

SUMMIT SCHOOL HANDBOOK



Revised: February 10, 2017

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KEY INFORMATION

SCHOOL ADDRESS

2100 Reynolda Road
Winston-Salem, NC 27106

WEBSITE

www.summitschool.com

PHONE NUMBER

Main Number: 336-722-2777
Direct Access Phone Number: 336-721-0540

FAX NUMBER

336-724-0099

OTHER WAYS TO COMMUNICATE WITH SUMMIT

Admissions Office: 336-722-2777
Afterschool Program: 336-722-2127
Co-Curricular Programs: 336-722-2777
Development Office: 336-724-5811
Lower School Office: 336-727-0901
Parents' Association: 336-724-5811
Triad Academy Office: 336-775-4900
Upper School Office: 336-725-9044

WHERE TO FIND TELEPHONE NUMBERS

<https://portals.veracross.com/summit>

Key Dates 2017-2018

[http://www.summitschool.com/uploaded/Summit This Week/1-20-17/Key Dates 17-18.pdf](http://www.summitschool.com/uploaded/Summit%20This%20Week/1-20-17/Key%20Dates%2017-18.pdf)

School Hours

Junior Kindergarten 8:15 am - 1:30 pm

Kindergarten 8:15 am - 1:30 pm

Lower School (1st-5th) 8:15 am - 3:00 pm

Upper School (6th-9th) 8:15 am - 3:30 pm

Sports 3:30 pm - 5:00 pm

Note:

- The School Day begins at 8:15 am for all students.
- Parents may drop off students starting at 7:55 am
- Early Morning Program runs from 7:00 am - 8:00 am
- Afterschool Program runs until 5:45 pm

Before and After School Care

Children who routinely arrive earlier than 7:55 am or stay later than dismissal should be enrolled in the Early Morning or Afterschool Programs that operate for a fee. Please review our Afterschool section for more information about our programs.

Inclement Weather Policy

When the weather looks threatening or like snow, we will make a decision about closing school or delaying opening as soon as possible—preferably the evening before but certainly by 6 am. We communicate that decision in multiple ways: an automated phone call to your home; a posting on the school’s website; a voicemail announcement on the school’s main number (call the main number, 336-722-2777); an announcement on radio stations WSJS (600 AM) and WFDD (88.5 FM); and an announcement on TV station WXII (NBC Channel 12). **No message means school will open on the regular schedule.** Please note that regardless of the school’s decision, we will always honor your decision as a parent to keep children home should you determine that road conditions are unsafe.

- **If snow starts to fall during the school day**, we will communicate our decision to close school in the manners described above as soon as possible. In this instance, please refrain from calling the school since we need open phone lines.
- **Late opening:** If we expect travel conditions to improve enough to permit school to open a little later in the morning, we’ll announce a delayed opening time (either a one- or two-hour delay); we may consider opening with no bus service. Again, we will communicate this decision as described above.

Carpool Instructions

Please read the following instructions carefully, and share them with anyone who transports your child to or from school. The safety of your children is extremely important. With care, cooperation and planning, students and cars can co-exist safely. Please be on time for both drop-off and pick-up.

Morning Drop-off: All Grade Levels drop off - 7:55 to 8:15 am

- The right lane is used for carpool drop-off.
- The left lane is used for parking lot access and through traffic.
- Pull forward in line as far as possible to the first available greeter.
- Stop only once. Children can easily walk from one drop-off location to their classrooms.
- Upper School students may be dropped off in the circle in front of the Athletic Center. They may escort their younger siblings to their classrooms from this location. When leaving this area in your car, turn left out of the driveway to exit the school grounds.
- All other Lower School and Triad Division students should be dropped off in front of the school.
- Follow the guidance of the traffic supervisor at the entrance to our driveway.
- To access the parking lots, or to drop off past the main building use the left lane of the driveway.
- Use your turn signals to help traffic supervisors and other drivers know your intentions.
- Drop off students at the curb only. Under no circumstances should drivers deposit students at any other place and expect them to cross traffic lanes alone.

Afternoon Pick-up:

JrK & Kindergarten - 1:30 pm

Grades 6-9 - 3:30 pm

Grades 1-5 - 3:00 pm

Sports participants - 5:15 pm

We use a “ferry boat” system at pick-up times to load children safely.

BOTH lanes are used for carpool. There is no through traffic during afternoon carpools.

- Pull your car forward in both lanes to load. Turn off engines when the “Cut Engines” sign is raised.
- Once all classes are present and engines are off, the ferry will close and students will be allowed to load.
- The Orange and Blue parking lots will close while students are loading, and reopen when the next ferry line is pulling in.
- Load and secure your child as quickly as possible. Lingering to chat delays carpool for everyone.
- If you are loading several young children, consider using the parking lot instead of the carpool lanes.
- Once all cars are loaded, staff will instruct you to start your engine and leave campus, and traffic will move forward.
- Do not stay in the ferry if your student is not ready. Drive through the line again, or park in the parking lot.
- Most students are picked up in the ferry, but you are welcome to park and escort students on foot.
- Parents picking up students in the Afterschool Program must park in the available lots and use the crosswalk.

- During the 5:15 pm sports dismissal, a single lane ferry (right lane) is used. Parents may pick students up at the curb in the right lane, and use the left lane to leave the carpool ferry.

Always

- Regardless of age, all students crossing the driveway must be accompanied by an adult. Do not drop off or pick up children from the parking lot.
- The speed limit on campus is SLOW.
- Follow staff members' directions at all times. They help keep your children safe and keep traffic moving efficiently.
- Park in lots only; do not park on streets or driveways. Never leave your car unattended in a driveway.
- Talking on the phone, juggling coffee cups and signing notes can be a dangerous distraction. Please pay close attention to the task at hand.
- Students who walk to or from school must have a permission letter on file from parent/guardian stating that Summit is not responsible for the student when not on campus.
- Ken Way Drive is a two-way street. Do not pass or leapfrog. Watch for pedestrians crossing.
- When helping students carry items into school, park and cross at the pedestrian walks only.

Parking

“Orange” bottom lot: This lot is available for visitor, parent, and staff parking.

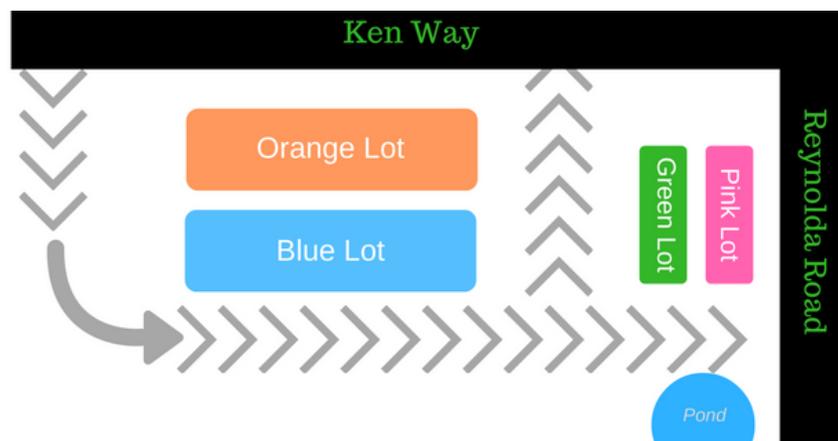
“Blue” top lot: This lot is for visitor and parent parking.

“Green” lot, first lot near pond/Dining Hall: This lot is primarily for staff.

“Pink” lot, second lot near pond/Dining Hall: Also primarily for staff.

Additional overflow parking is available in the Reynolda Church lots.

Parking and carpool are not permitted in the neighborhood surrounding Ashburton Circle.



Contact Information for Common Questions

· Parents are a tremendous resource—especially to their children. Our fundamental expectation is simple but crucial: Adults in our community can rely on direct, timely, honest, open communication with each other. Our communication will always feature good will, mutual respect and a shared interest in what is best for children. At Summit, we recognize your profound commitment to your children. We honor that commitment by striving to support you as you support your children. How? In a variety of ways, including:

· When you have a question about curriculum, classroom projects, your child’s classroom experience/performance, homework and the like, contact the classroom teacher.

· When you have a question about times and dates, events, due dates of parent forms/paperwork and the like, contact your divisional office.

· When you have parenting struggles/concerns/worries about your child’s social-emotional well-being and the like, contact the counselor in your child’s division.

- Bekah Sidden for grades JrK – 5: bsidden@summitmail.org
- Elizabeth Turner for grades 6 – 9: eturner@summitmail.org

· When you have parenting struggles/concerns/worries about your child’s learning profile, contact your child’s homeroom teacher, the Division Director, or your child’s advisor. Summit has learning specialists in the Lower and Upper School.

- Barbara Scantland for Lower School: bscant@summitmail.org
- Trish McRae for Upper School: tmcrae@summitmail.org

· When you are in need of tutoring services, please contact our Director of Tutoring Services:

- Bitia Salem: bsalem@summitmail.org

· When you have questions about the philosophy or purpose of program, wonderings about principles of sound teaching or appropriate practice, thoughts on/insights into life at Summit or other questions regarding your child’s experience at Summit that others do not seem able to answer, we invite you to contact any of the following people.

- Julie Smith, Director of Lower School: jsmith@summitmail.org
- Joshua Keilty, Director of Upper School: jkeilty@summitmail.org
- Carrie Malloy, Director of Triad Academy: cmalloy@summitmail.org
- Kristin Bennett, Director of Curriculum and Pedagogy: kbennett@summitmail.org

· Our parent library in the main hallway is filled with a variety of books and articles intended to support you in that challenging and gratifying full-time job of parenthood. We invite you to peruse what is available, to make suggestions on what we could include in our collection and to check out materials that interest you.

Guiding Principles

Summit's Vision

Summit's vision is for students to develop curious and creative minds, healthy bodies, ethical values, and a commitment to service; for parents to be completely confident in the creative, intellectual, and social education of their children; and for educators to lead their field in preparing students to succeed in a rapidly changing world. At Summit, we educate leaders and innovators who will shape the future.

**As educators we face this question each day:
*How do we prepare our children for a future we can't predict?***

Summit's answer is
expressed in our *mission*,
fulfilled through our *6 promises*,
and embodied in our *core competencies*.

Summit's Mission Statement

Summit School provides a challenging curriculum within a caring environment to help students develop their full potential.

Summit's Six Promises

At Summit, our goals for students and for ourselves are to think creatively, reason systematically, and work collaboratively. To that end, we make these promises...

Scholarship at Its Best
A Fertile Learning Environment
A Sturdy Confidence
Intellectual Independence
State of the Art Facilities
Educators Who Engage the Whole Child

1. Scholarship at Its Best

We are tenacious about teaching fundamentals and committed to seeing our students translate proficiency into discovery, expertise and impact.

At Summit, scholarship is about more than citing the work of others. It is the capacity to join a larger conversation that is informed by research and driven by a desire to understand and to see beyond the literal.

Scholarship, at its best, is more than learning the answers for the next test: it is learning to anticipate new questions and to pursue complex answers in ways that are personally meaningful and socially responsible.

Scholarship provides infinitely greater rewards as it grows from a short-term project to a lifelong behavior.

2. A Fertile Learning Environment

Our work is always purposeful. Every aspect of our school, from curriculum to campus, is designed to maximize opportunities for learning. At Summit, learning happens not just in the classroom, but on the sidewalk, on the playing field, in the dining room, and in the in-between moments and spaces that our faculty and facility capture. Summit is a great place to be a child and to become a young adult.

Our curriculum creates a rich arc of teachable moments designed to discover and develop fluency, creativity, and competency in every area of a child's life.

3. A Sturdy Confidence

Confidence is essential for academic achievement and lifelong success. At Summit, we believe the best way to build a child's confidence is to build real competence. Confidence based on anything less is unsustainable.

Where do our students land? On their feet.

They land on their feet with a sense of purpose and responsibility. While our youngest children are learning respect and sharing, our oldest students are grappling with what it means to be present to the needs of their world.

They learn to think globally and lead for the good of others.

Every child brings distinctive potential and a unique voice to Summit. We cherish that individuality, and our faculty is committed to discovering each child's gifts.

4. Intellectual Independence

At Summit, we help children grow in their ability to meet challenges, take risks, and transform their own lives. In short, we teach learning.

Curiosity is the basic fuel of learning. At Summit, we don't waste it and we don't squelch it—we enliven it. We give our students the training and the discipline to create without a template, to search out reliable sources, to think critically, and to take meaningful action without a script.

We believe knowledge that is earned is the most enduring.

5. State of the Art Facilities

Our facilities are built with the same sense of purpose that defines our curriculum. They teach and they inspire.

In our Arts and Technology Building, we bring students to the intersection of technology, creativity, and expression. Our Athletic Center features a variety of spaces: an indoor track, basketball courts, a fitness center, and studios for gymnastics and aerobics. In gardens and courtyards that are alive with natural growth, we bring the outside world into our curriculum. In our dining halls, we enjoy the "hearth" of Summit with healthy meals and round tables for lively conversation.

And, at the center of it all, we have classrooms and libraries that delight children and adults alike with their state-of-the-art technology and multiple spaces for memorable exchange and individual learning.

6. Educators Who Engage the Whole Child

The teachers we remember best are those who came alongside us at vital points in our lives. They helped us to discover our passions and to expand our capacity to master challenging material.

At Summit, our children are surrounded by such memorable teachers. They are mentors and models—encouragers and friends—who engage students in the present and prepare them for the future. When we work with a student to unravel a math problem, learn to write in cursive, organize a service project, conduct a science experiment, or rehearse a scene, we are developing the tools of self-reliant learning, the habits of academic mastery, and the vision for creative impact. We inspire and we equip each student for a rich journey of lifelong learning.

Summit's Core Competencies

Embracing our Heritage. Reaching into the Future.

The cornerstone of the Summit educational experience is the cultivation in our students of Summit's Core Competencies—skills, dispositions, and abilities that are both timeless and timely. These Core Competencies inspire our students to pursue their academic, personal, athletic, and civic passions with an unwavering confidence born of competence, creativity, scholarship, and service. Summit students are celebrated and recognized for being:

- PREPARED. . .

Having acquired a strong academic, athletic, artistic, and technological foundation

- HONORABLE. . .

Operating from an ethical compass, guided by character, confidence, and competence

- CURIOUS. . .

Exhibiting intellectual curiosity, including critical and creative thinking with a commitment to lifelong learning

- ACCEPTING. . .

Demonstrating global awareness, embracing diversity, and working collaboratively within and beyond the school community

- SOCIALLY RESPONSIBLE. . .

Committing to civic responsibility, service, and stewardship—both locally and globally

The Summit School Code of Conduct

The Summit Code of Conduct is a living, working document that is intended to serve as a map to assist the whole Summit community achieve the ambitions put forth in Summit's guiding principles.

Be caring.

Show compassion and demonstrate kindness.
Practice humility and forgiveness.
Realize that to be different is not to be less than.

Be a good citizen.

Cooperate with all members of the school community.
Respect your environment and keep it clean.
Seek to understand and follow the rules.
Seek ways to help in our community, nation, and world!

Be fair.

Ignore and discourage rumors and gossip.
Recognize the needs of other people.
Respect the property of others and of Summit School.

Be respectful of yourself and others.

Take care of yourself and practice a healthy lifestyle.
Treat others as you wish to be treated.
Celebrate our differences.

Be responsible.

Fulfill all individual and group obligations.
Accept personal responsibility for learning.
Accept the consequences of your choices.

Be trustworthy.

Practice honesty.
Honor all commitments.
Make your signature one of significance.

Behavioral Expectations

Summit School seeks to develop a community in which children feel safe, valued, and able to learn. All community members are expected to show respect and consideration for others as well as to behave in ways that are conducive to learning. All students know and are expected to adhere to the Summit School Code of Conduct.

All School Behavioral Policy

Summit School reserves the right to expel a student at any time for any reason.

Attendance

In each division, the office is the main point of contact for all communication about attendance. If a child will be absent from or late to school, please send him/her with a note for the division office. In the case of illness or an unexpected change of schedule, call or email the office directly. Additionally, please remember the following guidelines:

Appointments

- Whenever possible, please schedule medical and dental appointments outside of school hours.
- Students who need to be dismissed during the school day should bring a note to the office before 8:15 am.
 - Students must return to the office to sign out before leaving.
 - When a student returns to school on the same day, he/she must sign in.
- Students who arrive after 11:30 am, or who sign out before 11:30 am and do not return that day, will be recorded as being absent for ½ day.

Illness

- Please call or email the office by 8:45 am if your child will be absent.
- Students who become ill during the day must go to the office for a pass to see the nurse. The nurse will assist them with arrangements to leave school.

Excessive Tardiness and Absences

Our approach to teaching and learning relies heavily upon daily, active student participation. If a student misses ten days of school or has accumulated five tardies, expect to receive a letter from the school requiring the parents to meet with the Division Director and/or Guidance Counselor. At that point, the parent and school would need to connect and make sure that there is a solid plan in place to have the child attend school and be on time.

Lower School

Young students are still learning socialization skills: misdeeds happen. Summit's philosophy is to treat each incident as an opportunity to develop problem-solving and conflict resolution skills. To this end, the Lower School subscribes to the principles of the *Responsive Classroom Program* to model and teach appropriate social skills for the school setting. If a child's behavior is disrespectful or distracting to others, the teacher will give

the student a reminder, redirect the behavior, and/or issue a logical consequence to help the student learn what is expected of him or her.

If a child repeatedly displays inappropriate behaviors, the child will be sent to the Division Director or Assistant Director, who will work with the child and his/her parents to determine a plan of action to avoid future problems. To ensure the rights and safety of all, unsafe behaviors, emotionally distressing behaviors, and disrespect for others and property will not be tolerated (such as physical aggression, running or hiding from an adult, or uncontrollable emotional outbursts). These are grounds for removal from the group by taking a break away from the class, having an in-school suspension, going home with a parent for the remainder of the day, or an out-of-school suspension. If a child has to be sent home from school or is suspended from school, the parent and child will need to conference with the Division Director and/or the Assistant Director before the child will be permitted to return to the classroom. More than one suspension is, in itself, grounds for expulsion.

At times a teacher or administrator may use the Lower School Reflection Form to help a student reflect on his or her choice and how he or she might correct the behavior.

Lower School Behavior Reflection Form

1. What I did:
2. Why I made this choice:
3. Others involved were:
4. The result of my actions:
5. How would I feel if someone did this to me?
6. A better choice I could have made in this situation:
7. What have I done or can I do to make this situation right?

We appreciate that most Summit students meet the behavioral expectations we have for them, and exhibit an admirable degree of cooperation with their teachers and each other. If at any point these expectations are not being met, the administration reserves the right to employ a variety of interventions best suited to address the behavior. Please note this may include support from outside resources and expulsion from school.

Upper School Academic Honor Code

In addition to the Summit School Community Code of Conduct, the Upper School adheres to an Academic Honor Code. Honor is the moral foundation upon which a quality education is built. The rules concerning Summit students' behavior derive from the school's academic Honor Code. The Honor Code includes all aspects of honor in a school setting, particularly lying, stealing (of property or ideas, including plagiarism), and cheating. Cheating includes the use of translation websites or other translation assistance and the copying of others' work, even if a student freely "lends" his/her work, in which case the "lender" is also cheating.

A first step for understanding the Honor Code for all students to understand what is expected in terms of procedures for homework, quizzes, tests, and papers, and to comprehend the consequences for Honor violations. Each teacher will ensure that students receive a thorough orientation the first week of classes.

The Honor Pledge is an expression of one aspect of the Honor Code:

***“I pledge that I have neither given nor received unauthorized help on this _____.
Signature _____”***

The Honor Pledge and Honor Code apply for all Upper School students and are in effect for all academic work. They encourage each student to do his/her best at all times to uphold the values, dignity, pride, and integrity appropriate for a Summit School student. All incidents of lying, stealing, or cheating are dishonorable, and are considered violations of the Honor Code.

Consequences for Honor violations will be as follows:

First Offense

1. The student receives a zero on the assignment.
2. The parents/guardian and the advisor are notified.
3. The student meets with the Upper School Director and is assigned a Code Review.

Second Offense

1. The student receives a zero on the assignment.
2. The parents/guardian, student, teacher, advisor, and the Upper School Director have a conference.
3. The student serves an in-school suspension for one day.

Third Offense

1. The student receives a zero on the assignment.
2. The parents/guardian, student, teacher, advisor, and the Upper School Director have a conference.
3. The student serves a suspension for a minimum of two days.
4. The student will have an additional meeting with the Head of School and the Upper School Director at which time the student’s future at Summit will be discussed.

Upper School Behavior Policies

We appreciate that most Summit students meet the behavioral expectations we have for them, and that they exhibit an admirable degree of cooperation with their teachers and each other. Students who demonstrate a pattern of failing to follow the community’s expectations (an accumulation of three negative behavior comments or a more serious behavioral action) will be assigned to Code Review after school on Wednesday from 3:30 pm to 4:15 pm. Rather than try and delineate the behaviors that could result in a Code Review, we instead point back to the Code of Conduct. Our Upper School students are expected to live by the spirit of the rule.

Code Review is a time when students will either sit quietly to reflect on their behavior and review the Code of Conduct with the Director of Upper School.

In-school and out of school suspensions are serious consequences for unacceptable behavior, second only to expulsion. The school would consider these consequences for having to attend more than one Code Review (pattern of behavior) or for an egregious breach of the Honor Code or Code of Conduct. Students serving an in-school suspension will be isolated from their peers, and will not be allowed to participate in after school sports that day. The school might find that a situation justifies a student being separated from the community for a period of time such that they will be asked to serve a suspension at home. If a student has to be sent home from school or is suspended from school, the parent and student will need to conference with the

Division Director and/or the Assistant Director before the student will return to the classroom. Just as multiple Code Reviews can lead to suspension, multiple suspensions can lead to expulsion.

Campus-Wide Bullying, Intimidation, and Harassment Statement

It is the practice of Summit School to maintain a learning environment for students that is free from all forms of bullying, intimidation, or harassment. Bullying, intimidation, and harassment are disrespectful of the dignity of others, undermine a healthy school climate, and detract from learning. These forms of misbehavior create unnecessary anxiety that affects the ability or desire of a student to attend school, learn in school, travel on the school bus, feel safe in school areas such as the playground or dining hall, or participate in special or extracurricular activities. A fundamental premise is that the dignity of individuals must be respected.

1. Harassment is defined as repeatedly disturbing, tormenting, pestering, or bothering.
2. Bullying takes many forms, occurs in many settings, and may occur on a single occasion or repeatedly over time. It typically involves repeated acts by a student intended to harm or exert unwarranted control over another student. Placing another in reasonable fear of such harm is also classified as bullying. Bullying behavior includes, but is not limited to, acts reasonably perceived as being motivated by an actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, physical appearance, sexual orientation or disability. Bullying is intentional, attempts to inflict injury or humiliation, and may be physical, verbal, social, psychological, or electronic. Examples of these forms of bullying can include, but are not limited to, the following:
 - **Physical:** hitting, spitting, pushing, kicking, tripping, hazing, not adhering to the hands-off policy; unwanted physical contact of any nature, including feigned “accidental” contact, unwanted physical restraint, intentional and unwanted blocking of someone’s path; damaging or vandalizing a student’s property, taking objects from a student, or theft.
 - **Verbal:** insults, threats, rumors, ridicule, teasing, name-calling, put-downs, cursing at a student; making derogatory, demeaning, or hostile comments about another student’s race, disability, ethnicity, religion, sexual orientation, or gender.
 - **Social:** exclusion, public humiliation, or passing around negative notes about a student; persuading, encouraging, or leading other students to exclude or socially isolate another student; defaming or spreading false rumors about a student to cause him/her to be disliked, humiliated, or disrespected by his/her peers.
 - **Psychological:** dirty looks, body gestures, rolling eyes, facial expressions, extortion.
 - A form of bullying that deserves special note is **cyber-bullying**. Cyber-bullying is verbal, social, and psychological bullying that involves sending or posting harmful material using the Internet or other digital technologies. It includes direct harassment and indirect activities of social cruelty that are intended to damage the reputation or interfere with the relationships of the student targeted. Examples include posting harmful material, impersonating another student, disseminating personal information or images, and activities that result in exclusion.

Other Reminders

- Chewing gum is not allowed on campus.
- The following items should not be brought to school: Music players (iPod or other), DVDs, laser pointers, lighters, matches, scooters, and skateboards. If they are, they will be confiscated with consequences for the person who brings them. (iPod players may be allowed on buses during away sports trips at the discretion of the coaches, but not during the athletic event).
- Bringing a **weapon of any kind** to campus could be grounds for immediate **expulsion**.
- Gambling of any kind is not permitted at school or on school-sponsored trips.

- Students' possession, use, or distribution of alcohol, any form of tobacco, or any other illegal drug at school or on any school trip is forbidden. Anyone violating this policy will be subject to immediate suspension or expulsion.
- Students are expected to respect all school property and to help maintain the physical plant and equipment through thoughtful use. Students will bear the financial responsibility for repairing any damage that they cause.
- Students may not sell, buy, or trade items at school for personal gain. Occasionally, students may sell items for worthy causes (e.g., Girl Scout cookies). Please check with the Division Director for approval before selling any items.

PARENT INFORMATION

Summit's Educational Program

For more detailed information about our curriculum, please review our [website](#).

Parent Partnership

In the Parent-School Partnership, parents must be able to rely on teachers to provide leadership and the school/teachers must be able to rely on parents for support of school codes and policies.

A parent/teacher partnership with mutual goals is important in helping a child reach his or her full potential and be happy in the early grades. Parents and teachers are encouraged to communicate often and openly. Teachers will provide parents with suggestions on how best to help their children with homework or projects, and will welcome feedback from home.

Parents may sign-up to volunteer with class activities, projects or celebrations on Parents' Night. Parents are also invited to eat lunch with their children for a small fee for the meal. Parents are asked to help the students develop good manners and conversational skills while at the dining table. Here is a [link](#) to our Parents' Association web page.

There are also a number of [Parent Learning](#) opportunities during the year to support parents as they seek to nurture their children.

When Volunteering on Campus

We ask that all visitors to campus sign in at the greeter's desk. Visitors will be given a nametag to wear while they are visiting. This represents a **simple but important** measure that supports campus-wide safety.

The Arts

Summit School's integrated arts curriculum is based on research that supports the idea that arts education:

- Can improve students' overall academic performance, as shown through the increased test scores of those students who participate in arts instruction vs. those with little to no involvement in the arts. Visual-perceptual, fine-motor, and spatial skills may all be developed through art.
- Develops skills needed by the 21st century workforce such as critical thinking, creative problem-solving, effective communication, and teamwork.
- Teaches students to be more tolerant and open to others' differences.
- Allows students to express themselves creatively and generally bolsters their self-confidence.

Assessments

What we measure and why we measure it is important. We assess students in multiple ways and for multiple purposes. Teachers use diagnostic assessments to determine prior knowledge; formative assessment during their teaching to determine student understanding 'in the moment'; and summative assessment to determine

student learning at the end of an instructional unit. We also use a number of criterion and norm referenced tests across grade levels. Below is a partial list of these tests:

- **Early Childhood:** All kindergarteners are given the *Predictive Assessment of Reading* prior to entering the 1st grade. All first graders are re-evaluated using the *Predictive Assessment of Reading* at the end of first grade to gauge progress in reading. Throughout the year, informal assessments are given and based upon teacher observations, student performance on daily work, and unit reviews.
- **Lower School:** Students in grades 1-5 receive a variety of assessments in language and math.
- **ERB Testing:** Each spring, students in grades three through eight are given the Education Records Bureau (ERB) standardized achievement tests. Summit teachers and administrators use ERB results to look for trends and patterns in order to focus curriculum development efforts.
- **PSAT Testing:** Ninth grade students take the PSAT each fall.
- **All School:** Progress reports occur at the midpoints of the two semesters. Parent-Teacher conferences also occur throughout the year. Teachers and parents should be in contact with each other at other times if issues arise that should be addressed.

Upper School Grading Scale

At the end of each semester, teachers will assign each of their students a class grade using the following scale:

98-100	A+	77-79	C+
93-97	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-

Below 60 F

Students who make all As or Bs (make no other grade below a B) make the honor roll. Those who earn all A's for the final, yearly averages in all courses (with no A-'s) are designated as "Ranking Scholars."

Character Education

Summit School believes in developing well-rounded children who excel academically, physically, socially, and emotionally. We believe that the academic lives of students are inextricably linked to their social-emotional health and well-being. To that end, we seek to support students in every aspect of their lives in order to help them become responsible, empathic, and respectful citizens. We believe that students, staff, and parents must work in partnership to create a strong moral climate in which students can flourish.

Through *Responsive Classroom* activities, Lower School students learn about character traits and develop positive social skills. Topics include positive virtues such as compassion, charity, and courage as well as conflict resolution and communication skills. Through literature, art, interactive games, and role-playing, students have the opportunity to explore, practice, and hone skills that will aid in their social, emotional, and personal development.

Character education in the Upper School at Summit School focuses on promoting the practice of respect and responsibility by students, staff, and parents. Our approach to character education varies with the developmental needs of the student. Each Upper School grade level's Morning Meeting program focuses on three themes, one of which is dedicated to character education:

Sixth—Consideration, Honor, Readiness
Seventh—Kindness, Organization, Responsibility
Eighth—Empathy, Cooperation, Self-Advocacy
Ninth—Accepting and Including Others, Leadership, Time Management

Our ultimate goal is for all members of the Summit community to respect and take responsibility for themselves, their community, and the environment.

Service Learning

Summit School students participate in school-wide service learning projects that enrich the curriculum by teaching the importance of helping others and being good global citizens. In addition, each grade level participates in service learning projects throughout the year. Students become engaged, creative contributors to their communities and to the world. Summit students learn about local and global issues and related causes throughout the curriculum. These projects may change from year to year. Please check with your child's academic advisor or the Division Director for more information.

The goals of the service learning program are as follows:

- To educate students about issues that affect local communities and the world.
- To educate students about organizations and causes related to these issues.
- To provide opportunities for students to contribute to such organizations and causes.
- To inspire students to ask new questions and offer new ideas.
- To teach students principles of civic responsibility, service, stewardship, and leadership.

Upper School Requirements for Service Learning:

- We require students to earn the following hours:
 - Grade 6 - 6 hours
 - Grade 7 - 8 hours
 - Grade 8 - 10 hours
 - Grade 9 - 15 hours
- Students must earn at least ½ of their required hours through Summit-sponsored projects. Before participating in out-of-school service, students should get approval from their academic advisor. Hours accumulated during summer break do not count toward the requirement.
- To sign up for a service project, students should add their name to the sign-up sheets posted outside the Upper School Office. We expect students to follow through on their commitments.
- Cultivating responsibility is also an important goal of our Service Learning program. Students must use service forms to document their service. Students can find these forms with their academic advisors, in the Upper School Office, or online at the Summit website. Students will complete the form and get a signature from the adult sponsor of the project. They will then turn in their form to their academic advisors. Students will share in the responsibility for recording and calculating service hours with their academic advisors. Ongoing out-of-school service hours (e.g., ushering, helping with another Scout's Eagle project, serving as an acolyte, etc.) can be accumulated and service forms turned in for those activities as well.

Home Learning

Summit's approach to home learning is based on our understanding that students benefit from practice and review of skills. They also benefit from assignments that reinforce, extend, or apply knowledge and concepts learned at school. Summit policies are designed to increase personal responsibility, independence, and perseverance. Home learning guidelines progress from grade to grade and across divisions based on age-appropriate expectations. By the end of the ninth grade, our graduates should demonstrate initiative, timeliness, self-reliance, and resourcefulness in their approach to all assignments.

Lower School Home Learning Procedures and Tips

Beginning in the first grade, students receive homework on Mondays through Thursdays. Home learning is assigned for two reasons: to develop study skills and to provide practice of skills covered in class. Home learning on the weekends is optional unless a student is finishing up a long-term project that was assigned ahead of time. The average time spent on nightly home learning should be 20 minutes in the first grade, 30 minutes in the second grade, 40 minutes in the third grade, 50 minutes in the fourth grade, and 60 minutes in the fifth grade. Home learning assignments may be found on each teacher's classroom website on Veracross.

We recommend that parents provide their child with easily accessible materials and a distraction-free environment in which to do his/her homework. If your child is struggling with homework, taking inordinate amounts of time completing homework, or finishing homework too quickly and wants more, please contact your child's teacher to discuss the assignments. At teacher discretion, assignments can be modified to meet the needs of specific children.

Upper School Home Learning

Home learning is a vital opportunity for individual review, practice, preparation, and reflection. Teachers seek to provide meaningful assignments that reinforce, extend, or apply knowledge and concepts learned at school. On average, Upper School students have approximately 20 minutes of home learning per subject. Home learning is designed for students to be able to complete on their own. Parents can help by ensuring that there is adequate time set aside and a proper setting for home learning completion.

Home Learning Policy

Summit's home learning policies are intended to foster the development of personal responsibility, independence, and perseverance. By holding each child accountable for assignments, both at school and at home, we help that child to become a responsible student, and ultimately, a successful adult. **Please note**

- Students who demonstrate a pattern of not completing home learning will participate in a conference with the teacher(s), the student's academic advisor, and the parents to work out a plan that will address the problem.
- Often students are given tests, homework, assignments, etc. to be signed by parents and returned. The intent of sending these papers home is to keep parents apprised of their student's performance and to provide an opportunity for family discussions with the student about the subject matter or assignment. To ensure parents have seen the paper and to foster a sense of responsibility in the student, we expect the signed paper to be returned to the teacher within two days.
- Students who return from sports games or field trips on a school night later than 8:30pm will be given another day to complete home learning that was assigned for the next day. **Long-range assignments are excluded from this policy.**
- Students will need to make up work when they miss school. Students will have one day at school for each day absent to make up work. Students missing only a test day should be prepared to make up the test upon their return to school.

Technology

Computer Lab 2nd Floor Library	20 iMacs and 10 Mac Minis
Computer Lab Study Skills Lab	8 Chromeboxes
Lower School 1st - 4th Design/Tech	1 MacBook Pro COW with 21 laptops
Lower School 2nd - 3rd	2 MacBook COWs with 40 laptops & 45 iPad Minis
Lower School 4th & 5th	30 Chromebooks, 16 MacBook Air, 10 iPads
Arts & Technology Building (Media Arts, Applied Arts & Tech and Visual Arts Studio classes. Students learn robotics, photography, animation, music and computer design.)	33 iMacs, 18 iPads
Upper School 6th	2 MacBook COWs with 37 laptops, 17 Chromebooks, Chromeboxes in Science
Upper School 7th - 9th	1:1 Chromebooks for use during the day
Triad Division 1st Floor	12 Chromebooks, 10 MacBook Airs, 10 iPads
Triad Division 2nd Floor	18 Chromebooks
Triad Division Upper School	15 Chromebooks

Lower school students (1st - 4th) attend design/technology studios to learn how to access information on the Internet and to use **Google apps for education**/Chrome that will help them in their studies and project work. Beginning in 2nd grade, all students are provided a summitmail (Gmail) account. Second through fifth graders use this only for **Google apps for education**. This gives them a way to store their writings. The email portion of the account is not active. Sixth through ninth grade students are allowed to send and receive emails in our domain only. Students use **Google apps for education** to prepare assignments and projects. This also gives them one place to store their work for easy retrieval.

Eighth and ninth grade students who choose to bring their personal laptops to school will be allowed to connect to the Wi-Fi network and the printers in the library. Internet access is available exclusively for class work and research projects. Students bringing personal laptops to school are expected to follow the same guidelines described on the next page regarding appropriate use of the school's network and Internet access. Violations may result in a loss of computer privileges at Summit School for the year.

As technology advances throughout the school year, policies may change. Summit School reserves the right to change technology policies as needed. Any updates to technology policies will be updated in this handbook and communicated properly.

Upper School Responsible Use Policy

The Summit School Honor Code states:

"The Honor Code encourages each student to do his/her best at all times to uphold the values, dignity, pride, and integrity appropriate for a Summit School student."

The School expects that student behavior in the electronic world will reflect the same standards of honesty, respect, and consideration that he/she uses when face-to-face with others. Specifically, Summit expects all members of the community to act with the understanding that:

- Actions can hurt or heal, whether in person or online. Therefore, you should be cautious and respectful in all online communication. Electronic transactions are persistent and replicable and can be forwarded, copied, or traced. A piece of gossip, an insult, or an unflattering video can last forever on the Internet. Please refer to our "Campus-Wide Bullying, Intimidation, and Harassment Policy" (on page 41) to review how the Summit community defines cyber bullying.
- Lying, cheating, and stealing are wrong no matter how they are done.
- Plagiarism, whether from print or electronic sources, is academic dishonesty.
- Some activities on the Internet are illegal. They include, but are not limited to: making threats, harassing others, committing fraud, stealing, vandalizing, and violating copyright or trademark rights of others (including improper copying of licensed software). Actions of this nature could result in a suspension or dismissal.
- Some activities are illegal for minors and are unacceptable in the Summit community, including: viewing, downloading or transmitting pornography. Viewing or producing materials containing obscenities is also unacceptable in the Summit community. Actions of this nature will result in a suspension or dismissal.
- Students share in the responsibility of keeping the School's Network functional and secure.

Therefore

- It is the student's responsibility to make backup copies of important files onto their online school account or a flash drive.
 - Students may not attempt to access another person's account (including email) or private files or misrepresent themselves as another person in electronic communications.
 - Students may not participate in unapproved chat rooms or instant messaging while on campus.
 - Students may not send inappropriate unsolicited mass email messages such as chain letters, jokes, or spam.
 - Students may not attempt to breach system security or disrupt the normal operation of the Network. If students know of someone who is attempting to compromise Network security, they must immediately report it to a teacher.
 - Students may not install software on a school computer without a teacher's permission.
 - Students may not play unapproved computer games or access inappropriate websites while on campus.
- Please report violations of this policy to a teacher.

· The School's Network, which provides a wide range of computing resources, including software, hardware, email and Internet access, is the property of Summit School. Privacy and security of files and electronic communication are not guaranteed and should not be assumed. The Network Administrator, the School's Administration, and designated staff reserve the right to access a user's mailbox and files stored on or processed through the Summit Network in order to help maintain the system's functionality, for compliance with legal requirements and as otherwise required for the wellbeing of the school.

Please note that violations of our responsible use policy can result in disciplinary action.

The behavioral expectations section (on page 14) discusses the levels of disciplinary action we can take. Please also note that illegal activities can result in dismissal from school. Those items are noted above.

Chromebook Use Policy

Upper School Chromebook Use

In addition to following Summit's Responsible Use Policy, Upper Schoolers should also adhere to the guidelines for computer use included here. In grades six through nine, students have the privilege of using school-owned Chromebooks throughout the day for educational purposes.

Outcomes: Allowing 8th and 9th grade students to carry and use a personal computer all day is a boon to both teachers and students for composing and editing papers, accessing research and class information, reading and responding to online texts, accessing Veracross, and creating digital projects. 7th graders will be able to check out their Chromebooks from the Help Desk when they are needed for class. 6th graders will have access to Chromebooks (stored in a cart) with teacher permission.

Expectations: At all times in using Chromebooks and computers throughout the day, students must adhere to Summit's Code of Conduct and the Responsible Use Policy.

Using the Chromebooks for non-educational purposes such as playing games, chatting, or visiting non-academic sites is contrary to the school's intent in entrusting students with this valuable resource. Students should also make every effort to treat these computers with care as they charge them, transport them to classes, and check them in at the end of each day. Additionally, students should not use chromebooks unless they are in a classroom and invited to use them by their teacher. Screens should not replace face-to-face interactions and activities that support student well being.

*Any misuse of the Chromebook necessitates confiscating the computer for the day.

*If inappropriate use continues, we will make the Chromebooks unavailable for a week, and then permanently, if necessary.

*If the latter case occurs and a Chromebook is necessary for a class, students will have to check out a computer from technology staff for that period and then return it at the end of class.

*Because the Chromebooks support teachers and students in their work together, teachers do check student histories to ensure appropriate use. Students should have no expectation of privacy.

*Students in 8th and 9th grade have the added choice to bring an appropriate device from home and use it in place of their chromebook. The above policy and its provisions still apply to that student-owned device. Students should register their device with technology staff before using the school's network.

*Damage incurred to computers from student misuse will be billed to parents.

Upper School Cell Phone Policy

Cell phones may be used before and after school outside the building unless they are being used as part of an activity under the supervision and with the permission of a teacher. Otherwise, they should be powered off and left in lockers during the school day. Parents who need to reach their student(s) during the school day should call the Upper School office. Violating the rules during school hours will result in the following:

- **First Offense:** Phone will be confiscated and kept in the office for a day. Student will be given a Code Review.
- **Second Offense:** Phone will be confiscated and notification will be sent home that a parent must pick up the phone from the Upper School Director. The student will be given a Code Review.
- **Offenses beyond the second offense:** If a student has more than two offenses, the student and his/her parent(s) will need to conference with the Director of Upper School.

Lower School Cell Phone Policy

Students in the Elementary Grades are not allowed to use cell phones during school hours. All cell phones and electronic devices brought to school must be kept turned-off and secured in book bags for after-school use. If students need to make phone calls during the school day, they must ask the attending teacher for permission to use the classroom phone; teachers will monitor all calls.

If a phone or an unauthorized electronic device makes a noise or is used during the school day without permission, it will be confiscated and kept in the office for a full day before it is returned. If any student violates this policy more than once, the parents will be notified and that student will lose the privilege of bringing a cell phone to school. Summit School will not be held responsible for the safety of any personal electronic devices brought to school.

Library

The Summit Library contains more than 44,000 books, magazines, and audiovisual materials for student use. All desktop and laptop computers have internet access. The Library maintains a [web page](#) (under “The Student Experience”) on the Summit School website, where a selection of excellent reference resources are found. Links to our online catalog, online tutorials for independent work, and book suggestions for all grade levels are also listed there.

Books may be checked out for two weeks and renewed for an additional two weeks if there is no waiting list. Overdue notices are sent to academic advisors, who give them to students. Although we suggest that books be returned within two weeks, there are no overdue fees. At the end of the school year, families are billed for lost books (\$10 for paperbacks; \$35 for hardbound books), to cover the school’s replacement costs.

Library Hours

The Library is open for student use Mondays and Fridays from 8:00 am - 3:30 pm, and on Tuesdays, Wednesdays and Thursdays from 8:00 am - 4:00pm. Students may not work after hours in the library unless they make prior arrangements with a teacher who agrees to supervise them.

The Summit School Library has one of the best children’s collections in the city, each with over 44,000 books, magazines, and audiovisual materials for student use. Each student has an account at the Summit library. Lower School students have regularly scheduled times to visit the library weekly and may also accompany parents to the library one half hour before school starts or one half hour after school ends. Parents may also ask the librarian for an account and borrow books for themselves or for their children. If a librarian or volunteer is not at the circulation desk, parents may write down the barcode number on the sheet provided. Parent volunteers are always welcome in the library; please contact the librarian or parent volunteer coordinator to volunteer.

Big Friends and Little Friends

The Big Friends and Little Friends Program pairs an older student with a younger student. These pairs of students participate in activities in which the older student acts as a role model and mentor to the younger student. Fifth graders are matched to Kindergarten little friends and they remain together until the big friend graduates or leaves Summit. If a Big Friend leaves Summit, a new Big Friend will be assigned. The following grades are paired: Kindergarten/5th grade, the 1st/6th grades, the 2nd/7th grades, the 3rd/8th grades, and the 4th/9th grades.

Athletics

Summit Athletic Philosophy

At Summit, our athletic philosophy can be summed up in one word: balance. We aim to find balance in everything we do, from building young men and women of character to developing competitors who practice and play with excellence in mind. We pride ourselves on giving students opportunities to try a new sport. We also don't shy away from competing to win. It is our aim to build character, skill, and community through our athletic program. We offer many opportunities for all Summit students to grow and compete.

We are also committed to hiring skilled coaches who build rich relationships with our student-athletes. Our coaching staff is comprised of full-time Summit staff and part-time coaches from the community who model the character and behavior we expect from our student-athletes.

Website

The [Athletics section](#) of the Summit website offers a wealth of helpful information, such as:

- teams and schedules
- directions to away games
- photo gallery
- volunteer opportunities
- daily updated athletics blog with results from previous events and schedule changes

The [Athletics pages](#) at summitschool.com should be your first source of information, as they are updated daily.

Guidance and Student Support

Summit School has a full-time guidance counselor in both the Lower and the Upper School. First graders have guidance classes on a regular basis through the block class rotation. The guidance curriculum is based on character education and social skill development, and classes include literature, art, interactive games/activities, and role-play to teach concepts. The counselor also provides consultation and guidance for teachers in the other grades to help them incorporate *Responsive Classroom* techniques throughout the day. The counselor meets regularly with the classroom teachers to discuss specific classroom needs and plans for meeting these needs. Small groups are organized as needed.

Human development classes begin in the third grade and are taught by the school counselors and other school staff in same gender groups. These classes address physical, social, and emotional aspects of how the human body changes into its adult form. In third and fourth grade, students learn about their own bodies and how they change through puberty. In fifth grade, students learn about the anatomy of the opposite gender in

order to emphasize respect and understanding. Parents are invited to preview films and ask questions prior to the Human Development Unit. This curriculum continues in the Upper School to address developmental needs of the students. Students meet with the Upper School counselor in small discussion groups for RAP (Reflections and Perceptions). Respecting self and others, taking personal responsibility, and making good choices are significant themes of each RAP group. Adolescent issues, including drug and sex education, are also topics for RAP discussions.

The school counselors provide limited individual and small group sessions for students as needed. These sessions address specific concerns brought forth by teachers and/or parents. The counselors also consult with parents and other professionals to provide support for students during their time at Summit School. In addition to providing educational and support services for the students, the school counselors participate in parent education opportunities throughout the school year.

In accordance with the American School Counselor Association's (ASCA) code of ethics, student and parent interactions with the school counselor are considered confidential. However, the counselor may share relevant information with school staff directly working with a student or family in order to ensure the best interests of a student. The school counselors work with students, families, and staff to enhance the academic, social, and emotional lives of students. Due to the nature of school counseling, school counselors are unable to provide testimony in custody matters and intensive, long-term counseling services. School counselors are equipped to make referrals for families and students in need of long-term counseling, psycho-educational assessments, and/or family support services.

Nursing

If a child becomes sick or is injured while at school, he or she may be sent to the school nurse who works during school hours. With medical forms requested and sent in from home at the time of enrollment and reenrollment, the nurse may administer basic first aid or medications as needed. Classroom teachers do not administer medications other than in an emergency. Emergency medicines are kept in the office nearest the child's homeroom and ideally in the nurse's station as well. Parents will be called to pick up their child if the child has a fever or demonstrates distress that preempts learning. Parents should apprise the homeroom teacher/advisor, division director, and school nurse of changes in a child's health status. By NC State Law, immunization records are required for all newly enrolled students, as well as all Kindergarten and 7th Grade students.

Co-Curricular Programs

Summit's Co-Curricular programs provide opportunities for students to take part in a variety of activities outside the regular school day. Current offerings include the Afterschool Program, Afternoon Academy, SOAR, Summit Sleepovers, Summit Summer and Chess Club. Adult classes are offered as interest dictates. Income generated from these programs benefits the school. Students from other schools participate in many of our Co-Curricular Programs, bringing new families on campus to enjoy some of what Summit has to offer. Information can be found under the [Our Community tab](#) on our website.

Dining Halls

School lunches are included in school fees. Participation in the lunch program is required of all students. If your child requires an exception to this rule, please contact your Division Director. Unless a teacher has given permission, no food should be taken from the designated eating areas.

Each morning all students are offered a snack such as fruit and vegetables, muffins, bagels, pretzels, and milk or juice. Snack is provided across campus to all grade levels by FLIK Independent Schools.

Summit's dining rooms and food service contractors do not serve foods with peanuts and tree nuts due to student food allergies and ask that any foods brought into the dining halls be peanut and nut free as well. (See below.) **The chefs will work with families and students who have special dietary restrictions and food allergies.** The weekly menus are accessible under the [Lunch](#) link on the landing page of our website.

Allergies

Summit provides a safe environment for all children. Food allergies can be life threatening to our students. Therefore, Summit School does not serve nut-based products.

While we encourage staff, parents, students and visitors to be mindful of Summit School policies regarding food allergies, Summit does not have the ability to inspect all foods that are brought from off campus be allergen free. While Summit does its best to ensure that nut-based products are not brought on campus, we cannot guarantee that it is a nut-free school. We are asking for the cooperation of the Summit community in addressing this concern.

We are a collaborative and inclusive community and assuring the safety of all children including those with food allergies is a top priority. We do our best as a community to prevent life-threatening allergens from entering our environment.

Each morning all students are offered a snack such as fruit and vegetables, muffins, bagels, pretzels, and milk or juice. Snack is provided across campus to all grade levels by FLIK Independent Schools. Summit's dining rooms and food service contractors do not serve foods with peanuts and tree nuts due to student food allergies and ask that no outside food be brought on campus. The chefs will work with families and students who have special dietary restrictions and food allergies. The weekly menus are accessible under the [Lunch](#) link on the landing page of our website.

Food provided in the classroom related to curriculum will adhere to Summit food policies. Teachers will notify parents within 72 hours if food is to be part of a lesson.

Grades JrK – 5th Student Life

Co-Curricular Opportunities

At each grade level of the Lower School, students may participate in after-school extracurricular activities provided by their teachers or other adults in the Summit community. The following is a list of after school activities offered. Some activities require an additional fee as noted.

- Grade 1 – Small group or individual reinforcement sessions as needed
- Grade 2 – “Math Matters” after school math enrichment sessions; small group or individual reinforcement sessions as needed
- Grade 3 – “After School Aces” after school math enrichment sessions; small group reading and math reinforcement sessions as needed
- Grades 1-3 – Summit Afternoon Academy (providing a rich variety of optional enrichment classes for a fee, contact Jeff Turner, Director of Co-Curricular Programs, for more information)
- Grades 1-5 – Girls gymnastics program, for a fee
- Grades 1-9 – Chess Club (fall and spring sessions)
- Grades 4-5 – “Math Explorations” after school math enrichments sessions; small group or individual reinforcement sessions as needed
- Grade 5 - After school writing workshops as needed
- Grades 3-5 Band: Summit’s band program, directed by Sean McBride, for a fee.
- Each grade level takes one to two field trips related to their curriculum each year.

On Campus Classroom Parties and Celebrations for Students

Summit School honors the diverse needs and preferences around food and celebrations held by our families. Throughout the year, classrooms will have parties for various special occasions. Classroom celebrations are designed to build community and mark a special event or holiday. Food for each of these celebrations will be simple and will be arranged and provided by FLIK with the guidance of the classroom teacher. Classes celebrate student birthdays with their own unique traditions. Parents are asked to honor our policies regarding food and not bring food on campus for student birthday celebrations. In addition, invitations to private parties should be sent via post or email; they may not be distributed at school.

Recess

Lower School students have recess every day. Research supports the connection between a healthy body and a healthy mind. Children often learn best with kinetic movement and need to move throughout the day. In addition, valuable social skills are developed through supervised, unstructured play. There are two playgrounds at Summit School.

Supplies

A list of required supplies for your child’s grade level is posted on the Summit School website. Most items may be purchased at any drugstore or office supply store. A limited number of supplies may be purchased at the School Store, proceeds benefit the Parents’ Association.

Grades 6th – 9th Student Life

Morning Meeting and Academic Advisory

The Summit Upper School morning meeting and academic advisory programs seeks to empower and embolden young adolescents to discover in themselves citizens of character and service. Morning meeting and academic advisors work closely with students and their parents, serving as advocates, facilitators, encouragers, mentors, and role models.

Morning meeting groups meet daily for fifteen-minutes, and occasionally for longer periods of time. Morning meeting time is used for a variety of activities, including team building, journaling, designing and implementing service projects, exploring learning styles, practicing learning strategies, self-reflection, and promoting Summit School spirit.

At each grade level, Morning Meeting groups focus on a set of themes. Those themes are discussed in the Character Education section.

Each student in grades 6th – 9th has an academic advisor. The student meets in academic advisory group each day. The academic advisor's role is to help the student stay organized and be an advocate for the student. Parents will attend a student-led conference in the fall and the spring. Academic advisors help the students prepare for the conferences and attend the conferences.

Assemblies

We meet together as an entire Upper School every Monday and Friday morning, and on designated afternoons. Assemblies help to foster a sense of community and allow for sharing of important information by students, teachers, and guest speakers. Ninth graders use the assembly to present speeches developed from their research papers.

Class Trips

Each year we offer special trips designed to relate directly to curricular goals.

- In September, sixth graders visit Blue Ridge Assembly in Black Mountain, NC to participate in an intensive, fun-filled outdoor learning experience that emphasizes teamwork and team building.
- In October, seventh graders go to Charleston for an interdisciplinary program that supports their year-long study of earth science and offers significant historical experiences.
- In October, eighth graders visit Washington, DC, for a fascinating, real-world start to their year in American History.
- In September, ninth graders travel to the North Carolina Mountains to camp and experience whitewater canoeing, rock climbing, orienteering, and a high ropes course. In January, they travel to Costa Rica as part of an extension of their Biology, Earth Science, Spanish, and Life/SCALE coursework.
- These class trips provide an opportunity to mingle and work in groups that students do not typically form at school, thus fostering a new appreciation for each other.
- General expectations of Summit students on class trips:
 - Clothing should follow the Summit dress code. Exceptions to this policy for camping or less formal trips will be outlined to students beforehand.
 - Cell phones are generally not permitted. If circumstances warrant, guidelines will be provided for their limited use.

- At the discretion of the staff members organizing a field trip, music players may be allowed for use on the bus. Other electronic equipment such as DVD players and laptops should be left at home. No electronic equipment should be used in public places.
- Gum is not permitted in public places. Dispose of gum properly before leaving bus or hotel.

Clubs

The Upper School has an impressive number of clubs that meet Fridays during the final period of the day. Clubs are student-run, and Upper School faculty serve as club advisors.

Dances

A Back-to-School Dance, Holiday Dance and Graduation Dance are held in the Eagles' Nest gym for all Upper School students. Admission to each dance costs \$5, which may be paid at the entrance or by purchasing a \$15 Eagle Pass at the beginning of the year. At the Back to School Dance and the Graduation Dance, we ask that only current students attend to celebrate the beginning and ending of the school year. Alumni and other guests are welcome at the Holiday Dance. Dress for the dances is determined by the Executive Council. Music is provided by disc jockeys. Staff chaperone the dances.

Food in the Upper School and Athletics

Due to the maturity and self-management of our Upper School students, along with their greater caloric needs and after-school activities, students in Grades 6-9 may choose to bring outside food and beverages on campus. The same safety considerations with regard to food safety and allergies still apply. Food must be kept in sealed packages and be appropriate for storage in lockers as refrigeration is not available. These items may only be consumed after dismissal and not within the buildings as those are shared by our younger and more vulnerable students.

Families who wish to bring food and beverages to athletics events for students must first contact the head coach for approval and to give all teammates proper notification. Again, the same food safety guidelines and allergies awareness apply. Occasionally, Upper School students may also visit commercial food service.

In all these situations, Summit employees, students and families are asked to help maintain the most safe and inclusive food environment. We welcome your help in this important work.

Lockers

We are pleased to be able to provide lockers for our Upper School students, and we hope students will take pride in keeping them in good condition. The following guidelines are important for the effective use of the lockers.

- If students choose to use a lock, it must be a standard combination lock, and student's advisor must have the combination.
- Students must not write on the inside or the outside of the locker.
- Students must not use stickers or anything that might deface the locker.
- Students should unpack their book bag and leave it in their locker when they arrive at school.
- Students should report any malfunctions to the Upper School Office.

The school has the right to inspect the contents of lockers, backpacks, purses, pockets, etc. at any time to ensure that we provide a safe, secure environment for all students.

Sports equipment not able to fit into the locker should be taken to the gym lockers before school.

Unassigned lockers are not available for student use without specific permission from the Upper School Office.

Student Government

The governing body of students in the Upper School is the ninth grade Executive Council. All ninth graders are members of the Council, and each term different students are elected to lead the group. During the year, every ninth grader has an opportunity to lead a service project involving many Upper School students. (Refer to the section entitled “Service Learning Program” for more information). This focus on active leadership training has produced a significant number of graduates who have enjoyed leadership positions at the schools they attend after Summit.

Afterschool

Use the [Afterschool Program pages](#) at SummitSchool.com website for all information.

Afterschool Locations

1. ASP1 (Afterschool Program room 1) is on the Junior Kindergarten hallway, adjacent to the playground. This is the main Afterschool room where most students start and finish their day. This room also serves as the office for the Afterschool program director, and the location of the sign-out sheet. **All Afterschool children are picked up from ASP1.**
2. ASP2 is located in the classroom at the opposite end of the Junior Kindergarten hallway from ASP1. This room serves as a hub for Second and Third graders and the Kindergarten Early Afternoon program.
3. ASP3 can be found in the Chinese classroom in the 4th & 5th/World Language building. Third and Fourth grade students report to this room at 3pm.
4. ASP4 is on the Second Grade hallway.
5. The Extended Day Program takes place on the second floor library. Although students come and go from these central locations during the afternoon, students can also be in various supervised locations throughout the campus.

Scheduling Information

- Opening Dates: All Afterschool programs for JrK-9, including Morning Care, begin on your child’s first day of school.
- Childcare on Conference Days and Professional Development Days: Summit students (JrK - 5th) who are enrolled in the Afterschool program can register for all-day childcare on Conference Days and Professional Development Days for an additional charge of \$9 per hour. Pre-registration is required. Summit will send registration information prior to each event.
- Conference Day Library Care: Parents may drop off their children (JrK - 5th) in the library during parent conference meetings at no charge. Please reserve a space. Summit will send registration information prior to each event.
- Afterschool Closed: The Afterschool program will operate on all school days except the final day of classes before summer vacation.

STUDENT INFORMATION

The Summit School Code of Conduct

The Summit Code of Conduct is a living, working document that is intended to serve as a map to assist the whole Summit community achieve the ambitions put forth in Summit's guiding principles.

Be caring.

Show compassion and demonstrate kindness.
Practice humility and forgiveness.
Realize that to be different is not to be less than.

Be a good citizen.

Cooperate with all members of the school community.
Respect your environment and keep it clean.
Seek to understand and follow the rules.
Seek ways to help in our community, nation, and world!

Be fair.

Ignore and discourage rumors and gossip.
Recognize the needs of other people.
Respect the property of others and of Summit School.

Be respectful of yourself and others.

Take care of yourself and practice a healthy lifestyle.
Treat others as you wish to be treated.
Celebrate our differences.

Be responsible.

Fulfill all individual and group obligations.
Accept personal responsibility for learning.
Accept the consequences of your choices.

Be trustworthy.

Practice honesty.
Honor all commitments.
Make your signature one of significance.

Technology

Computer Lab 2nd Floor Library	20 iMacs and 10 Mac Minis
Computer Lab Study Skills Lab	8 Chromeboxes
Lower School 1st - 4th Design/Tech	1 MacBook Pro COW with 21 laptops
Lower School 2nd - 3rd	2 MacBook COWs with 40 laptops & 45 iPad Minis
Lower School 4th & 5th	30 Chromebooks, 16 MacBook Air, 10 iPads
Arts & Technology Building (Media Arts, Applied Arts & Tech and Visual Arts Studio classes. Students learn robotics, photography, animation, music and computer design.)	33 iMacs, 18 iPads
Upper School 6th	2 MacBook COWs with 37 laptops, 17 Chromebooks, Chromeboxes in Science
Upper School 7th - 9th	1:1 Chromebooks for use during the day
Triad Division 1st Floor	12 Chromebooks, 10 MacBook Airs, 10 iPads
Triad Division 2nd Floor	18 Chromebooks
Triad Division Upper School	15 Chromebooks

Lower school students (1st - 4th) attend design/technology studios to learn how to access information on the Internet and to use **Google apps for education**/Chrome that will help them in their studies and project work. Beginning in 2nd grade, all students are provided a summitmail (Gmail) account. Second through fifth graders use this only for **Google apps for education**. This gives them a way to store their writings. The email portion of the account is not active. Sixth through ninth grade students are allowed to send and receive emails in our domain only. Students use **Google apps for education** to prepare assignments and projects. This also gives them one place to store their work for easy retrieval.

Eighth and ninth grade students who choose to bring their personal laptops to school will be allowed to connect to the Wi-Fi network and the printers in the library. Internet access is available exclusively for class work and research projects. Students bringing personal laptops to school are expected to follow the same guidelines described on the next page regarding appropriate use of the school's network and Internet access. Violations may result in a loss of computer privileges at Summit School for the year.

As technology advances throughout the school year, policies may change. Summit School reserves the right to change technology policies as needed. Any updates to technology policies will be updated in this handbook and communicated properly.

Upper School Responsible Use Policy

The Summit School Honor Code states:

"The Honor Code encourages each student to do his/her best at all times to uphold the values, dignity, pride, and integrity appropriate for a Summit School student."

The School expects that student behavior in the electronic world will reflect the same standards of honesty, respect, and consideration that he/she uses when face-to-face with others. Specifically, Summit expects all members of the community to act with the understanding that:

- Actions can hurt or heal, whether in person or online. Therefore, you should be cautious and respectful in all online communication. Electronic transactions are persistent and replicable and can be forwarded, copied, or traced. A piece of gossip, an insult, or an unflattering video can last forever on the Internet. Please refer to our "Campus-Wide Bullying, Intimidation, and Harassment Policy" (on page 41) to review how the Summit community defines cyber bullying.
- Lying, cheating, and stealing are wrong no matter how they are done.
- Plagiarism, whether from print or electronic sources, is academic dishonesty.
- Some activities on the Internet are illegal. They include, but are not limited to: making threats, harassing others, committing fraud, stealing, vandalizing, and violating copyright or trademark rights of others (including improper copying of licensed software). Actions of this nature could result in a suspension or dismissal.
- Some activities are illegal for minors and are unacceptable in the Summit community, including: viewing, downloading or transmitting pornography. Viewing or producing materials containing obscenities is also unacceptable in the Summit community. Actions of this nature will result in a suspension or dismissal.
- Students share in the responsibility of keeping the School's Network functional and secure.

Therefore:

- It is the student's responsibility to make backup copies of important files onto their online school account or a flash drive.
- Students may not attempt to access another person's account (including email) or private files or misrepresent themselves as another person in electronic communications.
- Students may not participate in unapproved chat rooms or instant messaging while on campus.
- Students may not send inappropriate unsolicited mass email messages such as chain letters, jokes, or spam.
- Students may not attempt to breach system security or disrupt the normal operation of the Network. If students know of someone who is attempting to compromise Network security, they must immediately report it to a teacher.
- Students may not install software on a school computer without a teacher's permission.
- Students may not play unapproved computer games or access inappropriate websites while on campus.

Please report violations of this policy to a teacher.

· The School's Network, which provides a wide range of computing resources, including software, hardware, email and Internet access, is the property of Summit School. Privacy and security of files and electronic communication are not guaranteed and should not be assumed. The Network Administrator, the School's Administration, and designated staff reserve the right to access a user's mailbox and files stored on or processed through the Summit Network in order to help maintain the system's functionality, for compliance with legal requirements and as otherwise required for the wellbeing of the school.

Please note that violations of our responsible use policy can result in disciplinary action.

The behavioral expectations section (on page 14) discusses the levels of disciplinary action we can take. Please also note that illegal activities can result in dismissal from school. Those items are noted above.

Chromebook Use Policy

Upper School Chromebook Use

In addition to following Summit's Responsible Use Policy, Upper Schoolers should also adhere to the guidelines for computer use included here. In grades six through nine, students have the privilege of using school-owned Chromebooks throughout the day for educational purposes.

Outcomes: Allowing 7th, 8th and 9th grade students to carry and use a personal computer all day is a boon to both teachers and students for composing and editing papers, accessing research and class information, reading and responding to online texts, accessing Veracross, and creating digital projects. 7th graders will be able to check out their Chromebooks from the Help Desk when they are needed for class. 6th graders will have access to Chromebooks (stored in a cart) with teacher permission.

Expectations: At all times in using Chromebooks and computers throughout the day, students must adhere to Summit's Code of Conduct and the Responsible Use Policy.

Using the Chromebooks for non-educational purposes such as playing games, chatting, or visiting non-academic sites is contrary to the school's intent in entrusting students with this valuable resource. Students should also make every effort to treat these computers with care as they charge them, transport them to classes, and check them in at the end of each day. Additionally, students should not use Chromebooks unless they are in a classroom and invited to use them by their teacher. Screens should not replace face-to-face interactions and activities that support student well being.

*Any misuse of the Chromebook necessitates confiscating the computer for the day.

*If inappropriate use continues, we will make the Chromebooks unavailable for a week, and then permanently, if necessary.

*If the latter case occurs and a Chromebook is necessary for a class, students will have to check out a computer from technology staff for that period and then return it at the end of class.

*Because the Chromebooks support teachers and students in their work together, teachers do check student histories to ensure appropriate use. Students should have no expectation of privacy.

*Students in 8th and 9th grade have the added choice to bring an appropriate device from home and use it in place of their Chromebook. The above policy and its provisions still apply to that student-owned device. Students should register their device with technology staff before using the school's network.

*Damage incurred to computers from student misuse will be billed to parents.

Upper School Cell Phone Policy

Cell phones are generally not permitted on class trips. If circumstances on class trips warrant, guidelines will be provided for their limited use. Cell phones may be used before and after school outside the building unless they are being used as part of an activity under the supervision and with the permission of a teacher.

Otherwise, they should be powered off and left in lockers during the school day. Parents that need to reach their student(s) during the school day should call the Upper School office. We appreciate your support of this policy. Violating the rules during school hours will result in the following:

- **First Offense:** Phone will be confiscated and kept in the office for a day. Student will be given a Code Review.
- **Second Offense:** Phone will be confiscated and notification will be sent home that a parent must pick up the phone from the Upper School Director. The student will be given a Code Review.
- **Offenses beyond the second offense:** If a student has more than two offenses, the student and his/her parent(s) will need to conference with the Director of Upper School.

Lower School Cell Phone Policy

Students in the Elementary Grades are not allowed to use cell phones during school hours. All cell phones and electronic devices brought to school must be kept turned-off and secured in book bags for after-school use. If students need to make phone calls during the school day, they must ask the attending teacher for permission to use the classroom phone; teachers will monitor all calls.

If a phone or an unauthorized electronic device makes a noise or is used during the school day without permission, it will be confiscated and kept in the office for a full day before it is returned. If any student violates this policy more than once, the parents will be notified and that student will lose the privilege of bringing a cell phone to school. Summit School will not be held responsible for the safety of any personal electronic devices brought to school.

Cell phones are generally not permitted on class trips. If circumstances on class trips warrant, guidelines will be provided for their limited use.

Academic and Behavioral Expectations

Summit School seeks to develop a community in which children feel safe, valued, and able to learn. All community members are expected to show respect and consideration for others as well as to behave in ways that are conducive to learning. All students know and are expected to adhere to the Summit School Community Code of Conduct.

All School Behavioral Policy

Summit School reserves the right to expel a student at any time for any reason.

Lower School

Young students are still learning socialization skills: misdeeds happen. Summit's philosophy is to treat each incident as an opportunity to develop problem-solving and conflict resolution skills. To this end, the Lower School subscribes to the principles of the *Responsive Classroom Program* to model and teach appropriate social skills for the school setting. If a child's behavior is disrespectful or distracting to others, the teacher will give the student a reminder, redirect the behavior, and/or issue a logical consequence to help the student learn what is expected of him or her.

We appreciate that most Summit students meet the behavioral expectations we have for them, and exhibit an admirable degree of cooperation with their teachers and each other. If at any point these expectations are not being met, the administration reserves the right to employ a variety of interventions best suited to address the behavior. Please note this may include support from outside resources and expulsion from school.

If a child repeatedly displays inappropriate behaviors, the child will be sent to the Division Director or Assistant Director, who will work with the child and his/her parents to determine a plan of action to avoid future problems. To ensure the rights and safety of all, unsafe behaviors, emotionally distressing behaviors, and disrespect for others and property will not be tolerated (such as physical aggression, running or hiding from an adult, or uncontrollable emotional outbursts). These are grounds for removal from the group by taking a break away from the class, having an in-school suspension, going home with a parent for the remainder of the day, or an out-of-school suspension. If a child has to be sent home from school or is suspended from school, the parent and child will need to conference with the Division Director and/or the Assistant Director before the child will be permitted to return to the classroom. More than one suspension is, in itself, grounds for expulsion.

At times a teacher or administrator may use the Lower School Reflection Form to help a student reflect on his or her choice and how he or she might correct the behavior.

Lower School Behavior Reflection Form

1. What I did:
2. Why I made this choice:
3. Others involved were:
4. The result of my actions:
5. How would I feel if someone did this to me?

6. A better choice I could have made in this situation:
7. What have I done or can I do to make this situation right?

Upper School Academic Honor Code

In addition to the Summit School Community Code of Conduct, the Upper School adheres to an Academic Honor Code. Honor is the moral foundation upon which a quality education is built. The rules concerning Summit students' behavior derive from the school's academic Honor Code. The Honor Code includes all aspects of honor in a school setting, particularly lying, stealing (of property or ideas, including plagiarism), and cheating. Cheating includes the use of translation websites or other translation assistance and the copying of others' work, even if a student freely "lends" his/her work, in which case the "lender" is also cheating.

A first step for understanding the Honor Code for all students to understand what is expected in terms of procedures for homework, quizzes, tests, and papers, and to comprehend the consequences for Honor violations. Each teacher will ensure that students receive a thorough orientation the first week of classes.

The Honor Pledge is an expression of one aspect of the Honor Code:

"I pledge that I have neither given nor received unauthorized help on this _____.
Signature _____"

The Honor Pledge and Honor Code apply for all Upper School students and are in effect for all academic work. They encourage each student to do his/her best at all times to uphold the values, dignity, pride, and integrity appropriate for a Summit School student. All incidents of lying, stealing, or cheating are dishonorable, and are considered violations of the Honor Code.

Consequences for Honor violations will be as follows:

First Offense

1. The student receives a zero on the assignment.
2. The parents/guardian and the advisor are notified.
3. The student meets with the Upper School Director and is assigned a Code Review.

Second Offense

1. The student receives a zero on the assignment.
2. The parents/guardian, student, teacher, advisor, and the Upper School Director have a conference.
3. The student serves an in-school suspension for one day.

Third Offense

1. The student receives a zero on the assignment.
2. The parents/guardian, student, teacher, advisor, and the Upper School Director have a conference.
3. The student serves a suspension for a minimum of two days.
4. The student will have an additional meeting with the Head of School and the Upper School Director at which time the student's future at Summit will be discussed.

Upper School Behavior Policies

We appreciate that most Summit students meet the behavioral expectations we have for them, and that they exhibit an admirable degree of cooperation with their teachers and each other. Students who demonstrate a pattern of failing to follow the community's expectations will be assigned to Code Review after school on Wednesday from 3:30 pm to 4:15 pm. Rather than try and delineate the behaviors that could result in a Code Review, we instead point back to the Code of Conduct. Our Upper School students are expected to live by the spirit of the rule.

Code Review is a time when students will sit quietly to reflect on their behavior and review the Code of Conduct with the Director of Upper School.

In-school and out of school suspensions are serious consequences for unacceptable behavior, second only to expulsion. The school would consider these consequences for having to attend more than one Code Review (pattern of behavior) or for an egregious breach of the Honor Code or Code of Conduct. Students serving an in-school suspension will be isolated from their peers, and will not be allowed to participate in after school sports that day. The school might find that a situation justifies a student being separated from the community for a period of time such that they will be asked to serve a suspension at home. If a student has to be sent home from school or is suspended from school, the parent and student will need to conference with the Division Director and/or the Assistant Director before the student will return to the classroom. Just as multiple Code Reviews can lead to suspension, multiple suspensions can lead to expulsion.

Campus-Wide Bullying, Intimidation, and Harassment Statement

It is the practice of Summit School to maintain a learning environment for students that is free from all forms of bullying, intimidation, or harassment. Bullying, intimidation, and harassment are disrespectful of the dignity of others, undermine a healthy school climate, and detract from learning. These forms of misbehavior create unnecessary anxiety that affects the ability or desire of a student to attend school, learn in school, travel on the school bus, feel safe in school areas such as the playground or dining hall, or participate in special or extracurricular activities. A fundamental premise is that the dignity of individuals must be respected.

1. Harassment is defined as repeatedly disturbing, tormenting, pestering, or bothering.
2. Bullying takes many forms, occurs in many settings, and may occur on a single occasion or repeatedly over time. It typically involves repeated acts by a student intended to harm or exert unwarranted control over another student. Placing another in reasonable fear of such harm is also classified as bullying. Bullying behavior includes, but is not limited to, acts reasonably perceived as being motivated by an actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, physical appearance, sexual orientation or disability. Bullying is intentional, attempts to inflict injury or humiliation, and may be physical, verbal, social, psychological, or electronic. Examples of these forms of bullying can include, but are not limited to, the following:

- **Physical:** hitting, spitting, pushing, kicking, tripping, hazing, not adhering to the hands-off policy; unwanted physical contact of any nature, including feigned "accidental" contact, unwanted physical restraint,

intentional and unwanted blocking of someone's path; damaging or vandalizing a student's property, taking objects from a student, or theft.

- **Verbal:** insults, threats, rumors, ridicule, teasing, name-calling, put-downs, cursing at a student; making derogatory, demeaning, or hostile comments about another student's race, disability, ethnicity, religion, sexual orientation, or gender.
- **Social:** exclusion, public humiliation, or passing around negative notes about a student; persuading, encouraging, or leading other students to exclude or socially isolate another student; defaming or spreading false rumors about a student to cause him/her to be disliked, humiliated, or disrespected by his/her peers.
- **Psychological:** dirty looks, body gestures, rolling eyes, facial expressions, extortion.
- A form of bullying that deserves special note is **cyber-bullying**. Cyber-bullying is verbal, social, and psychological bullying that involves sending or posting harmful material using the Internet or other digital technologies. It includes direct harassment and indirect activities of social cruelty that are intended to damage the reputation or interfere with the relationships of the student targeted. Examples include posting harmful material, impersonating another student, disseminating personal information or images, and activities that result in exclusion.

Other Reminders

- Chewing gum is not allowed on campus.
- The following items should not be brought to school: Music players (iPod or other), DVDs, laser pointers, lighters, matches, scooters, and skateboards. If they are, they will be confiscated with consequences for the person who brings them. (iPod players may be allowed on buses during away sports trips at the discretion of the coaches, but not during the athletic event).
- Bringing a **weapon of any kind** to campus could be grounds for immediate **expulsion**.
- Gambling of any kind is not permitted at school or on school-sponsored trips.
- Students' possession, use, or distribution of alcohol, any form of tobacco, or any other illegal drug at school or on any school trip is forbidden. Anyone violating this policy will be subject to immediate suspension or expulsion.
- Students are expected to respect all school property and to help maintain the physical plant and equipment through thoughtful use. Students will bear the financial responsibility for repairing any damage that they cause.
- Students may not sell, buy, or trade items at school for personal gain. Occasionally, students may sell items for worthy causes (e.g., Girl Scout Cookies). Please check with the Division Director for approval before selling any items.

Missed School Work

- Try to plan family trips during school holidays. If this is not possible, notify the office and teachers well in advance to make arrangements for makeup work.
- Students who are unexpectedly absent are expected to refer to Veracross for daily homework assignments. Please do not call the office for homework assignments.
- Students have one day at school for each day absent to make up work. Students missing only a test day should be prepared to make up the test upon their return to school.
- Failure to make up work on time may result in a zero for the assignment. (Upper School only)

- Excessive absences may result in a student not receiving credit for a course or not being ready for promotion to the next grade level.
- Unless there is a pre-arranged medical appointment, students must be present for the entire school day in order to participate in an after-school activity.
- Parents may drop off students beginning at 7:55 am.
- The school day begins at 8:15 am.
- Students arriving after 8:15 am must report to the office, sign in and get a pass to class. Students will be recorded as tardy unless they have an official doctor's note.
- Whenever students are late going from one class to the next, the teacher will decide whether to excuse the tardiness.

Dress Guidelines

As stated in our mission statement, Summit School provides a challenging curriculum within a caring environment to help students develop their full potential. This extends to the clothing students wear each day. Students are expected to wear clothing that is neat and appropriate for the classroom environment; allowing students to participate without distracting themselves or others in all school activities. Clothing must allow students full range of motion (while sitting, bending, reaching, running, or playing) without requiring ongoing readjustment. If attire interferes with a student's ability to participate fully in the day's activities, parents will be contacted to bring a change of clothes for the student.

The following are some **general guidelines** that help students adhere to Summit's philosophy (stated above) regarding appropriate dress at school:

- Hats or sunglasses may not be worn in the building
- Appropriate attire does not include strapless tops, spaghetti straps, low cut v-neck shirts, bare midriffs, visible undergarments, ripped or torn clothing, clothing with inappropriate writing or graphics (including advertisements for alcohol or tobacco)
- Pants or shorts must be worn at waist level
- Shoes or sandals must be worn at all times
- Athletic shoes are required for P.E. Students are welcome to keep an extra pair of shoes in their lockers or homerooms. Upper School students will also be required to wear athletic shorts and t-shirts for P.E.

On occasion, there are special-themed dress days (College Day, Tacky Day, Halloween, etc.). These days will be announced to students ahead of time, and any additional dress-code guidelines for these days will be made in the announcements. Participation in these days is optional.

Please label outer garments with your child's name, so the garments may be returned if they are inadvertently left behind on the playground or in another classroom. Please check the division offices or the "Lost and Found" cabinets located in the hallway of the Main Building for misplaced articles of clothing. At the end of each semester, all items left in the "Lost and Found" will be donated to charities.

If a staff member observes that a student's attire doesn't follow the guidelines, the student will be asked to call home for acceptable attire before being allowed to go/return to class.

Guidance and Student Support

Summit School has a full-time guidance counselor in both the Lower and the Upper School. First graders have guidance classes on a regular basis through the block class rotation. The guidance curriculum is based on character education and social skill development, and classes include literature, art, interactive games/activities, and role-play to teach concepts. The counselor also provides consultation and guidance for teachers in the other grades to help them incorporate *Responsive Classroom* techniques throughout the day. The counselor meets regularly with the classroom teachers to discuss specific classroom needs and plans for meeting these needs. Small groups are organized as needed.

Human development classes begin in the third grade and are taught by the school counselors and other school staff in same gender groups. These classes address physical, social, and emotional aspects of how the human body changes into its adult form. In third and fourth grade, students learn about their own bodies and how they change through puberty. In fifth grade, students learn about the anatomy of the opposite gender in order to emphasize respect and understanding. Parents are invited to preview films and ask questions prior to the Human Development Unit. This curriculum continues in the Upper School to address developmental needs of the students. Students meet with the Upper School counselor in small discussion groups for RAP (Reflections and Perceptions). Respecting self and others, taking personal responsibility, and making good choices are significant themes of each RAP group. Adolescent issues, including drug and sex education, are also topics for RAP discussions.

The school counselors provide limited individual and small group sessions for students as needed. These sessions address specific concerns brought forth by teachers and/or parents. The counselors also consult with parents and other professionals to provide support for students during their time at Summit School. In addition to providing educational and support services for the students, the school counselors participate in parent education opportunities throughout the school year.

In accordance with the American School Counselor Association's (ASCA) code of ethics, student and parent interactions with the school counselor are considered confidential. However, the counselor may share relevant information with school staff directly working with a student or family in order to ensure the best interests of a student. The school counselors work with students, families, and staff to enhance the academic, social, and emotional lives of students. Due to the nature of school counseling, school counselors are unable to provide testimony in custody matters and intensive, long-term counseling services. School counselors are equipped to make referrals for families and students in need of long-term counseling, psycho-educational assessments, and/or family support services.

Clubs

The Upper School has an impressive number of clubs that meet at various times in the school day and throughout the school year. Clubs are student-run, and Upper School faculty serve as club advisors.

Dances

A Back-to-School Dance, Holiday Dance, and Graduation Dance are held in the Eagles' Nest gym yearly for all Upper School students. Admission to each dance costs \$5, which may be paid at the entrance or by purchasing a \$15 Eagle Pass at the beginning of the year. At the Back-to-School Dance and the Graduation Dance, we ask that only current students attend to celebrate the beginning and ending of the school year. Alumni and other guests are welcome at the Holiday Dance. Dress for the dances is determined by the Executive Council. Music is provided by disc jockeys. Staff chaperone the dances.

Lockers

We provide lockers for our Upper School students, and we hope students will take pride in keeping them in good condition. The following guidelines are important for the effective use of the lockers.

- If students choose to use a lock, it must be a standard combination lock, and student's advisor must have the combination.
- Students must not write on the inside or the outside of the locker.
- Students must not use stickers or anything that might deface the locker.
- Students should unpack their book bag and leave it in their locker when they arrive at school.
- Students should report any malfunctions to the Upper School Office.

The school has the right to inspect the contents of lockers, backpacks, purses, pockets, etc. at any time to ensure that we provide a safe, secure environment for all students.

Sports equipment not fitting into the locker should be taken to the gym lockers before school.

Unassigned lockers are not available for student use without specific permission from the Upper School Office.

Student Government

The governing body of students in the Upper School is the ninth grade Executive Council. All ninth graders are members of the Council, and each term different students are elected to lead the group. During the year, every ninth grader has an opportunity to lead a service project involving many Upper School students. (Refer to the section entitled "Service Learning Program" for more information.) This focus on active leadership training has produced a significant number of graduates who have enjoyed leadership positions at the schools they attend after Summit.

Tips for Success in Upper School

Attendance & Wellness

- Get plenty of rest at night and arrive at school on time.
- Attend school regularly.
- Schedule appointments for after school hours.
- Avoid sharing beverages or food, and wash hands frequently to avoid spreading germs.
- When absent, be responsible for learning and making up missed work. Be resourceful – use email, web pages, and voicemail to get missed work.

Academics

- Make academics the first priority.
- Begin with the goal(s) in mind.
- Use the planner for both academic and non-academic work.
- Complete homework daily.
- Check email daily.
- Review daily.
- Set up computers in visible spaces, not bedrooms.
- Avoid instant messaging, the telephone, and television during study hours.
- Plan ahead and avoid procrastination.

Responsibility

- Take initiative.
- Show leadership by setting a good example to the younger students at Summit School.
- Be socially inclusive and bond with peers.
- Attend sports practices as well as games, and support other students at games.
- Participate in the school service projects, and record service hours by the due date.