

COMMUNITY HANDBOOK



SPRING 2020

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## KEY INFORMATION

### SCHOOL ADDRESS

2100 Reynolda Road  
Winston-Salem, NC 27106

### WEBSITE

[www.summitschool.com](http://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>

#### **Disclaimer**

The provisions of the Community Handbook do not constitute a contract, expressed or implied, between students, prospective and/or matriculated, and Summit School. The School reserves the right to change any of the provisions, programs, rules or regulations articulated in the Handbook whenever authorized school administrators deem it is expedient to do so. The Handbook is compiled and maintained by the Administrative Team members.

#### **Acknowledgement of Handbook Contents**

As part of the annual enrollment process, all families receive an electronic copy of the Handbook and indicate via electronic signature that they have read and agree to the policies contained.

## [Key Dates 2020-2021](#)

### **School Hours**

Eaglets 8:15 am - 12:30 pm

Kindergarten 8:15 am - 1:30 pm

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

Junior Kindergarten 8:15 am - 1:30 pm

Lower School (1st-5th) 8:15 am - 3:00 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.
- Before-school 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 Before-school or Afterschool Programs that operate for a fee.

Students of all ages must be supervised while on campus. Summit provides a Before-school program that meets before the school day beginning at 7:00 am and an Afterschool program that meets after dismissal until 5:45 pm. The Upper School Library is open for student use beginning at 7:45 am. Any Upper School student on campus after the 3:30 pm dismissal must attend the Extended Day program in the 2nd floor library unless under the direct supervision of an athletic coach for a Summit team, a tutor, academic coach, or Summit teacher for instructional support, or a parent. More information about Afterschool including Extended Day can be found in the AFTERSCHOOL PROGRAMS section of this document.

### **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 primarily through an email message.**

Other modes of communication include: an automated phone call to your home; a posting on the school's website; Facebook; Twitter, Instagram; a voicemail announcement on the school's main number (call the main number, 336-722-2777); an announcement on radio station WFDD (88.5 FM) and wfdd.org; and announcements on TV stations WXII (NBC Channel 12) and WGHP (Fox Channel 8). **No message means school will open on the regular schedule.**

**In all weather-related situations, 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.

### **Closings and Delays**

In the event of a power outage or other situation that affects the normal operation of the school day, we will make a decision about closing school or delaying opening as soon as possible—preferably the evening before but certainly by 6 am the day of. **No message means school will open on the regular schedule.**

**Any closings or delays are communicated primarily through an email message.**

Other modes of communication include: an automated phone call to your home; a posting on the school's website; Facebook; Twitter, Instagram; a voicemail announcement on the school's main number (call the main number, 336-722-2777); an announcement on radio station WFDD (88.5 FM) and wfdd.org; and announcements on TV stations WXII (NBC Channel 12) and WGHP (Fox Channel 8).

**If a power outage or other event occurs 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.

**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 it is right for your family circumstances.**

### **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.

Carpool drop-off takes place in designated, adult-supervised areas only. Therefore no student should be dropped off or picked up at other parking areas (e.g. farmhouse) or neighborhood access points (e.g. Ashburton Circle).

### **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, at least to the next crosswalk.**
- When possible, stop only once. Most 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.
- **No one should exit a car on the driver's side during carpool. This could potentially be very dangerous for a child or parent. Exit only on the sidewalk/passenger side.**

### Afternoon Pick-up:

Eaglets — 12:30 pm

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 as far forward as possible 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 (see map below) 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. Linger 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.
- If Afterschool students are not picked up during car ferries, parents must park in the available lots and use the crosswalk.
- Parents may pick up students attending the Upper School Afterschool Extended Day program by calling 336-722-2127 or visiting the Afterschool Room.
- 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.
- **Cell phones should be off while driving on campus.**
- 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.**
- 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.
- Upper School students may walk to and from school with written permission and waiver on file in the Business Office.



## Parking

**LOT 1 (bottom lot):** This lot is available for visitor, parent, and staff parking.

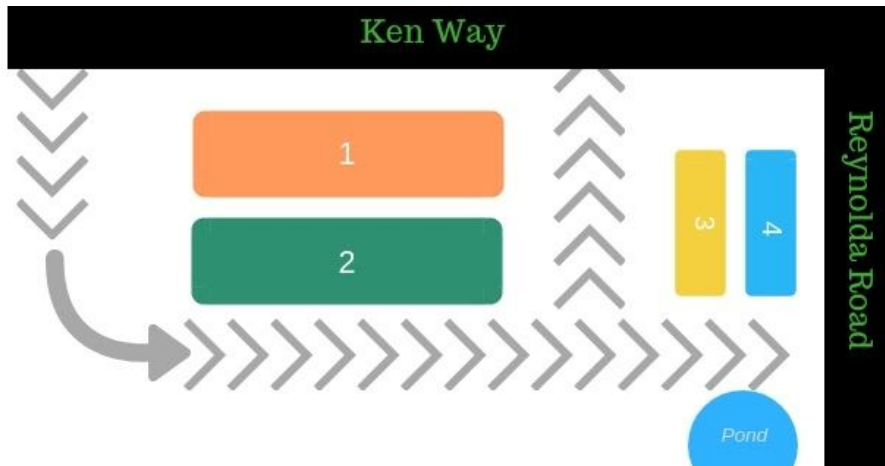
**LOT 2 (top lot):** This lot is for Admission visitor, general visitor, and parent parking.

**LOT 3 (first lot near pond/Dining Hall):** This lot is primarily for staff.

**LOT 4 (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 goodwill, mutual respect, and a shared interest in what is best for children. Email is a primary mode of communication with parents. Be sure your email is current in our database. Also, please read your weekly emails from the school called "This Week at Summit." Homeroom teachers and advisors typically send weekly emails as well.

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, home learning 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 Eagles – 5: [bsidden@summitmail.org](mailto:bsidden@summitmail.org)
- Elizabeth Turner for grades 6 – 9: [eturner@summitmail.org](mailto:eturner@summitmail.org)

When you have parenting struggles/concerns/worries about your child’s learning profile, contact your child’s homeroom teacher or advisor, and/or the Division Director.

Additionally, Summit has learning specialists in the Lower and Upper School:

- Barbara Scantland for Lower School: [bscant@summitmail.org](mailto:bscant@summitmail.org)
- Trish McRae for Upper School: [tmcrae@summitmail.org](mailto:tmcrae@summitmail.org)

When you are in need of tutoring services, please contact our Tutoring Coordinator:

- Liz Sharpe for grades 6 - 9: [cjenkins@summitmail.org](mailto:cjenkins@summitmail.org)
- Bekah Sidden for grades JrK – 5: [bsidden@summitmail.org](mailto:bsidden@summitmail.org)
- Emily Craig for Orton-Gillingham tutoring: [ecraig@summitmail.org](mailto:ecraig@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, contact any of the following:

- Bekah Sidden, Interim Director of Lower School: [bsidden@summitmail.org](mailto:bsidden@summitmail.org)
- Misty Hyman, Director of Upper School: [mhyman@summitmail.org](mailto:mhyman@summitmail.org)
- Carrie Malloy, Director of Triad Academy: [cmalloy@summitmail.org](mailto:cmalloy@summitmail.org)

## GUIDING PRINCIPLES

### Summit’s Mission Statement

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

### 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 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.

All students at all grade levels know and are expected to adhere to the Summit School Code of Conduct.

## **PARENT PARTNERSHIP**

### **Parent Partnership**

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

Parents may sign-up to volunteer with class activities, projects or celebrations through the Parents' Association. Here is a [link](#) to our Parents' Association web page.

### **Security and Sign In**

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

### **Parent Lanyard Policy**

Lanyards are distributed to parents when they first join the Summit community. At Summit we call each other by name. It's an important part of the tight-knit feel of our community. The lanyard quickly identifies you as a parent. Additionally, for security, the lanyards lets staff know that you belong on campus. Write your first name on the front and your full name on the back.

Please wear lanyards when on campus. For instance, when:

- On campus for events (school plays, classroom projects/parties, parent meetings, Afternoon Academy, etc.)
- Picking up your child for appointments
- Attending athletic events
- Dropping off in the classroom for morning arrival.
- Visiting for lunch

Always sign in/out when you are visiting campus. If you do not have your lanyard, let the Main Office staff know and they will offer you a nametag sticker.

The only exceptions to signing in are:

- During morning drop off
- When picking up a child for an appointment
- Attending a major performance or event

If you are simply walking your child to his or her classroom or part of a large group of expected guests, you may do these things without signing in. However, please wear your lanyard.

Lanyards are used each year. Please keep them for future years. Replacement lanyards may be obtained at the Main Office.

## On Campus

Parents are also invited to eat lunch with their children for a small fee for the meal. In grades 2 and below, please communicate with your child's homeroom teacher if you are planning to visit for lunch. Parents of older children may dine without prior reservation. Please sign in on the clipboard to be billed for your meal. Parents are asked to help the students develop good manners and conversational skills while at the dining table.

Parents wishing to visit the classroom should schedule visits ahead of time with the classroom teacher.

## Parent Learning

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

## GENERAL INFORMATION

### Attendance

In each division, the divisional 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.

- Parents may drop off students beginning at 7:55 am.
- The school day begins at 8:15 am.
- Lower School and Early Childhood students arriving after 8:15 am must report to the division office. The parent will sign in and the child should obtain a pass to class.
- Upper School students arriving after 8:15 am must sign in at the Main Office Greeter Desk. The student will receive a pass to deliver to his or her teacher. A parent signature is not needed.
- Students will be recorded as tardy after 8:15 am unless they have an official doctor's note.

Additionally, please remember:

- 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 a scheduled game or match.
- Whenever students are late going from one class to the next, the teacher will decide whether to excuse the tardiness.
- 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 main office or your child's division 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.

**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 home learning assignments. Please do not call the office for home learning 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)

**Sign-in and Sign-out From School**

In the event your child will leave campus for any part of the school day outside of normal carpool, please know the following procedures apply:

Grade Level	Morning Sign-in/Tardy (after 8:15 am)	Early Departure (dentist, etc.)	Return to Campus	Rationale
<b>Eaglets, JrK, K</b>	Parent walks into Main Office Greeter Desk to provide a signature upon sign in with the Administrative Assistant.	Parent walks into Main Office Greeter Desk to provide a signature in order to sign out with the Administrative Assistant.	Parent walks into Main Office Greeter Desk to provide a signature upon sign in with the Administrative Assistant.	Direct hand-off from adult to adult.
<b>Lower School Grades 1-3 Triad Division Grade 1</b>	Parent walks into Main Office Greeter Desk to provide a signature upon sign in with the Administrative Assistant.	Parent walks into Main Office Greeter Desk to provide a signature in order to sign out with the Administrative Assistant.	Parent walks into Main Office Greeter Desk to provide a signature upon sign in with the Administrative Assistant.	Child's departure documented with signature of responsible adult. Child accompanied by parent to and from a central office.
<b>Triad Division Grades 2-5</b>	Parent walks into Main Office Greeter Desk to	Parent walks into Main Office Greeter Desk to	Parent walks into Main Office Greeter Desk to	Child's departure documented with



	provide a signature upon sign in with the Administrative Assistant..	provide a signature in order to sign out with the Administrative Assistant.	provide a signature upon sign in with the Administrative Assistant.	signature of responsible adult. Child accompanied by or within sight of parent to and from a central office.
<b>Lower School Grades 4 &amp; 5</b>	Parent walks into Main Office Greeter Desk to provide a signature upon sign in with the Administrative Assistant.	Parent walks into Main Office Greeter Desk to provide a signature in order to sign out with the Administrative Assistant.	Parent walks into Main Office Greeter Desk to provide a signature upon sign in with the Administrative Assistant.	Child's departure documented with signature of responsible adult. Child accompanied by or within sight of parent to and from a central office.
<b>Students in Grades 6-9</b>	Student must provide a signature upon sign in at the Main Office Greeter Desk.	Parent walks into Main Office Greeter Desk to provide a signature in order to sign out with the Administrative Assistant.	Student must provide a signature upon sign in at the Main Office Greeter Desk.	Child's departure documented with signature of responsible adult. Child abides by Handbook and Code of Conduct to return to class.

A one-page of this chart is available in Appendix B.

**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 midriiffs, visible undergarments, 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.
- Students are welcome to keep an extra pair of shoes in their lockers or homerooms.

If a staff member observes that a student's attire does not follow the guidelines, a phone call will be made to a parent requesting acceptable attire to be brought to school in order for the student to return to class.

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.

## **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 7:45 am - 3:30 pm, and on Tuesdays, Wednesdays, and Thursdays from 7:45 am - 4:00 pm. Students may not work outside of these 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.

## **ACADEMICS**

### **Curriculum**

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

## 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:

**GMADE:** The GMADE is a diagnostic test that measures individual student skills in math and helps teachers pinpoint areas where students need instruction. The GMADE is a nationally normed assessment and is comprised of three subtests.

**ERB:** The purpose of the ERB is to assess student growth and performance at the time of testing. This enables the school to identify strengths and weaknesses at an individual and group level. The ERB is considered a “low stakes” assessment, intended to help teachers and administrators make decisions about curriculum and classroom instruction.

**PAR:** The PAR is an early screening tool developed to assess a child’s skill on basic underlying processing skills that support literacy. These include phonological awareness, letter identification, high-frequency single word reading, rapid naming, vocabulary.

**Fountas & Pinnell:** The F&P is a benchmark based assessment system used to determine student’s independent and instructional reading levels, teachers are able to observe student reading behaviors one-on-one, engage in comprehension conversations that go beyond retelling, and make informed decisions that connect assessment to instruction. The benchmarks look specifically at fluency and comprehension

**Words Their Way:** Words Their Way is a literacy program that develops phonics, vocabulary, and spelling skills. Used in JK-5, it provides a consistent methodology through the Lower School experience. Words Their Way is a developmentally staged approach to word study that teaches students to look closely at words, to discover the spelling patterns, syllable structures, and spelling-meaning connections of the English language that are needed for reading and writing. The heart of the program is the 'sort,' the process of grouping words or pictures that represent sounds into specific categories. The program allows teachers to design an individualized word study program and cover the developmental states of children in JK-5.

**CORE:** Assessing Reading Multiple Measures is a publication by the Consortium on Reaching Excellence in Education (CORE). The CORE provides a comprehensive assessment of reading skills, which helps teachers identify areas of difficulty, create a plan for instruction and monitor progress throughout the year. Most of the assessments are administered individually and include tests of: phonemic awareness, decoding, fluency, vocabulary, and comprehension.

**WIST:** The Word Identification Spelling Test (WIST) is a standardized test that assesses word identification, spelling, and sound-symbol knowledge. An elementary level is used in grades 3-5; a secondary level is given in grades 6-8. Most of the assessment is administered individually. The WIST is standardized and given annually in the spring.

**IXL Continuous Math Diagnostic:** IXL continuous diagnostic allows teachers the ability to obtain comprehensive reports of student knowledge which pinpoints specific areas of strengths and challenges. IXL creates a personalized list of recommended skills for each student which enables teachers the opportunity to

differentiate, show meaningful progress and fill knowledge gaps successfully. IXL is designed to engage students and to encourage them to take an active role in their learning.

**PSAT:** the Preliminary Scholastic Aptitude Test. The PSAT was designed to be administered to high school juniors who wish to qualify for the National Merit Scholarship. Administering this test to our high school freshmen makes it a “low stakes” test. This is an opportunity for our ninth graders to rehearse standardized testing. Students may reduce their test anxiety by becoming familiar with the test format.



**Lower School Division** <----- **Triad Division** -----> **Upper School Division**

K	1	2	3	4	5	6	7	8	9
				GMACE					
						ERB			
PAR									
			Fountas & Pinnell						
			Words Their Way						
				CORE					
					WIST				
							IXL		
									PSAT

\*Shading indicates grade level participation

**Progress Reports**

**Lower School**

Report cards are provided at the end of each semester. In addition, three parent-teacher conferences are held throughout the year to provide feedback on student performance.

**Upper School**

Progress reports occur at the midpoints of the two semesters and report cards are provided at the end of each semester. Two rounds of student-led conferences also occur throughout the year.

We share both curricular updates and feedback on student performance via our online portal, Veracross, at all times. Should any question arise, teachers and parents should be in contact with each other via [phone or email](#).

### 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 the *Responsive Classroom* approach, Lower School students learn about character traits and develop positive social skills. Topics include positive virtues such as empathy, kindness, and perseverance 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. Teachers use Morning Meeting, community time, teachable moments, and service opportunities for students to learn and apply their knowledge and skills.

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 utilizes Responsive Classroom and Restorative Justice models and varies with the development needs of each 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.

## **Big Friends and Little Friends**

The Big Friends and Little Friends Program strives to develop community and connection within the school and beyond. Through thoughtfully planned interactions between Upper School and Lower School friends, students gain early exposure in service both to each other and our local community, support and encourage each other in school endeavors, and develop leadership skills.

## **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 Upper School Guidance Counselor 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 students are supported and inspired to meet their service goals through advisory and guidance programs. Parents are encouraged to support outside service projects at home. Suggested goals by grade level are:

- Grade 6 - 6 hours
  - Grade 7 - 8 hours
  - Grade 8 - 10 hours
  - Grade 9 - 15 hours
- Students should earn at least ½ of their suggested 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 total number of service hours for the school year.
- 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**

Beginning in the First Grade, students receive home learning 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.

Aside from nightly reading, home learning averages about 30 minutes/night. However, we recognize that all learners are different so times may vary.

We recommend that parents provide their child with easily accessible materials and a distraction-free environment in which to do his/her home learning. If your child is struggling with home learning, taking inordinate amounts of time completing home learning, or finishing home learning 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**

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.

Home learning is an 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. The time it takes each student to complete work varies. Please communicate with teachers if concerns about home learning arise.

Home learning is designed for students to be able to complete on their own. Families can support students by ensuring that there is adequate time set aside, providing a proper setting for home learning completion and helping to "chunk" work, prioritize and plan ahead around life events.

#### **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.
- Occasionally students are given tests, home learning, 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 the following day.

- Students who return from sports games or field trips on a school night later than 8:30 pm 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

### Locations and Devices

Circ Lab 2nd Floor Library	15 iMacs
Lower School 1st - 5th Design/Tech	21 MacBook Pro laptops & 20 Chromebooks
Lower School 2nd - 3rd	50 Chromebooks & 45 iPad Minis
Lower School 4th & 5th	60 Chromebooks
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, 20 Macbook Laptops
Upper School 6th - 9th	1:1 Chromebooks for use during the day 6th-8th 9th may take them home
Triad Division 1st Floor	30 Chromebooks, 10 iPads
Triad Division 2nd Floor	30 Chromebooks
Triad Division Upper School	15 Chromebooks

Lower school students (1st - 5th) 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 1st grade, all students are provided a summitmail (Gmail) account. First 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.

In addition to teaching the use and application of technology skills, a Digital Citizenship curriculum is taught during the design/technology studio.

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.

### **Summit School Student Expectations for Technology**

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:

- I am mindful of my Summit email and Veracross account. I acknowledge that all Summit account passwords are meant to be private and should not be shared with anyone. I am ultimately responsible for my account and its use, whether on or off campus, and I will not allow anyone else to use my account. It is my responsibility to logout of my account after using any Summit School device.
- I am mindful of the language I use as a Summit citizen. I acknowledge that the words I use should be appropriate in all online documents, communications, and forums. I will refrain from using profanity or other abusive language while online.
- I am respectful and fair with how I treat other people. I acknowledge that cyberbullying or bullying of any kind is a serious offense as outlined in our Community Handbook. I will treat others with respect and kindness and will be respectful when sending emails or other communications both on and off campus.
- I am mindful of how I use the Summit School Network. I will use the Summit School Network as instructed by faculty, which could include composing and editing papers, accessing research and class information, reading and responding to online content, accessing Veracross, and creating digital projects.
- I am honest and mindful of my conduct online. I understand that imitating, mimicking, or pretending to be someone else is unacceptable. This includes sending out emails, creating accounts, posting messages in someone else's name, or using another's image or voice.
- I am respectful of Summit School's Network security. I will only use Summit School approved and supplied applications and programs. I realize that network security was designed for my safety and that of the Summit community. I will help maintain its integrity.
- I am respectful of Summit School's property. I acknowledge that the use of Summit School property is a privilege, and will treat said property with care. I understand that I need expressed permission to use electronic devices while on campus, including personal laptops and cell phones, as well as school owned Chromebooks and other computers.

- I am trustworthy while I am online. I will not plagiarize the work of others and will give proper credit or use appropriate citations. I acknowledge that it is illegal to download copyrighted materials, such as music and movies.
- I am a good citizen by following Summit School's policies when publishing online. I will follow all expectations for technology use and ethical behavior as determined by Summit School. To maintain the privacy of our Summit School Community on the internet, I am aware that I should keep any personal information off public websites or domains outside of the Summit School Network. This includes any pictures, videos, or documents that may contain names, phone numbers, addresses or other personal information.

Beginning in 4th Grade, all students and their parents will sign an acknowledgement of these expectations annually. See Appendix A for a copy.

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 policies can result in disciplinary action.**

The behavioral expectations section 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 Student Expectations for Technology, 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.

The use of a personal computer throughout the school day allows students the ability to easily compose and edit papers, access research and class information, create digital projects, and access Veracross.

At all times while using Chromebooks and computers, students must adhere to Summit's Code of Conduct and the Student Expectations for Technology.

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.

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.

## **Cell Phones**

### **Lower School Cell Phone and Personal Device Policy**

Students in the Elementary Grades are not allowed to use cell phones during school hours. All cell phones and personal electronic devices (e.g. smart watches) 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.

### **Upper School Cell Phone Policy**

Personal electronic communication devices including cell phones and gaming devices should be left at home. If a student chooses to bring a cell phone, it should be powered off completely and left in lockers while students are on campus. This includes after school activities, during carpool, and athletics. Any exceptions to this must be under supervision of a teacher.

Parents who need to reach their student(s) during the school day should call the main office at 336-722-2777 or the Upper School office at 336-725-9044.

Violation of this will result in the following:

- **First Offense:** Phone will be confiscated for the remainder of the day. Students may retrieve them from their advisor and have a conversation about their choices.
- **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.

### **Athletics Cell Phone Policy**

Student cell phone policy is as follows for after school athletics. Students must ask permission from their coach if they have a need to use their phone. A request does not ensure use. With permission, students may use phones when returning from away games.

Any failure to follow these guidelines and/or inappropriate use of a phone will result in consequences as follows:

- **First Offense:** Confiscation of the phone for the remainder of the day.
- **Second Offense:** Confiscation, a code review and a parent pickup of the phone.
- **Third Offense in Athletics:** Meeting with the student, his/her parent(s), and Director of Athletics and Director of Upper School.

### **Student Supervision**

Students of all ages must be supervised while on campus. Summit provides a Beporeschool program that meets before the school day beginning at 7:00am and an AfterSchool program that meets after dismissal until 5:45 pm. The Upper School Library is open for student use beginning at 7:45 am. Any Upper School student on campus after the 3:30 pm dismissal must attend the Extended Day program in the 2nd floor library unless under the direct supervision of an athletic coach for a Summit team, a tutor, academic coach, or Summit teacher for instructional support, or a parent. More information about Afterschool including Extended Day can be found in the AFTERSCHOOL PROGRAMS section of this document.

## **BEHAVIOR AND DISCIPLINE**

### **Community Behavioral Expectations**

Summit School seeks to develop a community of students, parents, teachers, and staff, 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. This includes behavior on campus, travelling to or from a Summit School event, on the playing fields, or away from school on a Summit-sponsored activity.

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.

### **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. This plan of action may include the family work with a third party professional to support the student (i.e. pediatrician, psychologist, or therapist). This partnership may result in a recommendations from the third party professional which the school retains the right to agree to or not in order to the student to remain enrolled. 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**

We recognize that developmentally, Upper School students are maturing quickly and that during this time, mistakes may happen. We value the process of learning from mistakes and strive to help students make better choices. We expect students to exhibit an admirable degree of cooperation with their teachers and with one another.

Students who demonstrate a pattern of failing to follow the community's expectations will be assigned a Code Review. Rather than try and delineate the behaviors that could result in a Code Review, we instead point back to the Code of Conduct (page 13). Our Upper School students are expected to live by the spirit of the rule.

Code reviews are a time when students are able to reflect on their behavior and review the Code of Conduct. Time is also spent on reflecting on ways to be proactive in the future and restoring relationships that were affected by choices made either by giving back to the community or discussing directly with teachers or others involved.

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 (read below) or Code of Conduct. 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 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. Bullying is defined as repeatedly disturbing, tormenting, pestering, or bothering with the intent to harm or exert control over another student.
2. Harassment and bullying take many forms, occur in many settings, and may occur on a single occasion or repeatedly over time. They typically involve repeated acts by a student intended to harm or exert unwarranted control over another student. Repeatedly placing another in reasonable fear of such harm is also classified as bullying. Bullying behavior includes, but is not limited to, repeated 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 repeated, intentional, attempts to inflict injury or humiliation, and may be physical, verbal, social, psychological, or electronic.

Examples of harassment and 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 repeated, direct harassment and repeated, 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.

Any student who believes they have been bullied or harassed has the responsibility to inform a teacher, counselor or any member of school leadership. In addition, all faculty are responsible to report any harassing

behavior to the Division Director. Specific, detailed and timely reports of harassment/bullying are encouraged in order to intervene effectively. All reports of harassment/bullying are seriously addressed in a prompt manner.

### **Upper School Academic Honor Code**

Honor is the moral foundation upon which a quality education is built. The Honor Code calls for each student to be responsible for his or her own actions, constantly reminding us of the value of good judgment and of the importance of absolute integrity. A culture of learning can only flourish upon a solid foundation of personal and academic integrity, and is made up of honesty, trust, fairness, respect, and responsibility. Simply stated, Summit School students pledge to uphold the values of academic integrity with each submission of student work.

Thus, stealing, lying, and cheating are unacceptable within our community.

- Stealing involves taking something that belongs to another without his knowledge and prior explicit permission.
- Lying is the intentional misrepresentation of facts for personal gain, or in order to protect the interests of others.
- Cheating is any form of academic dishonesty. It occurs when one uses and takes credit for the work of another person, whether the material be directly copied or superficially disguised (plagiarism). Cheating also includes the divulgence of the contents of a graded evaluation.

A first step for understanding the Honor Code is for all students to understand what is expected in terms of procedures for home learning, 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.

Consequences for Honor violations will be as follows:

#### **First Offense**

1. The student receives a zero on the assignment.
2. The parents/guardian are notified.
3. The student 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.

#### **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.

### **Additional Expectations for all students**

- 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.

## **HEALTH AND WELLNESS**

### **Guidance and Student Support**

Summit School has a full-time guidance counselor in both the Lower and the Upper School. First through third graders have guidance on a regular basis. The guidance curriculum is based on character education and social skill development, and classes include literature, 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.

The school counselors provide limited individual and small group sessions for students as needed. These sessions promote school success through a focus on academic support, prevention and intervention activities, advocacy, and social/emotional development. 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**

With medical forms requested and sent in from home at the time of enrollment and re-enrollment, the nurse may administer basic first aid or medications as needed. During the school year, parents should apprise the homeroom teacher/advisor, division director, and school nurse of any changes in a child's health status.

Emergency medicines are kept in the health room. Classroom teachers do not administer medications other than in an emergency.

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. Parents will be called to pick up their child if the child has a fever or demonstrates distress that preempts learning. Students with fever, vomiting, or diarrhea must stay home until symptoms have cleared for 24 hours without medication.

All Health Forms and immunization records should be on file at the time of re-enrollment and enrollment. Students must have current year health forms on file in order to participate in athletics. By NC State Law, immunization records are required for all newly enrolled students, as well as all Kindergarten and 7<sup>th</sup> Grade students.

### **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. To this end no outside food is allowed to be brought on campus or into with dining hall without permission.** (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 main 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.

### **Potty Training Policies**

All students enrolled in Early Childhood (Eaglets, Junior Kindergarten and Kindergarten) must be able to use the toilet independently. We request that children in these grades come to school in underwear - no diapers or pull-ups. If a child needs to be changed while at school, a parent or guardian may be asked to come to school to do so. Should there be an issue, the teacher will work with the family and the pediatrician to remedy the situation.

## **STUDENT LIFE**

### **Grades Eaglets – 5th Student Life**

#### **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.

#### **Items from Home**

Students should only bring items from home that are specific to school-based activities and curriculum. Teachers will communicate with parents regarding items that may be brought from home for school-based activities (for example, Share and Teach or games for Big Friend/Little Friend). Items brought for school activities will be used during the allotted time and then returned to the students bag for the remainder of the day. Any items not necessary for the school day such as toys, gifts for classmates, or trinkets should stay at home.

#### **Field Trips**

Each grade level takes curriculum related field trips related each year.

In addition to regular field trips, our 5th graders participate in Enrichment Week. During this week, 5th graders choose a week long trip. Each of the trip offerings focuses on environmental science, outdoor stewardship, and independence. A day trip option is offered alongside two differing overnight trips. This enables a family to choose the trip that best meets the needs of their student.

### **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.

## **Grades 6<sup>th</sup> – 9<sup>th</sup> 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 ten to 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 6<sup>th</sup> – 9<sup>th</sup> has an advisor. The student meets in academic advisory group each day. The 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. 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.

### **Class Trips**

Each year we offer special trips designed to relate directly to curricular goals. Trips are by grade level and focus on enriching the curriculum as well as supporting team building and service initiatives. Trips are announced at parents night and details follow shortly after.

Examples of previous trips include:

- Sixth graders have visited Blue Ridge Assembly in Black Mountain, NC to participate in an intensive, fun-filled outdoor learning experience that emphasizes teamwork and team building.
- Seventh graders have gone to Charleston for an interdisciplinary program that supports their year-long study of earth science and offers significant historical experiences.
- Eighth graders may visit Washington, DC, for a fascinating, real-world start to their year in American History.
- Ninth graders have traveled 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 involve students in grades 6 through 8 and Upper School faculty serve as club advisors.

## **Dances**

Upper School hosts student dances typically several times each year. Admission to each dance is \$5, which may be paid at entrance or by purchasing an Eagle Pass at the beginning of the year. Staff chaperone dances.

## **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.

## **Student Drivers**

A Summit School student that holds a valid North Carolina driver’s license who intends to drive to school, either on a regular basis or occasionally, must comply with school policy (on file in Business Office) and is required to complete the Parent Permission and Student Agreement Form. Please contact Carter Sturkie, Director of Finance and Operations, should this need arise.

## **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 [www.summitschool.com](http://www.summitschool.com) and Veracross should be your first source of information, as they are updated daily.

### **Food in the Upper School and Athletics**

Summit provides a packaged snack or fresh fruit for every student athlete in the Gym Lobby each day of the all sport season. A bottle filling station is also available for use.

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.

### **Athletics Cell Phone Policy**

Student cell phone policy is as follows for after school athletics. Students must ask permission from their coach if they have a need to use their phone. A request does not ensure use. With permission, students may use phones when returning from away games.

Any failure to follow these guidelines and/or inappropriate use of a phone will result in consequences as follows:

- **First Offense:** Confiscation of the phone for the remainder of the day.
- **Second Offense:** Confiscation, a code review and a parent pickup of the phone.
- **Third Offense in Athletics:** Meeting with the student, his/her parent(s), and Director of Athletics and Director of Upper School.

### **AFTERSCHOOL PROGRAMS**

Summit Afterschool strives to engage the whole child with a carefully designed schedule that gives students plenty of time to create, play, move, and learn. Experienced staff members supervise all programs and diligently oversee the safety and well being of each child. Students have the chance to experience school with a little less structure and enjoy an extra dose of hands-on indoor/outdoor activities. There is a built-in home study time for older students and opportunities for each child to explore and develop his or her own interests. Parents and students can choose from a variety of program options to create the ideal schedule.

#### **Program Descriptions**

For complete information and fees for each program please go to the [Afterschool section on our website](#) under the banner Our Community.

##### *Beforeschool*

7:00 - 8:00 am (Eaglets\* - 9<sup>th</sup>)

##### *Eaglets, Junior Kindergarten and Kindergarten Early Afternoon*

1:30 - 3:00 pm (Eaglets\*, JrK and K)

### *Three-Thirty Express*

3:00 - 3:30 pm (Eaglets\* - 5<sup>th</sup> Grade)

This program is designed for Lower School students who await the Upper School dismissal time.

### *Lower School Afternoon*

3:00 - 5:45 pm (Eaglets\* - 5<sup>th</sup> Grade)

### *Extended Day Program*

3:30 - 5:45 pm (6<sup>th</sup> - 9<sup>th</sup> Grade)

This is a supervised drop-in only Afterschool Program for Upper School students (6<sup>th</sup> - 9<sup>th</sup> Grade) who are not involved in school sponsored activities.

\*Enrollment for Eaglets in Afterschool programs is considered on a case by case basis. Please contact Wendy Rice, Director of Afterschool to make a request at [wrice@summitmail.org](mailto:wrice@summitmail.org).

## **Enrollment**

Summit students with consistent after school needs should register for the appropriate Afterschool programs. An enrolled student receives a discounted price and follows a fixed yearly schedule that is known to classroom teachers, Afterschool staff and the Business Office. Parents receive information about Afterschool programs in late July. Regular registration occurs through Veracross during a late summer enrollment period. Regular enrollment will close the day before school starts. Once the school year begins, enrollment takes place by contacting Wendy Rice, Director of Afterschool at [wrice@summitmail.org](mailto:wrice@summitmail.org).

## **Drop-in Attendance**

Drop-in attendance is for occasional attendance and does not require Veracross enrollment. For drop-in attendance, email Wendy Rice, Director of Afterschool at [wrice@summitmail.org](mailto:wrice@summitmail.org) and copy the classroom teacher with the day and times of attendance. The drop-in charge is \$9 an hour for all programs except the Extended Day program. The Extended Day program is a drop-in only program. No enrollment required. The drop-in rate is \$6 per hour based on the time a student spends in the program. Parents will be billed quarterly for all drop-in attendance.

## **Scheduling Information**

- **Opening Dates:** All Afterschool programs for Eaglets - 9th, including Before-school, will begin on the child's first day of school. (Gentle Opening Day for Eaglets, JrK, and K's will determine your child's first day of Afterschool.)
- **Childcare on Conference Days and Professional Development Days:** Summit students (Eaglets\* - 5<sup>th</sup>) who are enrolled in an 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. Eaglet attendance is on a case by case basis. Please contact Wendy Rice, Director of Afterschool to make a request at [wrice@summitmail.org](mailto:wrice@summitmail.org).
- **Conference Day Library Care:** Parents may drop off their children (Eaglets- 5<sup>th</sup>) in the primary library during parent conference meetings for no charge. No registration is required.

- **Afterschool Closed:** The Afterschool Program will operate on all school days except the last day of school.
- **Late Pick-up Charges:** Parents arriving late are billed \$2 per minute after 5:45 pm.

Students are not allowed to use cell phones during Afterschool hours. The Summit Afterschool Program follows the cell phone policies set by Lower School and Upper School.

For any questions about Afterschool Programs please contact Wendy Rice, Director of Afterschool at [wrice@summitmail.org](mailto:wrice@summitmail.org), or 336- 722-2127 or visit her in the Main Afterschool Room at the end of the JrK Hallway nearest the playground.

## **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, and Summit Summer. Adult classes are offered as interest dictates. Income generated from these programs benefits the school. Students from other schools participate in most 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.

### **Afternoon Academy**

The Summit Afternoon Academy offers after-school activities for JrK/Pre-K to 5th grade students in a wide variety of subjects. These high-quality, on-site enrichment classes focus on meaningful experiences in a wide variety of topics. Afternoon Academy (also known as, AF AC) classes generally meet once a week for one hour immediately following dismissal. Sessions run for approximately ten weeks in two separate sessions. Fall classes are announced on our website in mid-August and run from September through December. Spring classes are announced in mid-December and run from February through April. AF AC classes are led by qualified, experienced instructors; many are current Summit faculty. Students from any school are welcome to participate. Fees are competitive with other community programs. Students enrolled in the Summit Afterschool Program receive a discounted fee when registering for the Afternoon Academy. Contact Jeff Turner at [jturner@summitmail.org](mailto:jturner@summitmail.org) with questions about the Summit Afternoon Academy.

### **Summit Summer**

Summit Summer offers a wide variety of enriching, challenging and fun day camps for three-year-olds to rising 10th graders. The program runs for six or seven weeks every summer and includes as many as 90 different camps. Most camps run for one week from 9 am to 2 pm. Families may sign up for one week or attend all summer. Early morning and late afternoon care are available, and lunch is included. The vast majority of camp teachers are current Summit faculty. The classes are designed for personal attention with low student-teacher ratios. Summit Summer is open to the public. In fact, more than half of our campers are from other schools. Registration begins in February.



## Appendix A

### Summit School Student Expectations for Technology

- **I am mindful of my Summit email and Veracross account.** I acknowledge that all Summit account passwords are meant to be private and should not be shared with anyone. I am ultimately responsible for my account and its use, whether on or off campus, and I will not allow anyone else to use my account. It is my responsibility to log out of my account after using any Summit School device.
- **I am mindful of the language I use as a Summit citizen.** I acknowledge that the words I use should be appropriate in all online documents, communications, and forums. I will refrain from using profanity or other abusive language while online.
- **I am respectful and fair with how I treat other people.** I acknowledge that cyberbullying or bullying of any kind is a serious offense as outlined in our Community Handbook. I will treat others with respect and kindness and will be respectful when sending emails or other communications both on and off campus.
- **I am mindful of how I use the Summit School Network.** I will use the Summit School Network as instructed by faculty, which could include composing and editing papers, accessing research and class information, reading and responding to online content, accessing Veracross, and creating digital projects.
- **I am honest and mindful of my conduct online.** I understand that imitating, mimicking, or pretending to be someone else is unacceptable. This includes sending out emails, creating accounts, posting messages in someone else's name, or using another's image or voice.
- **I am respectful of Summit School's Network security.** I will only use Summit School approved and supplied applications and programs. I realize that network security was designed for my safety and that of the Summit community. I will help maintain its integrity.
- **I am respectful of Summit School's property.** I acknowledge that the use of Summit School property is a privilege, and will treat said property with care. I understand that I need expressed permission to use electronic devices while on campus, including personal laptops and cell phones, as well as school owned chromebooks and other computers.
- **I am trustworthy while I am online.** I will not plagiarize the work of others and will give proper credit or use appropriate citations. I acknowledge that it is illegal to download copyrighted materials, such as music and movies.

- **I am a good citizen by following Summit School's policies when publishing online.** I will follow all expectations for technology use and ethical behavior as determined by Summit School. To maintain the privacy of our Summit School Community on the internet, I am aware that I should keep any personal information off public websites or domains outside of the Summit School Network. This includes any pictures, videos, or documents that may contain names, phone numbers, addresses, or other personal information.

*Acknowledgement of Summit School Student Expectations for Technology*

Parent or Guardian:

As the parent or guardian, I have read the Summit School Student Expectations for Technology and I have discussed it with my child. I understand that computer access is provided for educational purposes in keeping with the academic goals of Summit School, and that student use for any other purpose is inappropriate. I recognize it is impossible to restrict access to all inappropriate materials, and I will not hold the school responsible for materials acquired on the school network. I understand that my child's computer activities at home should be supervised as they can affect the academic environment at school. I hereby give permission for my child to use technology resources at Summit School.

Parent or Guardian's Name (please print) \_\_\_\_\_

Parent or Guardian's Signature \_\_\_\_\_ Date \_\_\_\_\_

Student:

I understand and will follow the guidelines of the Summit School Student Expectations for Technology. I will use technology resources productively and responsibly for school-related purposes. I will not use any technology resource in such a way that would be disruptive or cause harm to other users. I understand that consequences of my actions could include possible loss of computer privileges and/or school disciplinary action as stated in the Community Handbook and/or prosecution under state and federal law.

Student Signature: \_\_\_\_\_ Date \_\_\_\_\_

## Appendix B

### Sign in/Sign Out Procedures Chart



**Sign-in and Sign-out Procedures by Grade**

<b>Grade Level</b>	<b>Morning Sign-in/Tardy (after 8:15 am)</b>	<b>Early Departure (dentist, etc.)</b>	<b>Return to Campus</b>	<b>Rationale</b>
<b>Eaglets, JrK, K</b>	Parent accompanies child to classroom teacher directly from car.	Parent goes directly to classroom teacher to retrieve child.	Parent accompanies child to classroom teacher directly from car.	Direct hand-off from adult to adult.
<b>Lower School Grades 1-3 Triad Division Grade 1</b>	Parent walks into Division Office to provide a signature upon sign in with the Administrative Assistant.	Parent walks into Division Office to provide a signature in order to sign out with the Administrative Assistant.	Parent walks into Division Office to provide a signature upon sign in with the Administrative Assistant.	Child's departure documented with signature of responsible adult. Child accompanied by parent to and from a central office.
<b>Triad Division Grades 2-5</b>	Parent walks into Division Office to provide a signature upon sign in with the Administrative Assistant.	Parent walks into Division Office to provide a signature in order to sign out with the Administrative Assistant.	Parent walks into Division Office to provide a signature upon sign in with the Administrative Assistant.	Child's departure documented with signature of responsible adult. Child accompanied by or within sight of parent to and from a central office.
<b>Lower School Grades 4 &amp; 5</b>	Parent walks into Division Office to provide a signature upon sign in with the Administrative Assistant.	Parent walks into Division Office to provide a signature in order to sign out with the Administrative Assistant.	Parent walks into Division Office to provide a signature upon sign in with the Administrative Assistant.	Child's departure documented with signature of responsible adult. Child accompanied by or within sight of parent to and from a central office.
<b>Students in Grades 6-9</b>	Student must provide a signature upon sign in at the Main Office Greeter Desk.	Parent walks into Main Office Greeter Desk to provide a signature in order to sign out with the Administrative Assistant.	Student must provide a signature upon sign in at the Main Office Greeter Desk.	Child's departure documented with signature of responsible adult. Child abides by Handbook and Code of Conduct to return to class.