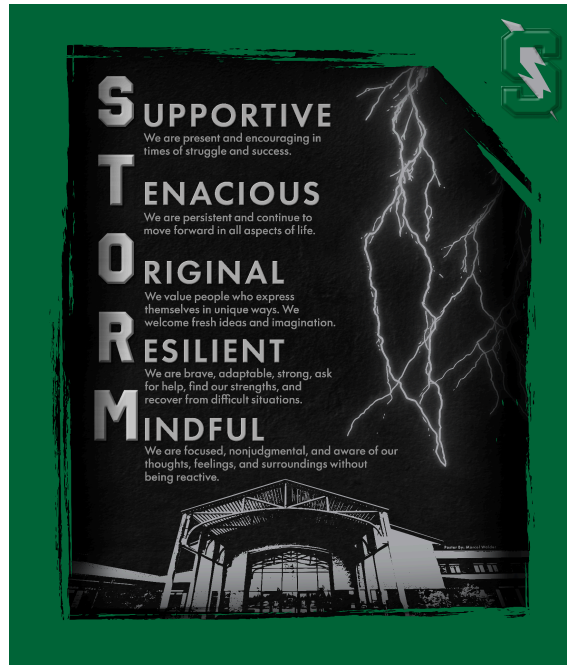


Summit High School Student Handbook

(Updated 8/2026)



**2855 NW Clearwater Drive
Bend, OR 97703
541-355-4000**



Welcome to the Storm!

This handbook covers the basic expectations, rules, and policies governing the way students, staff, and others relate within the high school community.

The school staff and administration have the responsibility to ensure that all policies are administered fairly and equitably. Students and parents are encouraged to become familiar with the basic principles incorporated in this handbook. If you have questions about the content of this handbook, please contact school administration.

Need to Report?

Anyone may report a bias incident, safety concern, or general complaint using the QR code on the posters around campus or by using [this](#) link.

SHS Directory

The following school extensions will connect you with who you need to talk to. Just dial 541-355-xxxx. Or, email at firstname.lastname@bend.k12.or.us

ADMINISTRATION	Ext.	DEPARTMENT	Ext.
Donna Servignat, Principal	4002	Attendance	4015
Kristy Knoll, Asst. Principal	4008	Office Manager, Karen Young	4001
Ashley Cooper, Asst. Principal	4007	Bookkeeper, Amy Michalski	4005
Jamie Brock, Asst. Principal	4014	Athletics Office, Karen Caylor	4101
Quinn McAndrews, Athletic Director/Asst. Principal	4102	Holly Dierdorff, Teacher/Librarian	4185
Cami Bettencourt, Activities Director	4103	Catherine Blue, Library/Media Tech	4034
COUNSELING OFFICE	4200	Theresa Quade, Future Center	4158
Andy Fleming	4203	Yearbook	4131
Alyssa Doan	4252	Trailhead, Dan Pilver	4225
Carla Gomez	4205	Skills Support, Garrett Nyman	4012
Michael Michel	4207	Grad Coach, Denise Horton	4204
Kerrie Zurovsky, Registrar	4201	Bus Questions - Email: transportation@bend.k12.or.us	
Pam Orton RN/MSN	4023		
Officer Dan Koehnke, School Resource Officer	4021	Sign up for text alerts at http://connect.bend.k12.or.us	
Neda Wilson, FAN Advocate	5671	Snow Info: 541-322-SNOW	

Summit Counseling Policies

Schedule Corrections

Schedule corrections will be processed during the first 10 days of each semester per district policy. All schedule corrections must be submitted through the Schedule Correction Request form for that semester. Students must be the ones that initiate the request. Schedule corrections are not guaranteed.

Counselors **will** consider schedule corrections for the following reasons:

- I have already taken and passed a course that is in my schedule
- I have not taken the prerequisite for my course
- I have an open period in my schedule that needs to be filled

Counselors **will not** consider schedule changes for the following reasons:

- Teacher/class period preference changes
- I want to be in the same class as a peer/friend/sibling
- I want a core class at a certain time of day due to sports or outside commitments

District Drop Policy

- If a student is enrolled in a course and decides to drop that course within the first 10 class sessions, there will be no record of enrollment in that class on the transcript. This is considered a withdrawal.
- WITHIN the first 6 weeks, placement/level change can be made with teacher and counselor approval.
- AFTER the first 10 days of class session but prior to six (6) weeks in trimester schools or nine (9) weeks in semester schools, the student can drop course with a grade of W.
- AFTER six (6) weeks in trimester schools or nine (9) weeks in semester schools, the student will receive an “F” if a course is dropped.
 - To initiate any of these processes, set up a meeting with your school counselor.

Freshman Schedule Requirement

Bend LaPine School District requires that all freshman students take a full course load. This means that even if a 9th-grade student would like to take a class online, they would still need to be enrolled in a full course load at Summit.

Open Period Policy

At Summit, no freshman or sophomore students will be allowed to have an open period, except in cases of extenuating circumstances that are approved by an administrator. All open periods will be scheduled for the 1st or 7th period.

TA Policy

At Summit, sophomores, juniors, and seniors are able to be a Teacher’s Assistant (TA). As a TA, students may earn 0.5 elective credit per semester. Students can only TA one period per semester. It is the responsibility of the student to find a teacher to TA for. If a student does not follow the expectations of a TA, it will affect their ability to be a TA in the future. To initiate this process, set up a meeting with your school counselor.

SHS Attendance Policies and Procedures

Students who attend school regularly are more likely to have success in school, graduate on time, and positively reflect on their high school experience. Please reference the attendance procedure section from the Code of Conduct for disciplinary actions regarding unexcused absences.

- To report an absence, contact our 24-hour attendance line at (541) 355-4015.
- If your child needs to leave campus for an appointment, we ask that families call at least 60 minutes prior to departure time.
- Parents have 48 hours to clear an unexcused absence with the attendance office.
- Students who leave campus during the school day are required to check out with the attendance office.
- Students returning to campus during the school day are required to check in with the attendance office.
- If your student will be absent for an extended time, please notify the attendance office in advance so we can provide support.
- Families are encouraged to schedule vacation/appointments outside of instructional time.
- If you excuse your student from a class, our expectation is that they will be leaving campus under your permission and supervision. Students may NOT be excused by a parent/guardian to stay on campus to do an alternate activity.
- Codes: AEx (Absence Excused), AUx (Absence Unexcused), LEx (Late Excused), LUn (Late Unexcused), **L10 (Late-over 10 min.)**, AUv (Absence Unverified) - Typically these codes are correct. If there is any question regarding attendance, students may check in with the teacher. If there are additional concerns, please reach out to the attendance office.

The table below describes some common examples of excused and unexcused absences:

Examples of Excused Absences	Examples of Unexcused Absences
• Student Illness • Mandated Isolation Periods • Family illness or medical emergency • Bereavement • Religious Holiday • Participation in school-sponsored activity • School Suspension	• Cutting Class • Overslept • Missed bus • Leaving campus without checking out • Arriving tardy and not attending class • Left class early without permission • Something better than class came up • Extended bathroom breaks

Attendance Related to Athletics and School-Sponsored Activities

In order to participate in practice, contests, or after-school activities, students are required to attend classes for the full day. Failure to do so will result in forfeiture of the following competition if the absence is not cleared. Medical appointments on competition are exempt.

Contacting Students During the School Day

If a parent or guardian needs to contact their student, please call the attendance office at (541) 355-4015. Students are expected to keep their phones off and away from 8:45-3:45 pm.

Makeup Work

It is the student's responsibility to find out what was missed and how to make up work when they are absent. Teachers and staff are eager to help students be successful, but students must take ownership for their learning experience at Summit. Prior to returning to school, students should: 1. Develop a plan with teachers to make up work and recover missed learning. 2. Check Canvas to help understand what work was missed.

Tardiness

Classroom tardies 1-4: classroom teacher will issue a warning to the student; teacher may contact home.

1. Initial tardy: teacher check-in
2. Tardies 3+: Teacher contacts home.
3. Tardies 4+: Teacher enters a behavior referral for the student and detention will be assigned.

SHS Bell Schedules

 Mon. Tues. Thurs. & Fri. Bell Schedule						
<i>Start</i>	<i>End</i>	<i>Min</i>	G	B	S	
<i>Classes</i>						
8:45	9:50	65	1G	1B	1S	
10:00	11:05	65	2	3	2	
11:10	11:40	30	<i>Advisory</i>			
11:45	12:50	65	4	4	3	
<i>12:50</i>	<i>1:30</i>	40	<i>Lunch</i>			
1:30	2:35	65	5	6	5	
2:40	3:45	65	7	7	6	

 Wednesday Bell Schedule						
<i>Start</i>	<i>End</i>	<i>Min</i>	G	B	S	
<i>Classes</i>						
8:45	9:40	55	1G	1B	1S	
9:45	10:40	55	2	3	2	
10:45	11:40	55	4	4	3	
<i>11:40</i>	<i>12:20</i>	40	<i>Lunch</i>			
12:20	1:15	55	5	6	5	
1:20	2:15	55	7	7	6	

[Green, Black, Silver Year-Long Schedule](#)

Student Safety

Bend-LaPine Schools uses the Standard Response Protocol to respond to threats on or near our campuses:

IN AN EMERGENCY TAKE ACTION



HOLD! In your room or area. Clear the halls.

STUDENTS

Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

ADULTS

Close and lock the door
Account for students and adults
Do business as usual



SECURE!

Get inside. Lock outside doors.

STUDENTS

Return to inside of building
Do business as usual

ADULTS

Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for students and adults
Do business as usual



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend



EVACUATE! (A location may be specified)

STUDENTS

Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS

Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults



SHELTER! Hazard and safety strategy.

STUDENTS

Use appropriate safety strategy for the hazard

Hazard

Tornado
Hazmat
Earthquake
Tsunami

Safety Strategy

Evacuate to shelter area
Seal the room
Drop, cover and hold
Get to high ground

ADULTS

Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults

SHS Behavior Response Philosophy

Summit High School strives to create a safe and positive community for students to learn and grow. Student Management procedures, actions, and consequences will follow the district's [Code of Conduct](#).

Summit staff, support staff, teachers, and administration believe that a “one size fits all” approach to discipline can interfere with a student’s ability to learn from their mistakes, and will do our best to personalize discipline when appropriate. We will work with individuals on an as-needed basis using a restorative lens, while also holding students accountable.

SHS will partner with families while using logical consequences to with the goals of changed behavior at school and strengthening character for life.

Foundational Expectations & Leveled Responses to Student Behaviors

Each level of intervention and response may include strategies described below, but is not in any way limited to those strategies or options that are specifically listed. School personnel have the discretion to use interventions and/or consequences that are deemed appropriate to the conduct.

ALL

FOUNDATION

Co-Creation of Schoolwide Norms & Response Plans

School teams will collaboratively develop expectations, guidelines, and procedures for responding to both specific and general disciplinary matters. These will be revisited regularly and shared with students, staff, and families. Students will also actively participate in the creation of classroom norms and response plans within their classes. Focus on building relationships, proactivity, positive referrals & calls home, and prosocial skill development.

1

LEVEL 1

Classroom Interventions & Responses

Quality classroom instruction and management can positively impact student engagement and help decrease behavioral issues. These interventions aim to teach and correct so students can learn and demonstrate safe and respectful behaviors. Educators are encouraged to try a variety of teaching and classroom management strategies.

2

LEVEL 2

This level of intervention involves school administration and/or designee and aims to correct behavior by keeping the student in school. These *Minor* behaviors shall be investigated by administration. Facilitated & supportive student re-entry meetings are encouraged as an intervention.

3

LEVEL 3

This level of intervention may involve the *removal* of a student from the school environment based on the severity of the behavior. The duration of the suspension (*removal*), if issued, is to be limited while adequately addressing the student's behavior. These *Major* behaviors shall be investigated by administration. Facilitated & supportive student re-entry meetings are encouraged as an intervention.

4

LEVEL 4

This level of intervention involves the *removal* of a student from the school environment based on the severity of the behavior. This may involve the placement of a student into an alternative environment. This level of intervention focuses on maintaining the safety of the school community. These *Major* behaviors shall be investigated by administration.

SHS and General District Policies

Personal Electronic Devices

Student use of a personal electronic device is prohibited from the start of regular instructional hours until the end of regular instructional hours, except as provided below. Except as otherwise provided in this policy, "personal electronic device" means any portable, electrically powered device that is capable of making and receiving calls and text messages and accessing the internet independently from the school's network infrastructure. This includes personal electronic devices that can make calls, send texts, or access the internet via cellular data are restricted. This includes smartphones, web-enabled flip phones, cellular-capable tablets and e-readers, smartwatches, smart glasses, and connected headphones or earbuds. This does not include laptop computers or other devices required to support academic activities.

Personal electronic devices may be used when use complies with the terms of:

1. The student's medical provider's order for the care and treatment of a medical condition

2. The student's individualized education program, as defined in ORS 343.035 or an education plan developed for the student in accordance with section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794)
3. A written exemption provided for the student based on a request received in JFCEB-AR.

School administration will respond to such a request within twenty (20) school days. Students in violation of this policy will be subject to disciplinary action in accordance with the district's Code of Conduct disciplinary procedures. Discipline for mere possession or use of a personal electronic device may not include loss of instructional time for the student (including suspension or expulsion). However, if the actions taken by a student violate another conduct policy, the student may be subject to discipline up to and including expulsion.

Necessary communications during the school day while on school grounds between students and parents/guardians can be made through the school office.

Student Code of Dress

Student Searches & Questioning

E-bikes, Bikes, Skateboards, Scooters, One-wheels, etc.

All of these modes of transportation must be registered with permits visible. Students can register in the main office and download the application for permit [here](#).

Reporting & Responding to Harassment/Discrimination

Anyone may report bias incidents, safety concerns and general complaints to any school staff or by using the QR code posted around the halls. Or click here to make a report or go to: <https://bit.ly/ReportBLS>

For more information, please see the CHS Discrimination and Harassment Response and Policy and Discrimination Complaint Procedure

Behavior at Athletic Events: Both Home and Away

- **Stay In, No Re-Entry:** Once inside the stadium or gym (starting 30 minutes before game time), students may not leave and re-enter.
- **Stay in the Stands:** Students are expected to remain in designated spectator areas (including bathroom and concessions) and not roam or loiter.
- **Be a Positive Fan:** Show great sportsmanship. Cheer for your team, and be respectful to opponents, officials, and other fans.
- **Follow the Rules:** The rules during school hours are the same rules after school.

Summit Specific Policies

STORM: Our Community Values

At Summit High School, STORM represents the values that guide how we learn, lead, and care for one another. More than a set of expectations, STORM reflects the kind of community we strive to create every day.

S – Supportive: We are present and encouraging in times of struggle and success.

T – Tenacious: We are persistent and continue to move forward in all aspects of life.

O – Original: We value people who express themselves in unique ways. We welcome fresh ideas and imagination

R – Resilient: We are brave, adaptive, strong, ask for help, find our strengths, and recover from difficult situations.

M – Mindful: We are focused, nonjudgemental, and aware of our thoughts, feelings, and surroundings without being reactive.

Living the STORM values is about more than following rules, it's about contributing to a school culture where every student and staff member feels a sense of belonging, purpose, and pride. Together, these values help make Summit High School a place where everyone can learn, grow, and thrive.

Student Entries

Students may enter through the front or back entrance until 8:45. After 8:45, students may only enter through the front entrance. Students may not prop doors open or open doors for others. All other entries are considered Emergency Exits and may only be used as an exit.

Food Delivery Services (Door Dash, Uber Eats, Etc.)

Food Delivery Services such as Door Dash, Uber Eats, and GrubHub are not to be used to bring food to the SHS campus.

Rotating Open 1st Period

Students (Freshman excluded) have an open 1st period once every three school days. Students who remain on campus during their open 1st period are allowed to be in three areas without a pass: 1) the commons, 2) the media center, and 3) the Lightning Lounge. In all of these areas, students must be seated, quiet, and focused. Students may not travel to any other part of the building.

Community Neighbors

Students are expected to respect the local neighborhood that surrounds our campus, and be good stewards of our local community! Students shall not litter, loiter, trespass or be a nuisance to our neighbors.

Parking

A permit is required to park both vehicles and E-bikes/scooters on the Summit campus after September 30th. SHS Seniors and Juniors can pick up a parking permit and in the Main Office starting September 11th. Students may only park in designated student parking spots. Failure to comply with these rules and the rules included in the parking registration form may result in student fines, vehicle being booted, or parking privileges being revoked.

Students may download the permit application [here](#).

Hall Passes

Students should carry a hall pass with them if going to the bathroom or getting water during class time. Hall passes will not be granted during the first and last ten minutes of class. Barring extenuating circumstances, students should not be out on the hall pass for more than 10 minutes. Students must sign out before leaving with the hall pass. Students must hang their hall pass outside of the bathroom. No more than three students in the bathroom at a time when class is in session.

On-Campus at Lunch

9th grade students are required to stay on campus during lunch for the first semester of the school year. 10th - 12th grade students are encouraged to stay on campus during lunch. The commons, outdoor patios, and hallways are all open to students during lunch. Students are not permitted on the athletics fields, in locker rooms, or in unsupervised classrooms during lunch. Students must clean up after themselves. Food delivery services are not to be used to deliver food to SHS. If 9th grade students leave campus during lunch of the first semester, consequences may apply.

Off-Campus at Lunch

Summit has an open campus during lunch for 10th-12th graders, and 9th graders starting second semester and subject to grade, behavior, and attendance expectations. Students are expected to be good neighbors to our community and to return to school on time. All students returning from off-campus lunch need to re-enter the building via the front entrance. Students getting food off campus should be advised that some teachers may not allow eating in their classrooms and should plan accordingly, making sure that they are on time to the class following lunch. Administration reserves the right to remove this privilege if it becomes a barrier to academic progress or a behavior concern, such as consistently arriving tardy to the class following lunch.

Athletic Facilities

The athletic facilities, including the weight room, stadium, outdoor fields, and gym, are closed during the school day unless being used for school-related activities with adult supervision.

Propping Doors, entering through Emergency Exits or Letting Individuals into the School

Students are not permitted to prop open any doors at any time, enter through the emergency exits, or open any exterior doors to allow other students to enter. This policy is in place to prevent any safety concerns from entering the building. All students must enter through the main office entrance.

Artificial Intelligence Policy

The use of Artificial Intelligence (AI) tools such as text-generating or problem-solving websites, software, and chatbots is at the discretion of the teacher and is assignment-dependent. The guidance will include information about whether and how you may use AI-based tools to complete the assignment. AI is not allowed unless a teacher has given you permission to use AI on that assignment. All sources, including AI tools, must be

properly cited. Any misuse of AI may result in disciplinary consequences as outlined in the BLS Code of Conduct. This misuse includes but is not limited to:

- Bypass a learning opportunity
- Submitting AI-generated work as your original work
- Using AI to duplicate work
- Using AI to generate violent, hate-driven, defamatory, offensive, or biased content, including: text, images, videos, deep fakes or memes
- Creating illegal or unethical content with AI

Please note that AI results can be biased and inaccurate. It is each student's responsibility to ensure that the information they use from AI is accurate. Additionally, pay attention to the privacy of your data. Many AI tools will incorporate and use any content you share, so be careful not to unintentionally share copyrighted materials, original work, or personal information.