacement:** If a device is deemed beyond repair, a \$500 replacement fee applies.

## **Network and Communication Etiquette**

### **a. Online Conduct**

- Be polite and use respectful language.
- Avoid sharing personal information (e.g., address, phone number).
- Respect others' perspectives and use discretion when forwarding emails.
- Cyberbullying, harassment, or any form of inappropriate communication is strictly prohibited.

### **b. Email Usage**

- Email may only be used for academic or school-related purposes.
- Student email communication may be monitored by school personnel.
- Login credentials to school communication systems must be kept confidential.

## **Unacceptable Use**

The following activities are strictly prohibited:

- Accessing inappropriate or non-educational content (e.g., pornography, violence, gambling).
- Using the network for commercial, political, or personal financial gain.
- Installing or using unauthorized software, including hacking tools or file-sharing platforms.
- Tampering with hardware, software, or other users' files or data.
- Unauthorized access to restricted parts of the network.
- Bypassing internet filters or accessing administrative networks.
- Engaging in cyberbullying, threats, harassment, or offensive communications.
- Posting anonymous or misleading information.
- Knowingly introducing viruses or malicious programs.
- Violating local, state, or federal technology laws.

## **Consequences for Noncompliance**

Violations of these guidelines may result in disciplinary action, including:

- Suspension or termination of technology access
- Restitution for damages



- Administrative consequences such as detention, suspension, or expulsion
- Referral to law enforcement where applicable under the Texas Penal Code, Chapter 33 (Computer Crimes)

Everest Academy will fully cooperate with local, state, or federal authorities in investigations of suspected illegal activity involving school technology.

## **Legal Compliance**

All digital communications are subject to the Texas Public Information Act and may be disclosed when required by law. Acts of vandalism, unauthorized access, or data tampering will be treated seriously and handled per school and legal policy.

## **Hours Of Operation**

Regular school hours are Monday through Friday:

- **Pre-Kindergarten 3 & 4:** 8:10 a.m. to 3:05 p.m.
- **Kindergarten and above:** 8:10 a.m. to 3:20 p.m.

Students should not arrive before 7:40 a.m. and must be picked up within 30 minutes after dismissal bell, unless enrolled in the Extended Day Program.

Students remaining on campus more than 30 minutes after dismissal will be taken to the Cafeteria for supervision. The first two early drop-offs or late pick-ups per term are excused. After that, a \$5 fee is charged for every 15-minute increment of early drop-off or late pick-up.

## **Scheduled and unscheduled school openings, closings, and delays**

1. Scheduled No-School Days, Delayed Openings, or Early Dismissals - The annual school calendar lists all scheduled school closings. Parents are notified if Extended Day Program is available on scheduled early dismissal days.
2. Unscheduled No-School Days, Delayed Openings or Early Dismissals- School can be closed, open late, or dismissed early due to unfavorable circumstances such as disruption in water or power supply, heating failure, electrical problems, inclement weather, etc. As soon as a decision for unscheduled school closing is made, parents are notified

## **P. E. & Outdoor Play**

Our Physical Education program is geared towards development of fine and gross motor skills, stamina, and an enhanced appreciation of social, emotional, and psychological health in daily living. Students get

a minimum of 15 minutes recess every day, and Physical Education lessons from a qualified instructor at least thrice a week. They receive recess and PE lessons outdoors, if weather permits.

It is important that children be properly dressed for PE and outdoor activities. They should wear appropriate outerwear and shoes in order to participate in PE lessons. Gym shoes with laces or Velcro closure may be worn. Shoes must have good white rubber soles for traction and offer good support for the foot. Shoes must be athletic and appropriate for PE activities.

## Outdoor Safety

In order to ensure outdoor safety, appropriate precautions are taken, and procedures are established and followed. Routine procedures include:

- Teachers count the number of students before going outdoors, count again when they arrive on the playground. The same procedure is followed prior to returning inside the building.
- Teachers carry cell phones or walkie-talkies to alert the administration should an emergency occur.
- The TDFPS mandated caregiver and child ratios are maintained at all times.
- Each classroom has a scheduled playground time in order to ensure the playground is not over-crowded.

## Heat Guidelines for Outdoor Recess or Outdoor Activities

Outdoor activities, including recess, will be suspended when temperatures exceed 100°F. Please refer to the chart below for detailed guidelines.

Heat Index Below 89 Degrees	Heat Index 90-100 Degrees	Heat Index 101 and up Degrees
Enjoy outdoor recess	Caution at recess and monitor conditions during recess	Cancel any outdoors activities and recess; stay indoors

## Exemption from P. E. and Outdoor Play:

Physical Education is a required part of the school curriculum. Children who cannot participate in the physical education program must submit a written statement from a doctor stating the nature of the illness or disability and the dates for exemption from physical activity.

## Photography & Publicity

Everest Academy photographs students participating in school activities. Upon enrollment, parents are asked to sign a photography consent form that is kept in their student's file. With the parent/guardian's permission, the school may publish students' photographs, and/or work on the school website.

## Plagiarism, Cheating, & Use of Artificial Intelligence (AI)

Plagiarism refers to presenting ideas or statements of another without crediting the original source. Plagiarized sources include written word, pictures, photographs, music, internet sources, works of art, and the spoken word. Cheating is the unauthorized or attempted use of material, information, notes, study aids, deAssistants or communication which includes Artificial Intelligence (AI) and ChatGPT during an academic exercise.

Everest Academy maintains high standards of academic integrity, requires students to refrain from plagiarism and cheating, and produces original works with appropriate identification of the sources of information. The role of academic work in school is to teach skills, provide content knowledge, and allow for intellectual growth needed to be college, career, and life-ready. Plagiarism and cheating esp. the use of AI generators does not allow them to produce original intellectual works that demonstrate their understanding of content. If teachers find that a student's assignment does not match up to their previously demonstrated level of work, or if they are not able to authenticate a student's work, that assignment will not be accepted.

Students are expected to

- Demonstrate academic integrity and produce original work
- Cite sources of information via appropriate bibliographic methodology
- Provide further clarification of the submitted assignment upon request
- Provide all original sources for the assignment upon request

In order to prevent plagiarism, cheating, and using Artificial Intelligence; our teachers

- Instruct students on plagiarism, cheating, artificial intelligence and acceptable methods of citing sources
- Teach age-appropriate bibliographic methodology
- Utilize instructional strategies for prevention
- Monitor student work on ongoing basis

Plagiarism, cheating, and using AI are considered serious offenses and any violation results in disciplinary actions based on the severity of the infraction; repeated violations lead to progressively severe disciplinary consequences. Disciplinary actions include, but are not limited to

- Conference with student, parents, teachers and school administrators
- Re-do of the assignment (for first infraction)
- Receive reduced grade or a zero
- Impact on letters of recommendation

- Repeated violation of our academic integrity policies is considered a Level III or IV offense which can carry serious consequences such as a failing grade for the assignment, grading period, or subject.

## Rest & Nap Time

Pre-kindergarten 3 and 4 students have a regular daily rest or nap time, children rest on their own mats. These mats are to be provided by parents along with a small blanket and pillow case for their child to use. All bedding items are sent home on Fridays for washing.

## Special Services Evaluation

Parents and/ or staff concerned about a student's learning or behavior must gather supporting documents such as behavior/ disciplinary reports and assessment scores and meet along with School Principal and/or designee to discuss possible solutions. Students requiring minimal-strategic support can receive Tier I & II interventions in the classroom; these include preferential seating, 2-3 periods per week of one-on-one instruction, and minor adjustments in assignments. For students requiring Tier III support that entails intensive interventions such modified rubrics, testing arrangements, and excessive disciplinary redirection, school staff may request the parent to consult the student's pediatrician and/ or contact the local public school district they are zoned to for a formal evaluation. As a private school, Everest does not receive federal or state support for special education Services. Students needing a formal evaluation per teacher or parent recommendation must seek external organizations for assistance.

The Texas Education Agency (TEA) has provided guidance to public school districts in meeting their obligations under state and federal laws and regulations regarding the responsibility to identify, locate, and evaluate all children suspected of having a disability and who are in need of special education and related Services, commonly referred to as the Child Find Obligation. Evaluation of such students covers all areas related to the suspected disability, including (where appropriate) health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.

Parents and guardians can apply for an evaluation of their children with their local public school district based on residence regardless of the school they are attending. They can follow the link corresponding to their location:

- [Fort Bend ISD Evaluation and Student Support Services](#)
- [Katy ISD Evaluation and Student Support Services](#)
- [Pearland ISD Evaluation and Student Support Services](#)
- [Stafford MSD Evaluation and Student Support Services](#)

Parents should note that student evaluation via the public school district is a very time consuming process. Working through your own/ private pediatrician for referrals and testing is much faster and easier.

## Student Lockers

Lockers are assigned to Middle and High school students only upon submitting 'Locker Use Agreement' through Quickschools Parent Portal. Each student is assigned one locker which is to be used solely for 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 for any reason, may conduct periodic inspections at any time, without notice, without student consent, and without a search warrant.

The school is not responsible for any valuables left inside the lockers. This includes cell phones, iPods, mp3 players, jewelry, cash, etc. Students may use their lockers before school, before break, and after school only. They may use their lockers between each of their classes; however, they must adhere to the three-minute passing period and be seated in their classes on time. If a student is chronically late due to locker usage, it may result in having his or her locker revoked.

## Textbook Policy

- Students are responsible for the school textbooks checked out to them: Students should Write their book copy & barcode numbers in their agenda or notebook immediately after they check them out; and write their name inside the front cover of their book in the signature box.
- Should always use their own book. If they turn in another student's book they will still be responsible for the copy number checked out to them.
- Students are issued ONE textbook to use in class and at home. We do not have enough textbooks to issue a double set of books to every student. We cannot check out additional textbooks to students who forget to bring their book to class.
- At the end of the academic year, students who have lost, failed to return, or damaged textbooks beyond repair will be placed on the obligation list and charged a replacement fee of \$75 per book. If payment is not received by the designated deadline, the school reserves the right to withhold the student's report card until all outstanding charges are settled

Students are expected to:

- Be responsible for the school property loaned to them.
- Not write, highlight or draw in school textbooks.
- Keep their books in their possession and not loan their book to anyone.

- Keep a book cover on their books.
- Keep their books away from all liquids (e.g. rain, spilled drinks, and leaky water bottles). Wet books that develop mold cannot be used; students will receive an obligation.
- Keep books in a safe place at home, out of the reach of pets and small children.
- Return textbooks in good condition on or before the last day of class or as instructed by the teachers.
- Remove any tape, labels or post-it note papers.

## Use of Videos

Videos are occasionally incorporated into classroom lessons to expand learning or as a substitute for outdoor activities during periods of extreme cold or heat, heavy precipitation, or to help children experience a gradual decrease in physical activity in the late afternoon. The videos chosen are previewed by staff, have educational content, are entertaining at the children's level of understanding, contain no commercials, and are nonviolent. Other activities are always available for children during that time.

## Withdrawal Policy

School reserves the right to revoke enrolment of a student at any time due to reasons such as disciplinary issues, poor academic performance, special education needs, outstanding dues, or lack of cooperation from parents.

Parents must adhere to the policy below for withdrawing a student from Everest Academy:

- One withdrawal form must be filled out per student withdrawing.
- For parents/guardians who decide to withdraw student(s) during the school year or during the summer, a **30-day written notice is required**. If 30-day notice is not given **in writing**, parents/guardians are obligated for the next tuition installment. The financial account must be fulfilled for current standing.
- All textbooks and other checked out materials must be returned to the respective teacher directly who will sign off the final withdrawal form, all library books must be returned to the respective librarian who will also sign off the final withdrawal form.
- School records will not be released to parents/guardians or to transferring schools until the withdrawal process has been completed and the financial account fulfilled. The Principal will not sign off the withdrawal form until the withdrawal process has been completed.
- The student will remain in the School's system (Quickschools) until the withdrawal date is provided by the parents/guardians either on the withdrawal notice or the withdrawal form.
- There will be no refund on the tuition or any other fees for the month during which withdrawal notice is given.
- Parents/guardians will be financially responsible for the tuition and fees based on the above policy, without regard to the reason for withdrawal. There will be no exceptions.

## Withdrawal Procedure

- Submit completed Withdrawal Form electronically (emailed upon request) OR provide a written notice to the school administration (by email or paper)
- If needed, meet with a School Administrator for an exit interview. (Note: The meeting can be over the phone or in person).
- Meet with the Financial Administrator for any outstanding balance and payment (if needed). (Note: The meeting can be over the phone or in person).
- Return all textbooks and any other checked out materials to the respective teacher who will sign off the withdrawal form
- Return all library books checked out to the respective library (if applicable)

## HEALTH & SAFETY POLICIES

### Accident/ Emergency Procedures for an Injured Child

- If an accident happens to a child at school premises, teachers or teacher's aides immediately attend to the child and notify the school administration.
- The injured child is not left alone. If the school administrators are not within access of voice, the teacher may send another child to notify him/her.
- Appropriate first aid treatment is given to the child, and parents are called as needed.
- 911 is called in case of a serious accident. If the injured child needs to be taken to the emergency room and parents are unavailable, a staff member accompanies them.
- A staff member supervises class in case the teacher steps out to attend to the injured child.
- The injured child is kept under supervision and moved to a quiet area as appropriate.
- A Student Accident Report is completed in Quick schools.

### Administration of Medication

Everest Academy staff administers medication to students only after a formal parent request is submitted. Parents are required to provide the medication and directions for dosage. In case circumstances are questionable, school personnel reserve the right to deny a parent's request.

When administering prescription medicines, parents are to provide a written statement from a physician or licensed health care provider. The prescription must be filled by a pharmacist licensed to practice in the United States and must be in its original container, where it will be kept in locked storage in the school office and administered by designated school personnel. The School may accept a sufficient quantity of medicine for one month. Only prescription medication that is needed for the student to remain in school will be administered. No vitamins, health food, or herbal preparations are given by school personnel.

Students should not carry or take any medication to school without informing the teachers. In case they need to take any medication during school hours, parents must notify the school office.

### Building & Playground Rules

Inside the school buildings, students must:

- Use soft, indoor voices.
- Avoid climbing on school furniture.
- Walk quietly and avoid running.
- Use supplies and equipment appropriately.
- Eat only in designated areas.



- Remain under visible supervision of a staff member at all times.
- Follow staff directions and school signals.
- Notify appropriate staff if sanitary clean-up is needed.

On the Playground, students must:

- Keep clear of moving swings.
- Maintain appropriate distance from other students behind and ahead when using slides.
- Dress appropriately for outdoor play.
- Stay indoors in case of severe weather conditions.
- Follow directions given by staff and teachers.
- Keep hands and feet to themselves.
- Be courteous, respectful, and share with others.
- Stay within the playground boundaries set by the teacher.

## Character Education

### Introduction

Character Education is the intentional, proactive effort to instill students with important core and ethical values. Character Education traits

- Affirm human dignity
- Promote well-being and happiness of the individual
- Serve the common good
- Define everyone's rights and obligations

### Why is Character Education crucial and urgent today?

- Children are bombarded with multiple negative influences through media and other external sources in society.
- There has been an increase in incidents of violence, drugs, alcoholism, and other negative influences in schools.
- Research shows that children spend only 38.5 minutes a week (33.4 hours a year) in meaningful conversation with their parents, while they spend 1,500 hours a year watching television.
- There is a lack of focused guidance and moral education by parents due to both parents working outside the home and spending less time with their children.
- There is a nationwide urgency and awareness for the need for character education.
- Thirty-one states mandate or encourage character education by statute. It is, therefore, critical that we recognize this urgent need.

## **Eleven Principles of Effective Character Education**

Character Education Partnership (CEP) ([Www.Character.Org](http://www.Character.Org)), a national advocate for character education, suggests that a comprehensive and effective character education curriculum must follow eleven basic principles:

- Promote core ethical values as the basis of good character
- Teach students to understand, care about, and act upon these core ethical values
- Encompass all aspects of the school culture in promoting said values
- Foster a caring school community
- Offer opportunities for moral action
- Support academic achievement
- Develop intrinsic motivation and awareness of how their behavior affects others
- Involve all staff members
- Ensure positive leadership for staff and students
- Involve parents and community members
- Periodically assess results and strive to improve

### **Foundations and Underlying Principles of Character Education:**

- Good character is not formed automatically
- Good character is developed over time through a sustained process of teaching through example, learning by doing, and practice.
- It is developed through a focused teaching of character traits and their manifestations.

### **The 7 E's of Teaching a Character Trait by Dr. Thomas Lickona**

1. Explain it - define it, illustrate it, and discuss its importance.
2. Examine it - in literature, history, and current events.
3. Exhibit it - through personal examples.
4. Expect it - through codes, rules, contracts and consequences.
5. Experience it - directly.
6. Encourage it - through goal setting, practice and self-assessment.
7. Evaluate it - give feedback.

### **Everest Academy Character Education Program**

Everest Character Education Program aims to build students' character by incorporating desirable traits into daily lessons. Character traits thus become the language and culture of classrooms and entire school. The approach of introducing a trait and then not following through with it would be the same as introducing a new lesson and then never building it into the next one. A school wide activity is done as fitting to reinforce the monthly character trait.

## Eagles of Character Program

Character Education is an integral part of learning at Everest Academy. This year, we are revamping our character education program to encourage our Eagles to develop healthy habits and positive character traits in the light of the Quran and Sunnah. Each month, students will learn about a specific character trait, its corresponding habit, and how to incorporate that trait into their daily lives according to the Quran and Sunnah. Subject teachers will integrate the 'Monthly Character Trait' into their lessons and assist students in practicing the trait; and observe students' demonstration of the Monthly Character Trait. At the end of each month, the student who consistently exhibits and practices the monthly character trait in their behavior and work ethics will be recognized as an 'Eagle of Character'.

Month	Character Trait	Details	Allah's Name & Sunnah
August	Adaptability	Being able to adjust to new conditions and be open to change allows students to maintain their inner peace and safety in the environment. It helps them navigate transitions and embrace different approaches to learning.	Al Salaam- The Source of Peace & Safety  Sunnah- Greeting with As - Salam -u-'Alaikum and responding to it.
September	Resilience	Bounce back from setbacks in a calm manner, handle stress, and cope with academic pressures with a smile.	Al-Jabbar - The Powerful, The Restorer & Improver of Affairs.  Sunnah- Restrain oneself when upset. Refrain from harsh verbal rebukes and retaliatory physical aggression.
October	Empathy	Empathy is a powerful tool in preventing and addressing bullying. Students who have empathy are more likely to recognize when someone is being mistreated or excluded. They are motivated to stand up against bullying, and promote a culture of inclusivity and kindness.	Ar-Rau'f - The Most Kind, The All-pitying, The Compassionate, The Clement.  Sunnah - Demonstrate Prophetic Empathy. - Listen attentively - Be Non-judgemental - Understand. Be discerning - Imagine. Put yourself in other person's place - Respond appropriately to other people's problems even though you

Month	Character Trait	Details	Allah's Name & Sunnah
			can't provide a solution.
November	Collaboration	Collaboration and teamwork skills are valuable for students as they often work on group projects and participate in class discussions.	<p>Al-Waliy - Connotes closeness, nearness, one who may be an ally, a neighbor, a guardian, a relative, It also means the supporter, the beloved one.</p> <p>Sunnah/ Hadith:</p> <ul style="list-style-type: none"> <li>- Faith Believers are to each other as a brick of a wall, supporting and reinforcing each other.</li> <li>- The hand of Allah is on the group or team</li> </ul>
December	Confidence	It is a crucial character trait that empowers students to realize their full potential and thrive in various aspects of their lives	<p>Al-Qawiy - The One who commands all power and whose strength is unparalleled to anything else in this universe. His strength is unlimited.</p> <p>Sunnah: The Prophet has taught us to link our confidence to our trust in Allah. He encouraged the believers to walk properly, sit up straight, groom themselves, wear the best clothing, treat people with respect, be dignified in our manners and speech, and to think positive thoughts about the Creator and as His Creation.</p>
January	Perseverance	<p>It is a crucial character trait that empowers students to realize their full potential and thrive in various aspects of their lives.</p> <p>Perseverance or remaining firm in the face of difficulty is the secret to overcoming problems and being victorious.</p>	<p>As-Sabur: The Extensively Enduring One.</p> <p>Sunnah/ Hadith:</p> <ul style="list-style-type: none"> <li>- Real patience is at the first stroke of a calamity.</li> <li>- The believer who mixes with people and bears their annoyance with patience will have a greater reward than the believer who does not mix with people and does not put up with their annoyance.</li> </ul>

Month	Character Trait	Details	Allah's Name & Sunnah
February	Optimism	Optimism helps students cultivate a positive mindset, which is essential for their overall well-being and success.	An-Nur. The Light. The One who illuminates and reveals the divine light of all the worlds.  Hadith: - Hoping for good is also an act of worship of Allah. - There are no omens, but the best of it is optimism.
March	Honesty	Honesty builds a strong sense of personal integrity. Students who prioritize honesty develop a strong moral compass and are more likely to be trusted by their teachers and peers	Al-Haqq. The Truth, The Real, The Embodiment of Truth.  Hadith: Truthfulness leads to righteousness, and righteousness leads to Paradise. A man keeps on telling the truth until he becomes a truthful person.
April	Respectfulness	Respectfulness is a valuable trait that extends beyond the school environment. Students who practice respectfulness are more likely to build positive relationships, work effectively in teams, and succeed in various social and professional settings	Al-Aziz. The Almighty, The Self Sufficient, The Most Honorable.  Hadith: That person is not one of us who is not merciful to our youngsters and respectful to our elders.
May	Responsibility	Responsibility in students leads to academic success, personal growth, and dependability. Students demonstrate the trait of responsibility by taking ownership of their actions and words.	Malik Ul Mulk. The Owner of All Sovereignty  Hadith: All of you are shepherds and each of you is responsible for his flock. An Imam is a shepherd and he is responsible for those in his care. A man is a shepherd in respect of his family and is responsible for those in his care.

## Covid Safety Procedures

Students and their families are highly encouraged to stay up to date with vaccines to protect against serious illness, hospitalization, and death. This includes flu, COVID-19, and RSV if eligible. Staff encourages students to practice good hygiene by covering coughs and sneezes, washing or sanitizing hands often, and cleaning frequently touched surfaces. Face coverings/ masks are highly encouraged and not required.

When people get sick with a respiratory virus, the updated guidance recommends that they stay home and away from others. For people with COVID-19 and influenza, treatment is available and can lessen symptoms and lower the risk of severe illness. The recommendations suggest returning to normal activities when, for at least 24 hours, symptoms are improving overall, and if a fever was present, it has been gone without use of a fever-reducing medication.

## Crisis Management Plan

### Overview

At Everest Academy, one of our staff's major responsibilities is the safety of students. Our Crisis Management Plan (CMP) consists of security measures, procedures, and staff responsibilities in case of an emergency or crisis. A crisis is defined as any situation that jeopardizes the safety and security of students and staff. It can be expected or unexpected. A crisis can be anything from a gas leak to a threatening person in the school's facility.

Everest Crisis Management plan focuses on a time-limited, problem-focused intervention to identify, confront, and resolve the crisis, restore equilibrium, and support appropriate adaptive responses. The objective of this plan is to enable Everest Academy staff to respond, communicate, and manage crises in the most effective way possible.

As part of the CMP, staff is required to first and foremost protect themselves and the students around them; to stay calm and demonstrate courage at the time of crisis. Teachers serve as role models to students.

### Current Safety and Security Measures

Our administrative team serves as Emergency Operations Managers (EOM). As the EOM, their responsibilities include:

- Serve as the link between the school and parents, law enforcement, and other external organizations.
- Inform the staff of any dangerous situation and enforce appropriate emergency procedures.
- Trained in CPR and First Aid; facilitate training for staff every year.

- Trained in emergency tactics
- Keep an updated roster of all employees and students.
- Ensure that all rooms have emergency routes posted, first aid kits, and functional flashlights.

Everest Academy has taken the following steps to ensure that the safety of the school facility is maximized:

- A thorough All Hazards Crisis Management Plan is developed and enforced. A copy is kept in the Security Manual that is kept in the principal's office and accessible to all EOMs.
- Relocation strategies, designated areas, and procedures for all drills are discussed at employee orientations and meetings.
- Safety drills such as fire, tornado, and lockdown are conducted on a regular schedule. Log is kept in the Security Manual.
- Emergency Exit folders are provided to staff that contain
  - Red and green colored cards for displaying to the rescue team in case of emergency exit. Staff are trained to hold up the green flag to show all clear and the red card if the rescue team needs to go in the building to attend to a student.
  - Building floor plan
  - Student rosters with medical and parent contact information.
  - Emergency phone numbers
  - Student attendance sheet
  - All Hazards Crisis Management Plan
- Security cameras are installed for continuous surveillance; these are checked regularly for smooth functioning.
- All doors that lead outside are locked keeping the building sealed during hours of operation. The only entrance into the building is via the front office which is monitored by administration. All unfamiliar/new visitors are required to check in at the front desk, display their ID, and are issued a Visitors Badge, which must be returned to the front desk when leaving the campus.
- Emergency exit routes are posted near the door of each room of the building.
- Emergency phone numbers are posted at key areas and provided to staff.
- Two full-time trained security officers with marked patrol vehicles are on duty during school hours.

## **Emergency Evacuation**

Staff is trained on emergency evacuation plans. A school floor plan with primary and alternative exit routes is posted in all rooms of the building. In case a staff notices any emergency situation, he/she may call 911 before contacting the principal or front desk. If needed, the EOM will call 911 and initiate the emergency exit process by following the procedure below.

**Signal:** Fire Alarm beeps (EOM to activate)

**Procedure**

1. Students exit the classroom via both doors and walk in orderly lines.
2. Students evacuate the building by designated routes to the parking lot
3. Teachers:
  - a. Carry their cell phones and Emergency Folders which include red and green colored cards, building floor plan, student rosters with medical and parent contact information, emergency phone numbers, attendance sheet, a copy of All Hazards Crisis Management Plan.
  - b. Ensure that all students are out of the classroom.
  - c. Ensure that all exits are clear.
  - d. Close the classroom door
4. Staff and students assemble in the parking lot; the teacher takes roll and accounts for each child.
5. Students are supervised by the teacher that was in charge of their supervision at the time the emergency exit process was initiated.
6. Students remain in orderly and silent lines until all clear signals are given.
7. If needed, all staff and students relocate to the nearby designated place of evacuation. The designated place of evacuation is Family Worship Center located at 910 Brand Ln, Stafford, TX 77477. The phone number is (281) 499-0551. After evacuation is completed, teachers will call their students' parents to notify of emergency evacuation via their cell phones.

**Fire Safety**

Fire drills are scheduled once every month during the school year. The EOM maintains log of fire drills in the Security Manual. Instructions on how to use the fire extinguishers are attached in the Appendix of this document.

In case of fire in the building, all children and staff exit the building as shown on the evacuation maps posted in their rooms. Staff and students remain at their designated locations until the 'all clear' signal is given. Fires will be reported to the division of public health within twenty four hours by EOM. Below is a step-by-step guide to help staff take the necessary steps to ensure safe exit in case of fire.

**Signal:** Fire Alarm beeps (EOM to activate)

**Procedure**

1. EOM activates the fire alarm and calls 911.



2. Staff exits with the children, via the predetermined evacuation routes. Everyone proceeds to the parking lot outside of the building.
3. Staff carries their cell phones and Emergency Folders which include red and green colored cards, building floor plan, student rosters with medical and parent contact information, emergency phone numbers, student attendance sheet, a copy of All Hazards Crisis Management Plan.
4. An EOM ensures that rooms are empty, including offices, classrooms, washrooms, library, cafeteria, kitchen, and storage rooms.
5. A designated person uses a fire extinguisher if it is safe to do so.
6. No one is allowed to re-enter the building without permission from the school administration.
7. Once the administration announces that the building is safe to re-enter, staff and students follow the same routes towards the building and enter their classrooms.
8. Homeroom teachers recount their students and take attendance to ensure all children have arrived safely in the building.

## **Disaster Management**

### **A. Natural Disaster (Flood/ Tornado) or Gas Leak**

In case of a natural disaster or gas leak, the following procedure is followed:

1. EOM determines whether it is safe to enforce Campus Lock-down, Tornado Safety Procedure, or evacuate the building. An announcement will be made via the school sound system.
2. Staff implements the appropriate procedure based on the announcement.

#### **Tornado Safety Plan:**

Tornado drills are conducted at least once each semester.

**Signal:** Announcement via sound system. An EOM says “We are enforcing Tornado Safety Plan”

#### **Procedure:**

1. All students move quietly and orderly to the designated shelter area of the building that is away from windows (school hallway) and assume a “duck and cover” position.
2. Teachers take the role and account for all students, signal the administrators after all students are accounted for when they check the shelter areas.
3. All may return to class when notified by the administrators.
4. All staff members, parents, guests and community people on the grounds during a drill are encouraged to participate.

## **B. Man-made Disasters: Lock-out and Lock-down**

In case of a violator emergency (e.g. active shooter on campus or in the vicinity), it may become necessary to secure the facility to protect occupants and minimize the overall exposure to danger. An EOM will call 911 and Stafford Police Department at (281) 261- 3950. Lockdown may be for the perimeter or for the campus.

### **Campus Lock-out:**

Campus Lock-out is done when the school facility requires a perimeter closure to prevent anyone from entering. This procedure is enforced in case of an intruder/ dangerous person in the area as notified by the police department or any other reliable agency.

**Signal:** If possible, an announcement is made via sound system. An EOM says “We are going into Campus Lock-out”. Otherwise teachers are alerted via text on their cell phones or in person by an EOM.

### **Procedure:**

All occupants of the school building lock all doors and windows, pull down window blinds, and not allow entry or exit to anyone until ‘all clear’ signal has been announced. They can move about quietly to take care of urgent needs such as using the bathroom, eating, or drinking. Staff and students are expected to:

- Follow instructions
- Remain calm
- Remain indoors, e.g. in office or classroom
- Close and lock all doors
- Turn off as many lights as possible.
- Turn off gas and electric appliances, e.g. heater, fan, coffee maker, gas valves, lights and locally controlled ventilation systems, e.g. air conditioner.
- Use phones only for emergency notification to police
- Do not shelter in open areas such as hallways or corridors. Go to the nearest classroom or any other room that can be locked. Place a sign on the entrance indicating the **lockdown** is in effect
- Seek nearby shelter, e.g. large trees, walls, mail boxes if outdoors, and wait for additional instructions from the school administration
- Do not unlock doors or attempt to leave until you feel all is clear. The EOM will notify all building occupants as soon as the situation is safe.

### **Campus Lock-down:**

The school campus is locked down when there is an intruder/ dangerous person inside the facility and the building occupants need to be protected.

**Signal:** If possible, an announcement is made via sound system. An EOM says “We are going into Campus Lock-down”. Otherwise teachers are alerted via text on their cell phones or in person by an EOM.

**Procedure:**

All occupants of the school building lock all doors and windows, not allowing entry or exit to anyone until an ‘all clear’ signal is announced. They can move about quietly to take care of urgent needs such as using the bathroom, eating, or drinking. Staff and students are expected to:

- Follow instructions
- Remain calm
- Remain indoors, e.g. in office or classroom
- Close and lock all doors
- Turn off all lights.
- Be seated below window level, toward the middle of a room away from windows and doors. If possible, hide in any quiet area if attached to their rooms e.g. bathroom
- Remain silent
- Turn off all radios and silence cell phones or any other devices that emit sound
- Lay on the floor by heavy objects, e.g. tables, filing cabinets for shelter in case gun shots are heard
- Turn off gas and electric appliances, e.g. heater, fan, coffee maker, gas valves, lights and locally controlled ventilation systems, e.g. air conditioner.
- Use phones only for emergency notification to police
- Do not shelter in open areas such as hallways or corridors. Go to the nearest classroom, lecture hall or auditorium that can be locked. Place a sign on the entrance indicating the **lock-down** is in effect
- If outside of the school building, seek nearby shelter, e.g. large trees, walls, mail boxes if outdoors.
- Do not unlock doors or attempt to leave until you feel all is clear. The EOM will notify all building occupants as soon as the situation is safe.

## Inclement Weather Policy

On bad weather days, Everest Academy follows the local school district- Fort Bend ISD’s decision on school opening and closing. In case of inclement weather, whatever the district announces- delayed opening, school closing, or regular school hours, Everest Academy will also do the same.

Parents are notified of school closing due to inclement weather as soon as a decision is made. Usually, the final decision for school closing or opening due to inclement weather is made by 6:30 a.m. on the day of, based on all information available at that time. School notifies parents of such last-minute decisions by email, text (if they have signed up) automated phone call and school website.

In the event the School needs to close due to serious weather conditions while it is still in session, parents are called to pick up their child by a designated time. Late pick-up charges are enforced if a student is not picked up within 20 minutes of the designated time. In case of extreme emergency, any students not picked up during designated time may be taken to a staff’s home.

## Immunization

Prior to enrollment, students must obtain all age-appropriate immunizations and tests as required by the State of Texas. After admission to the School, parents are responsible for regularly updating their student's health files to reflect new immunizations and to keep the records current.

In the event a student is under-immunized because of a medical condition or any other reason, parents must be provided proper documentation, signed by appropriate government agency.

If proper documentation is not provided at the time of enrollment, students may not attend school until up to date records are submitted.

### Minimum Vaccine Requirements for Texas Children

Vaccine	Required Doses
<b>Pre-K (ages 3-4)</b> Diphtheria Tetanus Toxoid and Pertussis Vaccine (DPT, DTaP, DT, Td) Hib	4 doses  1 dose on or after 15 months of age OR Complete Series = 2 doses or 3 doses depending on vaccine type (two months apart) and a booster dose on or after 12 months of age, received at least two months after the last dose 3 doses
Polio (IPV, OPV)	1 dose on or after the 1 <sup>st</sup> birthday
Measles	1 dose on or after the 1 <sup>st</sup> birthday
Mumps	1 dose on or after the 1 <sup>st</sup> birthday
Rubella	1 dose on or after the 1 <sup>st</sup> birthday
Varicella	2 doses
Hepatitis A	3 doses
Hepatitis B	1 dose on or after 12 months of age OR
Pneumococcal	Completed series of 2 or 3 doses with booster after 12 months
<b>Grades Kindergarten through 12 (K – 12)</b>	
Diphtheria Tetanus Toxoid and Pertussis Vaccine (DPT, DTaP, DT, Td)	Five doses of any combination DTaP/DTP including one dose on or after 4 <sup>th</sup> birthday. Students 7 years or older * Three doses of any combination Td/DT/DTP/DTaP/DT vaccine including One dose on or after 4 <sup>th</sup> birthday (pertussis vaccine is not required) * One dose of Td required ten years after last dose of DTP/DTaP/DT
Polio (IPV, OPV)	Four doses unless the 3 <sup>rd</sup> dose was on or after 4 <sup>th</sup> Birthday
Measles, Mumps, Rubella (MMR)	Two doses of a measles-containing vaccine With the first dose on or after the first

	Birthday; second dose by age 5 or entry into Kindergarten
Varicella	1 dose on or after the 1 <sup>st</sup> birthday. If the first dose of Varicella is received after age 13, two doses are required.
Hepatitis B	3 doses

## Mandatory Reporting of Child Abuse

The department of Human Services requires teachers to report suspected cases of child abuse. This includes the reporting of parents who appear to be impaired by drugs and alcohol.

- (a) If a school staff member has cause to believe that a child has been or may be abused or neglected, he/she shall make a report not later than the 48<sup>th</sup> hours after suspected child abuse or neglect. The staff may not ask another person to make the report.
- (b) Identity of the reporting individual is kept confidential and may be disclosed only on the order of a court or to a law enforcement officer
- (c) The report of child abuse shall be made to:
  - any local or state law enforcement agency
  - the state agency that operates, licenses, certifies, or registers the facility in which the alleged abuse or neglect occurred
  - the agency designated by the court to be responsible for the protection of children.
- (d) The person making a report shall identify, if known
  - the name and address of the child
  - the name and address of the person responsible for the care, custody, or welfare of the child; and
  - any other pertinent information concerning the alleged or suspected abuse or neglect.

## Out-of-Country Travel Policy

Students leaving the USA to a place with known epidemic outbreak are required to submit proof of clearance from communicable disease by a registered health provider for readmission to school.

## Sickness Policy

1. Students showing any one of the following conditions are not allowed to attend school till their condition returns to normal and stays stable for 24 hours.
  - Contagious Disease
  - Fever over 100 degrees Fahrenheit
  - Vomiting or Diarrhea
  - Accident Requiring Medical Attention

2. Parents of a student who has contracted a contagious disease are required to notify school.
3. All new students are required to submit proof of completed immunization per district requirements. They must also have a tuberculin test on file.
4. Everest Academy does not have a full time nurse on site and does not offer special education Services. School may decline admission to a child with medical conditions such as severe asthma, diabetes, seizure disorder, etc. In case the student's ailment is mild in nature and is thus accepted at Everest Academy, it is the parent's responsibility to educate school staff on ways to deal with the condition during school hours. Parents should ensure that all required medication is submitted to the school along with clear instructions for its use. All medication should be in its original prescribed bottle by the physician.
5. In case of accident or illness, parents of the child are called immediately. In serious cases, the child may be taken to one of the local hospitals by ambulance or emergency vehicle for treatment and the parents are called as soon as possible.
6. In order to minimize the spread of infectious disease children are required to wash their hands before and after eating and toileting. Proper hygiene etiquettes are followed consistently and should be enforced at home by parents and guardians.

### **Disease Control Measures**

In accordance with the guidelines adopted by the Texas Department of State Health Services, the following procedures should be followed:

#### **Chicken pox:**

Keep the child at home, readmit to school after 7 days from onset of rash, except immune-compromised individuals who should not return until all blisters have crusted over (may be longer than 7 days).

#### **Conjunctivitis (bacterial and/or viral):**

Readmit after a physician's certificate or health permit is obtained or after prescription medication has been initiated.

#### **Diphtheria:**

Readmit after a physician's certificate or health permit is obtained. Report suspected cases immediately to the local health department.

#### **Fever (100.4°F or greater):**

Bring the child to school after he/she has been free of fever for 24 hours.

#### **Gastroenteritis, viral:**

Bring the child to school after diarrhea subsides.

#### **Head lice (pediculosis):**

Students found to have nits less than 1/4 inch away from the scalp or live lice are sent home. They can be readmitted when:

- one medicated shampoo or lotion treatment has been given and documentation indicating type of treatment is provided to the school
- all nits have been removed

The student is checked by the school staff before returning to class.

### **Hepatitis, viral type A:**

Readmit to school after 1 week from onset of illness. Immune globulin should be given to household contacts. If more than one case occurs in a school, immune-globulin should be considered for all children and parents involved.

### **Impetigo:**

Readmit when treatment has begun.

### **Influenza:**

Bring the child to school after symptoms subside and the child has been free of fever for 24 hours.

### **Measles (rubeola):**

Readmit after 4 days from rash onset. In an outbreak, unimmunized children should also be excluded for at least 2 weeks after the last rash onset occurs. Report suspected cases immediately to the local health department.

### **Meningitis, bacterial:**

Readmit after a physician's certificate or health permit is obtained. Depending on which bacteria are causing the illness, prophylactic antibiotics may be recommended for family members. Occasionally, close contacts at a school are also treated.

### **Meningitis, viral (Aseptic meningitis):**

It is rarely serious, and is usually caused by common viruses such as herpes simplex, adenovirus, or coxsackie virus. Investigation of contacts and source of infection usually not indicated. Readmit to school if no fever.

### **Mumps:**

Readmit after 9 days from the onset of swelling.

### **Pertussis (whooping cough):**

Readmit after 5 days of antibiotic therapy. Unimmunized contacts should be immunized and receive antibiotic prophylaxis. Report suspected cases immediately to the local health department.

### **Poliomyelitis:**

Readmit after a physician's certificate or health permit is obtained. Report suspected cases immediately to the local health department.

### **Ringworm of the scalp:**

Readmit when treatment has begun.

**Ringworm of the skin:**

Admit provided lesions are covered. Treatment is recommended.

**Rubella (German measles):**

Readmit after 7 days from rash onset. In an outbreak, unimmunized children should be excluded for at least 3 weeks after the last rash onset occurs. Report suspected cases immediately to the local health department.

**Salmonellosis:**

Readmit when diarrhea subsides.

**Scabies:**

Readmit when treatment has begun. Careful examination of close contacts required to identify early infection. Household members should be treated prophylactically.

**Shigellosis:**

Readmit when diarrhea subsides.

**Streptococcal sore throat and scarlet fever:**

Readmit after 24 hours from time antibiotic treatment began.

**Tuberculosis, pulmonary:**

Readmit after antibiotic treatment has begun, and a physician's certificate or health permit is obtained. All classroom contacts should have TB skin tests. Antibiotic prophylaxis indicated for newly positive reactors.

**Tuberculosis skin test, positive:**

If the student has a reactive skin test and is symptomatic of TB, he/she will not be admitted to school until documentation of the chest X-ray is submitted to the school. Admit to school with documentation of a negative chest X-ray or proof of a scheduled appointment for a chest X-ray. Documentation of a negative chest X-ray and evaluation for preventive therapy must be presented to the school after the appointment.



# PARENT INVOLVEMENT

## Parent Involvement Policy

As the students' "home away from home," our school is a very special place both for parents and their children. Parents are always welcome to visit their child at Everest Academy.

We believe that a positive home-school relationship builds the foundation of quality education. It is important that parents and staff communicate freely with each other. There may be events in the student's family that may have a positive or negative effect on his/her personality. Being knowledgeable of such events helps us in responding to the unique needs of each student.

There are many opportunities for parents to participate in the school's programs. These opportunities include participation in field trips, classroom enrichment projects, and PTO (Parent Teacher Organization). Our PTO fosters active partnership between parents and staff, enabling them to collaboratively facilitate the best possible learning environment for our students. The PTO has established guidelines for membership and participation, and a nominal fee may be required from all members.

## Parent Responsibilities

Parents are their children's first and most important teachers. At home, parents may:

- Establish high expectations for their children.
- Inculcate the importance of hard work and responsibility for learning in their children
- Create a home environment that supports learning:
- Teach children that school is important and needs to be taken seriously.
- Provide a quiet place at home for study.
- Make sure their children do their homework and do it well.
- Turn off the TV until homework is done.
- Read to their children—or have their children read to them.
- Talk to their children about schoolwork and current events.
- Ensure that their children are prepared for school each day.
- Review school rules and discuss them with their children.
- Teach children common courtesy and respect for others and expect them to demonstrate them at home and in public.

### **At school, parents are responsible for:**

Developing positive working relationships with their children's teachers and school staff by:

- Participating in parent-teacher conferences to learn about their child's performance and the curriculum the class will be expected to learn.
- Informing school staff if their child is having difficulty at home or in school, seeking help when needed.
- Cooperating with the school in resolving problems.
- Attending school events to get acquainted with people important for their children's success.

- Attending school and district discussions about important educational issues.
- Keeping informed of school policies and procedures.

## Authorization for Pick Up

Students are released only to authorized individuals, as mentioned on the student registration form. In order to authorize any additional person other than those listed on the form, parents must submit a request in writing. When the newly authorized person arrives at school for pick-up, their photo ID is checked and matched with the information on file. A form for alternative pick-up is available at the office. In case where a parent is using an alternative pick-up, school must be notified in advance of the pickup.

Telephone authorization for pick-up may be accepted if school administrators can verify the voice of parent or guardian and a call-back number for the parent or guardian is checked and approved. If an unauthorized person arrives at school to pick up a child, parents are called and the student is not released till such authorization is verified.

### Parents under the influence of drugs or alcohol

Teachers do not allow any child to get into a car with a parent or their authorized person they suspect is under the influence of drugs or alcohol. Staff may notify relevant authorities of such incidents.

### Legal Custody

If parents are engaged in custody issues, they are required to keep the school administration fully advised of circumstances which might affect school and the student.

It is the responsibility of parents to keep the authorized list of people allowed to pick up their child current and accurate. Unless legal documentation is submitted to the contrary, parents share equal rights to drop off or pick up a child.

If there is a change in legal custody and one parent is granted sole custody of the child, and the other parent is no longer authorized to have contact with that child, parents must inform the school administration and provide a copy of the court order confirming the custody. A copy of such legal documents will be kept in the child's file at the school.

## Birthdays & Other Celebrations

Everest Academy does not celebrate student birthdays. Parents may send treats to share with their student's classmates throughout the year and not to associate them with their student's birthday. Parents are requested to not send cupcakes or goody bags on their students' birthdays.

Any food brought in from outside that is meant to be shared among the children must be commercially prepared, packaged in individual servings; ingredients must be Islamically approved/ zabiha halal and free from nuts. Staff checks student's allergy information before serving the treats. For safety reasons, balloons and lit candles are NOT permitted at School.

### Observance of Holiday Celebrations

Everest Academy respects the rich multicultural and religious diversity in our society. It is important that our children become comfortable with and appreciate the multicultural pluralism of their classmates and

the larger society. We maintain an atmosphere where children are not over-stimulated by holiday activities, and engage them in Islamic celebrations such as Ramadan, Eid and Haj, as well as celebrations of other cultures that are not contrary to Islamic teachings and are representative of the society at large.

## Code of Conduct

Everest Academy is committed to providing an exceptional academic experience in an Islamic environment. An essential part of this mission is to promote the development of students with Islamic ethics and values. Parents play a formative role in their child's sense of honesty, justice, dignity and the worth of others. Our school Code of Conduct aims to instill a sense of responsibility towards yourself and others by outlining procedures which will allow us to engage in appropriate conduct in our actions and words for any event, matter or communication related to the school. We hope you will be our partners in promoting a safe, productive and peaceful school environment.

### Student Code of conduct

Each student is expected to:

- Demonstrate courtesy . even when others do not;
- Behave in a responsible manner;
- Exercise self-discipline;
- Obey classroom rules and school regulations;
- Respect the rights AND property of students, teachers, and other school staff and volunteers;
- cooperate and assist the school staff in maintaining safety, order, and discipline;
- Adhere to the dress code and uniform policy;
- Attend all classes regularly and on time; and
- Bring appropriate materials and assignments to class.

### Parent Code of conduct

All Everest Academy parents must -

- Engage in respectful dialogue at all times with any staff member or visitor on school grounds. All issues should be resolved via calm dialogue and while maintaining the respect and dignity of the other person.
- Refrain from yelling, taunting, threatening, cursing, or any other abusive, demeaning or harassing communication, either in person, by email, text or phone or any other oral or written communication.
- Refrain from threatening bodily harm or damage of property to any employee, visitor, or fellow parent/guardian at the school.
- Refrain from disruptive behavior that interferes with classroom or school operations. This can include but is not limited to: class sessions, sporting or other special events on campus, morning drop off or afternoon pick up, etc.
- Avoid excessive unscheduled campus visits, e-mails, text, phone messages or other written or oral communication. School staff and administration may not always be available to immediately speak

with you, as their first priority is smooth running of the school day. To ensure you are able to speak to an administrator or teacher, please schedule an appointment. We have a practice of returning any email, call or text within 48 hours, and often sooner.

- Protect the good name of the school and all its employees. Avoid engaging in defamatory, offensive or derogatory comments regarding the school or staff publicly to others either verbally or via social media. While everyone reserves the right to their opinion, we urge our parents to report any concerns they have through appropriate channels first so that the matter may be dealt with fairly, appropriately and with an effective outcome for all. As Muslims and good citizens, we hope to address the matter in an honorable way and prevent inaccurate information being passed around in the community.
- Observe all school rules when visiting or volunteering at the school - including Islamically appropriate attire and checking in at the front desk.
- Never directly address another child who has infringed upon the rights of your own child. The proper method would be to approach the child's classroom teacher or request to be put in touch with the child's parents with the goal of a peaceful resolution.
- Direct all questions or concerns about the class directly to the classroom teacher first.
- Keep up with all communication from the school and take action or respond promptly when requested.

In addition to the above clauses, Everest Academy reserves the right to define specific standards of conduct from parents for specific cases.

## **Consequences**

As per our Parent and Student Handbook, depending on the severity of the incident, the school reserves the right to revoke enrollment of a student at any time due to reasons such as disciplinary issues, poor academic performance, outstanding dues, or lack of cooperation from parents on the above outlined areas.

In situations involving lesser infractions or where remediation is viable, a warning will be provided, either verbal or in writing. Should a parent/guardian or visitor fail to heed the direction issued in the warning, the school has the right to immediately revoke enrollment.

## **Conflict Resolution Procedures**

Everest Academy recognizes a parent's right to have a voice in their child's educational process. The following procedures will ensure a reasonable process should a parent and employee of the school be in a conflict.

1. Parents should first and foremost arrange a meeting with the staff member to discuss his/her concerns and attempt to reach a mutually agreed upon resolution.
2. If mutual agreement cannot be reached, the parents may schedule a meeting with the Principal, Assistant Principal, or Counselor, in which the staff member may or may not be invited at the discretion of the Principal to allow for a transparent and productive discussion.

## Contact Information

Parents are required to furnish emergency numbers; which include parents' work numbers, doctor's phone number, and a friend's/relative's phone number at the time of registration. Parents are required to notify the school office immediately in the event there is a change in address, phone number, or authorized pick-up so that our records can be updated.

## Communication with Parents

The school respects parents as major stakeholders and maintains open communication lines with them. Parent newsletters are sent electronically on every alternate Tuesday that contains information on our accomplishments and upcoming events. Important notifications are sent via email and phone.

Teachers communicate homework using the homework tab in QuickSchools. Students and parents are encouraged to check it frequently. Students from grade 3-5 maintain a daily homework agenda which should be initiated by parents every night. Progress Reports and Report Cards are prepared in the middle and end of term and sent home.

Parents are requested to visit the school website: [www.everest-academy.com](http://www.everest-academy.com) to get school updates, view curriculum, and key policies and procedures. Parents should log into their QuickSchools account (our school management system) regularly to view their student's academic progress, tuition payments, and other important information.

## Grievance Policy

At Everest Academy, we value our parents' satisfaction and input. Their concerns and grievances, no matter how small, are crucial and warrant attention from the school leadership. We have established a clear chain of command for expressing grievances, strengthening the organization through your valuable feedback and concerns.

1. **Teacher:** Initially, any concern should be brought to the student's teacher. They are in the best position to address and resolve issues at the ground level.
2. **Assistant Principal or Counselor:** If parents are not satisfied with the resolution provided by the teacher, or if the issue remains unresolved, parents should escalate the matter to the Assistant Principal for academic concerns or the Counselor for concerns related to behavior.
3. **Principal:** If the matter remains unresolved, parents are encouraged to bring their concern to the Principal. The Principal will look more deeply at the issue and work towards an appropriate resolution.

Our commitment to maintaining an open and accessible leadership for all parents is unwavering. The well-being of our students and their education at the school is of utmost importance, and we are dedicated to fostering an environment where your concerns are heard and addressed.

Please refer to our No-Retaliation Policy below to understand the protections when expressing grievances.

## **No-Retaliation Policy**

We are committed to fostering an environment where parents can freely express their concerns without fear of retaliation. Under no circumstances will any parent or student face retaliation for raising a concern or grievance.

If parents believe they have been retaliated against for expressing a concern, they are to contact the HR Manager immediately. The HR Manager, in conjunction with the school leadership, will promptly investigate the matter and take strict action to address any retaliation.

We value parent contributions and are dedicated to ensuring a supportive and fair environment for all our parents and students. Parent voice matters, and we are here to listen and act accordingly.

## **Homework Policy**

### **Definition of Homework**

Homework is defined as tasks assigned to students by school teachers that are intended to be carried out during non-school hours if not completed during class time. Generally speaking, these assignments are routine in nature. For the purposes of this policy, homework does not include long-term projects, research papers, tests, etc.

### **Purpose of Homework**

The main purpose of homework is to help students practice and review the work that has been covered in class, to assess lesson understanding, and to find and use more information on the subject. Homework can also serve as a communication link between school and home so that parents may be aware of what their children are studying at school.

Research has shown that schools in which homework is routinely assigned and graded tend to have higher achieving students. However, research has also proven that homework is more effective when its quality supersedes its quantity, and should challenge the students while sustaining their interest. Thus, at Everest Academy, homework is minimal, appropriate to the ability and maturity level of students, well explained and motivational, and clearly understood by students and parents. Homework is tied to the

current subject matter, assigned in amounts and levels of difficulty which students can complete successfully, and is checked quickly with feedback to students.

### **Responsibility of the Student**

It is the responsibility of the student to:

- Spend up to at least 30 minutes each night on homework.
- Maintain an up-to-date agenda for homework and other assignments per due dates.
- Discuss with the teacher any content not understood.
- Turn in homework by the due date.
- Complete homework properly and neatly per expectations and guidelines.
- Arrange a proper study area, either at home or in school, and manage time to do homework assignments.
- Establish a regular weekly study schedule that is relatively free from distractions (television, telephone calls, etc.).
- Provide prior notice of absence to the school administration and teachers concerned in case extended leave due to any legitimate reason such as family vacations, engagements, illness, sports, etc. is needed. Teachers may provide assignments for the days missed in advance. Students must complete and submit such assignments in a timely manner.

### **Responsibility of the Parents**

It is the responsibility of the parents to:

- Make homework a daily routine.
- Understand that their student needs to study every night.
- Set up a comfortable place for doing homework. This does not have to be a “special” room, but should have good lighting and be free of distractions. Allow your student(s) to study in the way each of them learns best.
- Make sure their student has the necessary supplies.
- Work with their student’s outside activity schedule and preferences when setting up a regular homework time.
- Help their students get organized. One way is by regularly checking their agenda.
- Ensure that their student knows each teacher’s homework policy.
- Show interest in their student’s schoolwork and discuss what he/ she is learning.
- Watch for signs of failure or frustration.
- Discuss with their student and if necessary, contact the teacher to clear up any misunderstandings, troubleshoot problems, discuss time management and keep informed about their student’s learning progress.
- Coordinate homework efforts with the teacher in special cases.

### **Responsibility of the Teacher**

It is the responsibility of the teacher to:



- State clearly the purpose of the assignment.
- Explain how the assignment is related to the topic under study.
- Ensure that the child has the skills to complete the homework assignment by providing demonstration of skills during guided practice in the classroom.
- Explain how the assignment might best be carried out.
- Explain what the student needs to do to demonstrate the assignment has been completed.
- Provide specific written explanations of long-range assignments so that the requirements and expectations are clearly understood by the students and their parents.
- Review the assignment before giving it to students and anticipate difficulties.
- Define “late” for assignments and consequences for lateness, and clearly communicate both to students. Repeat periodically.
- Have students write down assignments or hand out written assignments rather than relying only on communicating assignments orally.
- Avoid routine assignments over holiday and vacation time.
- Give special consideration to limiting weekend assignments (review, voluntary projects, or make-up work).
- Provide feedback in a timely manner.
- Use results of homework to plan future instructional activities.
- Include homework as part of the student’s overall grade.

### **Responsibility of the Administration**

It is the responsibility of the administration to:

- Communicate the school’s homework policy to parents.
- Monitor the implementation of the policy.
- Coordinate the scheduling of homework among different subjects, if needed.
- Serve as mediator, should the need arise.

### **Homework Help Resources**

Teachers may be contacted via school phone, email, or in person if a student needs assistance or clarification on homework. Before or after school tutorials are also available per teacher recommendation. Parents are requested to check with their student’s teacher for schedule and eligibility for tutorials.

### **Lunch & Snack Procedures**

Lunch consisting of a main item, a side, a serving of fruit, and milk may be purchased from school via Quickschools Parent Portal. All lunch orders must be submitted on Friday prior to the week. As food is prepared per headcount, we cannot accept any requests for lunch on the day of. Menu items are Zabiha



halal; parents are advised to be cognizant of their students' allergies/ dietary preferences as they place orders for lunch.

In case lunch is brought from home, it must be clearly marked with the student's full name and thoroughly cooked; uncooked food or semi cooked items that require cooking in the microwave are not served. Microwaves are not available for warming student lunches. Food must be brought in non-breakable bottles and food containers; parents must provide appropriate utensils with their child's lunch. All food items should be halal and healthful. We strongly discourage non-nutritious and "junk" foods.

Students are expected to be at the best of their behavior during lunch and recess. Our discipline policy applies during lunch and recess times as well. Lunch Supervisors expect students to use Voice Level (whispering voice) at all times. Students are expected to pick up their own trash. They are also expected to remain within the cafeteria or designated lunch areas during lunch periods.

Parents are called in case a student forgets to bring his/ her lunch. Food is provided by the school only upon pre-ordering at the onset of the month. Students who do not order or bring lunch from home are served Mac n Cheese and billed \$8.00 for the meal.

It is the responsibility of parents to notify school of any food allergies. If a medical problem requires special dietary arrangements, staff must be notified in writing.

### **ReflectiveLunch and Recess Detention**

Silent lunch or partial recess Detentions may be given to students who do not follow directions, do not exhibit expected behavior, and violate the student code of conduct.

### **Lunch visitations**

Parents are invited to join their students for lunch on Tuesdays during their designated lunchtime. They can bring outside food to share with their students, keeping in mind any allergy limitations communicated by homeroom teachers. To facilitate parental lunches with their students at school, parents are requested to follow the procedure below.

- Please send an email to both the homeroom teacher and the front office at least one week in advance to obtain permission.
- Arrive at the front office at least 10 minutes before the scheduled lunchtime. The Front Office will then release the student for a 25-minute lunch period with the parents.
- Parents are welcome to accompany their students to the designated lunch area.
- After lunch, promptly return the student to the Front Office.
- During the visit, we kindly ask parents to refrain from engaging with teachers or other students.

Parents are called in case a student forgets to bring his/ her lunch. Food is provided by the school only upon pre-ordering at the onset of the month. Students who do not order or bring lunch from home are served Mac n Cheese and billed \$8.00 for the meal.

It is the responsibility of parents to notify school of any food allergies. If a medical problem requires special dietary arrangements, staff must be notified in writing.

## Messages for Staff

Parents can email their student's teachers at any time. In the event parents need to speak to any teacher during the day, they can call the front desk at (281) 261-3030. In case the teacher concerned is occupied with students at that time, the front desk administrator conveys the parent's message to him/ her to return the call. Please allow up to 24 hours for a teacher to return your call or email if it is not an urgent or time-sensitive matter.

## Parent Teacher Conferences

Parent-Teacher Conferences are held for all students in the first semester; and may be scheduled throughout the school year upon request by parents or teachers. These are a great opportunity for parents to learn about their child's academic progress. Additional parent meetings may be held at any time throughout the year by appointment to discuss school-related issues. Though the student's teacher is usually the best person to address a parent's concerns, parents may also seek an appointment with the administrators as needed.

## Student's Personal Property

1. Children's personal property, coats, clothing, school bags, etc. must be cleared from the class room every Friday.
2. Any unclaimed items such as jackets, scarves are placed in "Lost and Found Bins" in the cafeteria and the patio. Contents of these bins are purged as they fill up.
3. Although the staff attempts to help children stay organized, school is not responsible for lost personal property.
4. Students must refrain from bringing items that do not pertain to school; such as personal memorabilia or toys.

## Visitors & Observers

Visits to individual classrooms during instructional time are only permitted with the administration's approval, and such visits are not allowed if their duration or frequency interferes with delivery of instruction or disrupts normal school environment. Parents may request a date and time for the classroom visit and the teacher has the prerogative to accept the suggested date and time or request another date because of possible interference with classroom activities. For liability and supervision reasons, visiting children or adults may not participate in the class's activities.

All visitors must be prepared to present proper identification (e.g. driver's license, picture ID), and they must sign in at the administration office indicating the teacher or area of the building to be visited and the child involved.

## Transportation

School sponsored transportation via bus is not available. However, transportation to and from school may be arranged by the parents through car-pooling. Specific information regarding the families interested in car-pooling and their points of pick-up may be obtained through the school office upon request.