

Summit Classical Christian School

Employee Handbook



SUMMITCLASSICAL
CHRISTIAN SCHOOL

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1 VISION STATEMENT

Summit Classical Christian School exists to cultivate generations of joyful disciples of Christ, rooted in Truth, to the glory of God.

2 MISSION STATEMENT

We partner with faithful Christian families to educate students in a Biblical worldview, using classical methods. In an atmosphere of humility and virtue, we train curious thinkers, eloquent communicators, and passionate stewards of God's gifts.

3 CORE VALUES AND GUIDING PRINCIPLES

Because of our core value of...	Love	We sacrifice for others and treat them as more important than ourselves. We cherish relationships with our families, friends, communities, local church, and global church.	Deut. 6:5, 1 John 4:7-12 1 Cor. 13: 3-8 Phil. 2:3-4
	Courage	We do hard things and engage conflict in straight lines.	Joshua 1:9 Romans 1:16
	Joy	Joy is a feeling of delight, given to us by the Holy Spirit that allows us to see the beauty of Christ in our lives, whether in good times or bad.	Ga. 5, Psalms 47:1, James 1:2, I Thess. 5:16 Romans 12:12, John 16:22, Psalm 16:11
	Humility	We serve those around us.	Phil. 2:3-4, Romans 12:16, Prov 22:4, Matt 11:29-30, 1 Peter 3:8
	Integrity	We do what is right regardless of the circumstance. We speak the truth in love and make hard, necessary decisions.	2 Cor. 8:21
	Perseverance	We pursue excellence in all things. When we fail or fall, we do not give up.	Eph. 6:13, Romans 2:7, Gal. 6:9, Rev. 2:12, Isaiah 40:28, Heb. 12:3, Isaiah 40:31
	Respect	We honor fellow image-bearers' as innately worthy and valuable.	1 Peter 2:17 1 Peter 3:15
	Charity	Charity is a choice to patiently love our neighbors as ourselves; wanting good for them and thinking well of them.	Phil. 2:-3-4, I Cor. 13:4-7

Core Values Defined

- Love
 - Love is the habit of acting selflessly for the good of another, without seeking recognition or reward; willingness to sacrifice for the sake of others by putting their well-being ahead of our own; doing good for others by being kind, caring, generous, and loyal.
 - 1 John 1:10-11 - This is love: not that we loved God, but that he loved us and sent his Son as an atoning sacrifice for our sins. Dear friends, since God so loved us, we also ought to love one another.
- Courage
 - Courage is strength that is motivated by the heart and leads one to do what is right in the face of fear, adversity or adversaries.
 - Joshua 1:9 - Have I not commanded you? Be strong and courageous. Do not be frightened, and do not be dismayed, for the Lord your God is with you wherever you go.
- Joy
 - Joy is a feeling of delight, given to us by the Holy Spirit that allows us to see the beauty of Christ in our lives, whether in good times or bad.
 - Psalm 16: 11 - You make known to me the path of life; in your presence there is fullness of joy; at your right hand are pleasures forevermore.
- Humility
 - Humility is a posture of the heart in which one seeks to bring to glory to God above oneself in both thought and action.
 - Philippians 2:3-8 - Do nothing out of selfish ambition or vain conceit. Rather, in humility value others as yourselves, not looking to your own interests but each of you to the interests of others. In your relationships with one another, have the same mindset as Christ Jesus: Who, being in very nature God, did not consider equality with God something to be used to his own advantage; rather, he made himself nothing by taking the very nature of a servant, being made in human likeness. And being found in appearance as a man, he humbled himself by becoming obedient to death—even on a cross.
- Integrity
 - Aligning conduct with Biblical principles and doing what is right regardless of the circumstances.
 - Proverbs 11:3 - The integrity of the upright guides them, but the crookedness of the treacherous destroys them.
- Perseverance
 - Perseverance is continuing in God's truth no matter the difficulties knowing the eternal glory that awaits through Christ.
 - Romans 15:4-6 - For whatever was written in earlier times was written for our instruction, so that through perseverance and the encouragement of the Scriptures we might have hope. Now may the God who gives perseverance and encouragement grant you to be of the same mind with one another according to Christ Jesus, so that with one accord you may with one voice glorify the God and Father of our Lord Jesus Christ.
- Respect
 - To take notice of, to regard as worthy of special consideration; honor.
 - 1 Peter 2:17 - Show proper respect to everyone, love the family of believers, fear God, honor the emperor.
- Charity
 - Charity is a choice to patiently love our neighbors as ourselves; wanting good for them and thinking well of them.
 - 1 Corinthians 13:4-7 - Love is patient and kind; love does not envy or boast; it is not arrogant or rude. It does not insist on its own way; it is not irritable or resentful; it does not rejoice at wrongdoing, but rejoices with the truth. Love bears all things, believes all things, hopes all things, endures all things.

4 GUIDING PRINCIPLES (VISION, MISSION, CORE VALUES)

Summit's handbooks, policies, and procedures are shaped by the guiding principles found in our vision, mission, and core values. Policies and procedures are descriptive of the intended goal of a process or heart of the matter rather than prescriptive in every detail. Exceptions to policies and procedures must be approved by the Head of School.

5 STATEMENT OF FAITH

As a matter of firm policy, it is mandatory that all school employees (i.e., administrators, faculty, staff - and board members) subscribe to, affirm, and agree with the statement of faith by written statement. This is the foundation of the ministerial role and capacity ALL employees serve at Summit. It is considered primary in guiding our school. Faculty and staff have an affirmative responsibility to notify the school if agreement to the statement of faith or doctrinal alignment changes.

Summit Classical Christian School is a Protestant (non-Roman Catholic) school which does not teach a specific denominational set of beliefs. The following is the foundation of beliefs on which Summit Classical Christian School is based. They are also the key elements of Christianity that will be unapologetically taught in various ways through all grade levels. The substance of these statements is that which will be considered primary doctrine at Summit. Secondary or divisive doctrines and issues will not be presented as primary doctrine. When these types of doctrine or issues arise they will be referred back to the family and local churches for final authority.

The Bible

We believe the Holy Scriptures of the Old and New Testament to be the verbally inspired word of God, the final authority for faith and life, inerrant in the original writings, infallible and God-breathed (2 Timothy 3:16, 17; 2 Peter 1:20,21; Matthew 5:18; John 16:12,13). We hold that God worked in and with the authors by inspiring their artistry and expression, and by revealing the truth to them. Furthermore, we believe God sovereignly guided the Church as it selected which ancient books would be included in the Christian Bible. Thus, nothing in the Bible should be disregarded, and nothing should be added to it (Revelation 22:18-19). As a result of these beliefs we hold that the Bible never errs in what it aims to teach, and that it is the final authority on all matters to which it speaks. We go to the Bible first and foremost in our quest to seek after Christ as the author and definer of what is true, good, and beautiful.

The Trinity

We believe two foundational characteristics of God's nature are clearly revealed to us in the Bible. 1) That there is only one true God (Deuteronomy 6:4; Isaiah 44:6; 45:5-7; 1 Corinthians 8:4-6; 1 Timothy 2:5; Ephesians 4:6), and 2) that God is, and always has been, three persons: Father, Son, and Holy Spirit (John 1:1; Matthew 28:19; 2 Corinthians 13:14). The classic statement of this Christian belief is the Nicene Creed, with which all orthodox Christians in all places and times have agreed.

The Father

We believe that God the Father, the first Person of the Trinity, is sovereign over the whole world. By this we mean that He rules over all things and nothing happens outside of his permission and decision (Psalm 115:3; Daniel 4:35). At the same time the Father is neither the author nor approver of sin (Habakkuk 1:13; James 1:13; 1 John 2:16). He saves from sin all who come to Him through Jesus Christ; He adopts as His own all those who come to Him and therefore becomes, upon adoption, Father to those who trust in Him (John 1:12; Romans 8:14-17; 8:29-30; Galatians 4:5-7; Hebrews 12:5-9; 1 John 3:1).

The Son

We believe that Jesus Christ, the second Person of the Trinity, has existed eternally as God's Son (John 1:1-2). Jesus became a human without ceasing to be God, and is fully God and fully human. He was conceived by the Holy Spirit and born to a virgin woman named Mary just as the prophet Isaiah foretold (Isaiah 7:14; Luke 1:31-35). Jesus is the perfect depiction of God's nature and the only redeemer of sinful humans (John 1:1,2,14; Luke 1:31-35). God the Son is the Creator and Sustainer of all things. (John 1:1-3; Colossians 1:15-20). Jesus was crucified by the Roman authorities, but that death was his own choice to lay down his life for humans (Hebrews 12:1-2; John 10:18). Through his death Jesus became a sacrifice for sins, gave a perfect example of true love and humility, fulfilled Hebrew prophecy, and achieved victory over the powers of darkness (1 Peter 2:24; Psalm 22; Philippians 2:6-11; Luke 20:43; Acts 2:35; Heb 1:13; 10:13). We believe that Jesus's death is for the whole world, in the sense that it is sufficient for, and available to, all people (1 John 2:2; John 3:16). However, we also believe that the atoning effects of the cross are only applied to those who are saved through faith in Jesus (John 1:12; Romans 3:21). Jesus physically rose from the dead, thereby confirming all that he claimed: he is the promised Messiah, the Son of God, and the Lord of all creation (Romans 1:4; Acts 2:24). We believe that the Lord Jesus Christ ascended into heaven and is now exalted at the right hand of God, where he continually acts as our High Priest by representing, interceding, and advocating for us (Acts 1:9, 10; Hebrews 7:25, Hebrews 9:24; Romans 8:34; 1 John 2:1-2). We believe Jesus is coming again to judge the living and the dead (1 Peter 4:5; Romans 14:9; 2 Timothy 4:1).

The Holy Spirit

We believe that the Holy Spirit, the third Person of the Trinity, is a person, and not an impersonal force. The Holy Spirit convicts people of sin, points them to Jesus, and ushers them into the body of Christ (John 16:8-11; 2 Corinthians 3:6; 1 Corinthians 12:12-14; Ephesians 1:13-14). The Spirit lives inside every believer from the first moment of salvation (Romans 8:9), and the Spirit continually works in the believer by guiding them to the truth, and empowering them with gifts for the service of the church (John 16:13; Acts 1:8; Romans 12).

Humans

We believe that humans are a profound paradox. On the one hand, God created humans to play a special role as His representatives in the world He created (Genesis 1:27-28), thus distinguishing them from all other created things. Human life is, therefore, of inestimable worth in all its dimensions, including pre-born babies, the aged, the physically or mentally challenged, and every other stage or condition from conception through natural death. We are therefore called to defend, protect and value all human life. (Genesis 9:5-6; Psalm 139). On the other hand, through Adam's sin humanity fell, inherited a sinful nature, and became alienated from God. Thus, all humans are sinners by nature, by choice, and by divine declaration (Psalm 14:1-3; 51:5; 1 Kings 8:46; Jeremiah 17:9; Romans 3:9- 18, 23; 5:10-12). As a result, humanity is totally depraved and of himself utterly unable to remedy his lost condition (John 6:44; Romans 3:22, 23; 5:12; 8:7-8; Ephesians 2:1-9, 12; Colossians 2:13; 1 John 1:8-10).

Salvation

We believe that salvation from sin comes by grace through faith in Christ and is the gift of God (Ephesians 2:8; Romans 10:9-10). By this we mean that God is the one who does it, rather than humans accomplishing it for themselves. Also, we mean that the reason God does this is because he is gracious and loving, not because some humans deserve it. Furthermore, this gift entails the giving of God's own son to die on the cross for the sake of the world (John 3:36; Romans 3:23-25; 6:23; 1 Corinthians 2:14; Ephesians 1:7; 2:1-3; 2:8-10; 1 John 1:8-9; 1 Peter 1:18-19). Additionally, we believe that the benefits of God's gift are only enjoyed by those who trust Christ as Savior, submit to him as Lord, and savor him as Treasure (Ezekiel 18:23, 32; 33:11; John 3:18-19, 36; 5:40; Romans 9:22-23; 2 Thessalonians 2:10-12; Revelation 22:17). The effect of God's saving work in the present is to unite us with Christ. In Jesus, believers no longer face condemnation for their sins (Romans 8:1), but instead share in Jesus' own righteousness (1 Cor. 1:30; Philippians 3:9). In Christ believers are set free from the power of sin (Romans 6:22), and are made into new creatures who embody God's righteousness on the

earth (2 Corinthians 5:17, 21; Ephesians 2:10). The duration of the Christian life is then given to growing in the grace and knowledge of God, and increasing in the resemblance of Christ (2 Peter 3:18; Romans 6:4, 8:29). At the end of time human salvation will be fully completed when believers are raised to everlasting life and live in perfect relationship with their Maker, and Savior forever (Daniel 12:2; Acts 24:15; 1 Thessalonians 4:16; Romans 6:5).

Assurance of Believers

Since we believe that salvation is God's doing, we also believe that staying saved is God's doing. Once people are in Christ absolutely nothing can separate them from God (John 6:37-40, 10:27-30; Romans 8:1, 38-39; 1 Corinthians 1:4-8; 1 Peter 1:5). Believers can also rest assured that God will never change his mind about someone he has saved, or in any way be unfaithful to the promises he made to them (Philippians 1:6). This is not to endorse the false view that a person can live any sort of life they choose and still regard themselves as "Christian". Nor are we denying the reality that some who once seemed committed to the faith later leave it. Rather, our definition of "Christian" is narrowed to those in whom God has actually done a supernatural work, and anyone who leaves the faith has never actually experienced that supernatural work of God (1 John 2:19).

Marriage, Sexuality, and Gender

We believe that God defined marriage as the life-long covenant between one man and one woman (Gen. 2:24; Matt. 19:4-6), and that all forms of sexual activity outside of marriage are sin (1 Cor. 6:15-7:6; Eph. 5:3-7). We believe that God immutably creates each person to reflect His image as biologically male or female (Gen. 1:26-31; 2:18-25; 5:1-2). In the specific areas of marriage, gender, and sexuality, our goal is to love students by leading them into God's plan. In carrying out this calling, we believe that every person must be afforded compassion, love, kindness, respect, and dignity (Mark 12:28-31; Luke 6:31).

Additionally we subscribe to:

- Nicene Creed (~325 A.D.)
- Apostle's Creed (~390 A.D.)
- The Definition of Chalcedon (~451 A.D.)
- Chapters I and II of the Westminster Confession of Faith
- Chapter I Of the Holy Scripture

6 SUMMIT DISTINCTIVES

We aim to instruct young men and women using the classical approach of developmentally appropriate curriculum so that they may know wisdom and gain understanding; that they may discern biblical truth from falsehoods; and that they would cling to that which is right. We will assist in maturing them to become socially graceful—respecting elders, authorities, and peers; and spiritually gracious—displaying grace, mercy, and kindness. We will prepare students to compete academically, think critically, and weigh what they have learned against society's moral and cultural relativism. We aim to graduate young men and women who are equipped with superior knowledge and understanding in all the scholastic disciplines in light of God and His truth. We also desire that they would be empowered to pursue further scholarly endeavors or vocational opportunities always desiring to grow in wisdom and understanding. Ultimately, we believe the education of children is essential to accomplish the Great Commission which is to go out and make disciples of all nations. We desire that they would have compassion for the lost and the courage to share their faith in Jesus Christ. In who they are and all that they would do, we pray that these young men and women would do so with all eagerness, gratitude, and humility in joyful submission to God.

We aim to develop and nurture a professional, disciplined, and likewise faithful staff that is diligent in the disciplines of a classical and Christian curriculum. We desire they possess a lifelong hunger to learn and grow; and that they have opportunity to be refreshed and renewed. We desire to see them coach and nurture new staff and to serve as academic mentors to students. We desire them to be professional and diligent in their work,

gifted in teaching, loving their students and their subjects. We look to see them mature in Christ—growing in the knowledge of God—with their own children walking with the Lord.

We aim to cultivate in our parents a sense of responsibility of involvement for SUMMIT; keep them well informed about the goals of our classical and Christ-centered approach; and to help them follow biblical principles in addressing concerns and other matters at SUMMIT.

Finally, we aim to be an integral and active member of the greater Snoqualmie Valley and east side of the Puget Sound community; to be above reproach in our business dealings; to develop greater fellowship and understanding with like-minded churches; and in all our endeavors to bring honor and glory to Jesus Christ.

Objectives

Any school is more than just a school as education is more than just an act of imparting information. It is a fundamentally formative process, shaping the heart, mind, soul, disposition, and virtues of a student.. At Summit, we seek to have the learning that occurs at our school be a redemptive act of spiritual formation. Our aim is to tune the affections of students to the heart of their Maker, ultimately leading to increased worship, wonder, and adoration. More information about our objectives [HERE](#).

Summit Teachers' Ministerial Role

At Summit Classical Christian School our teachers play a ministerial role in the lives of their students and school families. In their role as Teacher/ Ministers they routinely find themselves fulfilling a unique role within the Summit Community:

- Daily they teach, explain, interpret, and exhort biblical truth.
- They help organize school wide religious services.
- They provide counseling to parents to address their children's academic and emotional needs.
- They interact with other ministers from local churches in partnerships to help our Summit parents in their role of raising godly children.

As Teacher/ Ministers, it is critical that our teachers affirm our Statement of Faith in its entirety. Not doing so would exclude teachers from fulfilling their role as Teacher/ Ministers.

7 PHILOSOPHY OF EDUCATION

Summit Classical Christian School believes any education must be based on Christian principles. True education flourishes when parents, teachers, and administrators properly understand the nature of learning, of children, and of schools.

The Nature of Learning

True learning begins with an awareness of our position in relation to God, an understanding that all knowledge comes from Him, and that He alone defines what is right.

Reality

God, having created the universe by His own free will is absolute, autonomous, and self-sufficient. He is not dependent in any way upon the created, whereas the created are utterly dependent upon Him. In creation, He brought all things into being and causes all things to function together in the manner in which He decrees, by His design. These decrees are irrevocable; He alone is in control. While transcending all things, His providential oversight is not distant, but immanent and personal. He is at all times, intimately acquainted with and relates to everything in His universe.

These doctrines of creation and providence clearly set forth the relationship of the created to the Creator. Neither creation as a whole nor any part thereof is autonomous. Only God is autonomous and all creation is wholly dependent upon and subject to Him. God and God alone is the ultimate reality and determiner of what is and what is not real.

Knowledge

God is self-referential. He knows himself completely without reference to any standard alongside or outside of Himself. Furthermore, God knows all things because He originally conceived all things. In contrast, man does not conceive things originally, but discovers what God has eternally known. Therefore, man cannot truly know anything unless he understands it in reference to the God who originally conceived it. Thus man comes to know only by revelation from God. All revelation comes to man through Christ and all the treasures of wisdom and knowledge are hidden in Him.

Ethics

God alone is the standard of what is right and wrong, true and false. There is no ethical standard that is above or alongside God. His character is the basis for all ethical judgments. Therefore, man is only able to determine ethical standards and judgments according to His word alone.

Therefore, every area of true learning must find its completeness as it converges on God. If Jesus Christ is excluded from our study, every process of thought will be arrested before it reaches its proper goal.

The Nature of Children

Children are made in the image of God. Because they bear His image, they have a duty to do so in a manner that honors and glorifies Him. Children are created by God and given to parents. They are not the property of the state to work and serve its will. Rather they are to be educated to fulfill the creation mandate which is to take dominion over the earth, and the Great Commission which is to go out and make disciples of all nations.

Children inherit the sinful nature of Adam at birth and are separated from God. No amount of education or achievement can change their hearts or eternal position. Their only hope is Jesus Christ, the only Savior and Redeemer of God's people. Accordingly, children need to be admonished for sins common to fallen man (especially those that pertain to the educational process, e.g., laziness, disrespect, complaining, and disputing, etc.); taught the necessity and sufficiency of Christ as Savior; and, equipped to love and serve Him as Lord with all of their heart, mind, soul, and strength.

The Nature of Schools

God, in His word, has clearly charged parents with the responsibility of training their own children. It is not the job of the church or the state to assume this obligation. Parents may lawfully assign specific tasks to godly surrogates, but they may never relinquish the overall responsibility and oversight of their children's education.

Schools must therefore operate with the understanding that the God-given authority to instruct and discipline the children is temporarily delegated from the parents to the schools. Schools are to operate as the agent of parents, with their initial and ongoing authority derived from the parents.

8 VISION OF A GRADUATE

Joyful Disciples

- Love the Lord with all their heart, soul, mind, and strength
- Exhibit joy, peace, and hope
- Love Christ's church and regularly worship to tune their hearts and affections to that of their Maker

Rooted in Truth

- Knowledgeable of the redemptive meta-narrative, Truth, and theological nuances found in God's Word
- Able to contend for their faith and to give a response for the hope they have
- Life-long desire to increase in knowledge and wisdom, clinging to what is right

- Appreciative of objective truth, goodness, and beauty as a reflection of the holiness and eternal majesty of God

Glorifying God

- Obedient to God's calling and leading
- Faithful in spiritual disciplines and service
- Lead their families in generational instruction and discipleship

Curious Thinkers

- Intellectually curious adults who realize all knowledge is made complete only when seen and understood in relation to the eternal glory and purposes of the triune God
- Thoughtful analyzers who learn and think for themselves
- Lifelong learners who weigh what they have learned against society's values and instruction
- Equipped to understand and build culture in our current age because of a grasp on the historical contexts of history, language, and art that have led us to our present time

Eloquent Communicators

- Articulate in speech and written word
- Winsome in engagement, respectful, and socially graceful and gracious
- Effective in persuasion

Passionate Stewards of God's Gifts

- Self-Aware of Natural and Spiritual Gifting
- Open-Handed with Gifts to Serve God's Purpose
- Compassionate for those without hope and equipped to joyfully fulfill the Great Commission with gratitude and humility

9 STAFF POLICY

All personnel are required to review the Summit Faculty/Staff Handbook annually. They will be held accountable for knowledge and adherence to all policies, standards, and procedures contained within the manual as well as all referenced policy and procedure documents. Staff should expect that specific standards will be updated or revised from time to time. These revisions will be accessible on the web-based, published handbook.

Hiring

This policy covers the necessary qualifications, interview, and hiring of all staff candidates. All paid employees of Summit will be hired in line with this policy.

Definitions

- Administrative staff -- employees whose main responsibilities are in administration.
- Teaching staff -- part or full-time paid teachers.
- Support staff -- secretaries, bookkeeper, bus drivers, janitorial, aides, etc.

Guidelines

- All full and part time staff will have written job descriptions and work agreements. Maintaining these documents is the responsibility of the immediate supervisor. The Head of School will approve all new or revised documents.
- To be hired by Summit all teaching and staff candidates will be interviewed by an administrative team and may have multiple rounds of interviews. Administrative staff will have a Board representative on the interview committee.
- A candidate is not an employee until he or she has signed the appropriate work agreement for his or her position.
- Summit requires all staff members to be Christians (see Spiritual Qualifications below). Otherwise, there is no discrimination on the basis of race, color, national origin, age, sex, or

physical disabilities provided the person is able to fulfill all requirements of the position (see Professional Qualifications below).

- The Head of School will approve the work calendar for all staff each year, as well as the times of all regular work days.
- Open positions will be advertised throughout the school constituency and among the broader Christian community, e.g. ACCS, ACSI publications, church bulletins, etc.

Qualifications

More prescriptive qualifications are included in all job descriptions. A current job description for any position may be obtained from the Summit office.

Spiritual

- Satisfactory and whole-hearted agreement with the Summit Statement of Faith, indicated by signing an affirmation form in the application process.
- From all accounts and appearances, clear evidence of a personal commitment to, and life in the Lord Jesus Christ.
- Teacher gives testimony that he/she has a sense of God's will, that teaching is his/her calling, and that teaching in a classical Christian school is God's direction for him/her.
- Acceptance of the requirement to faithfully attend and support a local evangelical Protestant church whose fundamental beliefs are in agreement with the Summit Statement of Faith.
- An obvious working knowledge of the scriptures, especially in regard to families, marriage, children, and authority.
- Since Teachers play a ministerial role to our families, they must agree to Summit's statement of faith to fulfill their role as a Teacher/ Minister.

Professional

- A working knowledge of the Philosophy, Objectives, and Vision statements of Summit.
- Good communication abilities (written and oral).
- Personal and social skills that would foster good relations with children and adults.
- Certification as outlined below.

Certification Policy

Instructional staff must be qualified and competent to perform the duties assigned to them in the school and to meet the needs of the total school program, and the students enrolled.

- A valid teaching certificate for Washington (or any other state) is recommended for teaching at Summit Classical Christian School. Teachers will work toward ACCS or commensurate certification, pending school ACCS accreditation.
- A minimum of a Bachelor's degree is required. An exception may be sought when total credit hours surpass that of a bachelor's degree.
- It is preferred that teachers have college training in the area(s) to which they are assigned at Summit Classical Christian School.
- The Head of School will encourage teachers to pursue ongoing college or graduate level study in their area of teaching responsibility.
- Teachers will annually submit professional improvement plans to Summit Classical Christian School Head of School or designee.

Compensation

Each year the Head of School will set a salary schedule for teaching and office staff that will consider experience and workload, as well as other components, e.g. increases related to degree attainment, certification, etc. This schedule will be submitted for approval to the Board. Other benefits will be stipulated in the contract or employment agreement.

Yearly salary is paid in 12 monthly installments. Paydays are on the 15th of the following month. Salary payments shall be subject to all applicable withholding taxes and other authorized deductions or withholdings. Additional deductions may be withheld by Summit from Teacher's pay when agreed to by the teacher and Summit and authorized by Teacher in writing, or by order of any court. No additional compensation will be provided for attendance at extracurricular school events, unless otherwise agreed in writing by Summit. The Head of School or the Board will set the hourly wage for hourly employees.

Benefits

In addition to compensation, staff members are eligible for participation in the benefits programs established by Summit subject to, and upon fulfillment of the eligibility requirements for each program.

Medical Insurance

Medical insurance is offered to all administrative and teaching employees working .5 FTE or more and will be paid for by Summit for those employees who decide to opt-in.

Dental Insurance

Dental insurance is currently not offered as part of the medical benefits package.

Vision Insurance

Vision insurance may be covered. It simply depends on the plan chosen during annual open enrollment.

Life Insurance

Not applicable.

Disability Insurance

Not applicable.

Retirement Plan

Not applicable.

Paid Family and Medical Leave

Starting in 2020, Washington will be the fifth state in the nation to offer paid family and medical leave benefits. This benefit offers partially paid leave to care for yourself or a loved one in times of serious illness or injury, to bond with a new child joining your home through birth, adoption or foster placement, and for certain military-connected events if you have a family member in active duty service.

In 2020, you will be able to apply for leave when you experience a qualifying event and have worked 820 hours (about 16 hours a week, on average) in the year leading up to your date of leave. You will file your claim with the Employment Security Department (ESD), and your payment will come from them (and not through your payroll at Summit). Typically, you'll have access to up to 12 weeks of paid leave. You can learn more at www.paidleave.wa.gov/workers.

Do you have questions? Ask your questions directly to the Paid Family and Medical Leave program at paidleave@esd.wa.gov.

Professional Development

Each teacher should be a life-long learner. Teachers should be aware of the multitude of professional development opportunities that exist from various organizations and agencies such as Association of Classical and Christian School (ACCS), Association of Christian Schools International (ACSI), Logos School, and many others. Although the Summit budget does not allow unlimited funding for professional development, some money will be provided each year to assist teachers in covering professional development expenses including continuing education classes or seminars. Teachers are solely responsible for ensuring their recertification is current.

The following guidelines determine how Summit compensates employees for professional development:

- Summit will pay 100% of approved conference/workshop registration or tuition costs, subject to approval by the Head of School and available funds. There will be opportunities for teachers to obtain the needed clock hours for certification in-house.
- All graduate courses taken must be approved by the Head of School should teacher desire any portion of the tuition to be paid for by Summit. Levels of tuition payment, if any, are approved on a case-by-case basis.
- The School shall pay up to \$50.00 per person, per night for accommodations at conferences/workshops.
- The School shall pay a per diem for meals, when not covered by registration fees, as follows:
 - a) Breakfast: \$10
 - b) Lunch: \$10
 - c) Dinner: \$15
- Summit will pay transportation costs on a case-by-case basis. Typically, if one must fly to their location, Summit will cover that expense. If driving, Summit will pay for gas at the current Federal mileage reimbursement rate.
- All flight and hotel reservations must be made by Summit to be covered under these guidelines.
- Per diems will be paid in advance.

Time Off

Paid Time Off (PTO)

Teacher may receive up to eight (8) teaching days of paid time off to be used for personal reasons such as sick leave, medical appointments, bereavement leave, to care for a sick dependent, professional improvement or for vacation days. Any planned vacation days must be submitted to the Head of School 14 days in advance for approval. Employees needing time off due to illness or minor injury should contact the Head of School as soon as possible to notify him or her of the necessary absence. At this time the employee should give a time frame for his/her expected return to work. The Head of School is authorized to grant an additional five (5) days emergency time off when it is deemed appropriate. Emergency leave is defined as unplanned, but necessary time off due to serious circumstances. An employee may request leave without pay beyond the initial five (5) days if it is necessary to be approved by the Head of School. Personal leave is defined as any planned, non-emergency time taken by any employee away from what would otherwise be his/her normal working hours/days. Requests for personal leave should be submitted in writing to the Head of School at least one week prior to the planned leave. Granting leave on shorter notice is at the discretion of the Head of School. A pro-rated payroll deduction will be made for each day absent over the allotted days. Summit will not compensate Teacher for unused paid time off. Unused paid time off will not be paid out upon termination of Teacher (whether by Summit or Teacher).

Vacation

Teacher will receive all standard school holidays which are Veterans Day, Thanksgiving Break, Christmas Break, Martin Luther King Day, President's Day Break, Easter Break and Memorial Day. Teachers will avoid taking days off immediately before or after scheduled school vacation periods.

Required Days for Teacher Attendance

Teacher's attendance will be required during the following times of the school year:

- The 10 days before school begins
- The first week of classes
- All in-service days
- Parent/Teacher conference day
- Immediately before or after scheduled school vacation periods
- The last week of classes
- The 5 days after school ends

Leave of Absence

Employees are required to pay the full amount for dependents' insurance premiums if applicable while on leave. Failure to maintain premium payments will result in separation of coverage. Summit will continue to

pay the employee's premiums while on a leave of absence.

Medical Leave

A medical leave of absence may be granted to an employee for a serious medical condition of his or her own, or a family member. A family member is defined as an employee's spouse, parent, parent-in-law, child, or grandparent. For purposes of this policy, a serious medical condition is defined as one requiring inpatient hospital, hospice, or residential care, or continuing care by a physician. A medical leave of absence requires a health care provider's certificate within 15 days of your request.

The health care provider's certificate must verify:

- The need for intermittent leave,
- The existence of a "serious medical condition"; or
- The need for the employee to assist family members.

Summit may request a second opinion from a medical provider of its choice. In addition, prior to returning to work, you must provide a health care provider's certificate stating your ability to return to work and perform the essential duties of your job.

If, due to your own medical circumstances, you are no longer able to perform your original job, we may attempt to transfer you to an alternate, suitable position, if available and if it does not cause undue hardship to Summit.

Maternity Disability Leave

If an employee becomes ill or temporarily disabled because of her pregnancy or childbirth, the employee will be given leave for the entire duration of this illness or temporary disability. Employees who seek pregnancy or childbirth-related disability leave will be required to provide a health care provider's statement to verify the disability and the length of leave needed.

During this leave, the employee may use any applicable paid time off benefits that she has available to cover some of the absence. Otherwise, the leave will be unpaid. Group health and other benefits will be handled in the same manner as for any other similar pregnancy or non-pregnancy related absences.

If the employee takes pregnancy disability leave only for the actual period of disability, as certified by her health care provider, then she ordinarily will be allowed to return from this leave to the same job she held when the leave began, or a reasonably equivalent position. Exceptions to this general rule will be made only if Summit has a business necessity to do otherwise.

Please contact the Administration with any questions regarding this leave.

Washington Family Care Act

Under the Washington Family Care Act, employees may use their available paid leave benefits to care for their child, a spouse, parent, parent-in-law or grandparent in any of the following situations:

When the employee's child has a "health condition" which includes:

- Any medical condition requiring treatment or medication that the child cannot self-administer;
- Any medical or mental health condition which would endanger the child's safety or recovery without the presence of a parent or guardian; or
- Any condition warranting treatment or preventive health care such as physical, dental, optical or immunization services, when a parent must be present to authorize and when sick leave may otherwise be used for the employee's preventive health care.

When a spouse, parent, parent-in-law or grandparent:

- Has a serious health condition requiring an overnight stay in a hospital or other medical-care facility;

- Has a serious health condition resulting in a period of incapacity or treatment or recovery following inpatient care;
- Has a serious health condition requiring continuing treatment under the care of a health care services provider that includes any period of incapacity to work or attend to regular daily activities; or
- Has an emergency health condition demanding immediate action.

A “child” is defined by the Washington Family Care Act as the employee’s biological, adopted, foster child, a stepchild, a legal ward, or a child of a person standing in loco parentis. The child must be either (a) under 18 years of age; or (b) 18 years of age or older and incapable of self-care because of a mental or physical disability. An adult child is “incapable of self-care” when a mental or physical disability limits one or more activities of daily living.

Leave under this policy will be unpaid or employees may use their paid time off for family care purposes. An employee who takes available paid time off for family care reasons must follow the notification procedure in Summit’s PTO policy.

Please contact the Human Resources Coordinator with any questions regarding eligibility for leave under the Washington Family Care Act.

If you need unpaid time off for family or medical leave purposes, you may qualify for leave under other leave policies. Please review those policies and consult with the Human Resources Coordinator to determine if you qualify.

Washington Domestic Violence Leave

If you or a family member is a victim of domestic violence, sexual assault, or stalking, you may take reasonable leave from work as a block of days, intermittently, or through a reduced schedule to:

- Seek legal or law enforcement assistance to ensure the health and safety of you or your family member;
- Seek medical treatment for physical or mental injuries or to attend treatment for a family member;
- Obtain, or assist a family member in obtaining, services from a domestic violence shelter, rape crisis center, or other social services program;
- Obtain, or assist a family member in obtaining, mental health counseling related to an incident in which you or your family member was a victim; or
- Participate in safety planning, temporarily or permanently relocate, or take other actions to increase your safety or the safety of a family member.

For purposes of this policy, “family member” means a child, spouse, parent, parent-in-law, grandparent, or person with whom you have a dating relationship.

If your need for Domestic Violence Leave is foreseeable, you must give the Head of School at least three business days’ advance warning. In emergency situations or when the need for leave is unforeseen, you or your designee must notify the Head of School no later than the end of the first day that you take leave under this policy. In either situation, we may ask you to provide written verification of your need for this leave. Any information you submit to support your request for leave will be kept confidential to the extent required by law.

Leave under this policy will be unpaid unless you choose to use any paid leave available to you. Your health insurance will be maintained during this leave. Leave under this policy is in addition to any other leave you are entitled to under state and federal law.

Please contact the Human Resources Coordinator with any questions regarding leave under this policy.

Teacher Job Description

- Relate to students by loving them with the love of Christ, encouraging them to begin and/or develop a relationship with God through Christ, and challenging them to love God with all their heart, mind, soul, and strength.
- Manage the class by setting clear expectations of behavior, establishing reasonable routines, and promoting self-discipline based on Biblical principles.
- Teach students in a challenging, enthusiastic and age-appropriate manner using the classical Christian model.
- Plan broadly by developing a year plan, semester plan, and daily plans for subjects taught.
- Utilize recitation, Socratic questioning, exploration, and discovery.
- Maintain a clean, attractive, well-ordered classroom.
- Assess the learning of students on a regular basis and provide progress reports and report cards as required.
- Maintain regular and accurate attendance and grade records to meet the demands for a comprehensive knowledge of each student's progress.
- Communicate clearly, frequently and regularly to parents about discipline issues regarding their children.
- Prepare adequate information and materials for a substitute teacher.
- Full time teachers should arrive 30 minutes prior to the start of the school day and remain at school 30 minutes after.

Substitute Teachers

In the event of a Summit teacher needing a substitute teacher for any portion of the day, the following procedures apply:

- The teacher should contact the Administrator as soon as possible (when in doubt, call; it's easier to cancel than to arrange last-minute subs). The Administrator will maintain an up-to-date list of substitutes.
- The teacher should make arrangements for copies of lesson plans and any necessary materials to be available to the substitute.
- In case of illness or emergency, the Administrator or his/her Assistant will make arrangements for the substitute.
- It is the teacher's responsibility to let the Administration know how long a sub will be needed (how many days). The teacher should call prior to the end of the first day if the sub will be needed the next day.
- Substitutes will be expected to fulfill the teacher's normal supervisory duties.
- Substitute pay will be determined by the Head of School or the Board.
- The teacher should send the substitute(s) a written Thank-You note after resuming work.

Termination

- A teacher new to Summit will be given an introductory period of up to ninety (90) teaching days in which to demonstrate his/her teaching ability to the satisfaction of the Head of School. If any areas need improvement, such will be communicated to Teacher in a timely fashion so that an effort may be made to correct the deficiency before the expiration of the ninety (90) days. Should such teaching and corrective attempts prove unsatisfactory, as determined by the Head of School, this contract may be terminated at any point within the ninety (90) days without further obligation by either party.
- Teacher may terminate his or her employment under this Agreement at any time by giving at least sixty (60) days prior written notice to the Head of School or the Board unless a different termination date is mutually agreed upon in writing.
- The Board or Head of School may terminate Teacher's employment under this Agreement at any time, with or without cause, by giving at least thirty (30) days written notice.
- Notwithstanding anything else in this agreement, the Board and/or Head of School may immediately terminate Teacher's employment, for cause, under this agreement without prior notice if at any time Teacher engages in any conduct deemed by the Board and/or the Head of School, in their sole discretion, to be detrimental to the ministry, reputation, operations, or activities of Summit Classical Christian School. The term "cause" shall mean, but is not limited to, any of the following as determined by the Board or the Head of School:

- a) Teacher is unwilling or unable to perform his/her duties (except as provided by applicable law or regulations related to disabilities or medical leave);
 - b) Teacher commits any act of fraud or dishonesty;
 - c) Teacher is charged with, or engages in, any criminal conduct;
 - d) Teacher engages in any form of gross misconduct or sexual misconduct
 - e) Teacher engages in insubordination;
 - f) Teacher disagrees with Summit's Summary Statement of Faith;
 - g) Teacher breaches any of the covenants set forth in the contract; or
 - h) Teacher commits any act or engages in any conduct deemed to constitute cause for termination under Washington law.
- Upon termination of employment, Teacher's right to all further compensation under the contract shall cease, except that Teacher will be entitled to receive his or her salary computed on a pro rata basis for the period ending on the last day of employment. Any benefits end on the last day of employment unless otherwise required by Washington law.
 - Summit reserves the right to relieve the Teacher of his or her duties without prior notice and without cause, and pay the remainder of compensation due under their contract.
 - In the event of termination of Teacher's employment (whether by Teacher or Summit) or at the end of the contracted term, Teacher must return all property owned by Summit including, but not limited to, documents, books, records, lesson plans, computers, and computer data relating to the Teacher's contracted duties. Teacher is not entitled to copies of documents, lesson plans, and computer data related to his or her duties at Summit.
 - In the event a teacher is in disagreement with Summit Classical Christian School's statement of faith, it is expected that the teacher will alert the Board and Head of School of the change in belief and resign from their teaching position in a non-divisive and charitable manner.

Evaluations

The following guidelines are to be used by the Head of School and administration in the formal evaluation of teachers.

Purpose

Evaluations of teachers are mandatory for any educational institution that purports to be accountable to its patrons. Teaching performance must be evaluated to determine effectiveness and ways of improving. It is, therefore, in the best interest of all connected with Summit, but especially the teachers and students, that regular evaluations be conducted. Simply put, evaluations are done to help our teachers teach better.

Teachers will be evaluated informally and formally based on the following criteria and schedule:

Informal Evaluations are unscheduled pop-ins. Feedback will be left the same day in teacher's boxes and discussed at his/her next check-in meeting. A copy of the feedback form will be scanned into the teacher's digital file.

Formal Evaluations are scheduled ahead of time. The teacher will submit a Pre-Observation Form and Lesson plan prior to the scheduled evaluation time. Administrators will use the Teacher Evaluation Rubric to give feedback. Feedback will be reviewed at the teacher's next check-in meeting.

All teachers will have an informal observation by the end of October to determine the frequency of further observations. Tracks will be determined by experience and performance of the teacher.

- Track 1-One Informal observation* each semester + 1 Formal Observation per year
- Track 2-Coaching and goal setting, Monthly Informal Observations + 2 Formal Observations (1/semester)

*Informal observations may be modified in certain circumstances, in number and length.

Guidelines

1. Prior to visiting a teacher's class for the first formal observation, the evaluator will set a mutually agreed upon time for the observation and clearly communicate how the teacher is to be evaluated.
2. The evaluation form and any comments will be given to the teacher within three days of the evaluation.
3. A post-evaluation meeting will take place at the next teacher check-in or sooner, if possible. Questions and comments regarding the evaluation should be addressed at this time.
4. Each formal observation and a copy of all informal observations will be placed in the teacher's digital personnel file and a digital copy sent to the teacher.
5. Under no conditions will a staff member's personnel file be made public to other staff members, parents, or anyone outside Summit Classical Christian School's line of authority.

Standards

Christian Role Model

The purpose of Summit is to assist parents in rearing their children by providing an education which has the Word of God at its center. Each staff member and Board member contributes to the educational process by setting an example of godliness in his personal life and relations with others (I Timothy 4:12, Luke 6:40, Matthew 7:18, John 15:5, James 1:22 - 25). He/she thereby teaches the students that Christians' lives are necessarily characterized by compassion, kindness, humility, gentleness, patience, forgiveness, forbearance, love, peace, thankfulness, self control, and faithfulness (Galatians 5:22, Colossians 3:12-14).

Behavior and attitudes which scripture forbids would adversely affect the education of Summit students and will not be condoned. Such moral failings include: hatred, malice, discord, dissension, greed, stealing, cheating, lying, slander, filthy language, coarse joking, obscenity, impurity, lust, adultery, homosexuality, idolatry, and murder, which includes abortion (I Corinthians 6:8-20, II Corinthians 12:20, Colossians 3:5-10, I John 3:15, Ephesians 5:3-18, Galatians 5:19-21, Romans 1:24-32, Revelation 22:12-16).

Modern churches vary widely in their teaching of sexuality, marriage, and divorce. The following guidelines will be followed at Summit:

- Sexual activity is to take place only within a marriage. Those who are not married must remain celibate (Matthew 5:27-28, Hebrews 13:4).
- Homosexual activity is forbidden (Romans 1:24-27, I Corinthians 6:9-10).
- Marriage is to be between one biological male and one biological female (Titus 1:6). Marriage is always intended to be for life, and divorce is never required or preferred.
- Divorce and remarriage are permitted under the grounds of adultery (Matthew 5:31,32) and irremediable abandonment (I Corinthians 7:10-16). A person who marries the culpable party in an unbiblical divorce commits adultery (Matthew 5:32).
- If the staff or board member was the wronged party, he must have made every effort to be reconciled, involving the rightful church authority thoughtfully and obediently.
- If a staff member or potential staff member divorced and/or married without biblical authority as defined above, that person must have confessed his sin to God and to the person(s) offended and made every effort to be reconciled. If reconciliation is impossible, he must have declared repentance in his heart.

In Loco Parentis

In Loco Parentis means "in place of the parents." In order to ensure that parental authority over the education of their children is respected at Summit, teachers and staff are to remember that they do not function above parental authority, but rather with delegated authority (loco parentis) from the parents.

Church Attendance

All employees are required to be members in good standing of a local Protestant evangelical Christian church. Any question regarding a particular church meeting the criteria of this policy should be answered by the Head of School. In questionable cases, guidance may be sought from the Board.

Professional Decorum

Problem Solving

For reasons of honoring Scripture and maintaining high morale, internal problems are to be discussed only between affected faculty members, the Head of School, and/or other directly involved individuals.

Parent Relations

All staff will maintain a professional relationship with parents. Teachers should avoid developing relationships with parents that require them to treat a student differently because of the relationship. Teachers should hear parent concerns and complaints in a professional manner demonstrating proper understanding and concern, even if the matter is brought in a direct fashion.

Student Confidentiality

FACULTY SHOULD ASSUME THAT ALL STUDENT INFORMATION IS STRICTLY CONFIDENTIAL. Unless a teacher has the parents' written permission or explicit instructions from the Head of School, he/she may not share information from a student's cumulative folder or other private information with anyone outside of the Summit professional community.

Protocol for Conferences with Staff Concerning Their Enrolled Children

As a matter of professional courtesy, teachers should exercise care when approaching another Summit employee with comments about the progress of his enrolled child. Passing comments in between classes or in the midst of other school business may be unprofessional and prove detrimental to a meaningful and private discussion. Every student has the right to have his progress privately discussed in a normal conference setting, usually with both parents, even if he is a staff member's child.

Teachers of staff members' children, or staff members who have children enrolled as students in Summit, should make every effort to honor the appropriate roles of teacher and parent in all discussions regarding their child's or student's progress in school. This includes both parties acting or reacting in a manner that is consistent with the biblical demands for those respective roles. The classroom teacher should always bear in mind the concerns of the staff member in his role as parent of an enrolled student.

Public Decorum

Teachers should not discuss school-related concerns in the office or other public areas where parents, students, or visitors may overhear. This especially includes never discussing negative aspects of one student in front of another. If phone conversations with parents are required, these should be conducted beyond the hearing of others who may be present.

Dress Code

On school days and other days (such as parent conferences) that the faculty will be meeting with parents or students, faculty and staff are expected to dress in a professional manner. Blue jean pants should not

be worn, except when the activities of a field trip or other special event make it necessary. Staff whose assignment is physical education and/or coaching may wear attire suitable to the assignment. Assembly days are dress days for the students, and faculty should keep that in mind.

Ladies

Pants and skirts are acceptable if professional in appearance. Clothing should fit properly and not be tight, body conforming, see-through or revealing. No cleavage at anytime should be showing. Garments which are so short as to be revealing or so tight and/or see through that a person's undergarments are visible are not acceptable. There should be no gaps between closures. Lengths of skirts, skorts, etc should be no more than 3" above the knee. Tank tops must be worn with a jacket or sweater over at all times, so that it cannot be determined that they are being worn. Leggings and bare midriffs are not acceptable. If in doubt regarding the acceptability of particular clothing, please consult with the administration. Ladies will adhere to standards of modesty and appearance consistent with those required of female students.

Gentlemen

Dress shirt (short or long sleeved) and pants are appropriate clothing, with dress shoes. Ties are encouraged on chapel days. Men will adhere to standards of modesty and appearance consistent with those required of male students.

The Head of School may grant exceptions to the above at his discretion. In every case, such clothing must adhere to standards of modesty and appearance consistent with those required of students in similar activities. At all times, teachers and staff must set their own standard for dress that is at least the level of requirement for students. Teacher appearance must encourage the highest standards among students.

Unlawful Harassment

It is our policy that no employee should be subject to unlawful discrimination, harassment, or retaliation. All Summit employees have a responsibility to keep our work environment free of unlawful harassment.

Discrimination includes treating one employee or an applicant differently from another in connection with the terms or conditions of employment such as hiring, placement, promotion, termination, layoff, recall, leave of absence, compensation and training due to the employee's gender, color, race, age, national origin, pregnancy, ancestry, creed, marital status, veteran status, pregnancy or pregnancy-related condition, disability, political ideology, or other legally protected status. Discrimination can also involve failure to make a reasonable accommodation to an employee with a disability.

Unlawful harassment includes any inappropriate behavior or conduct based on an individual's color, race, age, national origin, pregnancy, ancestry, marital status, veteran status, disability, or other legally protected characteristic.

The policy against harassment also includes sexual harassment. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or visual forms of a sexual nature constitute sexual harassment when this conduct explicitly or implicitly affects an individual's employment, unreasonably interferes with an individual's work performance, or creates an intimidating, hostile, or offensive work environment.

If you feel that you have been discriminated against or harassed due to a protected characteristic, you should promptly report the incident to the Head of School or any member of the Board so that Summit can take appropriate action. Specifically, you should contact one of the following individuals: Head of School, Human Resources Coordinator, or Chairman of the Board.

If these persons are unavailable or if you do not feel comfortable reporting your concerns to these individuals, you should contact any member of the Board with whom you feel comfortable.

Summit investigates all claims of unlawful harassment prohibited by this policy. Summit strives to investigate each report in a prompt, thorough, and fair manner. Should the investigation determine that an individual has violated our policy prohibiting sexual and other forms of unlawful harassment or retaliation, it is Summit's policy to take immediate and appropriate corrective action to end the harassment. Employees who violate Summit's policies against unlawful discrimination and harassment may be subject to disciplinary action, up to and including termination.

Summit prohibits retaliation against any employee who makes a good faith complaint of unlawful discrimination or harassment, opposes an employment practice he or she reasonably believes constitutes unlawful harassment, or who testifies, acts as a witness or otherwise assists in a workplace investigation. Employees found to have engaged in retaliation will be disciplined, up to and including termination.

Staff to Student Relations

In order to facilitate proper, professional boundaries and relationships and to inhibit potential sinful, destructive behaviors between staff and students, the following guidelines are to be understood as representative of the practices and philosophies of Summit. More specific guidelines conforming to this policy may be issued by the Head of School, as necessary.

- Staff members are to remember that they serve as professional, adult role-models before the students (Titus 2:7-8). Relationships between staff members and between staff members and students are to be friendly and courteous, not familial and intimate.
- Summit Staff members are not to pursue online relationships with Summit students on any social media platform (ie: Facebook, Instagram, Snapchat, Twitter, and etc.). Summit Staff are to decline social media requests from students.
- Summit Staff are not to give their personal phone numbers out to students and are prohibited from texting students.
- Staff members are to be careful that any physical contacts and verbal interchanges with each other and with students avoid even the appearance of impropriety (1 Peter 2:12).
- Flirtation, sexual innuendoes, casual disrespect toward authority, excessive familiarity, etc. are examples of the kind of unprofessional and inappropriate behavior that will not be tolerated. Necessary and cautionary measures required to limit these kinds of behaviors should be corporately and individually taken.
- If it is necessary for a staff member to spend time alone with a student of the opposite sex or a staff member of the opposite sex, it should be arranged that they are easily visible to the public (e.g. an open door, windowed room, etc.)
- Staff members shall not travel alone in a car with one student.

Technology, E-mail, and Internet Usage

The email system and access to the Internet are provided first and foremost for accomplishing necessary work-related tasks. This technology may be available for staff use, so long as your personal usage does not interfere with the performance of your job and occurs before or after school. It is important to remember that electronic communications are not private and may be screened, viewed, listened to, or retrieved by Summit at any time.

Any employee sending or voluntarily receiving inappropriate emails, or who uses the Internet inappropriately, may be subject to disciplinary action, up to and including termination. "Inappropriate use" includes, but is not limited to, photos, descriptions, jokes, references, innuendos, spam, or any other content or activity that violates Summit's harassment and discrimination policies. Summit may, in its sole discretion, determine how and when the email system and the Internet will be used and for what purposes.

You should honor the password and other security provisions associated with Summit's technology. Use codes or passwords to gain unauthorized access to other employees' files, or Summit's files for which you have no authority is prohibited. You should not provide access to the Summit's email system to anyone except as authorized.

All messages on the email system are records and property of Summit. Despite the password and other security provisions, the email system is not confidential or private and you should have no expectation of privacy in any email systems provided by Summit. Summit reserves the right to access, read, disclose, use and otherwise deal with any messages on its email system in any manner that it chooses. Consequently, you should not use the email system for any information that you want to keep personal or private.

Staff Family Enrollment

Summit believes that the fundamental responsibility for the education of children lies with parents. The following guidelines reflect this commitment to the primacy of parental authority in education. At the same time, Summit is also committed to academic excellence. Consequently, the following guidelines maintain a standard of excellence for all Summit staff in all their educational work, including the education of their own children.

Mandatory Enrollment

All school aged children of faculty or staff are to attend Summit if Summit offers the grade appropriate for the student. Exceptions to this policy may only be granted by the Head of School on an annual basis and only for compelling reasons. Exceptions must be in line with any other pertinent policies in this manual.

Tuition Discount

Summit does offer tuition discounts to children of full time faculty members. Based on years of full time service all children of faculty members may receive a student tuition discount based on the following scale:

- Year One: 30% tuition discount for all enrolled students
- Year Two: 40% tuition discount for all enrolled students
- Year Three: 50% tuition discount for all enrolled students
- Year Four: 60% tuition discount for all enrolled students
- Year Five and beyond: 70% tuition discount for all enrolled students

Part-time salaried teachers employed at least .5FTE may receive a 30% tuition discount. This discount will not increase as years of service increase.

Discount is for tuition only. Fees are not subject to the discount. Discount is terminated immediately upon termination of Teacher (whether by Summit or Teacher).

Responsibilities Outside the Classroom

Faculty Meetings

Essential information and important instructions are given at every faculty meeting. Faculty meetings also supplement the school's in-service training program. Teachers are required to attend these meetings. The content of faculty meetings should be considered confidential.

Teacher In-Service

Teacher in-service days and faculty seminars are scheduled regularly. Other meetings may be scheduled as needed. Teachers are required to attend these meetings. All teachers are responsible for the information and materials distributed at any scheduled meeting.

Seminars/Conferences

Specific seminars and conferences are also required periodically. Some of these may be required during the summer break.

Parent-Teacher Conferences

Teachers are required to meet with parents of each student twice in the school year as well as maintaining ongoing communication with parents throughout the school year.

Other Duties

While in-classroom teaching and classroom preparation are understood to be a normal part of a teacher's job description, teachers are also expected to perform other duties that extend beyond the classroom. These duties are a necessary part of maintaining order and safety on campus and may include such duties as: lunch monitor, homework detention monitor, study-hall monitor, and drop-off/pickup monitor. Any duties such as these will be coordinated with the Head of School.

Class Size Policy

Summit's ideal class size, for the purposes of budget, culture, and learning, is 16 students. Reasonable efforts will be made to keep student enrollment as close as possible to 16 students. At the middle or upper school levels, low enrollments may lead to electives or other optional classes not being offered. For class sizes over 16 students Summit may choose to either provide a teacher assistant, or overage compensation for the teacher will be provided to compensate for extra grading, planning, and management. Overage rates will be determined each spring for the following school year and will be paid once per semester as part of the October and February pay periods.

Publications Policy

This policy outlines ownership of material produced at Summit and applies to all material produced by the staff of Summit in the course of their duties at Summit, as well as any material produced as the result of special commissioning by Summit. Commissioned material is material that is produced by a staff member as a result of special arrangement with the administration of Summit. No commissioning exists without a signed agreement.

- Individual staff members have full ownership rights to lecture notes, worksheets, lesson plans, as well as non-commissioned textbooks/workbooks or teacher guides they have written in the course of their teaching duties at Summit. However, the staff member will provide copies of all noted materials to Summit as requested
- Summit has full ownership rights to curriculum guide outlines/objectives, scope and sequences, and materials lists.
- Summit retains the right to use "in house" all worksheets, lesson plans, and lecture notes. This "in house" use includes the right to market the material outside the confines of Summit with prior written agreement of the staff involved. It should be understood that the staff member reserves the right to publish the same non-commissioned materials, if a joint agreement is not satisfactory.
- The ownership of commissioned material will be specified by the commissioning agreement.

Child Abuse

It is important that all employees be able to identify the signs of child abuse. Child abuse includes physical abuse, physical neglect, sexual abuse and mental (emotional) abuse of a child less than 18 years of age by a parent or other caretaker.

Recognizing Abuse

Physical Abuse

Physical abuse is a non-accidental injury to a child by a parent or caretaker. You may see frequent and unexplained bruises, burns, cuts or other injuries. The child may be overly afraid of the parent's reaction to misbehavior.

Physical Neglect

Physical neglect is a parent's failure to give the child food, clothing, hygiene, medical care, and/or supervision. You may see a very young child routinely left alone at home or you may know that a severe illness or injury is not being medically treated. Physical neglect is hard to judge, sometimes what you see is simply poor judgment, but not neglect. Sometimes what you see is the result of poverty, not parental neglect.

Sexual Abuse

Sexual abuse ranges from non-touching offenses, such as exhibitionism, to fondling, intercourse or using the child for pornographic materials. You may see sexual behavior way beyond what is expected for the child's age. A young child might have sudden, unusual difficulty with toilet habits or there may be pain or itching, bruises or bleeding in the genital area. The child may not be able to tell you directly about these problems.

Mental Abuse

Mental (emotional) abuse includes severe rejection, humiliation and actions intended to produce fear or extreme guilt in a child. You may see a parent who verbally terrorizes the child, who continually and severely criticizes the child, or who fails to express any affection or nurturing.

Reporting Suspected Abuse

Faculty and staff members are reminded that all teachers and school administrators must legally report any suspicion of child abuse. According to federal legislation, the child abuse and neglect law includes provisions for immunity from prosecution for persons making reports "and that the report will be kept confidential." Washington State Law has guidelines for reporting suspected abuse. Those guidelines are kept on file in the Summit office and are available for review upon request.

10 GRIEVANCE POLICY

The Bible teaches that conflicts should be handled discreetly and carefully (Prov. 12:18, James 1:19-20), in a spirit of reconciliation (1 Peter 3:8-11, Matt. 18:15-16), while operating with Christian charity by believing and speaking the best about those involved (Col. 3:13, John 13:34, Phil 2:4, Matt. 5:9, Rom. 12:17-21). Our school believes in parent partnerships, and partnerships assume goodwill toward those engaging together. Additionally, it is our desire to avoid the sin of gossip that is often present in small, tight-knit communities like ours.

When there are issues, sin, or concerns, we desire them to be brought to light in order to find resolution and reconciliation. Throughout the entirety of a grievance process, concerns will be shared transparently with the person who, based on this policy, ought to have already been addressed individually about the concern. Anonymity should not be expected as we believe a Christian community should first be addressing concerns directly with the brother(s) and sister(s) before bringing others into the reconciliation process.

The following guidelines establish the process for resolving misunderstandings, differences of opinion, concerns, disputes, and grievances concerning any aspect of Summit's operations between any two parties connected in a direct way to the school. This includes students, parents, staff, volunteers, administrators, and board members. If at any point the proper channel for communication is not clear, do not hesitate to contact an administrator or the Head of School for counsel/direction. Otherwise, the general procedures below should be followed.

1) Parents/Students to Staff and Administrators:

1. All questions or concerns associated with the classroom must first be presented to the teacher by the parents or, if the student is mature enough, by the student. A respectful demeanor is required at all times.
2. If the issue is not resolved, or if the question or concern is about a school policy or the general operation of the school, the parents or student may bring their concern to the appropriate administrator. Students must have permission from their parents before bringing an issue to an administrator.

2) Parents/Staff to Head of School:

1. If appropriate channels have been pursued and the issue is still not resolved, concerns may be brought to the Head of School. This is the last recourse regarding school curriculum, programs, rules, discipline, staff members, and other school activities.

3) Parent/Staff to Board of Directors:

1. If a parent or staff member believes that the Head of School is derelict in his or her duties, or is acting in a way that is unethical or immoral, or that the Board is violating its own policies, then it would be appropriate to request, in writing, a hearing from the Board, stating the issues, concerns, proposals, and steps taken while seeking resolution. The email for the board is board@summitclassical.org.
2. Written requests for Board review shall be reviewed by the Chairman of the Board, who will first determine whether the grievance policy has been followed. If it has, then the request will be presented to the full Board for consideration. It is wholly up to the Board to decide whether to hear an issue, encourage further discussion with the administration, or defer to the Head of School.

4) Head of School/Administration to Teacher/Staff

1. Disciplinary action may be taken when a work performance or behavioral problem exists and job performance requires improvement. The primary purpose of disciplinary action is to assist the employee in recognizing that a problem exists and to help the employee correct the problem and meet the job requirements. A set of progressive steps may be taken to remedy the situation. However, Summit reserves the right to interpret its policy and can choose to apply any discipline, up to and including termination, without prior warning or notices, as it deems appropriate to the individual. The decision to use progressive discipline is not intended to modify the employment-at-will status between Summit and its employees.

Summit's standard disciplinary process may include the following steps:

- 1st Violation – Verbal Advisory
- 2nd Violation - Written Advisory
- 3rd Violation - Last and Final Warning
- 4th Violation – Termination

Depending on the severity of the violation as determined by the Head of School and the Board, Summit reserves the right to take the action we consider most appropriate under the given circumstances.

5) Staff to Administration

1. All concerns about the standards of the school must first be presented to the Head of School. Concerns should be shared with a charitable disposition.
2. The Head of School will seek resolution, reconciliation, or restitution.
3. If a staff member believes that the Head of School is derelict in his or her duties, or is acting in a way that is unethical or immoral, or that the Head of School is violating school policies, then it would be appropriate to request, in writing, a hearing from the Board, stating the issues, concerns, proposals, and steps taken while seeking resolution. The request will be passed to the Board through the Head of School. The Head of School must pass on all such requests.
4. Written requests for Board review shall be reviewed by the Chairman of the Board, who will first determine whether the grievance policy has been followed. If it has, then the request will be presented to the full Board for consideration. It is wholly up to the Board to decide whether to hear an issue, encourage further discussion with the administration, or defer to the Head of School.

11 CONFLICT OF INTEREST

The Bible teaches against showing partiality (James 2:1, 2:9, Rom. 2:11, Lev. 19:15, 1 Tim. 5:21). In any community setting, conflicts of interests arise. Our school's desire is to operate with excellence while being above reproach in all its dealings.

If there are any concerns about a conflict of interests, these should be brought to the appropriate level in accordance with our grievance policy.

The following guidelines are intended to mitigate conflict of interests in the following areas:

1. Hiring/Supervision - Relatives of candidates who are involved in the hiring process will recuse themselves in the hiring or evaluation of family members.
2. Discipline -
 - a. Student discipline of a staff member's child: If there is a concern about the student of a staff member, please report it to an administrator not related to the student. The children of staff

- members will not have school discipline handled by their parent in a professional school capacity, including all aspects that don't normally include parents of non-staff children (investigation, determination of school discipline, etc).
- b. Faculty/staff discipline/dismissal: Any issues with adults on staff are private personnel matters. However, if a faculty member is a relative of a school administrator, who is usually responsible for addressing these kinds of issues, then the relative will recuse themselves from an investigation and any resulting consequences of the issue at hand.
3. Finances - If any financial benefit will be gained by a faculty or board member due to any action by the school over \$1,000, this will be reported to the Head of School or an administrative designee, which could include the board treasurer. The Head of School or designee will analyze the fiduciary benefit gained as well as if there is a reasonable, viable, or financially prudent alternative.

12 ACADEMICS

Stages of Classical Education

The following is a brief overview of the three stages of classical education.

The Grammar Stage

In the Grammar stage, roughly equivalent to the elementary years, we take advantage of a young child's innate capacity to memorize and retain information by teaching underlying facts and relationships of each subject. Teaching methods used at this stage of learning include chants, jingles, rhymes, and songs that make facts easier to memorize and remember, as well as hands-on learning experiences that nurture curiosity and creativity.

During this period, we focus on "the basics;" that is, the fundamental teaching of Holy Scripture, phonetic reading, mathematics, history, language studies, the arts, and introductory science. Our students begin Latin in grade three. The study of classical languages (Latin) is invaluable in building English vocabulary, developing precision in grammar and syntax, accessing modern foreign languages, stimulating cultural literacy, and developing a stronger understanding of the classical world of the New Testament.

The Logic Stage

While the Grammar stage is learning the "what" or facts of something, the middle school years roughly correspond to the learning of "why." In this phase, children are very naturally testing the facts they have learned, putting data together in an understandable way. Students in these years develop the capacity for more abstract thought, as they expand on the knowledge base acquired during the grammar stage. Now, however, emphasis is placed on using these facts to create proper sentences, to define terms and eliminate ambiguity, and to detect fallacies. Students at this age love to question and debate. To equip them to argue correctly, we teach a formal course in Logic, whereby they are taught properly to construct and critique valid arguments, to recognize logical fallacies, to identify critical underlying assumptions, and to develop sound reasoning skills.

The Rhetoric Stage

In the Rhetoric (high school) stage, students put together their acquired knowledge and skills in the creation and articulate expression of their own ideas and begin to formulate their own worldviews. Classical education is incomplete without the final phase of acquiring wisdom and developing the capacity for beauty and clarity of expression. Students in this stage take positions on issues and argue for these positions using cogent, articulate, and persuasive communication. Discussion and analysis of controversial and fundamental issues and philosophies will continue, and students will be required to critically examine the assumptions and conclusions intrinsic to their own philosophies and those of the world around them. The students will be immersed in the best of literature, the arts, history, theology, philosophy, science, and mathematics. They will refine their ability to articulate their knowledge and will learn how to share and defend their faith, so that they might shape our world for Christ in the next generation.

Cultural Analysis

When teachers expose students to various cultural ideas and practices, it will be for the purposes of analysis, engagement, and contribution. Cultural ideas and practices should be analyzed through the biblical narrative framework of Creation, Fall, Redemption, and New Creation. Engagement includes both critique and challenge of pre-, anti-, and post-Christian ideas and practices as well as the renewal of lost Christian culture. Ultimately, we want to develop students who are creators of Christian culture across the array of vocations.

In these pursuits, we will not encourage adoption of cultural ideas or participation in cultural practices contrary to Scripture. There are times when class activities or assignments will be understood differently by students and parents. As you prayerfully consider your lesson plans, strive to anticipate when disagreements could arise and inform parents ahead of time about your rationale, as well as consider making the assignment optional. If in doubt, direct questions to the administration.

Curriculum Goals

Bible

We seek to:

- a) Have the students read the actual text for themselves versus only prescribed verses.
- b) Encourage students to seek personal application of the Scriptures. An exclusively academic (i.e. studied but not applied) approach is a distortion of the truth. (James 1:22)
- c) Give the same priority as God did to the themes presented in His Word, e.g. the highest priority being the Gospel. (I Cor. 15:3-5)
- d) Emphasize reading, understanding, memorizing and applying, as appropriate, the entire written Word of God, in context. A subordinate goal will be familiarizing the students with good study helps. (II Timothy 3:16,17)
- e) Have the students read the entire Bible by the time they have completed 6th grade.
- f) Teach the biblical pattern of Salvation.
- g) Encourage each student to come to the Father, through the Son, and to grow in their knowledge and love of Him.

Writing

We seek to:

- a) Equip every student with the skills necessary for good writing, including correct spelling and grammar, style, clarity of focus, proofreading, and self-correcting.
- b) Put a major emphasis on good writing by requiring the students to write often and correctly in each subject area. Every month Kindergarten through fifth grade students will be assigned varied writing assignments which will be taken through the writing process.
- c) Encourage clear thinking by the students through requiring clear and focused writing.
- d) Introduce the students to many styles of writing using the Bible and other high-quality literature.

History/Geography

We seek to:

- a) Teach the students that God is in control of history and its ultimate outcome.
- b) Enable the students to see God's hand in the history of the world and the United States.
- c) Broaden the students' understanding of history and geography as the students mature.
- d) Make history and geography "come alive" for the students through the use of many forms of information and research, e.g., biographies, illustrations, field trips, guest speakers, music, art, foods, architecture, etc., for each of the yearly time periods they will study.

Science

We seek to:

- a) Teach that the biblical Creation account is true and that the theory of macro-evolution is false.

- b) Teach the students the basic elements of both accounts and that both systems are based on either sound or unsound faith.
- c) Show the students that because God made the universe, it has inherent order which in turn makes it possible to hypothesize and experiment (scientific method). Guided inquiry will reveal to the student the intrinsic laws, systems, and truths God put into Creation.
- d) Treat the study of science as a "means to an end," not an end in itself.
- e) Use many forms of instruction to teach scientific concepts and methods, e.g., a large variety of experiments, demonstrations, research projects, illustrations, field trips, guest speakers, etc.
- f) Use the young student's abilities to easily memorize and recite certain critical laws, distances, lists and other data that will prove useful throughout their training in science.
- g) Cultivate and encourage the attitude of wonder and curiosity that science, as a means of delving into the Almighty God's handiwork, should naturally inspire.

Mathematics

We seek to:

- a) Develop strategic problem-solving skills
- b) Create orderly and articulate explanation of thought, both written and verbal
- c) Persist through challenges
- d) Create a culture of inquisitiveness, exploration, and discovery
- e) See mathematics as connected, beautiful, and creative
- f) Ensure that the students have a thorough mastery of basic mathematical functions and tables.
- g) Emphasize a conceptual as well as practical understanding of math through the frequent use of story problems.
- h) Illustrate God's unchanging character through the timeless, logical mathematical systems He gave to man through His gift of reason.

Reading

We seek to:

- a) Adequately equip each child with the phonetic skills and practice necessary to read well, that is, smoothly and with good comprehension both in oral and silent reading.
- b) Carefully monitor and guide the child's growth in reading-related skills, e.g. comprehension and vocabulary development, while he is reading and enjoying worthwhile, time-tested, challenging literature.
- c) We seek to expose the child to a wide variety of literature styles and forms and not restrict him to one common, dull basal.
- d) We seek to integrate the love and practice of reading with many other areas of study, e.g. the Bible, history, and science to help the student become a read-to-learn person all his life.
- e) We seek to teach our students to read carefully and critically with an understanding of the Christian worldview and with the ability to identify opposing worldviews of the authors they encounter.
- f) Foster a lifelong love of reading high quality literature after being taught to recognize the characteristics of such literature.

Art

We seek to:

- a) Teach all students the basic fundamentals of drawing to enable them to create adequate renderings.
- b) Encourage the students to appreciate and imitate the beauty of the Creation in their own works.
- c) Introduce the students to the works of the masters in Western culture.
- d) Equip the students to knowledgeably use a variety of art media.
- e) Systematically teach the history of art and its relation to historical events.

Music

We seek to:

- a) Train the students to sing knowledgeably, joyfully, and skillfully to the Lord on a regular basis.
- b) Systematically instruct the students in the fundamentals of vocal and instrumental music.
- c) Enrich the teaching of Scripture through the teaching of many classic, meaningful hymns.
- d) Encourage the students to select some area of music, vocal or instrumental, to pursue on their own.
- e) Systematically teach the history of music and its relation to historical events.

Physical Education

We seek to:

- a) Teach fundamental motor and manipulative skills through exercises, games, and activities.
- b) In cooperation with the families, encourage the students to knowledgeably establish and maintain good health and nutritional habits.
- c) Enhance biblical patterns of behavior through activities requiring cooperation, team work, and general good sportsmanship.

Latin

We seek to:

- a) Third – Fifth Grade: Vocabulary acquisition, conjunctions, declensions, basic verbs, simple sentences and beginning translation work.
- b) Sixth Grade: Vocabulary, conjunctions, declensions, verbs, grammar, and translations of sentences.
- c) Seventh Grade: Vocabulary, conjunctions, declensions, verbs, grammar, and translations of passages and stories.
- d) Eighth-Ninth Grade: Vocabulary acquisition, grammar, writing stories, translation work of classical literature, New Testament/Vulgate, and other sources.

Why Latin?

The reasons for this should not be surprising. About eighty percent of English vocabulary comes from Latin and Greek, with over fifty percent of our vocabulary coming from the Latin. Two examples should suffice in making the point. The Latin word *sisto* means I stand, or I stop. From it we derive consist (stand together), desist (to stop), insist (to stand upon), exist (to stand out), and persist (to stand through). The Latin word *panis* means bread. From it we get companion (one who shares your bread), accompany (same thought), and pantry (a place to keep bread). Even though English is not a Romance language, the effect of Latin on our daily discourse has been immense. Given this, we should not be surprised at all when English vocabulary tests reveal that students of Latin score higher than students of other foreign languages. When we consider that successful people often share only one thing, and that one thing is a large vocabulary, the reason for our desire for a rigorous Latin program should be obvious.

But a language is more than a pile of vocabulary words. The words must be assembled in order to make any sense, and the way we assemble words involves grammar and syntax. The study of Latin grammar greatly refines the students' knowledge of grammar in general, which then carries over into English.

(From "The Why and How of Latin" in *Repairing the Ruins*, edited by Douglas Wilson.)

Grading Guidelines

Academic Year

The academic year runs from September through June and is divided into semesters. The semesters are divided approximately as follows:

- First Semester - September through January

- Second Semester - January through Early June

Report cards

Report cards will be sent home on a semester basis. Reports must be signed by at least one parent and returned within 5 school days.

Grade Scale

The grading scale used at Summit is as follows:

Lower School:

+ = 94-100% Mastery: Student demonstrates superior performance with in-depth understanding of the content and can apply the knowledge and skills in a thorough, consistent, independent way.

✓ = 80-93% Approaching Mastery: Student has a solid academic performance and consistently demonstrates proficiency of the content with few errors.

I = 70-79% Improving: Student demonstrates partial mastery of the content.

N = <70% Does not show mastery: Student demonstrates limited or no understanding of the content.

Middle/Upper School:

- A 93.50-100 (4.0)
- A- 89.50-93.49 (3.67)
- B+ 86.50-89.49 (3.33)
- B 83.50-86.49 (3.0)
- B- 79.50-83.49 (2.67)
- C+ 76.50-79.49 (2.33)
- C 73.50-76.49 (2.0)
- C- 69.10-73.49 (1.67)
- D+ 66.50-69.09 (1.30)
- D 63.50-66.49 (1.0)
- F 63.49 and below (0)

Honor Awards

Summit Classical Christian School maintains a system of formal honors and awards for several reasons:

- a. The recognition of good work is endorsed in the Scriptures from the writings of Solomon (Proverbs) to those of Paul (Romans, Ephesians, I Timothy, etc.). Therefore, we seek to publicly recognize those students accomplishing the necessary prerequisites to receive the applicable award/honor.
- b. We hope to encourage the motivation to good work among all the students by demonstrating to them that such work is not overlooked or taken for granted, but rather it is noticed and commended.
- c. We want to draw public attention to the high quality of work being done by our students to the glory of God and their parents.

Accomplishments and correlating honors/awards bestowed (other awards/honors may be recognized as appropriate).

- Academic honor awards at Summit will be defined in the following ways: There are three

categories by which a student can earn academic merit. In keeping with the Classical heritage of learning and employing Latin these categories will have titles commonly employed in academic awards: If a student maintains a 3.5-3.74GPA in any given semester with no "Cs" they will be eligible for the *Cum Laude* ("with praise") award; If a student maintains a 3.75-3.99GPA in any given semester with no "Cs" they will be eligible for the *Magna Cum Laude* ("with great praise") award; If a student maintains a 4.0 GPA in any given semester they will be eligible for the *Summa Cum Laude* ("with highest praise") award.

- Summit recognizes that academic honor cannot be divorced from honorable actions and choices. Therefore, regardless of actual GPA, no student will be eligible for academic honors if they have more than 5 yellow slips in any given semester. In regard to yellow slips, each student will begin with a clean slate each semester.
- Honor citations will be included in the Grade Card sent home at the end of each semester. There will be recognition of those students who have maintained a straight 4.0 (*Summa Cum Laude*), throughout the school year at the Year-End Assembly.
- Summit believes that a good education involves not just the framing of the intellect, but also the cultivation of the heart. On that basis it is fitting that Summit offer awards to those students who, apart from diligence in their studies, have shown exemplary character, discipline, humility and compassion. There will be recognition of these students at the year- end assembly. The following three awards may be shared by more than one individual. No student may win the Primus Inter Pares award more than once.
 - o The *Victor Montium* ("conqueror of mountains") award will be given to that student who has shown the most academic improvement during the school year. There will be a winner from each grade level and teachers will present the award to their respective students at the year-end assembly.
 - o The *Electus Nobilis* ("noble choices") will be granted by the Head of School under the advisement of the Summit faculty and board. As the name suggests, this award will be given for outstanding character reflected in wise decision making on the part of the student(s).
 - o The third award entitled the *Primus Inter Pares* ("first among equals" or "servant leader") will be granted by the Chairman of the board of directors under advisement of the Head of School and Summit faculty. As the name suggests, this award will be given to the student(s) demonstrating outstanding leadership qualities, especially as it is manifest in serving fellow-students.

Promotion and Retention Policies

Student Promotion Policy

The following policy regarding promotion is to be applied to all entering and continuing students in grades 1-12. (Students entering Kindergarten must meet only the age and maturity requirements outlined in previously established guidelines.)

New Students

All newly enrolling students will be given an admissions test to determine basic skills levels (reading math, and English) and grade placement. New students must meet the following criteria to be accepted into the next successive grade level.

They should have documentation showing that they successfully completed the previous grade by a demonstrated proficiency of at least 75% or higher in reading, math, and English. They also should have satisfactorily (60% or higher) completed science and "social studies" (history and/or geography) within the previous curriculum.

Recognizing that many public schools (and some home schools) do not use letter grades (A-F) or percentages to indicate academic proficiency in the Grammar grades, a mark of "Satisfactory" in at least 90% of the subjects on the student's transcript/report card will be acceptable. However, if there is any doubt as to the student's abilities or the quality of the curriculum used previously, the student will be tested in the three critical areas (reading, math, and English mechanics) using the in-school

testing and scoring materials.

If the new student has taken any standardized tests, the student should have earned national scores of at least 50% or higher in reading, math, and language (as appropriate to age level). If he has never taken any standardized tests and there is any doubt as to his abilities, in-school testing materials will be utilized.

The results of any in-school testing will be combined with the new student's report card and any previous standardized testing scores to determine the best grade level at Summit for that student to enter. If the combined results are not satisfactory, the parents will be apprised of this and be encouraged to consider having their child retained at the previous grade. (It should be noted that Summit's academic program tends to be a challenge with varying degrees of difficulty for students coming into the program. Should a student have had academic difficulties in his previous program, the likelihood of compounding that difficulty would be great were he to be promoted to the next successive grade at Summit.)

Current Students

Summit grammar students must meet the following basic criteria for promotion to the next successive grade:

- Pass each subject, reading, math, and English with at least a 70% average.
- Have no more than one 'F' (or 'U') per semester.
- In addition, when considering promotion of students currently enrolled, special emphasis will be given to the appropriate level of mastery (see the Curriculum Guide Objectives) of the following skills/subjects in the grades noted:

KINDERGARTEN to FIRST GRADE: Behavioral maturity and reading readiness for First Grade. Cumulative mastery of curriculum objectives with at least 70% proficiency.

FIRST GRADE to SECOND GRADE: Able to read silently and orally with adequate speed, correct use of phonetic skills, and fundamental comprehension. Able to write neat, complete sentences. Cumulative mastery of curriculum objectives with at least 70% proficiency.

SECOND GRADE to THIRD GRADE: Cumulative mastery of above requirements, plus: Able to read fluently and independently, using books of a second grade level. Satisfactory completion (70%) of curriculum objectives for this grade level.

THIRD GRADE to FOURTH GRADE: Cumulative mastery of above requirements, plus: Satisfactory completion (70%) of curriculum objectives for this grade level.

FOURTH to FIFTH GRADE: Cumulative mastery of above requirements, plus: Satisfactory completion (70%) of curriculum objectives for this grade level.

FIFTH to SIXTH GRADE: Cumulative mastery of above requirements, plus: Satisfactory completion (70%) of curriculum objectives for this grade level.

SIXTH GRADE AND BEYOND: Cumulative mastery of above requirements, plus: Satisfactory completion (70%) of curriculum objectives for this grade level. In addition, cumulative, comprehensive mastery tests may be administered to assess the students' readiness for entering Summit's Logic School.

All appeals for diverging from or waiving these requirements will be submitted to the Head of School. The Head of School may seek whatever control he deems necessary to render a proper judgment.

Student Retention Policy

The primary purpose of these guidelines is to increase the communication from the school to the home in

the instance of a child possibly needing to repeat a grade. Considering and recommending a student for possible retention in a grade is always a very serious matter, and every step of the process should be well documented.

Considerations

A number of questions have emerged in our experience which may help in the initial stages of considering whether or not a student may need to repeat a grade. The following is not intended to be an exhaustive list, but it includes samples of some pertinent questions the teacher may want to document and go over with the parents:

How old is the child?

Age plays a tremendous role in a child's ability and maturity to succeed in school. The more mature, the easier school tasks become.

What is the gender of the child?

Very frequently, boys will have a harder time adjusting to school patterns than girls will. Boys often need more time to mature than girls do.

Did the child attend kindergarten?

Certain school habits and behaviors are begun even in kindergarten. Depending on where and whether the child attended can reveal some insights to the behavior and aptitude causing the current concern.

What is the home life like for the child?

Things to consider include: church life, family devotions, single parent, divorce, remarriage, working parents, etc. Essentially, is the child's home life one that instills security and love, with predictable patterns of living? The importance and influence of the home is without equal in the life of a child.

Are reading and the love of books evident in the home?

No other single academic factor plays a greater role in the success of a child in school. Do the parents like to read and do/did they read to the child frequently?

Is the cause for concern here primarily behavioral, academic or a combination of both? If possible, the primary cause for concern should be singled out. Behavioral problems may still indicate retention is necessary, but identifying the concern will help determine the best plan for correction.

Has the child had to repeat a grade before?

If not, this is moot. If so, when and why did the child repeat? Due to the rapid physical growth of a child, we do not recommend a child repeating the same grade more than once. It is also unlikely that repeating two grades would really address the problem.

What are the specific indicators the teacher has identified that give rise to the current consideration?

These should be documented as indicated in the Recommendations section below.

Recommendations

This section includes the formal communications that, in addition to the normal reporting schedule, should be made when a child is being considered for possible retention. NOTE: The first three (K-2) years are the most critical years for a child to set the patterns and learn the basic skills that will be built upon in later school life. Retention should be a greater possibility in these years, rather than in upper Grammar, in order to give the child more time to mature and master the basic skills before going on. Therefore, the following timeline and recommended procedures are aimed at the primary grades especially, although not exclusively.

At the time of reporting for:

The First Semester

There will be a Parent-Teacher Conference day. At that time, a child who has had difficulty (as compared to a normal rate of progress) will have a short, written summary made, in addition to the report card. This summary will identify the specific concerns the teacher has. A copy will go to the parent and the original to the student's file. Any suggestions for additional help the parent may be able to provide will also be noted. This summary will be reviewed with the parents at the conference.

The Second Semester

Another conference will be held with the parents to seriously consider retention if inadequate progress has been made. If the Promotion requirements have not been met, retention will likely be required. If there is some question, the teacher will document his/her recommendation regarding both retention and activities the parents could assist the child in over the summer. *In questionable cases, the parents will make the final decision regarding retention.* The teacher's recommendation will go into the child's school file along with a documentation of the parents' decision. Multiple years of failing without retention can result in the student's inability to re-enroll.

Homework Philosophy and Guidelines

Philosophy

It is a conviction at Summit that, especially at the Grammar level, learning should take place largely in the context of a redemptive relationship between student and teacher. For example, computers can be excellent tools for research, etc., but should never be used as a substitute for the teacher. That means that schoolwork should, for the most part, be done at school. While there may be the occasional need to take schoolwork home for practice, review or completion, this should not be the norm. Reasons are as follows:

- There is an ever expanding body of data contending that excessive homework is not only counterproductive to the learning process, but also destructive to the child's natural desire to learn and discover.
- The learning language of a Grammar school student is a four-letter word; PLAY. Not only is play a principle means by which students learn, but is also fundamentally important to the child's well-being as they grow and develop. Summit believes it is important that students go home after school and play; with their families, with their friends in the neighborhood, with their dog, etc.

Given the above, there are times when homework may be necessary. Below are the primary reasons or causes for homework being assigned:

- Students often need some amount of extra practice in specific or new concepts, skills, or facts. In certain subjects (e.g., math or languages), regular practice at home may be necessary for mastery. Therefore, after reasonable in-class time is spent on the material, the teacher may assign homework to allow for the necessary practice. When it is necessary and appropriate homework should seldom exceed 30-40 minutes per night.
- Repeated, short periods of practice or study of new information is often a better way to learn than one long period of study.
- Since Summit recognizes that parental involvement is critical to a child's education, homework can be used as an opportunity for parents to actively assist their child in his studies. This will also keep the parents informed as to the current topics of study in the class.
- Homework may also be assigned to students who, having been given adequate time to complete an assignment in class, did not wisely use their time. The homework, in this situation serves as a means to make up for misappropriated use of class time.
- As students enter the later years of the Grammar School, assigning a reasonable amount of homework (no more than 10 minutes per grade number in school (ie 40 minutes in 4th grade) teaches responsibility and diligence that is needed as students prepare to enter the Middle (Logic) School. Homework should be meaningful and focus on practicing skills that have already been taught in the classroom.

Guidelines

Since homework, by its nature, takes time at home, it is not to be assigned due to the teacher's poor planning or in place of an assignment that could have been completed in school. The student's time at home is to be encroached upon for only the best of purposes.

Attendance Requirements

A student enrolled at Summit Classical Christian School is expected to be present and on time every day school is in session.

School hours: 8:00 am to 3:45 PM

Classes begin: 8:15 AM (arrival time - no earlier than 8:00)

Classes end: 3:15 PM (Lower Campus - K-4th Grade)
3:20 PM (Upper Campus - 5th-12th Grade)

Release of Students

Teachers are not to release a student to anyone before first checking with the office. The teachers and Head of School have the responsibility and custody of all the children while they are in school. The office should be made aware of any instance of the legal parent or guardian removing a child during regular school hours. A child is never to be released to a stranger until the office and parent(s) have been contacted.

The actual number of days school is in session will be determined by the yearly school calendar. Attendance records for the students are reported on the student's report card each quarter.

Short-Term Absences

If a student needs to be absent from school for one to two days, for any reason, the parents should contact the school office by note, phone or email. Text messages are not an acceptable form of notification.

Long-Term Absences

If a student needs to be absent for three or more consecutive days, the parents should notify the school in writing explaining the circumstances. This will permit the office to inform the appropriate teacher(s) and to compile the necessary schoolwork which the student would otherwise miss. Notification should be made as soon as possible to limit the amount of missed schoolwork.

Extended Absences

We will cooperate with families taking their children from school for vacations, trips, etc. However, when extended absences are voluntary (versus emergency or illness) we expect all schoolwork to be completed within the time specified by the teacher. We recommend that students complete their assignments prior to planned, extended absences. This eliminates the need to work on vacation and complete make-up work.

Make-up work

Students may take make-up tests and submit any other make-up work before or after school. It is expected that the child or his parents discuss these arrangements with the teacher and take the initiative in completing the missed work.

Tardiness

Students are required to be in class on time. Students arriving after the required time should report to the office for a late pass before entering their classroom. If a student is tardy five times in a quarter, this will mean an office visit and a phone call to the parents. Parents should recognize that one student's tardiness affects an entire class and that the responsibility to arrive on time is theirs. Therefore, out of Christian charity and consideration for others' children and their teachers, please make every effort to be punctual.

Excessive Absenteeism & Cumulative Absenteeism Limit

At Summit a student receives various types of instruction. Because each and every class should contribute significantly to the curricular objectives of Summit, and because the instructional program is sequential and cumulative, consistent attendance is extremely important and encouraged in all classes. Over the course of a semester, extended absences or many, individual absences add up and usually result in a lack of learning by the student. Here are some guidelines related to overall absenteeism:

1. A record of attendance for each student will be kept. The total number of days absent and days present will be recorded on the student's semester report card and on his/her upper school transcript.
2. For middle and upper school students, chronic absenteeism might necessitate a parent meeting or result in loss of credit according to the number of absences as described below:
 - a. In the event a student is absent from a class, or from school for more than ten days during one semester (for any reason), the student's parents will meet with administration (and teacher/s if necessary) to determine what support the student will need to pass the class, even without any additional absences.
 - b. In the event the total number of absences, whether planned or unplanned, is equal to or exceeds seven days in one month or twelve days in one semester, the student will not receive credit for that semester.
3. Extensive absences of lower school students will also be addressed, on a case-by-case basis, according to the guidelines described above.
4. Upon request from parents, the administration may waive requirements set by other provisions of this policy. In doing so, the administration shall take into account the student's mastery in all subjects, attitude toward work and study, and disciplinary record at school.

13 STUDENT CONDUCT & DISCIPLINE

Summit Classical Christian School is a community of Christians who are committed to the moral and intellectual integrity of the community for its prosperity under God's hand. This means that we are responsible for one another – parents for students, teachers for students, and students for each other. When we protect the integrity of one person by helping him to make wise biblical choices or by helping him to honorably face the just consequences of misconduct, we protect the purpose of the school and the future of its students and families.

Summit teaches students God's commands and helps them learn to obey by comparing their behavior to Biblical requirements, commending them when they are obeying God's commandments, and correcting them appropriately when they fail to obey. We also teach students to live within conventional social standards so that even though the Bible does not tell us everything students should do, Summit asks them to demonstrate their knowledge of ordinary courtesies (e.g., dressing appropriately, not interrupting each other, respecting authority, etc.).

A Summit student reflects the mission and identity of the school, no matter where he is. Students are expected to behave at all times with consideration for others in thought, word, and deed, and students must abide by the school's stated rules and standards or any others stipulated by faculty members.

In cases of wrong-doing, a biblical pattern of confession, repentance, restitution and restoration of fellowship will be followed. Parents will be appropriately informed of incidents involving their children and of all disciplinary measures taken. When discipline is necessary, parents may rely upon the teachers and administration to correct behavior in ways that will affirm Biblical standards of fairness and justice, the dignity of each child, and the need for damaged relationships to be appropriately restored.

All families will receive a parent/student handbook at the time of enrollment of their student. The handbook contains the expectations for conduct and details the rules for Summit. The rules will be reiterated to the parents and to the students during the first week of school. The rules are designed to help students show reverence for the Lord, respect for authority, for others, for property, and for themselves.

[Code of Conduct Procedures](#)

[Dress Code](#)

[Technology](#)

14 STUDENT HEALTH REQUIREMENTS

Guidelines

1. All students attending Summit must have on record with the school office either a current immunization record or an exemption statement, according to Washington State Department of Health requirements (<http://www.doh.wa.gov/CFH/immunize/schools.htm>), before entering school in September. Standard immunization record forms may be obtained from the school office or your family doctor and a copy given to the school office.
2. It is expected that students are sent to school healthy, well rested and ready for class. Students with fever, diarrhea, contagious viruses, severe colds, and the like will be sent home to avoid infecting others. They should not return to school until they are symptom-free and without a fever for at least 24 hours. (Student must be fever-free without the aid of medication.)
3. Students who are lethargic, tired and unable to do their schoolwork will be sent home for needed rest and recuperation. Summit does not operate a health suite. Students who are not able to do their schoolwork will be sent home.
4. Parents should provide the school with updated emergency numbers, using the Emergency Form provided, of friends and/or family who can pick up their child from school if the child becomes ill. This form will also be used to contact people who may need notification in a medical emergency and includes a signed waiver in order to facilitate necessary surgical action.

Medication Distribution

1. Parents are to administer medication to their own children before and/or after school hours as necessary.
2. Parents must complete a prescription medication administration form and have the signed physician's orders on file for each prescription medication requested to be administered by Summit. No medication will be given without the physician's signed request.
3. All medication (prescription and over-the-counter) taken by students must be administered by one of the following:
 - a. Summit staff person designated by the Head of School.
 - b. Parents of the student.
 - c. Designee of the parents. (Designee must be an adult identified in writing to Summit prior to the initial distribution of medication.)
4. No student will be permitted to administer any form (prescription or over-the-counter) of medication to himself or any other student (except for medicinal inhalers and Epi-Pens, see #6 below).
5. Summit staff will not administer any classification of controlled substance medication (as listed in the most recent Physicians' Desk Reference as subject to the Controlled Substances Act of 1970). However, parents or their designee will be permitted to administer controlled substances to their children.

6. Students who require medication on an as needed basis through the use of an inhaler or Epi-Pen will be permitted to self medicate if the following conditions have been met:
 - a. A physician has determined that the student should carry the medicinal inhaler or Epi-Pen on his or her person and self-administer the medication. Physicians' orders must be on file with the school office.
 - b. Parents must complete the prescription medication Head of School form and indicate that: "the student is able to self-administer and carry the inhaler/Epi-Pen and has been trained in its use."
7. Summit will have an emergency supply of Tylenol® that may be administered after written or verbal permission is granted by the parent to a Summit staff member for each use.

Food Allergy Policy

Food allergies can be life threatening. In any school setting the risk of accidental exposure to a food allergen is present. Summit Classical Christian School staff, parents, teachers, physicians, and students themselves must work together to minimize the risk, and provide a safe educational environment for food-allergic students.

School's Responsibility

- A No Food Trading Policy will be enforced at school and on all field trips.
- Review annual health records submitted by parents and doctors.
- Summit administration will work with parents and students to establish a prevention plan. This plan includes a list of students with specific food allergies, highlighting those that are life threatening. Summit will maintain an appropriate sense of confidentiality and respect for each student's privacy. Each student should have a Food Allergy Action Plan signed by a parent. Students with multiple food allergies should have a signed form for each food.
- Because peanut/nut allergies can be life threatening, classrooms with students having these specific allergies will be identified as a "Peanut/Nut Free Zone."
- Include food-allergic student in school activities. Students should not be excluded from school activities because of their food allergy. Summit will coordinate, in advance, with parents to monitor the use of food allergens in student meals and at school events.
- Assure that all staff that interacts with the student on a regular basis understands the food allergy, can recognize the symptoms, and knows what to do in an emergency.
- To be sure medications are appropriately stored, and that an emergency kit of epinephrine (if required) is current and available for students with a prescription.
- Be prepared to handle a reaction and ensure that there is a staff member available to administer medications during the school day regardless of time or location.
- Review policies/prevention plan with Summit administration, parents, school staff, and student after a reaction has occurred.
- Discuss field trips with the family of the food-allergic child to decide appropriate strategies for managing the food allergy. Chaperones and drivers assigned to the child on field trips will be required to carry a communication device until he/or she is returned back to campus.
- Faculty and staff will not hand out food, candy, or drinks to students as incentives for good behavior or academic performance.

Family's Responsibility

- Thoroughly educate their child on:
 - The nature and severity of the allergy
 - Absolute avoidance of the foods that set it off
 - Immediate protocol to follow when dangerous foods have been eaten
 - Tell a teacher (or other adult staff member) immediately

- Hand the food to the teacher for further identification.
- Stay calm and await care from appropriate personnel.
- Notify the school of your child's allergies.
- Provide written medical documentation, instructions, and medication prescribed by your child's doctor.
- Provide properly labeled medication to the school, and replace medications after use or before expiring.
- Work with Summit to develop a plan that accommodates your child's needs throughout the school year. This includes class parties, field trips and other school events where food may be present.
- Complete a Food Allergy Action Plan. Be specific, especially with nut allergies. Be sure to complete a form for each food allergy and update it each year.
- Educate and review often with your child the self management of his or her food allergy.
 - Safe and unsafe foods
 - How to read food labels (age appropriate)
 - Strategies for avoiding exposure to unsafe foods
 - Symptoms of allergic reactions
 - How and when to tell an adult they may be having an allergic reaction
- Review policies/prevention plan with Summit administration, school staff, and your child after a reaction has occurred.
- Keep emergency contact information current.

Student's Responsibility

- NEVER trade food with other students
- Do not eat anything not brought from home or with unknown ingredients.
- Read every label (age appropriate) and always check with an adult.
- Be responsible in the care and management of their food allergies and reactions based on their development level.
- Tell a teacher or staff member if a reaction seems to be starting, even if there is no visible appearance of an allergic response.
- NEVER go off alone if symptoms are beginning. Have a friend or an adult with you at all times.

15 PARENTS

Parental Involvement and Parent Partnership Hours

As a support and extension of the family unit, Summit Classical Christian School considers the family to be of first importance to a child. God, through His Word, the Bible, indicates that the family is the most important human institution He designed since He compares it to the relationship believers have with Christ and the Father. Therefore, at Summit we are continually seeking ways to actively involve the parents, siblings, and grandparents of our students in the programs of the school.

Because Summit acts as an extension of the families, each family is required to serve a minimum of 35 partnership hours. In lieu of volunteer hours, families may opt to pay \$1050 per family (35 hours @ \$30/hr) at the beginning of the school year or July 1, 2022. If a family chooses to volunteer time and they are unable to fulfill the 35 hour requirement, they must reimburse the school at the rate of \$30/hour for each volunteer hour not completed. Unfulfilled parent partnership hours are due May 1, 2023.

Below are just a few of the more common ways this is done. Please feel free to ask if you would like to try additional ideas. You may:

- Help in the planning and implementation of school events (ex. auction, jog-a-thon).
- Visit the school/class at any time. You must inform the school office that you are on campus first. Assist in the classroom, regularly or infrequently (arrangements should be made with the teacher concerned).

- Serve as a story-reader, song-leader (in K-3), guest artist; offer your special talents.
- Share your experiences, trips, or vacations as they may relate to an area of study in a class.
- Help host class parties or in the classroom.
- Act as a chaperone on field trips and/or library visits.

The family atmosphere and efficiency of Summit Classical Christian School thrives on the extensive involvement of our parents. There are many ways that parents can volunteer and get involved at Summit including but not limited to:

- Recess Monitor: These volunteers monitor the students during lunch recess. Having volunteers during this time frees the period to be used constructively by teachers and administration.
- Office Help: These volunteers help with bulk mailings, filing and copying.
- Speakers: Parents with a gift for teaching or speaking are invited to volunteer to speak to classes or assemblies about their careers or areas of interest.
- Maintenance Volunteers: These volunteers perform basic maintenance tasks around the school campus.
- Classroom Parent: These volunteers communicate to the grade-level parents ways to appreciate the classroom teacher, help with special classroom events and coordinate with the teacher for the auction item.

[Parents For Summit](#)

Closed Campus Policy

Summit is a closed campus therefore any visitor, family member, or volunteer must check in at the office between the hours of 8:00 AM and 3:30 PM. If they come to school for any reason other than to drop off or pick up a student they will need to come to the office and check in. They will be given a visitor/parent/volunteer badge which should be returned to the office after their visit. It also means that once students are at school for the day, they are not allowed to leave without parental permission. If students are late or leave early, parents must notify the office and the students must check-in and check-out at the office in person. Students are not allowed to leave before check-out for any reason unless the office has been notified by parents.

Inclement Weather Policy

With a growing student body, both numerically and geographically, we must draw a broader net for inclement weather closures. We will consider the following districts' closures if/when there is inclement weather:

- Bellevue
- Issaquah
- Riverview
- Snoqualmie Valley

We intend to communicate decisions regarding delays/closures by 6 AM each morning via text and email.