

SUMMIT CHARTER SCHOOL

Family Handbook



2021-2022

August 2021

Dear Summit Family,

This year marks Summit's 25th anniversary. The story of Summit's beginning is significant. It represents a core set of beliefs and values not just about the education of our students, but of what is possible in a community when a committed group of individuals come together to make a difference in the lives of others. In October of 1996, a group of parents and community members came together to cast a new vision for education on the Cashiers-Highlands plateau. They emphasized a community motivation to *"create an excellent school for our children, which can and should rank among the very best...that will serve as the cornerstone of this community."* Their vision soon inspired the founding of Summit and the defining qualities of a Summit education--**academic excellence, strength of character, and nurturing the whole-child**. For twenty-five years, these pillars have served as the foundation of a Summit education. Today, they give us the strength from which we will advance our mission for the future.

In celebrating our 25th year, we will honor the traditions of our founding—our Seven Virtues, sense of community, whole-child programs, and our place-based approach to learning—as we also innovate our program and raise the standards of excellence necessary for our students to thrive in an ever-changing world. With pride and a spirit of gratitude in our history, and the determination to achieve greater heights, we will ***climb on!***

With this charge at our forefront, our students will be challenged and supported to grow in heart and mind through academically rigorous and engaging experiences inside Summit's classrooms and beyond. They will climb mountains, serve their communities, and explore the world around them as avenues through which to develop as thinkers, leaders, and citizens. They will be known, challenged, and encouraged. And among them, fourteen Summit students will walk across the stage as Summit's first high school graduates.

The 2021-22 school year will be a momentous one at Summit. We are grateful for the legacy of our founders and the countless students, families, faculty, and supporters who have sustained and grown Summit to who we are today. Now, we lead Summit's legacy forward so that our students are prepared to meet the challenges and opportunities of tomorrow **academically prepared, engaged in community, and strong in character**.

Thank you for your support.

Climb on!

Kurt

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Introduction

This handbook has been prepared for our families of Summit Charter School. Please be sure you familiarize yourself with the school policies, and refer to this handbook throughout the school year for any questions you may have regarding the Summit program.

Mission & Philosophy

Mission Statement

The Summit Community engages students in learning experiences that stimulate discovery, inspire excellence, and nurture a positive influence in an ever-changing world.

School Motto: Seeking Excellence

Portrait of a Graduate

The Summit Experience equips our students with a level of **confidence** that invokes success, self-worth, and the opportunity to thrive in all endeavors. Our graduates are:

Academically Prepared...

A strong academic foundation is the basis for the success of our graduates in their secondary, collegiate, and life-long pursuits. Our students:

- Embrace high expectations and academic rigor
- Think critically and work diligently to solve problems
- Utilize place-based and experiential opportunities to gain global understanding
- Incorporate technology as a tool to enrich and expand intellectual curiosity

Engaged in Community...

Summit Charter School seeks opportunities and activities that enrich the "whole-child" experience. Collaborative partnerships between the school, our families and the greater community contribute to the development of civility and citizenship in each and every child. Our students:

- Appreciate the value of teamwork, parental involvement and community resources
- Learn to communicate effectively
- Practice community stewardship and service learning opportunities

Strong in Character...

The seven virtues articulated in the school's pledge resonate with all the students and set the tone for individual and school-wide growth. Our students:

- Demonstrate a heightened level of accountability and shared sense of purpose
- Show respect for their peers, teachers, parent volunteers, and members of the community
- Celebrate diversity as a strength to community

Summit Pledge

Each day, in my words and my deeds, I will do my best to live these seven virtues: Honesty, Respect, Responsibility, Compassion, Self-Discipline, Perseverance, and Giving

Curriculum/Philosophy

The curriculum at Summit is continually developed and improved through a process using numerous resources and teacher input following the North Carolina State Standards. Each class has a curriculum outlining what should be taught within each specific grade level. The curriculum, like many other things, is an evolving work in progress and one that is examined and updated frequently. Our curriculum is designed to prepare our students above and beyond the State's core assessment standards and to implement innovative lessons that promote student success through place-based learning activities, character education, and whole-child development.

Summit Charter School Organizations:

Board of Trustees

The school, as an educational institution incorporated under the laws of North Carolina to be run as non-profit, is governed by a Board of Trustees. The Board consists of a maximum of 21 voting members. The Head of School, a teacher representative, and the Summit Family Association president serve as ex-officio members. The Board, made up primarily of parents and community representatives, serves a term of 3 years with a maximum of two consecutive terms. The Board, through various committees, concerns itself with school finances, capital needs, staff salaries and school policies. The Board employs the head of school, who in turn, recruits the other faculty and staff.

The SCS Board meets eight times each year. All board members are expected to attend, along with the head of school, an elected teacher representative and the Summit Family Association representative. Meetings are also open to the public. A list of current board members is included in the Family Directory and board meetings will be announced through the Bear Express and Summit calendar.

Summit Family Association (SFA)

The Summit Family Association (SFA) is an active organization that meets monthly, organizes fund-raisers, and provides numerous opportunities for families to become involved in various aspects of the school. Parents and teachers are expected to attend meetings and participate in activities. Parents who would like to volunteer for one of these committees should contact the SFA committee.

Student Council

The Student Council of Summit Charter School is organized to give students the opportunity to participate in student government and to experience the many responsibilities that go along with being in a leadership role.

Admissions

Summit Charter School is a nonprofit, tuition-free charter school authorized by the state of North Carolina. As a charter school, Summit will be open to all students who would otherwise qualify for enrollment in North Carolina Public Schools. The school will not discriminate against any student on the basis of gender, race, color, religion, national origin, age, or disability. Summit's admissions proceedings are guided by North Carolina Legislation G.S. 115C-218.45.

Applications for enrollment will become available by September 1 of each year, and may be requested or picked up in the school's office, or downloaded from the school's website. Completed applications must be received in hand at the school office by January 16. At that time the determination will be made as to

whether a lottery will be required. If there are more applicants than there are spots available, a lottery will be held at 9:30am on January 31, or the first day of school following January 31, should January 31 fall on a Saturday or Sunday.

To determine space availability, enrollment preference will be given in the following order:

1. **Enrolled Summit Students:** Students currently enrolled in Summit Charter School do not need to reapply for admission on an annual basis. Returning students are given top priority, and families will be issued an *Intent to Return* form to complete and return to the school during the open enrollment period.
2. **Children of Full-time School Employees:** Children of full-time Summit employees will be given preference for enrollment when space is available. When no slots are available, or when there are more full-time staff children than spaces available, there will be a staff lottery for that grade level. No more than 15% of the school's total enrollment of children of full-time employees can receive preference.
3. **Siblings of Enrolled Summit Students:** Siblings of currently enrolled students at Summit will receive preference for enrollment when space is available. When no slots are available or when there are more siblings than spaces available, there will be a sibling lottery for that grade level. The law defines siblings as any of the following who reside in the same household: full-siblings, half-siblings, step-siblings, and children residing in a family foster home.
4. **Opportunity Preference:** Any former student enrolled as Summit within the last two academic years but left due to an academic study abroad program, competitive admission residential program, or vocational opportunities of the parents, will receive enrollment preference.
5. **Legacy Preference:** Siblings of former students that completed a total of four years at Summit can receive sibling preference as described above.

Siblings Enrolling at the Same Time: Each family will be offered the choice to either enter all of their children into the lottery with one surname or enter each child separately in the lottery. If the family chooses to enter their children with one surname, they must choose the grade level in which they would like their surname entered. If the surname is pulled during the lottery when there are available spots in the grade level, then all siblings will be admitted immediately if space is available in their respective grade levels. If there is no space available, the remaining siblings will be placed on the waiting list in the order of the admitted sibling's placement.

Multiple Birth Siblings: If multiple birth siblings apply to the school, their surname will be entered once to represent all of the multiple birth siblings. If the multiple birth siblings are in different grades, the parent will be asked to choose the grade in which they would like their surname entered. If that surname is pulled in the lottery, all of the multiple birth siblings will be admitted as space in each respective grade level is available.

Lottery Proceedings: in the event a lottery must be held, the Summit Family Association President, the Summit Charter School Board Chairman, the Summit Charter School head of school, the Summit Charter School Administrative Officer, and one designated witness shall meet on January 31, or the first day of school following January 31, should January 31 fall on a Saturday or Sunday. The lottery will be held at 9:30am at the school, and is open to the public.

The lottery will begin with the highest grade and work down to Kindergarten. The parties will designate a “drawer”, and the administrative officer shall act as the recording secretary. The names of the eligible applicants will be folded and placed in a container. The drawer will then draw the names, and the administrative officer shall record the names in the order drawn. Once all available spaces are filled, a waiting list will be established, listing the students in the order drawn as set forth above. This waiting list will be used in the event that a spot opens and the school chooses to fill the vacancy before or during the school year.

The Summit Charter School Head of School will notify each applicant, in writing, of its placement. Each admitted applicant shall accept admission in writing no later than 10 days after notification of admission. If the applicant does not notify the school of its acceptance of admission on or before the 10th day, the applicant will be deemed to have declined admission, and the first child on the waiting list will be offered admission.

Students Applying after the Open Enrollment Period: Any students applying after the open enrollment period will be placed on the waitlist directly after any waitlisted students from the lottery in the order the application was received.

Summit Charter School’s Right to Refuse Enrollment: Summit Charter School reserves the right to refuse enrollment to any student or family under the following circumstances:

- The local school board may refuse to admit any student who is suspended or expelled from a school due to actions that would lead to suspension or expulsion from a public school under G.S. 115C-391 until the period of suspension or expulsion has expired.
- A parent or guardian willingly and knowingly provided incorrect information on the enrollment application.
- If a student has accepted enrollment at the school, but does not appear at the school in the first 2 days of school, the school will make reasonable attempts to contact the parents. If there is no response from the parent by the 5th day of school, Summit reserves the right to remove the student from their enrollment roster and offer a position to the next student on the waiting list.

Reenrollment: Current students at Summit are invited to return the following year and do not have to go through the initial enrollment proceedings. Current families wishing to reenroll will be given an *Intent to Return* form to complete and return to the school during the open enrollment period to allow the school to plan appropriately for the lottery.

Waitlisted Students: Students residing on the waiting list may be granted enrollment during the school year if space becomes available. Families will be notified of the opening and will have 10 days to accept the position. If the position is declined or no response is received within the 10-day period, the next person on the waiting list will be offered the position. All students on the waiting list may resubmit their application for the next school year. In the event more applications are received than spaces available, a new lottery will be drawn for that particular grade level under the initial admissions proceedings. The new waiting list will go into effect at the conclusion of the current school year.

Academic Policies

A curriculum with coherence requires a dedicated effort by the student, teacher and family. Please familiarize yourself with the academic policies and procedures to better facilitate our students’ achievement.

Communications

Communication between the school and the home is one of the most important aspects of the academic program. Summit will exercise the following standard forms of routine communication between the school and family:

- **K-5 Learning Logs:** Students K-5 will be issued a Learning Log/Binder at the beginning of the school year. Learning Logs are to be used to journal the days' events, homework assignments, and family-teacher communications.
- **K-8 Parent Signature Folders (Green Folders):** Parent Signature Folders are sent home with each student every Monday. These folders will contain the graded papers for the prior week, assignments for the coming week, and announcements and notices from the teachers and/or the school. Students are required to return the folder promptly with the front cover signed.
- **Interim Reports:** Interim reports may be accessed via PowerSchool.
- **Report Cards:** Report cards will be completed by the teachers at the conclusion of each quarterly grading period and emailed.
- **Conferences:** School-scheduled conferences will be held twice a year to discuss student progress. Conferences may also be held, at any time, at the request of the teacher, parent, or administration.

Exceptional Children's Program

Summit Charter School serves students of various levels and abilities within the classroom, as well as resource room and individualized instruction. If your child has been served by the Exceptional Children's Program at a previous school, please inform Summit at the time of enrollment to ensure placement and completion of necessary paperwork. If you currently have a child in the ECP, please meet and cooperate with the special education teacher to ensure the Individual Education Plan (IEP) is current and adequate progress is being made. For additional information, or if you suspect your child has a disability, please contact the EC teacher, your child's teacher or the EC Director.

Grading Scales

Summit uses developmentally appropriate grading scales tiered by base camp level.

K-2 - Standards Based Grading

3-12

- A 90-100
- B 80-89
- C 70-79
- D 60-69
- F 59 or below

High School Honors and Advanced Placement Grade Point Average (GPA) Weights

Quality Points

Students enrolled in Honors or Advanced Placement courses will earn additional points on their GPA as follows:

Honors Courses	.5
Community College Course included on most recent Comprehensive Articulation Agreement Transfer List or course taught at 4-year university or college	1
AP Course	1

Homework

Homework for students should help them develop good study habits, foster positive attitudes toward school, and communicate to students the idea that learning takes work at home as well as at school.

Homework must be realistic in length and difficulty given the students' ability to work independently. The National Education Association and National Parent Teacher Association both support the limit of no more than 10 minutes a night per grade level. Homework is aligned to extend standards and objectives previously learned in class. Please communicate with your student's teacher if your student is taking longer than the allotted time to complete.

In fostering our virtue of responsibility, all work is expected to be completed when assigned. Teachers will only assign meaningful and relevant work and use homework to guide their instruction. Exceptions are made on an individual basis as needed. Please communicate with your student's teacher or encourage your students to communicate with their teacher if you need an extension on an assignment.

Promotion and Retention

Promotion and retention decisions in all grades at Summit are based upon a review of a child's academic performance and compliance to the school's attendance policy. Benchmarks will include:

- Formative and Performance-based assessments (i.e. tests, quizzes, nc literacy assessments, projects, written work, etc.) in core subjects- Math, Language Arts, Science, Social Studies
- Whole-child portfolio assessments (project/assignment completion) in STEAM classes- Art, Music, Health/PE, Spanish, Library, Tech, etc.
- Performance on standardized tests-
 - K-3 NC Literacy Assessments
 - EOG (May)- English/Language Arts, Mathematics (3rd – 8th grades), Science (5th and 8th grades)
 - EOC - Math I, Math III, English II, and Biology
- Attendance- Students in excess of 18 days (10% of the school year) are subject to retention. Students who miss more than 20 subject classes (i.e. 7th period algebra) throughout the year are subject to academic failure.

If the above measures do not provide clear evidence to support a promotion/retention decision, other data collection measures may be utilized. Despite the performance on the EOG test scores, a child may be retained if he or she does not meet academic or attendance criteria for promotion. Special provisions may apply only in extreme cases.

Retention Decisions:

- In the event a child is to be considered for retention, the teacher or parent/guardian should notify the Principal or Head of School by the end of January.
- Grade-level/Subject Teachers will assemble a portfolio of the child's performance recorded supporting the need for retention.
- The Principal or Head of School will determine if additional data is necessary to finalize the retention decision.
- The grade-level/subject teacher, ELL coordinator, Exceptional Children coordinator (if applicable), school counselor (if applicable), and parent/guardian will meet with the Principal/head of school to determine the most appropriate course of action.
- The Head of School, under North Carolina law, has the authority to make the final promotion/retention decision.

NC Read to Achieve

Students in third grade must show proficiency in reading in order to be promoted to fourth grade.

Proficiency will be determined by the student's performance on the following:

- EOG reading assessment
- State Approved Reading assessment
- NC Read to Achieve test
- Student reading portfolio

Students who do not demonstrate proficiency in one of the above will be required to complete a summer remediation program. The student and family will also be notified that without significant progress in 4th grade, retention will be considered.

Testing

Summit Charter School participates in the statewide accountability-testing model (EOG- End of Grade Testing, EOC - End of Course Testing, and ACT Testing) and will administer the standardized tests in accordance with the set guidelines. Testing will be handled by the Testing Coordinator and teachers will be trained prior to administration. All students in grades 3-10 are expected to participate in the state testing program and parents should encourage their children to do their absolute best on these tests. Test results will be shared with parents at the conclusion of testing. The test schedule is as follows:

Grades 3-8:

- Mathematics- Grades 3-8, Math 1- Grade 8
- Reading- Grades 3-8
- Science- Grades 5 & 8

Grades 9-12 End of Course (EOC) Tests:

- Math: Math I, Math III
- English: English II
- Science: Biology

Grades 9-12 College Readiness Tests:

- Grade 10: Pre-ACT
- Grade 11: ACT

*Students in grades 9-11 will also take internally administered released ACT tests in the fall, winter, and spring for internal benchmarking purposes toward the ACT college readiness benchmark. This data will inform instructional decisions and support staff, students, and families in post-secondary and college planning.

Tutoring

Summit, like all schools in North Carolina, is transitioning towards full implementation of a Multi-tiered system of support framework for serving the academic needs of all students. NC MTSS is a multi-tiered framework which promotes school improvement through engaging, research-based academic and behavioral practices. NC MTSS employs a systems approach using data-driven problem-solving to maximize growth for all.

Whether children are struggling to learn or are advanced learners, we hope to provide the tools every child needs to reach his or her potential.

There is time built into our schedule to provide additional academic support for both advanced learners and children in need of remediation, at all grade levels. Some of the assistance will be with computerized instruction and some assistance will be through additional classroom support of aides and push in EC support or other adults in the classroom. Teachers will be doing continual progress monitoring through formative assessments in the classroom.

If for any reason, your child is not making expected progress with all of the MTSS components we have in place, we will have a MTSS meeting, which would include you, your child's teacher, the school counselor, the Principal and other school personnel as required. If the team determines that additional tutoring services are necessary for your child to progress, the school will assist the parents in identifying a tutor. Individual teachers are not permitted to contract with a family for paid tutoring services of students they teach.

General Policies:

Athletic Policy

Students in grades 6-12 are expected to follow the Athletic Policy guidelines for Summit Athletic Programs. A complete copy of the Athletic Policy is on file in the Summit Charter School Information Notebook located in the Athletic Director's office.

Students must have a current athletic physical and permission to treat form on file in the office and Concussion Protocol Statement with the Athletic Director before they may participate in any athletic practice and game.

Students with unsatisfactory grades and/or behavior may become ineligible for athletic participation at the Head of School's discretion.

Attendance

A child's presence for classroom instruction and experiential education opportunities offered throughout the Summit program is an extremely important component to his or her academic success. Parents are strongly encouraged to respect the importance of attendance and are asked to schedule travel and controllable absences around the school's calendar. Absences are coded as either **EXCUSED** or **UNEXCUSED**.

EXCUSED absences are for the following reasons only:

1. Injury or illness
2. Death in the immediate family
3. Inclement weather (ice, snow, or floods)
4. Religious observance
5. Quarantine
6. Court or administrative proceedings
7. Medical or dental appointments
8. Prior Approval Educational Opportunity

In order to excuse an absence for any of the above reasons, a note must be written and given to the student's teacher or the office. Failure to do this will result in the absence being coded "unexcused".

UNEXCUSED absences are absences due to any reason other than those listed above, with no exceptions. School work for unexcused absences may not be made up. Please note that an accumulation of 10 unexcused absences are grounds for truancy, and by state statute. (G.S. 115 C-378) the head of school must report all cases of truancy to the Department of Social Services. It is also considered to be a violation of the Family Partnership Agreement if a student's absences meet or exceed 10% of the school days to that point of the school year.

Students who miss more than 20 subject classes (i.e. 7th period algebra) throughout the year are subject to academic failure. Please be mindful of early dismissal from school.

Late Arrivals and Early Dismissals

School hours are from 8:30 AM until 3:15 PM. Students are expected to be in attendance during these hours. Late arrivals and early dismissals are very disruptive to the classroom and demonstrate a lack of respect for the school schedule, the teachers, and students. **A child must be present for ½ of the instructional day in order to be counted present.** By state law a note from the parent/guardian is required after an absence in order for the absence to be counted as excused. Without a note the absence will be counted as **UNEXCUSED**. All tardies and early dismissals will be recorded and reported on progress reports.

Parents or guardians must sign in all late arriving students at the front office. All early dismissals must also go through the front office. A parent or guardian must sign the student out. No students may be released from the classroom without a call from office personnel. **Excessive early dismissals and tardiness will warrant a mandatory parent conference with the Principal/head of school and may result in academic penalty for the class/subject that is missed.**

Bullying Policy

Overview

Summit Charter School believes that all students have a right to a safe and healthy school environment and does not tolerate behavior that infringes on the safety of any student. Summit Charter School adheres to the definition of bullying outlined in the 2009 School Violence Prevention Act (see reference at end of document). A student shall not intimidate, harass, or bully another student through words or actions. Such behavior includes: direct physical contact, verbal assaults, cyber-bullying, and social isolation or manipulation.

Summit expects students to immediately report incidents of bullying to a teacher and the head of school should be informed of all reports of bullying. Teachers who witness such acts take immediate steps to intervene and each complaint of bullying should be promptly investigated. Complaints can be turned in anonymously in writing or by direct report to a staff member. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, and during a school-sponsored activity.

Prevention

Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

To help prevent bullying, the school counselor will facilitate staff development training and classroom lessons on bullying prevention and Summit will continue to utilize character education to cultivate acceptance and understanding in all students and staff to build the school's capacity to maintain a safe and healthy learning environment. Teachers will also ensure that students prone to aggressive behavior and victims of bullying receive in-school counseling services.

Procedures

The procedures for intervening in bullying behavior include, but are not limited to the following:

- All staff and parents will receive a copy of this policy prohibiting intimidation and bullying at the beginning of the school year or as part of new student orientation
- The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential.
- Teachers who witness acts of bullying shall take immediate steps to intervene. People witnessing or experiencing bullying are expected to report the incident; such reporting will not reflect on the target or witnesses in any way.
- Incidents of bullying can be reported using the following channels:
 - Make a direct report to a school official
 - Complete and send an on-line submission form accessible on the school's website
 - Deposit a report in a confidential submission box located in the library

Investigation

Reported incidents will be investigated and appropriate action will be taken after considering the following:

- Nature, severity, and number of occurrence(s) of the behavioral impact on the target
- Degree of physical, psychological, and social harm on the target
- Student's age, development and degree of maturity
- Surrounding circumstances and context in which the incident(s) occurred

- Prior disciplinary history and continuing patterns of behavior
- Relationship between and among the parties involved
- Context in which the alleged incident(s) occurred

Consequences

Validated bullying behavior and/or acts of aggression will require parent(s) of the involved parties to meet with the principal and disciplinary action will be determined on an individual basis. Bullying is considered a violation of Summit’s Family Partnership Agreement. Consequences include, but are not limited to a verbal or written apology, mandatory counseling, detention, and suspension.

Definition of Bullying as defined by the North Carolina General Assembly:

115C-407.15. Bullying and harassing behavior:

“As used in this Article, "bullying or harassing behavior" is any pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication, that takes place on school property, at any school-sponsored function, or on a school bus, and that:

- (1) Places a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property; or
- (2) Creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities, or benefits. For purposes of this section, "hostile environment" means that the victim subjectively views the conduct as bullying or harassing behavior and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying or harassing behavior.

Bullying or harassing behavior includes, but is not limited to, acts reasonably perceived as being motivated by any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics.”

Classroom Expectations

Each teacher will teach and post a set of classroom expectations. Expectations are kept short and simple so students can remember them easily. Students should be made aware of expectations and review them often.

Class Parties

Please check with your child’s teacher concerning classroom policy.

Clubs

Students should be encouraged to participate in clubs and sports activities. All school-sponsored clubs must seek administrative approval and must be sponsored by a faculty/staff representative. Club involvement and sports events should not interfere with the educational process of the child. If problems arise, please notify the Head of School.

Compliance with Other Laws

The school shall comply with all applicable federal laws and regulations, including, but not limited to, such laws and regulations governing employment, environment, disabilities, civil rights, children with special needs, transportation, and student records. The school shall also comply with all applicable health and safety laws and regulations, whether federal, state, or local. Neither the State Board of Education nor the local board of education assumes the duty to oversee the operations of the school except as may otherwise be provided by law or separate contract. Neither the State Board of Education nor the county board of education is required to monitor the school for compliance with applicable laws and regulations.

Criminal Background Checks

Summit Charter School believes that a safe and secure learning and working environment should be provided for all students and staff. Anyone who directly or indirectly has contact with children is in a unique position of trust in this society, and the school believes that criminal dispositions against an applicant, employee, or volunteer to the school may have an impact upon these goals and will be considered in hiring and dismissal decisions, as well as in the recruitment and usage of volunteers to the school.

All applicants, employees and volunteers of Summit Charter School must consent to and are subject to background screening initially upon appointment and every three years thereafter. Background screening may include:

Driving records check;

Criminal background check to verify no past history of abuse and/or sexual deviant behavior or other crimes of violence crimes of embezzlement and fraud;

Sex Offender Registry check; and

Employment and/or prior volunteer service reference checks.

Applicants and volunteers shall be required to answer completely and accurately questions on their application with regard to previous criminal history. Failure to do so will subject the applicant to not being hired, an employee being dismissed, or a volunteer request being denied. Applicants, current employees, and volunteers shall notify the head of school immediately if they are charged with or convicted of a criminal offense (including entering a plea of guilty or nolo contendere) except minor traffic violations.

Information obtained through the implementation of this policy shall be kept confidential as provided in the North Carolina General Statutes and regulations. The school system shall maintain in paper format only data from a criminal history check conducted through the North Carolina Department of Justice. These records shall be kept in a locked, secure place, separate from the individual's personnel file.

Code of Conduct

Summit Charter School strives to maintain a culture characterized by the Seven Virtues highlighted in the Summit Pledge: *Each day, in my words and my deeds, I will do my best to live these seven virtues: Honesty, Respect, Responsibility, Compassion, Self-Discipline, Perseverance, and Giving.* Parents, students, and staff are expected to uphold and reinforce our Seven Virtues, which define Summit's Code of Conduct:

Honesty: I will be honest with myself and others.

Respect: I will treat others the way I would like to be treated.

Responsibility: I will take responsibility for my behavior and choices.

Compassion: I will act with compassion.

Self-Discipline: I will do my best academically, socially, and personally.

Perseverance: I will work to overcome obstacles.

Giving: I will help others.

Students are encouraged to take responsibility for their own actions and to respect self, others, and their surroundings. Clear, consistent rules are developed, often with input from students. Teachers will work with students to determine logical and natural consequences for rule infractions. Parents will be notified whenever students are physically or verbally aggressive towards others, disruptive of the learning environment, or destructive of property. We value school/home connection and know that student behavior is much more likely to improve at school when we work together (see Parent Partnership Agreement).

Expectations for Excellence

- School leaders will...
 - Establish and uphold clear expectations for a positive and consistent learning environment
 - Support and empower staff to lead in their classrooms and in their Base Camps
 - Monitor progress of student learning across classrooms and support teachers to address student learning needs
 - Be responsive to parent needs and concerns by communicating concerns to parents in a timely manner and responding to parent emails and phone calls within 24 hours and Uphold the Code of Conduct at all times.
 - Uphold the Code of Conduct at all times.

- Teachers will...
 - Establish and lead a positive and consistent learning environment
 - Plan and deliver engaging, rigorous, standards-aligned lessons
 - Be responsive to student progress and needs
 - Be responsive to parent needs and concerns by communicating concerns to parents in a timely manner and responding to parent emails and phone calls within 24 hours.
 - Uphold the Code of Conduct at all times.

- Students will...
 - Engage positively in their learning and remain on-task with assignments
 - Follow classroom expectations and teacher directions to ensure learning time is maximized
 - Ask for help when needed. Give help to others when asked.
 - Uphold the Code of Conduct at all times

Consequences for Inappropriate Behavior

Students are expected to follow the guidelines of SCS on campus, on school transportation, or at school-sponsored events on or off campus. Failure to adhere to the guidelines throughout the year will result in appropriate discipline, the purpose of which is to: ● Ensure the safety and sense of well-being of

all children at Summit; and ● Help the student to make more positive behavior choices, and in some instances, to make restitution to the classroom or school community. Consequences for inappropriate actions may be adjusted to reflect the age and individual needs of the offender.

The Consequences Chart (below) sets forth consequences for violations of behavior guidelines. Teachers and the school administration retain the discretion to modify disciplinary procedures and consequences, and/or to take more severe and immediate action when deemed necessary and appropriate.

Please note that consequences listed are a “menu” of consequences to support consistency and clarity in discipline procedures. The consequences outlined below are not intended to be directly and only correlated with the behavior listed on that line.

Behavior	Consequence	Staff Responsible
Level 1: Actions disrupt flow of instruction and/or school culture, but do not cause additional harm to others	<p>For all Level 1 Behaviors: Teacher documentation of incident using their own classroom behavior log</p> <p>Teacher facilitated consequences as appropriate such as:</p>	Teacher
<ul style="list-style-type: none"> ● Dress code violation ● Off-task behavior ● Failure to come to school prepared (without supplies, homework, etc.) ● Chewing gum ● Eating food in class (unless at teacher scheduled times) ● *Unauthorized use of device (phone, music, camera, Apple Watch, etc.) 	<ul style="list-style-type: none"> ● Logical consequence ● Verbal warning/reminder ● Take 5 (in classroom) ● Apology (“Talk it out”) ● Conference with student ● Loss of participation in class activities ● *Unauthorized device confiscated for at least the remainder of day 	
Level 2: Actions could result in harm to others or the learning environment and are in direct opposition with our culture	<p>For all Level 2 Behaviors</p> <ul style="list-style-type: none"> ● K-5: Teacher/Student Conference ● MS and HS: Lunch detention(s) with written reflection, to be held in the library and supervised by the teacher who assigns the detention ● Teacher documentation of incident using shared internal behavior log (ie, Google Sheet) ● Parent and administrator notification of behavior and consequence <p>Additional progressive consequences by Teacher or Administrator may include:</p>	Teacher
<ul style="list-style-type: none"> ● Repeated Level 1 behaviors (3rd incident in class) ● Directed inappropriate language, including profanity and disrespect 	<ul style="list-style-type: none"> ● Conference with student and parent led by teacher ● Temporary removal from class ● Community accountability (restitution, service, class meeting) ● Loss of participation in extracurricular activities (e.g., sports, band, clubs) ● Advisor (6-10) and School Counselor notified ● Peer mediation 	

<ul style="list-style-type: none"> ● Failure to follow through with consequences for inappropriate behavior ● Failure to follow reasonable request of the adult in charge and/or disrespect ● Repeated dress code violations (3rd incident in class) ● Repeated technology violations (3rd time in 9 week quarter) ● *Plagiarism; cheating on assignment or exam. ● Horseplay or rough behavior that could result in an injury ● Being dishonest or deceitful 	<ul style="list-style-type: none"> ● Behavior contract written with student and parents ● *Plagiarism or cheating will result in a 0 on the assignment and may include additional consequences outlined above 	
<p>Level 3: Actions cause harm to property or are repeated behaviors that could cause harm and are in direct opposition with our culture</p>	<p>For all Level 3 Behaviors</p> <ul style="list-style-type: none"> ● Documentation of incident using Office Referral form. ● Parent conference led by Principal and/or head of school <p>Progressive Teacher/Administrator consequences including but not limited to:</p>	<p>Principal</p>
<ul style="list-style-type: none"> ● Repeated Level 2 behaviors ● 3 Lunch Detentions in a quarter ● Vandalism ● Property damage ● Theft 	<ul style="list-style-type: none"> ● Community accountability (restitution, service, class meeting) ● In school or out of school suspension (up to 10 days) (suspension will be documented in student records as required by NC Department of Public Instruction) ● Referral to school counseling 	
<p>Level 4: Actions cause others to feel unsafe and/or cause harm to others or self</p>	<p>For all Level 4 Behaviors:</p> <ul style="list-style-type: none"> ● Documentation of incident using Office Referral form. ● Parent conference led by Principal <u>and</u> Head of School <p>Progressive Teacher/Administrator consequences including but not limited to:</p>	<p>Head of School and Principal</p>
<ul style="list-style-type: none"> ● Repeated Level 3 behaviors ● Fighting/Assault* ● Bullying* ● Harassment* ● Property damage* ● Extortion* ● Communicating threats* ● Discrimination* ● Being under the influence of alcohol or controlled substance 	<ul style="list-style-type: none"> ● Mediation with other students ● Referral to school counseling ● In school suspension (suspension will be documented in student records as required by NC Department of Public Instruction) ● Short term out of school suspension (up to 10 days) (suspension will be documented in student records as required by NC Department of Public Instruction) ● Full consequence may include: ● community service, ● longer-term suspension, ● referral to Board for expulsion <p>*Required report to Department of Public Instruction (DPI) and/or law enforcement</p>	

<ul style="list-style-type: none"> • Possession, sale or transmission of tobacco, alcohol and/or controlled substances 		
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Weapons, Dangerous Instruments/Substances, and Firearms

No unauthorized employee, parent, student or other person shall carry, or engage another person to carry, whether openly or concealed, a weapon, alcoholic beverages, or tobacco on school property at any time. School property includes any school building or bus, school campus, grounds, recreational area, athletic field, or other property owned, used, or operated by Summit or at any school fieldwork function.

Drugs and Alcohol Students are prohibited from possessing, using, transmitting, selling or being under the influence of any of the following substances: narcotic drugs, unauthorized over-the-counter medications, any alcoholic beverage, or any other controlled substance. Students also are prohibited from possessing, using, transmitting or selling drug paraphernalia or counterfeit drugs.

Tobacco Students are prohibited from possessing, using, transmitting or selling any tobacco product including cigarettes, electronic cigarettes (e-cigarettes) or other vaping devices whether nicotine or non-nicotine based, cigars, chewing tobacco, snuff and any other items containing or reasonably resembling tobacco or tobacco products. Students are prohibited from possessing or using any paraphernalia associated with tobacco or vaping use including pipes, rolling papers, e-cigarette “juices” or their cartridges, lighters, and matches. NC Senate Bill 530/SL 2013-165 defines e-cigarettes and associated products as “tobacco products.”

Unauthorized Items In addition to alcohol, tobacco, drugs, and weapons, the following items are not allowed at school and are subject to immediate confiscation for return to a parent or guardian: • Lighters/Matches • Any other item that prohibits or hinders the fulfillment of the academic mission of the school

Search and Seizures School personnel have the authority to conduct reasonable searches and seize materials for the purpose of maintaining a safe, orderly environment and for upholding standards of conduct established by the school. A student’s person, locker and/or personal effects (e.g., purse, book bag, etc.) may be searched whenever school personnel have reasonable suspicion to believe that the student is in possession of illegal or unauthorized material and that the material could be found on the student’s person or in the personal effects. This search will be conducted by a school administrator in the presence of another school administrator and/or the school resource officer.

Out-of-School Suspension At the time of the suspension, administrators or teachers will notify student and parents and explain the reason for the suspension, the length of the suspension, and the conditions of the student’s return. Parents will also be notified in writing. At any point during the suspension process, parents and students have the right to meet with the head of school to discuss the incident and evidence. The desired outcome of all suspensions is that students will be able to make better choices and take responsibility for their actions. • During an out-of-school suspension a student may not be on the campus for any reason or attend an off-campus Summit event. This includes activities on our campus that are sponsored by other organizations, such as sports clubs. • Students may make up work during or following a suspension at the teacher’s discretion, but it is the student’s responsibility to get assignments and schedule

make-up quizzes or tests. ● Students participating in extracurricular activities may be removed from the activity temporarily or permanently at the discretion of the staff member in charge of the activity. ● Local boards of education may refuse to admit any students who have been expelled or suspended from Summit under G.S. 115C-391 until the period of suspension or expulsion has expired. ● Before a suspended student can be readmitted, the student's parents may be required to meet with the head of school to establish a behavioral plan for the student's return to school.

Long-Term Suspension and Expulsion If a student has been suspended for a period of 10 days, s/he may be referred to the Care Team for a recommendation for further disciplinary action, such as long-term suspension or expulsion. The Care Team for long-term suspension and expulsion decisions is a four-person committee made up of two teachers, one administrator, and a school counselor. The time/date of this informal hearing will be agreed upon by all parties, but must be prior to the end of the 10-day suspension. At this informal hearing, parents have the right to see all documentation that will be presented; and they have the right to represent or bring legal counsel to represent their child's interests at this meeting. The Care Team will make a recommendation to the head of school regarding further disciplinary or corrective action. The head of school, as superintendent of the LEA, can make a decision to suspend the child for the remainder of the year, or in certain circumstances, for 365 days. If the Care Team recommends an expulsion, this would have to be approved by the Board of Directors. Any student who is suspended or expelled loses the privilege of attending another N.C. public school until the period of suspension is over. If the parents disagree with the recommendations of the Care Team and/or head of school, they can appeal this decision in writing to the Chair of the Board of Directors within 5 working days of the hearing.

Provisions Specific to Students with Special Needs: 1. The Individual Education Plan of every student with special needs will indicate if the student is not expected to meet the regular discipline code, and if not, what modifications of the code are required. The appropriate EC staff will be consulted for discipline procedures on a case by case basis. 2. Summit will follow the North Carolina Discipline Procedures (NC 1504-2) "Policies Governing Services for Children with Disabilities" and state and federal law as required for short-term suspensions (or multiple short-term suspensions), long-term suspensions (lasting more than 10 days or any series of suspensions exceeding 10 cumulative days that results in a change of placement), expulsion or special circumstances.

Disciplinary Records

Federal law requires that we forward disciplinary records with respect to suspensions or expulsions when students transfer to other schools

Diversity and Inclusion

We celebrate the many forms of diversity among our families, student body, and community. We are committed to helping our students and staff appreciate differences in others while valuing themselves, and to recognize the biases that exist in our society as we create an environment that challenges stereotypes and prejudices and is inclusive for all.

Summit Charter School does not discriminate against any employee, volunteer, or student on the basis of race, color, cultural heritage, national origin, religion, age, sex, sexual orientation, marital status, physical or mental disability, political affiliation, source of income, veteran status or any other status protected under local, state, or federal law. This policy extends to all personnel decisions, terms and conditions of

employment, vendor contracts and provision of services. Summit Charter School does not tolerate harassment for any reason. Respect for the dignity of others shall be the guiding principle for our relations with each other.

Drop-off/Pick-up

Students should not be on campus prior to 8:10 AM unless they are being tutored

Morning Drop-off- Drop off is between 8:10 and 8:30 AM.

- Cars are to enter Cashiers School Rd at Cornucopia restaurant
- Maintain 10mph speed and take caution around narrow areas in the road and limited visibility points along Zeb Alley and Mitten Lane
- Cars will line up the Summit drive in a single car line
- Students will be dropped off at one of the four stations on the main porch
- Cars are to remain on the right side of the drive and should take caution exiting Mitten Lane and Zeb Alley
- During times of high traffic, we encourage drivers to exit to the right on Cashiers School Rd towards the Methodist Church to reduce road congestion

Afternoon Pick-up

- Cars are to enter Cashiers School Rd at Cornucopia restaurant
- Maintain 10mph speed and take caution around narrow areas in the road and limited visibility points along Zeb Alley and Mitten Lane
- Cars will line up the Summit drive in the two right-hand lanes leading to the cul-de-sac and exercise an alternate merge for a single pick-up line
- Students will line up by grade in designated spots on the front porch/in classrooms
- A caller will announce approaching car numbers and delegate students to one of four pick-up stations (i.e. "carpool 56 report to station B)
- Cars are to remain on the right side of the drive and please **STOP** at the end of the drive and **LOOK** before turning onto Mitten Lane
- During times of high traffic, we encourage drivers to exit to the right on Cashiers School Rd towards the Methodist Church to reduce road congestion

Additional Carline Notes

- Students dropped off after 8:30am must be accompanied by an adult to the office to sign in and receive a tardy slip. Excessive tardies or early dismissals will mandate a meeting with the Head of School to discuss consequences.
- If your child is to ride home with an individual other than yourself, a note is required.
- For the safety of the children we ask you *not* to be on your cell phone during carline.
- Do Not pull out of the car lane and pass a car or bus that is loading or unloading children
- K-8 must use the car line area. Only HS students are allowed to be dropped off/picked up at the Summit Center.

EPA- Asbestos Emergency Response Act

The US Environmental Protection Agency (EPA) Asbestos Emergency Response Act (AHERA) requires all schools to inspect building materials for the presence of asbestos. AHERA excludes schools from the inspection requirement if the school was constructed after October 12, 1988, and has a signed statement from the architect of project engineer responsible for constructing the school stating that no

asbestos-containing building materials were specified for use in the construction of the school. Our school has been provided with such a statement, and is, therefore, exempt from the requirement to conduct an asbestos inspection.

The EPA requires us to annually notify you that we are aware of the AHERA regulation, and that we are in compliance. The Management Plan is available for your review at any time during normal school hours (M-F, 9:30am – 3:30pm). The Asbestos Program Manager, Marie Starkings, is available to answer any questions you may have about asbestos in our building (828-743-5755).

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Summit Charter School, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's records. However, Summit Charter School may disclose appropriately designated "directory information" without written consent, unless you have advised the school to the contrary in accordance with Board procedures. The primary purpose of directory information is to allow Summit Charter School to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production
- The annual yearbook
- Honor roll or other recognition lists
- Graduation programs and
- Sports activity sheets, such as for baseball, soccer and other school sports
- School calendar and directory

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that publish yearbooks and local news agencies.

If you do not want Summit Charter School to disclose directory information from your child's education records without your prior written consent, you must notify Summit Charter School in writing by the tenth day of each new school year. Summit Charter School has designated the following information as directory information:

- Student name
- Address
- Telephone listing
- Photograph
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Degrees, honors and awards received

Summit Charter School, by making this information available to parents on a yearly basis, is in compliance with the Family Educational Rights and Privacy Act. A complete copy of this law may be viewed online at www.ed.gov.

Family Partnership Agreement

Summit Charter School is founded upon **trust and responsibility shared among parents, teachers, students and community**. Parents in particular are viewed as their child's primary teachers, and the home as the foundation for learning. Parents and students sign a Family Partnership Agreement to actively support their child's education and the school.

Field Excursions

There are many places in the western North Carolina region, which are great. Classrooms may choose to go on field trips periodically throughout the year. Parents can assist by promptly returning the necessary paperwork, adhering to schedules and by offering to chaperone. Field trips are an educational experience, which allows students to visit new and interesting places. Please note that chaperoning a field trip is a huge responsibility. Parents should follow the teacher's directions explicitly and ***should not bring siblings***.

Parents who are willing to drive their car and transport children on a school trip must have completed a background check with the school and file their current license, registration and insurance card with the business office.

Grievance Policy

In the event a conflict is unable to be resolved through the Family Partnership Agreement, Summit Charter School will follow the grievance procedures used in the Jackson County Public School System. Thus stated, it is the policy of Summit Charter School that all students and parents/guardians shall have the right to present for solution any problem arising within their status as students or parents/guardians and shall be encouraged to exercise this right without fear of recrimination. It is for this purpose that a grievance procedure is established. To ensure that any problem is corrected as soon as possible, time limits have been established to assure prompt attention to each problem. If the student or parents/guardians do not process his or her grievance within the set time limit, it shall be considered settled and not open to appeal. The grievance procedure may be used to address any situation occurring within the operation of normal procedures of the school which causes a student and/or parent/guardian to believe he/she has been wronged, except in the cases where other appeal procedures are provided (e.g., long-term suspension). Students and their parents are encouraged to discuss their concerns informally with the person(s) involved before invoking grievance procedures. This includes addressing classroom concerns directly with the teacher(s) as necessary.

Grievance Process

The first step in our grievance process is to bring the grievance to the party with whom there is a disagreement. If the disagreement is not resolved directly with the person(s) involved, a grievance may be escalated as follows.

A. Initiation- A student may initiate a grievance proceeding when either the student or his or her parent or guardian believes that he/she has been adversely affected by a decision of a school employee, or that a violation, misapplication or misinterpretation of school board policy or state or federal law or regulation has occurred.

B. Procedure The procedure for initiation and conduct of a grievance shall be: A student, parent, or guardian wishing to invoke the grievance procedure shall make a written request for a conference with the head of school to discuss the grievance and seek resolution. The following guidelines shall be observed:

Step I – Appeal to the Head of School: 1. A grievance shall be filed as soon as possible, but in no event longer than thirty (30) days after disclosure of the facts giving rise to the grievance. 2. The Head of School shall grant the conference within five school days following receipt of the request. 3. The request shall include a written statement describing the grievance and naming the specific policy, rule or law believed to be violated: (1) the name of the school system employee or other individual whose decision or action is at issue; (2) the specific decision(s) or action(s) at issue; (3) any board policy, state, or federal law, state or federal regulation, or State Board of Education policy or procedure that the parent or guardian or student believes has been misapplied, misinterpreted or violated; (4) and the specific resolution desired. 4. The head of school will conduct any investigation of the facts necessary before rendering a decision. 5. The head of school will state his or her position on the question in writing to the student within ten school days following the conference. 6. Only the parent or guardian or someone acting in loco parentis shall be permitted to join or represent the student in the conference with the head of school.

Step II – Appeal to the Summit Charter School Board: If the grievance is not resolved at Step I, the student may appeal the head of school’s decision to the Summit Charter School Board in writing within five (5) school days following the response from the head of school at Step I. The board shall offer a final written decision within thirty (30) days.

Immunization Requirements

The North Carolina Immunization Law was amended effective July 1, 1987. The law, .0401 NCAC 7A(a) describes the immunizations required. Immunizations must be placed in the student’s cumulative file within the first 30 days of the school year (or the enrollment date for student transfers). For additional information, please contact the front office.

Illness and Injury

The following policies on illness and injury have been written in conjunction with the North Carolina School Health Program Manual, which includes the latest research and recommendations from the American Academy of Pediatrics and the National Association of School Nurses.

Students should remain at home from school when they have any of the following symptoms:

- Fever of 100.4 or higher
- Nausea, vomiting and diarrhea, if persistent and/or accompanied with a fever
- Sore throat with a fever
- Rash accompanied with a fever

Students are not permitted to return to school until they are free of symptoms (**without the** use of fever reducers such as Tylenol or Ibuprofen) for a **minimum of 24 hours**. Students with Strep throat or other bacterial illnesses must remain home until 24 hours after treatment has started and any fevers have abated, unless otherwise stated in a note from a doctor or physician.

Parents will also be notified of their child’s condition in the situations listed below:

- Injury where there is swelling, severe pain, or a question of a sprain or broken bone

- Injury where there is significant bleeding or if bleeding does not stop in a short amount of time. etc.
- Eye injury
- Burns
- Head injury
- Dog or other animal bite
- Chipped or avulsed tooth
- Poisoning
- Pediculosis (lice)
- Any problem about which there is a concern.

Any other concerns or medical situations not listed will be handled at the collaboration and discretion of the school nurse, respective student parents/guardians, and the school administration.

Pediculosis (Lice)

In the event that a student has been properly assessed and confirmed to have live head lice by the school nurse, the student should remain in class, but be discouraged from close direct head contact with others. The school nurse will contact the student's parents to discuss treating the child at the conclusion of the school day. Students with nits only should not be excluded from school, and students found with an active lice infestation are permitted to return to school after treatment has been started at home. In cases that involve head lice, as in all school health issues, the school nurse will make every effort to prevent stigmatizing and to maintain the student's privacy as well as the family's right to confidentiality.

Inclement Weather/Early Dismissal

In the event of inclement weather, the head of school will make a decision whether to cancel school, remain on a regular schedule, or call for a late start. At the time of decision, the head of school will initiate the All Call System and contact local news stations:

WYFF-Channel 4-Greenville
 WLOS-Channel 13-Asheville
 School Message-743-5755

We also encourage parents to enroll in WLOS News 13 Text Alerts for immediate notification to your cell phone about school closings and delays.

In the event of a late start or early dismissal, families will be notified by the All Call System. Regardless of the decision, parents should not bring their child(ren) to school if they feel that their safety is at risk.

***Please note that for the purpose of inclement weather, Summit is not listed as a Jackson County school. Watch or listen for information specific to Summit Charter School.**

Lunch

Students should bring lunch and a full water bottle from home each day. The school does not provide heating or refrigeration services for students, and students should be encouraged to carry ice packs for cold items and not bring items that require warming or cooking. If a child forgets lunch, granola bars may be provided by the school.

Parents are welcome to join their child for lunch. Please make sure that you are aware of lunch times and recommended guidelines.

Lunch Times: K/1: 12:00-12:45; 2-5th grades: 12:00-12:30; 6-8th grades: 12:05-12:35; HS: 11:35-12:10

Parent Lunch Guidelines:

- Parents should send lunch *with their child* to school everyday. We discourage dropping off lunch for a child during the school day.
- When joining their child for lunch, parents should plan to eat with their child at the *beginning* of the lunch period.
- Parents should model our promotion of healthy meals and consumption of water or nutritious beverages.
- Parents are encouraged to *eat* lunch with their child, not to drop it off at the front desk for delivery.
- A parent's invitation to eat lunch at Summit is intended to promote quality family time during the school day without disruption to the schedule and student policies.

Food Allergy Plan

Summit is committed to establishing a healthy and safe environment for students with food allergies. We ask that our parents please assist us with lunches, snacks, and celebration foods in our approach to preventing a severe allergy attack. At this time:

- Please avoid sending in foods containing peanuts, peanut oils, peanut flour, or foods manufactured on the same equipment as peanuts.
- Please avoid sending in food items whose fine-print food labels state:
 - “May Contain Peanuts or Peanut Products”
 - “Processed on Shared Equipment with Peanuts”
 - “Contains Peanut Ingredients”
- Food items processed/manufactured in the same plant as peanuts and package labels reading, “May contain trace amounts of peanuts” are safe for your child to bring to school at this time.

Mascot/School Colors

The mascot for Summit Charter School is the Summit Bear. School spirit colors are hunter green, navy and white.

Medication Policy

Teachers are not allowed to keep or distribute medicine in the classroom. All medication will be kept in the office to be distributed at the appropriate time. In accordance with North Carolina statutes, all medication must be in its original container and accompanied by a doctor's note. Parents are responsible for notifying the front office of all medication needs and for personally delivering the medication to the front office. Students will be allowed to leave class and walk to the front office to receive medication.

The school staff cannot administer any medication (prescription or over the counter) to a child unless it is ordered and prescribed by a doctor. We must have a doctor's note on file indicating dosage, the amount to be given, and the time of administration for each medication. All medications must be brought to the front office by parents in the original container, and the markings on the container must match the doctor's note. Medications may also be brought in and administered by a parent on school grounds. No student may possess any type of medication (including cough drops and inhalers) while

attending school or a school function. This policy is in accordance with the NC Department of Public Instruction.

Nepotism Policy

The purpose of this nepotism policy is to protect the interests of Summit Charter School when it is contemplating entering into an arrangement with an immediate family member of a member of the Board of Directors (the “Board”) or an employee of Summit Charter School. This policy is intended to supplement but not replace any applicable state laws governing nepotism applicable to nonprofit and charitable corporations. The Policy shall be as follows:

1. Before any immediate family, as defined in G.S. §115C-12.2, of any member of the Board or a charter school employee with supervisory authority shall be employed or engaged as an employee, independent contractor, or otherwise by the Board in any capacity, such proposed employment or engagement shall be: (i) disclosed to the Board and (ii) approved by the Board in a duly called open-session meeting.

The burden of disclosure of such a conflict of interest shall be on the applicable Board member or employee with supervisory authority. If the requirements of this subsection are complied with, Summit Charter School may employ the immediate family of any member of the Board or a Summit Charter School employee with supervisory authority.

School Sponsored Activities

Parents should support all school-sponsored activities and are encouraged to attend as many events as possible. Parents are needed to volunteer for activities in their child’s classroom, or they can sign up as volunteers to assist in family activities sponsored by the SFA. Parents will be notified of upcoming events.

Cell Phone and Technology Policy

- For safety reasons, parents should refrain from using their cell phones while in car line.
- To ensure the school environment is focused on learning, cell phones, Apple Watches, iPads, and other related technology belonging to students must be turned off and stored out of sight during the school day from 8:30 - 3:15. Students are prohibited from using technology devices without explicit permission from a teacher or staff member.
- Students may come to the office to use the telephone for emergency calls.
- Failure to adhere to the above expectations will result in the student’s technology being confiscated and will require a parent to pick up the technology from the office.

Tobacco, Weapons, Drugs Policy

Summit Charter School is committed to providing a safe and drug/tobacco free campus. ***NO tobacco products, weapons or drugs are allowed on campus at any time.***

Uniform Dress Code

K-8 Uniform Guidelines

Upper Body

Shirt Style: Standard Colors- solid white, yellow, hunter green, navy, gray

- Mesh or Knit Polo (short/long sleeve)
- Turtleneck (full or mock)

- Henley Shirt (low collar, with buttons, can be thermal)
- Knit Polo Dress

Grades 3-8: Students may add **RED** to their standard colors

Grades 6-8: Students may add **LIGHT BLUE** to their standard colors

Grade 8: Students may wear **CHOICE POLO on Fridays**

Dress Shirt/Blouse: **Standard Colors- solid white, chambray blue, oxford blue**

Undershirts- White Only

Undershirts are optional. Long sleeve undershirts may not be worn with short sleeve shirts.

Overwear (worn inside school):

Standard Colors – solid white, yellow, hunter green, navy blue, gray

- Sweaters (V-neck, crew neck, cardigans, sweater vest)
- Sweatshirts- (crew or zip front)
- Fleece Jackets/Vests- (zip-up, crew or V-neck)
- (Official Summit Spirit /athletic outerwear is also approved)

Outerwear (worn outdoors):

Any outerwear (coats, hats, gloves, etc.) may be selected for outdoor wear.

Hoodies:

Kindergarten – 5th may wear Summit Spirit Hoodies in the classroom

MS may wear hoodies, in dress code colors, as long as they do not put up the hood inside and are not being distracting

Lower Body:

Standard Colors- solid navy blue, khaki, gray

- Dress Pants (full or Capri length)
- Dress Shorts (fingertip length)
- Skirts/Skorts (fingertip length)
- Jumpers (fingertip length)

*No jeans, leggings or sweatpants.

*Pants and shorts should be worn at the waist.

Footwear:

Socks – Parents' discretion

Leggings/Tights - (May only be worn under uniform) solid navy, black, white, gray or hunter green

Shoes - Parents' discretion; shoes must be closed toe & closed, low heel (applies to free dress day as well).

Additional Uniform Dress Code Notes

1. Appropriate jewelry may be worn (Head of school's discretion).
2. Shirts are to be tucked in. Shirts should be long enough that the belly and back are not exposed when arms are raised or students bend over.
3. No hairstyles that distract from the learning environment will be permitted (Head of school's discretion).
4. No hats may be worn inside the school.
5. "Free Dress" Guidelines: Teachers/Principals/Head of School reserve the right to limit free dress clothing options if it is distracting or inappropriate.

High School Dress Code Guidelines

Our goal for a dress policy is to create an optimum climate for learning while still allowing for individual expression. Students have the freedom to select clothing that is comfortable, while learning to make choices that are appropriate to the situation. Summit students are often outside and/or engaged in active, physical activity. Students must select clothing that is suitable for all scheduled classroom activities, including outdoor education, public speaking, and formal presentations.

Standard Dress: Students must observe the following guidelines:

- Shorts and skirts, or other outer garments must be worn at an appropriate length. When students stand with their hands by their sides, shorts or skirts must be at or below their fingertips
- Tank tops, tube tops, halter tops, see-through shirts, mesh shirts, and clothing that expose the midriff or chest are not appropriate. The bottom of one's shirt must cover the top of one's pants, shorts, or skirt when sitting and standing. Shoulders must be covered.
- Undergarments are to be worn and are not to be visible outside other clothing, e.g., bra straps, boxer shorts, tights or leggings. Tights or leggings must be covered by an outer garment that meets the dress code
- T-shirts or other clothing or jewelry that make references to controlled substances, alcohol, tobacco, gang affiliations, sex, or that are insensitive to the culture of students/staff members are prohibited. No clothing will be permitted that may be offensive to any race, gender, or religion.
- Pants must be fastened properly around the waist.
- Shoes must be worn at all times.
- No sun/shade glasses are to be worn in the building unless it is medically prescribed that they be worn indoors.
- No headgear (hats, caps, hoods, bandannas, kerchiefs, curlers, etc.) is to be worn inside the building.

If a teacher deems a student's clothing to be questionable enough to refer the student to administration, the presumption is that the clothing has caused an academic disruption and will be restricted. IN QUESTIONABLE CASES, ADMINISTRATION IS THE FINAL ARBITER OF APPROPRIATENESS OF CLOTHING.

Uniform Days: There will be several days during the year, such as school ceremonies or community presentations, students will be expected to wear a Summit uniform. HS students should have at least one outfit that meets the above uniform guidelines.

Visitors

All visitors must check in at the front office and obtain a Visitors Badge. The badge must be worn in a visible place while on campus. Please return the badge to the office when you leave campus. Parents are asked to check into the office as well. Please do not go directly to the classroom.

Volunteerism

Volunteerism plays an integral part of Summit and continues to be the backbone for its success. Families are asked to volunteer a minimum of 36 hours per family over the course of the year to help support

Summit. A full explanation can be found in the Family Partnership Agreement. Volunteer log sheets can be found in the main office and are printed on the reverse side of your child's Green Folder. The SFA will appoint a volunteer coordinator to assist families with engaging in volunteer opportunities and recording their hours.

Volunteers working directly with students are required to complete authorization papers for background checks.

Water Bottles

Keeping hydrated is important for overall health. Children should bring a bottle of water with them to school each day.

Ways You Can Support Summit

- Sign up for *Tools for Schools* at Ingles. Summit receives credit from your purchases and can choose school equipment from a catalogue provided by Ingles. This must be **renewed** on an annual basis.
- Link your Target credit card to Summit Charter School. The school will receive a % of your purchase. This must be **renewed** on an annual basis.
- Sign up for Amazon Smile, and register Summit Charter School as the charitable recipient.
- Box Tops for Kids- sign up and scan your Box Top coupons on various food products
- Participate in Summit Charter School Foundation, Inc. activities and drives.
- SFA
- Booster Club
- Summit Fest

Thank you for encouraging family, friends, and other groups to contribute and participate in Summit's efforts. Little things add up quickly.

High School Addendum to the Family Handbook

Program Overview

As we embark on year three of our high school expansion, we will continue to grow the unique LEAD program, positioning our students to develop their sense of purpose as leaders in their school and community through service learning, field studies, and personalized learning. Additionally, we will focus on developing our academic program to ensure all Summit graduates are prepared for success in college. It is our goal and expectation that 100% of our graduates leave Summit with high-quality college and career options--including the opportunity to attend and succeed in a college that matches their unique profile.

LEAD Program Overview

The Summit high school experience combines rigorous college preparatory academics with the dynamic LEAD (**L**earn, **E**ngage, **A**nalyze, and **D**iscover) program designed to foster students that are inspired, empowered, and equipped to lead. In addition to core classes, students earn elective credits as they participate in the following LEAD rotation:

Community Engagement

Students are connected to local organizations through service learning projects and personalized fieldwork opportunities in order to:

- Develop Empathy
- Encourage Curiosity
- Broaden Perspectives

Outdoor Leadership

Outdoor expeditions that cultivate the following leadership skills and traits:

- Critical thinking
- Effective communication
- Confidence
- Interpersonal skills

Mentor 360

Summit's Mentor 360 course partners students with teacher-mentors that coach them through an individualized leadership plan. Furthermore, students are connected with younger students in order to gain relevant opportunities to apply lessons, thereby completing the circle of mentorship. A dynamic speaker series enriches the program by exposing students to pillars in the community that embody strong character.

Life Academy

Life Academy teaches students essential skills needed to thrive in college, future work, and daily life. Life Skills include:

- Time Management and Organization
- Financial Literacy
- Public Speaking
- Personal Safety

At Summit, student success is not only measured by academic achievement, but also by strength of character and capacity to lead.

Goals of Summit High School

- 100% of graduating seniors will have college “match” options
- 100% of graduating seniors successfully complete a personalized LEAD “Capstone” project

College and Career Planning

Our program is designed to ensure that a high-quality college option is a choice for all students. In partnership with their parents and the support of Summit teachers and a college counselor, all Summit high school students will develop a post-secondary plan starting in 10th grade. The post-secondary plan will reflect career interests and exploration, college exploration, and a two-year college match process with the goal of students developing a list of colleges to apply to as seniors that reflect their goals, career interests, personal interests, and academic profile. It is our goal that each of our students graduates with the option to attend a college or university that reflects a match of these key components.

Graduation Requirements & Course Sequence

Graduation requirements at Summit Charter School meet the State requirements for the Future Ready Core. These include the following minimum requirements:

Subject Area	9 th Grade	10 th Grade	11 th Grade	12 th Grade	Total Credits
English	English I or English I Honors	English II or English II Honors	English III or AP English Language	English IV or AP English Literature	4
Social Studies	World History	Civic Literacy or AP U.S. Government & Politics	American History or AP U.S. History	Economics & Personal Finance	4
Math	Math I or Math II	Math II or Math III	Math III or Math IV	Math IV or AP Calculus or AP Statistics	4
Science	Earth/ Environmental Science	Biology	Physical Science or Chemistry	Chemistry or AP Biology	4 <i>3 required by NCDPI</i>
World Language	Spanish I	Spanish II			2 <i>required for UNC schools admission</i>
AP Capstone			AP Seminar	AP Research	2
LEAD	LEAD	LEAD	LEAD & College Counseling	LEAD & College Counseling	4
Electives*	Visual Arts I-IV Performing Arts I-IV Personal Fitness	Visual Arts I-IV Performing Arts I-IV Personal Fitness	Visual Arts I-IV Performing Arts I-IV Personal Fitness	Visual Arts I-IV Performing Arts I-IV Personal Fitness	3
PE/ Health	Health & PE				1
Community Service	20 hours	20 hours	20 hours	20 hours	80 hours
					Total Credits: 28 <i>22 required by NCDPI</i>

***Electives:** A variety of Elective courses will be offered each semester based on student interest and available faculty. Electives include introductory and advanced courses in visual arts, chorus, theater, computer science and various physical fitness activities and sports. Summit also partners with North Carolina Virtual Public School to offer a variety of online elective courses.

Endorsements

Students have the opportunity to earn Endorsements to their High School Diploma (GCS-L-007). Students must meet all requirements set forth in State Board Policy GCS-N-004 “State Graduation Requirements” related to earning a high school diploma. Endorsements identify a particular area of focused study for students. Summit offers students the opportunity to earn an Endorsement in the following areas:

- College Endorsement
- College/UNC Endorsement
- North Carolina Academic Scholars Endorsement
- Global Languages

In addition, Summit offers a school-specific Leadership/Service Endorsement. Students may earn more than one Endorsement, but are not required to earn any Endorsements.

Criteria for the Endorsements are as follows:

Endorsement	Criteria
College	<ul style="list-style-type: none"> ● Complete Math 1, 2, 3 and a 4th credit that meets UNC Minimum Admission Requirements or be acceptable for earning placement in a credit bearing college math class under NC Community College System’s Multiple Measures Placement policy ● Unweighted GPA of at least 2.6
College/UNC	<ul style="list-style-type: none"> ● Complete Math 1, 2, 3 and a 4th credit that meets UNC Minimum Admission Requirements ● Complete 3 credits in science including at least 1 physical science with a lab, 1 life science, and 1 additional science course ● 2 credits in one world language (other than English) ● Weighted GPA of at least 2.5
NC Academic Scholars	<ul style="list-style-type: none"> ● Complete Math 1, 2, 3 and a 4th credit that meets UNC Minimum Admission Requirements ● Complete 3 credits of science including Earth/Environmental, Biology, and either physics or chemistry ● 4 credits of social studies including World History, American History I, American History II, and Civics & Economics ● 2 credits in one world language (other than English) ● 4 elective credits in any one subject area, such as Arts, World Languages, or other content area ● Complete at least 3 higher-level courses during junior and/or senior years which carry quality points (AP,Dual Enrollment, honors) ● Unweighted GPA of at least 3.5

Global Languages	<ul style="list-style-type: none"> ● Combined unweighted GPA of at least 2.5 for all 4 ELA courses required for graduation ● Establish proficiency in 1 or more languages in addition to English, through one of the following options: <ul style="list-style-type: none"> ○ Pass external exam approved by NCDPI establishing “Intermediate Low” proficiency or higher ○ Complete 4-course sequence of the same language, earning an overall unweighted GPA of 2.5 or above ○ Establish “Intermediate Low” proficiency or higher by using Credit by Demonstrated Mastery ● Limited English Proficiency students shall complete all the requirements above and reach “Developing” proficiency per WIDA
Service	<i>Under development</i>

University of North Carolina Minimum Admission Requirements

	Minimum Admission Requirements - UNC Schools
English	4 credits
Math	4 credits. Fourth credit must be one of the following: AP Calculus, AP Statistics, Pre Calculus, Discrete Math, IB Math Level II, Integrated Math IV, Advanced Functions & Modeling, Essentials for College Math
Science	3 credits, including 1 life science, 1 physical, and 1 lab course
Social Studies	2 credits, including US history
Foreign Language	2 credits in the same language
GPA	2.5 cumulative weighted GPA
Test Scores	SAT: 880 on the new SAT or 800 on old SAT ACT: 17 Composite Score

While these are minimum requirements in the UNC system, some campuses require a more competitive transcript for final admission.

Honors Level Courses

All core courses are offered at the Honors level for high school students. Students are encouraged to challenge themselves with the appropriate course level. Honors enrollment is based on student interest, academic performance, and teacher recommendation.

Taking courses at the Honors level is designed to provide greater depth and challenge for students who are seeking greater rigor and aspire to a more competitive four-year college experience. Homework is a reinforcement and extension of classroom instruction. Students are expected to demonstrate above-grade level work ethic, independence, and motivation.

Virtual Course Offerings - NCVPS

Students may access courses through the North Carolina Virtual Public School (NCVPS) courses as a means of extending course choices. Students interested in enrolling in NCVPS for courses that Summit does not directly offer, or when a scheduling conflict prevents them from enrolling in a course required for graduation, should speak with the principal. Enrollment in NCVPS will be offered based on student interest and academic need, teacher recommendation, and available school resources (the school incurs the tuition cost for NCVPS courses for enrolled students). Enrollment in any NCVPS course requires approval of the principal. If you are considering a virtual course, please note:

- Materials/equipment requirements are set at the discretion of NCVPS. We cannot guarantee we can support all software and applications.
- Workload demands vary across course and some courses require engagement at specified times outside the school day.
- We will work with each student to establish a Summit advisor to support student success in the course, but final decisions about course requirements are at the discretion of NCVPS teachers. Some students may find it difficult to work in isolation.

Course Requirements

Course Load Expectations

In high school, students shall generally carry a course load equal to the number of instructional periods in the school day, unless special permission is given to the student by the principal.

Course Withdrawal Penalty

Students are not allowed to drop a course after the first ten days of school. If a student withdraws after the ten-day period, the withdrawal will generally be recorded as a failure (WF) noted as the grade, and the course is counted as a course attempted with no quality points earned. This action will result in a lower grade point average for the student.

Transfer Credit

Students transferring into Summit Charter School from another school, private or public, a home school, or an alternative school may receive credit toward graduation for courses successfully completed in the sending school.

Students transferring from a public school or an accredited private school into Summit will receive:

- Credit for all courses approved by the sending school
- Weighted credit for all courses designated by the sending school system as Honors or AP

Students transferring from a home school or a non-accredited private school may receive credit toward graduation for courses, based on the following guidelines:

- Nationally standardized test results: If a homeschool student scored at or above the national norms on the language arts, math, science, and social studies sections of a properly administered standardized test, one unit of credit will be assigned for each of the four subject areas. Note that the standardized test cannot be administered or scored by a parent, guardian, or relative of the student.

- If standardized test scores are not available, the Executive Director or designee will review documentation to determine acceptance of credit. Documentation may include transcript/report card from an online course, detailed lesson plans, originals of student work, tests/quizzes administered, and evidence of attendance. Grades will be recorded as "Pass" (P) or "Fail" (F).
- Grades and credits will not be included in the calculation of GPA or class rank.

Credit Recovery

- Credit recovery courses may be offered to students on a limited basis based on a student's individual academic and post-secondary plans.
- Credit recovery will only be offered through consultation with and approval of the Principal and College Counselor. In some cases, based on an individual's academic and post-secondary plan, it may be necessary and appropriate for the student to retake a failed course and credit recovery will not be offered. When credit recovery is offered, courses will be scheduled during the summer and on dates at the discretion of the Principal and College Counselor.
- Credit recovery only serves to recover the credit toward graduation and does not affect a student's grade point average (GPA). Therefore, the credit recovery course will appear on the transcript with either a "P" for pass or "F" for fail. Neither of these marks will affect the student's GPA. If the credit recovery course is passed, then the transcript will show a unit of credit for the course which will count toward graduation. The record of the student originally failing the course will remain on the transcript with the failing grade associated with it and will continue to impact the student's GPA.

Grading Scale & Quality Points

Quality Points

Honors Courses	.5
Community College Course included on most recent Comprehensive Articulation Agreement Transfer List or course taught at 4-year university or college	1
AP Course	1

Grading Scale

A = 90 - 100

B = 80 - 89

C = 70- 79

D = 60 - 69

F = less than 60

I = Incomplete

WP = withdrawal, no penalty

WF = withdrawal with an F

FF = failed for violation of attendance policy

End of Course Exams and ACT Tests

Summit administers all state required End of Course exams. Currently these include:

Grades 9-12 End of Course (EOC) Tests:

- Math: Math I, Math III
- English: English II
- Science: Biology

The End of Course exams will count as 20% of the final grade. Please refer to individual syllabi for course expectations and grading policies.

Grades 9-12 College Readiness Tests:

- Grade 10: Pre-ACT
- Grade 11: ACT

ACT Benchmark Assessments

- Students in grades 9-11 will also take internally administered released ACT tests in the fall, winter, and spring for internal benchmarking purposes toward the ACT college readiness benchmark. This data will inform instructional decisions and support staff, students, and families in post-secondary and college planning.

Summit High School Dress Code

Our goal for a dress policy is to create an optimum climate for learning while still allowing for individual expression. Students have the freedom to select clothing that is comfortable, while learning to make choices that are appropriate to the situation. Summit students are often outside and/or engaged in active, physical activity. Students must select clothing that is suitable for all scheduled classroom activities, including outdoor education, public speaking, and formal presentations.

Standard Dress: Students must observe the following guidelines:

- Shorts and skirts, or other outer garments must be worn at an appropriate length. When students stand with their hands by their sides, shorts or skirts must be at or below their fingertips
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- Undergarments are to be worn and are not to be visible outside other clothing, e.g., bra straps, boxer shorts, tights or leggings. Tights or leggings must be covered by an outer garment that meets the dress code
- T-shirts or other clothing or jewelry that make references to controlled substances, alcohol, tobacco, gang affiliations, sex, or that are insensitive to the culture of students/staff members are prohibited. No clothing will be permitted that may be offensive to any race, gender, or religion.
- Pants must be fastened properly around the waist.
- Shoes must be worn at all times.

- No sun/shade glasses are to be worn in the building unless it is medically prescribed that they be worn indoors.
- No headgear (hats, caps, hoods, bandannas, kerchiefs, curlers, etc.) is to be worn inside the building.

If a teacher deems a student's clothing to be questionable enough to refer the student to administration, the presumption is that the clothing has caused an academic disruption and will be restricted. IN QUESTIONABLE CASES, ADMINISTRATION IS THE FINAL ARBITER OF APPROPRIATENESS OF CLOTHING.

Uniform Days: There will be several days during the year, such as school ceremonies or community presentations, students will be expected to wear a Summit uniform. HS students should have at least one outfit that meets the following uniform guidelines:

Upper Body

Shirt Style: Standard Colors- solid white, yellow, hunter green, navy, gray, red, light blue

- Mesh or Knit Polo (short/long sleeve)
- Turtleneck (full or mock)
- Henley Shirt (low collar, with buttons, can be thermal)
- Knit Polo Dress

Dress Shirt/Blouse: **Standard Colors- Solid white, chambray blue, oxford blue**

Undershirts- White Only

Undershirts are optional. Long sleeve undershirts may not be worn with short sleeve shirts.

Overwear (worn inside school):

Standard Colors – solid white, yellow, hunter green, navy blue, gray

- Sweaters (V-neck, crew neck, cardigans, sweater vest)
- Sweatshirts- (crew or zip front)
- Fleece Jackets/Vests- (zip-up, crew or V-neck)
- (Official Summit Spirit /athletic outerwear is also approved)

Outerwear (worn outdoors):

Any outerwear (coats, hats, gloves, etc.) may be selected for outdoor wear.

Hoodies:

Kindergarten – 5th grades may wear Summit Spirit hoodies in the classroom

MS may wear hoodies, in dress code colors, as long as they do not put up the hood inside and are not being distracting

Lower Body:

Standard Colors- solid navy blue, khaki, gray

- Dress Pants (full or Capri length)
- Dress Shorts (fingertip length)

- Skirts/Skorts (fingertip length)
- Jumpers (fingertip length)

*No jeans, leggings or sweatpants.

*Pants and shorts should be worn at the waist.

Footwear

Socks – Parents’ discretion

Leggings/Tights - (May only be worn under uniform) solid navy, black, white, gray or hunter green

Shoes - Parents' discretion; shoes must be closed toe & closed, low heel (applies to free dress day as well).

Additional Uniform Dress Code Notes

1. Appropriate jewelry may be worn (Head of School’s discretion).
2. Shirts are to be tucked in. Shirts should be long enough that the belly and back are not exposed when arms are raised or students bend over.
3. No hairstyles that distract from the learning environment will be permitted (Head of School’s discretion).
4. No hats may be worn inside the school.
5. “Free Dress” Guidelines: Teachers and Head of School reserve the right to limit free dress clothing options if it is distracting or inappropriate.

Attendance

High School Two types of attendance records are kept at the high school level for each student:

- Class attendance- defined as a student’s presence in a class for at least two thirds of the class period.
- Daily attendance- defined as the student being present for at least one half of the school day.

To receive credit for a course, a student must not have more than five (5) unexcused class absences per course. Absences are considered for each class and students must be present 2/3 of the class to be counted as present. In addition, a High School student must not miss more than 18 days of school, excused or unexcused, to be promoted. Only class attendance is counted in order to determine credit for each course. Please note that five (5) tardies to class or school equals one (1) unexcused absence AND five (5) early releases from class or school equals one (1) unexcused absence.

Language Expectations

Student and staff language is expected to reflect respect for all members of our learning community.

Language that demeans, insults, harries, or humiliates another member of our school community will not be tolerated. The following guidelines should be used in choosing respectful communication: ● No swearing or use of profane language. ● Do not refer to someone’s race, gender, sexual orientation or religious beliefs, physical appearance, or abilities with contempt or judgement.