2026-2027
COMMUNITY HANDBOOK



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General Information

SCHOOL ADDRESS
2100 Reynolda Road
Winston-Salem, NC 27106

WEBSITE
summitschool.com

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

OFFICES
- Admissions: 336-722-2777
- Afterschool Program: 336-722-2127
- Athletics: 336-723-0840
- Co-Curricular Programs: 336-722-2777
- Development: 336-724-5811
- Lower School: 336-727-0901
- Nurses: 336-722-9511
- Triad: 336-722-2777
- Upper School: 336-725-9044

WHERE TO FIND TELEPHONE NUMBERS

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

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

contained.

Key Dates 2026-2027

School Hours for 2026-2027

- Eaglets 8:10 am - 12:30 pm
- Junior Kindergarten 8:10 am - 1:30 pm
- Kindergarten 8:10 am - 1:30 pm
- Lower School (1st-5th) 8:10 am - 3:00 pm
- Upper School (6th-9th) 8:10 am - 3:30 pm
- 6th-9th Grade Sports 3:30 pm - 5:00 pm

Note:

- **The school day begins at 8:10 am for all students.**
- Parents may drop off students starting at 7:50 am.
- The Beforeschool Program runs from 7:00 am - 8:00 am.
- The Afterschool Program runs until 5:15 pm with a Late Stay option that ends at 5:45 pm.

Before and After School Care

Children who routinely arrive earlier than 7:50 am or stay later than dismissal should be enrolled in Beforeschool or Afterschool Programs that operate for a fee.

Students of all ages must be supervised while on campus. Summit provides a Beforeschool program that meets before the school day beginning at 7:00 am and an Afterschool program that meets after dismissal until 5:15 pm. There is a Late Stay option until 5:45 pm. The Upper School Library is open for student use beginning at 7:45 am. Any Upper School student on campus after the 3:30 pm dismissal must attend the Extended Day program in the 2nd floor library unless under the direct supervision of an athletic coach for a Summit team, a tutor, academic coach, or Summit teacher for instructional support, or a parent. More information about Afterschool including Extended Day can be found in the AFTERSCHOOL PROGRAMS section of this document.

Strategic Priorities 2023-2028

The Summit educational experience is both timely and timeless, as demonstrated in our exciting and ambitious Strategic Priorities 2023-2028: Deepening Our Roots and Extending Our Reach.

Mission

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

Statement of Belonging

At Summit, everybody is a somebody who belongs in our community of learners. An abiding sense of belonging is a necessary catalyst for each of us to strive towards our fullest potential.

Belonging is realized when we:

- Welcome diversity and its rich mix of differences in all dimensions that make each of us unique
- Seek equity among our voices so that each of us is empowered to express our authentic selves and to be heard, respected, and valued
- Embrace inclusion as we appreciate each other, broaden our perspectives, and cultivate our empathy

We will guide our learners to appreciate these differences, to recognize and challenge biases, stereotypes, and prejudices, and to act in strengthening our connected community. We will not engage in activities that discriminate and will intervene when we observe disrespect for a person's identity or individuality. We will sustain a safe and welcoming environment where our learners belong.

The Summit School Code of Conduct

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

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

Be a good citizen.
Cooperate with all members of the school community.
Respect your environment and keep it clean.

Seek to understand and follow the rules.
Seek ways to help in our community, nation, and world!

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

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

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

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

Inclement Weather Policy

Closing or late opening: When severe weather is expected, Summit will decide whether to close school or delay opening by one or two hours. This decision is made by 6:00 a.m., and when possible, announced the evening before.

Because weather forecasts can change rapidly, the School typically makes decisions about closures or delays in the early morning hours. Patience is appreciated as the School uses the best available information to make these decisions.

We communicate that decision through these methods: email, text, posting on the school's website, Facebook, Instagram, announcement on radio station WFDD (88.5 FM) and wfdd.org, and announcements on TV stations WXII (NBC Channel 12) and WGHP (Fox Channel 8).

If inclement weather occurs during the school day, we will communicate our decision to close school through email, mobile phone text, Facebook, and Instagram. In this instance, please refrain from calling the school since we need open phone lines.

- No message means school will open on the regular schedule.
- In all weather-related situations, please note that regardless of the school's decision, we will always honor your decision as a parent to keep your children home should you determine that road conditions are unsafe.
- There will be no Beforeschool when school is delayed.
- When Summit closes early for any reason, the Afterschool Program and the Afternoon Academy will close on the same schedule.
- There will be no after school athletic practices or games when school is canceled or has early dismissal.

Closings and Delays

Closing or late opening: In the event of a power outage or other situation that affects the normal operation of the school day, we will make a decision about closing school or delaying opening as soon as possible–preferably the evening before but certainly by 6 am the day. We communicate that decision through these methods: email, mobile phone text, posting on the school's website, Facebook, and Instagram.

If a power outage or other event occurs during the school day, we will communicate our decision to close school through these methods: email, mobile phone text, Facebook, and Instagram. In this instance, please refrain from calling the school since we need open phone lines.

- No message means school will open on the regular schedule.
- Please note that regardless of the school's decision, we will always honor your decision as a parent to keep your children home should you determine it is right for your family circumstances.
- There will be no Beforeschool when school is delayed.
- When Summit closes early for any reason, the Afterschool Program and the Afternoon Academy will close on the same schedule.
- There will be no afterschool athletic practices or games when school is canceled or has early dismissal.

Carpool Instructions

Please refer to the 2026-2027 Traffic Guide and Carpool Instructions for instructions.

Contact Information for Common Questions

Our fundamental expectation is simple but crucial: Adults in our community can rely on communication that includes candor, clarity, and kindness. Our communication will always feature goodwill, mutual respect, and a shared interest in what is best for children.

Email is a primary mode of communication with parents. Be sure your email is current in our database. Also, please read your weekly emails from the school entitled "This Week at Summit." Homeroom teachers and advisors send regular communication. It is important for parents to review all communication from the school.

Parents are a tremendous resource.

At Summit, we recognize your profound commitment to your children. We honor that commitment by striving to support you as you support your children. How? In a variety of ways, including:

- If you have questions about curriculum, classroom projects, your child's learning experience, performance, or home learning, please contact the classroom teacher or advisor.

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- For questions specific to a specific content area, contact the subject/studio teacher.

When you have a question about times and dates, events, due dates of parent forms/paperwork, and the like, contact your division's administrative assistant.

- Kelly Clegg for Lower School: kelly.clegg@summitmail.org
- Kayla Merrell for Upper School: kayla.merrell@summitmail.org
- Skyler Keller for Triad: skyler.keller@summitmail.org

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

- Jenn Currin for Eaglets - Grade 4: jenn.currin@summitmail.org
- Sarah Richter for Grades 5-9: sarah.richter@summitmail.org

When you have questions about your child's learning profile, please contact:

- Catherine Helm for Lower School: cathelm@summitmail.org
- Kianna Beachum for Upper School: kianna.beachum@summitmail.org
- Lisa Buschek for Triad: lbuschek@summitmail.org

When you are in need of tutoring services, please contact the relevant tutoring coordinator:

- Lower School: Catherine Helm: cathelm@summitmail.org
- Upper School: Kianna Beachum kianna.beachum@summitmail.org
- Orton-Gillingham Tutoring: Parker Tegeler ptegeler@summitmail.org

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

- Tom Gething, Director of Lower School: tom.gething@summitmail.org
- Misty Hyman, Director of Upper School: mhyman@summitmail.org
- Lisa Buschek, Director of Triad: lbuschek@summitmail.org

When you have questions about your child's Magnus Health portal, medications, or other health questions, contact:

- Summit School Nurses schoolnurse@summitmail.org

When you have questions regarding team sports, or general athletic questions, contact:

- John Carty, Director of Athletics jcarty@summitmail.org
- Jason Felten, Assistant Director of Athletics jason.felten@summitmai.org

General Division Contacts

- Who to contact? Lower School
- Who to contact? Upper School
- Who to contact? Triad

Parent Partnership

Shared Goals

A positive and meaningful parent/teacher partnership with shared goals is essential in helping every child reach their full potential. Parents and teachers are encouraged to communicate often and openly. Teachers will provide parents with suggestions on how best to help their children with home learning or projects and will welcome feedback from home. In a meaningful parent-school partnership, parents can rely on teachers to provide guidance, support, and leadership, and the school can rely on parents for support with school policies and procedures.

Volunteering and Involvement

Summit provides parent volunteer opportunities all year long that can match a variety of interests and time commitments. For more information about volunteer opportunities, click here. Detailed information can also be found on the Family Association page in the Veracross Parent Portal.

Morning drop-off and Afternoon pick-up

We encourage all our students from the earliest age to develop their independence. One way parents can support this is by encouraging children to enter school every morning independently. As always, it pays great dividends never to underestimate how much independence even our youngest children can handle.

There may be times when parents do want to walk their child into school. Please remember to park in the parking lot and wear a lanyard. We value the start of the day and in most grades, we begin with community time at 8:10, so once you have dropped off your child, we recommend you leave.

For afternoon pick-up, all the students will be released by the teacher as per the protocols in the carpool instructions.

Sign-In

All visitors to campus must sign in at the greeter's desk. Parents must wear their school-provided lanyards. Visitors will be given a name tag to wear. This represents a simple but important measure that supports campus-wide safety.

Visitors

We welcome all visitors and appreciate the expertise and talents our community can bring to our classrooms. If any visitor is joining a classroom, the homeroom teacher or advisor will get approval from the Division Director at least 48 hours before the day of the visit. This is not necessary for planned class events.

Safety and Security

At Summit, your child's safety is our highest priority. We follow nationally recognized safety practices, including the Standard Response Protocol (SRP) developed by The "I Love U Guys" Foundation. This ensures that students, teachers, and parents receive clear and consistent responses to emergency situations.

Standard Response Protocol (SRP)

The SRP uses five specific terms to communicate quickly and clearly during an emergency. Please familiarize yourself with these terms:

Term	What It Means	What Families Should Know
Hold	Students stay in classrooms; hallways are kept clear.	No action needed. The school day continues normally.
Secure	Threat is outside the school. Exterior doors are locked.	Do not come to campus. Wait for official communication.
Lockdown	Threat is inside the school. Doors locked, lights off, out of sight.	Do not call or come to campus. Wait for updates via official channels.
Evacuate	Students are escorted to a new location (on or off campus).	Wait for location and reunification details from the school.
Shelter	Students take cover due to weather or environmental hazard.	No action needed unless instructed otherwise.

You may hear these terms used in communication during an event. Staff are trained in these protocols, and we conduct regular drills with students throughout the school year.

Emergency Reunification

In the unlikely event that we need to relocate students off-campus (e.g., following an evacuation or lockdown), we will implement our Emergency Reunification Plan. This is a structured process that prioritizes student safety and accountability.

Key Points for Families:

- Families will be notified through email, text, and/or voice call with location and instructions.
- You will need to present a valid photo ID to pick up your child.
- Only those listed in your child's emergency contact list will be permitted to check them out.

- Please wait for official notification before arriving, as arriving too early may interfere with safety procedures.

We understand that emergency situations can be stressful. Please know that we are committed to keeping your child safe and to keeping you informed.

For more details or questions about our emergency response procedures, contact Doug Johnson, Director of Safety and Security.

Parent Lanyard Policy

The wearing of lanyards supports both safety (at-a-glance indicator that the wearer is a parent/family member) and belonging (visibility of name promotes calling each other by name) in our Summit community. In support of safety and belonging, if you are not wearing a Summit lanyard, you can expect to be approached by an employee and asked to put it on. If you do not have it with you, you will be asked to fill out and wear a visitor's name tag.

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

- Attending events on campus (classroom projects, parent meetings, Afternoon Academy, performances, etc.)
- Picking up your child for appointments
- Attending athletic events
- Visiting for lunch

Always sign in/out when you are visiting campus. If you do not have your lanyard, let the Main Office staff know, and they will provide you with a name tag sticker. The exceptions to signing in are:

- When picking up a child for an appointment or dropping off after an appointment
- Attending a major performance, event, or sports activity

Please keep your lanyard for future years. Should you require a replacement, lanyards may be obtained at the Main Office.

Attendance

In the Lower School, homeroom teachers and the Summit front office are the main points of contact for communication regarding attendance. In Upper School, advisors and the Upper School office are the main points of contact regarding attendance.

Additionally, please remember:

- Excessive absences may result in a student not receiving credit for a course or

not being ready for promotion to the next grade level.
- Whenever students are late going from one class to the next, the teacher will decide whether to excuse the tardiness.
- Please schedule medical and dental appointments outside of school hours.
- Unless there is a pre-arranged medical appointment, Upper School students must be present for the entire school day in order to participate in a scheduled game or match.

Tardiness

The start of the school day has a significant impact on the student experience for the individual and the group. Students can be dropped off from 7:50 and all students are expected to be in class by 8:10am. Students who arrive after 8:10 will be recorded as tardy in the attendance system.

If your child arrives at school after 8:10 am, they should report to the greeter or administrative assistant for their building so they can be added to the attendance.

Please note that if the school sees a developing pattern of tardiness parents may be asked to attend a meeting with an administrator.

Illness

- Please call or email the main office or your child's division office by 8:45 am if your child will be absent.
- Students who become ill during the day will be sent to see the nurse. The nurse will assist them with arrangements to leave school if deemed necessary by the nurse.

Excessive Tardiness and Absences

Our approach to teaching and learning relies upon daily, active student participation. Parents can expect to receive communication from the Division Director when a student has a pattern of unexcused absences or tardiness that negatively impacts their school experience.

The focus of any communication in regard to excessive tardies or absences will be to gain a greater understanding of the underlying issues affecting attendance. A plan will be put in place to improve punctuality and attendance.

We strongly encourage parents to plan family trips during school holidays. In the event of a student taking a prolonged holiday during the school year, it is the obligation of the parents to make arrangements with the office and teachers regarding any make-up work that may be required by the school.

Missed School Work

- In the event a Lower School student is absent unexpectedly, please email the homeroom teacher to confirm if makeup work is required.
- In the event an Upper School student is absent unexpectedly, please email the Upper School Administrative Assistant and the student's advisor. The teacher will work with the student and family to determine a plan for makeup work as needed including revised deadlines.
- Students missing only a test day should be prepared to make up the test upon their return to school.

Early Pickup and Late Drop Off From School

Picking up a student during the school day:

- If a parent has to pick up a child early, notify the homeroom teacher/advisor ahead of time.
- When you are on your way, call the Main Office at 336-722-2777 and let the Greeter know you will be arriving soon. We will then call for the student to come to the Main Office.
- Park in the driveway near the Main Office unless it's close to a dismissal time (12:30, 1:30, 3:00, 3:30).
- If it's close to a dismissal time, use the parking lot.
- Get out of your car and ring the doorbell at the Main Office.
- We will escort your child to the door to meet you.
- The Greeter will sign your child out for you.

Dropping off student during the school day:

- Park in the driveway near the Main Office unless it's close to a dismissal time (12:30, 1:30, 3:00, 3:30).
- If it's close to a dismissal time, use the parking lot.
- Escort your child to the Main Office and ring the doorbell. If your child is old enough, he/she can do it on their own.
- The Greeter will meet your child at the door and let them in.
- We will sign the child in and make sure they know where to join their class.
-

Dress Expectations

Our dress expectations contribute to a positive learning environment appropriate to a school setting for all our students from Eaglets to 9th Grade.

In keeping with the parent-school partnership, our expectation is that parents will support these dress expectations by helping their children make appropriate decisions about what to wear to school.

Clothing must:

- Be appropriate for the activities of the day (i.e. field trips, science lab, sports, maker spaces, outdoor activities). This includes footwear
- Be opaque
- Cover the midriff
- Cover the back
- Cover the top of shoulders (i.e. minimum of 2 inches wide)
- Cover undergarments
- Extend to the thigh

Clothing must not:

- Display political affiliations or slogans
- Display explicit language or offensive messages
- Display depictions or promotions of drugs or alcohol of any kind
- Be pajamas

In the Summit community, we value the opportunity to see one another without hindrance. Students should wear hoodies, hats, and sunglasses outside only.

If a student's attire falls outside of the dress expectations, the student will be asked to change, or parents will receive a phone call from the school requesting a change of clothes to be brought to school.

On occasion, there are special-themed days (College Day, Pajama Day, Halloween, etc.). These days will be announced to students and families ahead of time as well as any change of dress guidelines. Participation in these days is optional.

Lost and Found

Please label outer garments with your child's name, so the garments may be returned if they are left behind on playgrounds, in the Athletic Center, or in another classroom. To locate misplaced items, please check with division offices or the Lost and Found cabinets located in the hallway of the Main building and the Athletic Center. At the end of each semester, all items unclaimed will be donated to local charities.

Library

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

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

Library Hours

The Library is open for student use Mondays and Fridays from 7:50 am - 3:30 pm, and on Tuesdays, Wednesdays, and Thursdays from 7:50 am - 4:00 pm. Students may not work outside of these hours in the library unless they make prior arrangements with a teacher who agrees to supervise them.

The Summit School Library collection contains over 44,000 books, magazines, and audiovisual materials for student use. Each student has an account at the Summit library. Lower School students have regularly scheduled times to visit the library weekly and may also accompany parents to the library one-half hour before school starts or one-half hour after school ends.

Parents may also ask the librarian for an account and borrow books for themselves or their children. If a librarian or volunteer is not at the circulation desk, parents may write down the barcode number on the sheet provided. Parent volunteers are always welcome in the library; please contact the librarian to volunteer.

Academics

Curriculum

For more detailed information about our curriculum, please review our website.

Assessment for Learning

Summit prides itself on helping students develop their full potential. We believe one of the ways to make this possible is through the use of assessment as a way to improve

teaching and learning. The purpose of assessments includes:

- For students, empowering them to become better learners by understanding their current level of achievement and how to take the next steps in their learning.
- For teachers to develop an understanding of the individual needs of students so that target setting is meaningful and informs planning, teaching, and learning for progress.
- For parents, assessment information informs them of their child's current level of achievement and highlights areas for growth.

We assess students in multiple ways and for multiple purposes. This may include: diagnostic assessments to determine prior knowledge, formative assessments during their teaching to determine student understanding 'in the moment', and summative assessments to determine student learning at the end of an instructional unit. We also use several criterion and norm-referenced tests across grade levels.

Progress Reports

Lower School/Triad Lower School

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

Upper School

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

Triad Upper School

Progress reports occur at the midpoint of the two semesters, and report cards are provided at the end of each semester. In addition, three parent-teacher conferences are held throughout the year to provide feedback on student performance.

We share both curricular updates and feedback on student performance via our online portal, Veracross. Should any questions arise, teachers and parents should be in contact with each other via phone or email.

Upper School Grading Scale

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

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

Students who make all As or Bs (make no other grade below a B) make the honor roll on the end-of-the-year report cards. In 9th Grade, students who earn all A's for the final, yearly averages in all courses (with no A-'s) are designated as "Ranking Scholars."

Social Emotional Learning

The cornerstone of the Summit educational experience is the cultivation in our students of Summit's Core Competencies.

Summit's Core Competencies

Embracing our Heritage. Reaching into the Future.

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

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

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

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

SOCIALLY RESPONSIBLE
Committing to civic responsibility, service, and stewardship - both locally and globally

Both timely and timeless, these competencies inspire students to pursue their academic, personal, athletic, and civic passions with the confidence born of competence, creativity, scholarship, and service. Summit School believes in developing well-rounded children. We believe that every student's academic life is inextricably linked to their social-emotional health and well-being. To that end, we seek to support students in every aspect of their lives in order to help them become responsible, empathic, and respectful citizens. We believe that students, staff, and parents must work in partnership to create a healthy environment in which students can flourish.

Kindergarten through Ninth Grades

As an integral component of the social-emotional learning curriculum implemented at Summit, we employ the research-based CASEL (Collaborative for Academic, Social, and Emotional Learning) competencies to teach social and emotional skill development and fortify character strengths. These five competencies include self-awareness, social awareness, self-management, relationship skills, and responsible decision-making. Through guided lessons and discussions, we underscore the significance of cultivating these skills across various dimensions of life, encompassing both real world scenarios and interactions in the technological realm.

Upper School Character Education

Character education in the Upper School at Summit School continues to focus on promoting the practice of respect, responsibility, effective communication skills, and conflict resolution. It also helps cultivate in each student the core competencies. In addition, each grade level focuses on specific positive virtues that are developmentally appropriate during Morning Meetings and community meeting times.

At the beginning of each year grade level teams will determine the year's themes based on the needs of each grade level. Previous themes have included: kindness, organization, cooperation, empathy, self-advocacy, accepting and including others, leadership, and time management.

Big Friends and Little Friends

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

Service Learning

Summit School students participate in service-learning projects throughout the year that enrich the curriculum by teaching the importance of helping others and being good local and global citizens. Students become engaged, creative contributors to their communities and the world. These service projects may change from year to year.

The goals of the service-learning program are as follows:

- To educate students about issues that affect local communities and the world.
- To educate students about organizations and causes related to these issues.
- To provide opportunities for students to contribute to such organizations and causes.

- To inspire students to ask new questions and offer new ideas.
- To teach students principles of civic responsibility, service, stewardship, and leadership.

Upper School students are supported and inspired to meet their service goals through advisory and guidance programs to participate in service. Students may keep track of their hours and submit them at the end of the year for the service award. Parents are encouraged to support outside service projects at home. Suggested goals by grade level are:

- Grade 6 - 6 hours
- Grade 7 - 8 hours
- Grade 8 - 10 hours
- Grade 9 - 15 hours

Parameters for Annual Service Award:

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

Home Learning

Summit's approach to home learning is based on our understanding that students benefit from practice and review of skills. They also benefit from assignments that reinforce, extend, or apply knowledge and concepts learned at school. Summit policies are designed

to increase personal responsibility, independence, and perseverance. Home learning guidelines progress from grade to grade and across divisions based on age-appropriate expectations. By the end of the Ninth Grade, our graduates should demonstrate initiative, timeliness, self-reliance, and resourcefulness in their approach to all assignments.

Lower School Home Learning

Beginning in the First Grade, students receive home learning on Mondays through Thursdays. Home learning is assigned for two reasons: to develop study skills, and to provide practice of skills covered in class. Home learning on the weekends is optional unless a student is finishing up a long-term project that was assigned ahead of time. In readiness for the transition to Upper School, students in 4th grade are introduced to using a daily planner to help organize their learning.

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

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

Upper School Home Learning

Summit's home learning policies are intended to foster the development of personal responsibility, independence, and perseverance. By holding each child accountable for assignments, both at school and at home, we help that child to become a responsible student, and ultimately, a successful adult. Students maintain a daily planner in order to practice time management and executive function skills.

Home learning is an opportunity for individual review, practice, preparation, and reflection. Teachers seek to provide meaningful assignments that reinforce, extend, or apply knowledge and concepts learned at school. The time it takes each student to complete work varies. Please communicate with teachers if concerns about home learning arise.

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

Please note:

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

Technology

At Summit, students use a range of technology as a tool to support learning in developmentally appropriate ways. This includes students having access to Chromebooks, desktop computers, and tablets.

To maintain the security and integrity of our IT systems, students are not permitted to use personal computing devices in school during the academic day.

All students in grades fourth through ninth are required to abide by the Summit School Student Expectations for Technology. A copy of this is located in Appendix A.

Video, photographs, and recordings of teachers, staff, and students must not be taken unless approved by a teacher as a part of the curriculum or project assigned by the school.

Please note that violations of our policies can result in disciplinary action. Students should adhere to Summit's Code of Conduct and the Student Expectations for Technology when using technology. Failure to do so may result in disciplinary consequences as set out in this handbook, including, in exceptional cases, dismissal from school.

Lower School and Technology

Students in grades one through five have access to a Chromebook during the school day. Additionally, during design and technology studio classes students learn how to access

information on the Internet and to use Google apps for educational purposes. In addition to teaching the use and application of technology skills, students are studying digital citizenship through studio rotations.

Beginning in first grade, all students are provided a @summitmail (Gmail) account. First through fifth graders use this account only for Google apps, such as Google Docs or Google Slides to store their written work. The email portion of the account is not active.

Upper School and Technology

Students in sixth through ninth grade have a Chromebook for use during the school day and at home. Personal laptops and devices are not allowed. All sixth through ninth grade students are allowed to send and receive emails within our domain only. Students use Google apps for educational purposes to prepare assignments and projects. This also gives them a place to store their work for easy retrieval.

Summit School reserves the right to change technology policies as needed to adapt to new technological advancements. Any updates to technology policies will be updated in this handbook and communicated properly.

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

Chromebook Use Policy

In Grades One through Nine, students have the privilege of using school-owned Chromebooks throughout the day for educational purposes. At all times while using Chromebooks and computers, students must adhere to Summit's Code of Conduct and the Student Expectations for Technology. (see Appendix A)

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

Students should have no expectation of privacy and must refrain from deleting histories. The School has the ability to monitor technology use. Damage incurred to computers

from student misuse will be billed to parents.

Inappropriate and unauthorized use of technology will result in the following:

	Lower School	Upper School
First occurrence	Access to the Chromebook will be removed for the rest of the day. Parents will be informed by the class teacher.	The chromebook will be confiscated for the remainder of the class period. The student will have a conversation about their choices with their classroom teacher/advisor. Parents will be notified
Second occurrence	Access to the Chromebook will be removed for the rest of the day. Parents and the student will attend a meeting with an administrator. Restrictions on usage may be applied.	The student will have restricted access to only necessary programs on the chromebook for 5 school days. The student will have a conversation about their choices with the Assistant Director of Upper School. Parents will be notified,
Additional occurrences	For repeated breaches of the Student Expectations for Technology longer constraints on the use of school devices, or other sanctions, may be implemented on a case-by-case basis.	If the student has more than two offenses, the student and their parents will conference with the Assistant Director of Upper School/Director of Upper School.

Personal Electronic Device Policy

Summit School is committed to creating a learning environment where students can be fully present for academic learning and social connection. To minimize distractions, students may not use personal electronic devices during the school day except when specifically authorized by the school.

Personal electronic devices include, but are not limited to, cell phones, smartwatches, personal headphones, and other devices used for communication or entertainment.

Early Childhood and Lower School: Eaglets-Grade 5

Students may not use cell phones, smartwatches, or other personal electronic devices during the school day.

- Devices brought to school must be **turned off and stored in the student's book bag** for the duration of the school day.
- If a student needs to make a phone call, they may use a school phone with the permission and supervision of a teacher or administrator.
- If a student uses a personal electronic device during the school day, the device will be confiscated and returned to a parent or guardian at the end of the day.

Upper School: Grades 6–9

Students may not carry, wear, or use personal electronic devices during the school day, including during **lunch, snack, and recess**.

Cell Phones and Smartwatches

- Cell phones and smartwatches must be **turned off and stored in the student's locker before the school day begins**.
- Smartwatches may not be worn during the school day.

Personal Headphones

- Personal Bluetooth headphones may not be worn or used during the school day.
- Summit will provide headphones when they are needed for classroom activities.

Upper School Policy Violations

First Violation:
The device will be confiscated for the remainder of the school day. The student will meet with the Assistant Division Director and may retrieve the device from the Upper School Office at the end of the day.

Second Violation:
The device will be confiscated, and a parent or guardian will be notified and asked to pick it up from the Assistant Division Director. The student will also receive a Code Review.

Additional Violations:
The student and their parent or guardian will meet with the Director of Upper School to

determine next steps.

Communication During the School Day

Families should refrain from calling or texting students directly during school hours. If you need to reach your child during the school day, please contact:

- **Main Office:** 336-722-2777
- **Upper School Office:** 336-725-9044

Upper School students may also use the phone in the Upper School Office when necessary.

Personal Responsibility

Summit School is not responsible for the loss of, damage to, or security of personal electronic devices brought to campus.

Behavior and Discipline

Community Expectations

Summit School seeks to develop and maintain a community in which children feel safe, valued, and able to learn. All community members are expected to follow the Code of Conduct, show respect and consideration for others as well as to act in ways that are conducive to learning. This includes behavior on campus, traveling to or from a Summit School event, on the playing fields, or away from school on an official Summit-sponsored activity.

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

Responsive Classroom

Responsive Classroom Program is an evidence-based, student-centered, social, and emotional approach to teaching and discipline that focuses on engaging academics, positive community, effective management, and developmental awareness. Through the

use of various research, and evidence-based practices, teachers work to create safe, joyful, and engaging classrooms and school communities where students develop strong social and academic skills and every student can thrive.

Respect for Campus Spaces

Students are expected to respect all school property and to help maintain the physical plant and equipment through thoughtful use. Families will bear the financial responsibility for repairing any damage. They may also be asked to repair or clean damage caused.

In order to keep campus spaces clean, chewing gum is not allowed.

Lower School

Summit's philosophy is to treat every incident as an opportunity for students to: take responsibility for their choices and actions, develop problem-solving, and practice conflict-resolution skills. To support these goals, the Lower School follows the principles of the Responsive Classroom Program, which aims to model and teach children appropriate social skills for the school setting. If a child's behavior is disrespectful or distracting to others, the teacher will:

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

Teachers use various types of logical consequences:

"You break it, you fix it"	This is used in situations when something has been broken or a mess has been made—whether accidentally or intentionally. The consequence is that those responsible for the problem take responsibility for fixing it. Teachers use this type of logical consequence when they see an opportunity for a child to solve a problem he or she has caused.
Loss of privilege	This is used when children's behavior does not meet pre-established expectations. The consequence is that the child loses the privilege of participating in an activity or using materials for a brief time, usually a class period or a day. Teachers use this type of logical consequence when children defy, test, or simply forget the rules.

“Take A Break”	This is used when a child needs a way to calm down and recover self-control. The consequence is that the child moves to a pre-established place in the classroom, takes time to regroup, and then rejoins the class once he or she has calmed down. Teachers use time-out to prevent minor misbehaviors—intentional and accidental—from escalating and becoming disruptive and to give children opportunities to practice strategies they’ve learned to regain self-control.

In most cases, with the support of the teacher or assistant, a student is able to resume learning after an intervention from the teacher. There are occasions when teachers will feel it necessary to reach out to a child’s parents regarding behavior in school.

Frequently the teacher or administrator will use a reflection form to help a student reflect on his or her choices, the impact on them and others, and how he or she can make better choices in the future.

If a child repeatedly displays inappropriate behaviors, or if the issue is considered to be more serious, the child’s behavior will be addressed to the Assistant Division Director or Division Director. They will work with the child and parents to develop an action plan to help improve the student’s conduct going forward. This plan may include the family working with a third-party professional to support the student (e.g. pediatrician, psychologist, or therapist). This partnership may result in recommendations from a third-party professional, which the school retains the right to agree to or not in order for the student to remain enrolled.

To ensure the rights and safety of all, unsafe behaviors, emotionally distressing behaviors, and disrespect for others and property will not be tolerated (such as physical/verbal aggression, running or hiding from an adult, or uncontrollable emotional outbursts). Where necessary, a child may be temporarily removed from the group by:

- taking a break away from the class,
- having an in-school suspension,
- going home with a parent for the remainder of the day,
- or an out-of-school suspension.

If a child has to be sent home, the parent and child will have a conversation with the Division Director. For out-of-school-suspensions, the parent and child must meet with the Division Director before the child will be permitted to return to the classroom. The school reserves the right to impose more serious consequences, including expulsion, for repeated and serious misbehavior.

Frequently the teacher or administrator will use a reflection form to help a student reflect on his or her choices, the impact on them and others, and how he or she can make better choices in the future.

Upper School

In the Upper School, we expect that all students display behaviors as described in the Code of Conduct. We recognize that developmentally, Upper School students are maturing quickly and that during this phase of development, students may make poor choices. We value the process of learning from our mistakes; we work towards helping students make better choices. Teachers will remind students, discuss choices with them, redirect behavior, and use logical consequences to help them make better, more informed decisions in following the Code of Conduct.

A Code Review may be assigned when a student does not meet the expectations within our Code of Conduct. A Code Review is a time when students:

- reflect on their behavior (with reference to the Code of Conduct),
- discuss with a faculty member appropriate and logical consequences,
- develop an action plan to prevent future similar behaviors,
- give back to the school community through acts of service,
- and restore relationships that were affected by their choices.

Logical consequences can involve service in the school community, as it represents giving back to the community when harm has been done. Other examples of logical consequences may include loss of privilege or repairing damage to property.

Code reviews will be scheduled as close to the event as possible. Parents will be notified in advance of a student serving a code review. Code reviews are led by a member of the faculty or administration. **A student must complete a code review before joining scheduled after school events or sports.**

Suspensions are serious consequences for unacceptable behavior. Students are not allowed to participate in sports after school if they are suspended. Students will be suspended for the following:

- Multiple code reviews (a pattern of behavior)
- Repetitive breach of the Honor Code (read below)
- Serious breach of the Code of Conduct
- Anyone engaged in physical aggression

- Bullying and harassment (see policy below)

The school might find that a situation justifies a student being separated from the community for a period of time such that they will be asked to serve a suspension. If a student has to be sent home from school or is suspended from school, the parent and student will need to conference with the Division Director before the student will return to the classroom. The school reserves the right to impose more serious consequences, including expulsion, for repeated and serious misbehavior.

Upper School Academic Honor Code

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

- Stealing, lying, cheating, and plagiarism are unacceptable within our community.
- Stealing involves taking something that belongs to another without his knowledge and prior explicit permission.
- Lying is the intentional misrepresentation of facts for personal gain or in order to protect the interests of others.
- Cheating is any form of academic dishonesty. It occurs when one uses and takes credit for the work of another person. Cheating also includes the sharing of the contents of a graded evaluation with others.
- Plagiarism is presenting someone else's work as your own without full acknowledgment. This includes whether the material is directly copied or superficially disguised.

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

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

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

Consequences for Honor violations will be as follows:

First Offense

1. The student receives a zero on the assignment and may be asked to redo the assignment.
2. The parents/guardians are notified.
3. The student is assigned a Code Review.

Second Offense

1. The student receives a zero on the assignment.
2. The parents/guardian, student, teacher, advisor, and the Upper School Director have a conference.

Third Offense

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

Campus-Wide Bullying, Intimidation, and Harassment Statement

Summit School is committed to maintaining a learning environment where the dignity of others is respected at all times. Consequently, all members of the community have an obligation to ensure our community is free from all forms of bullying, intimidation, or harassment. These forms of misbehavior negatively impact:

- the ability or desire of a student to attend school,
- the ability to feel welcomed and accepted as a full member of our community,
- the opportunity of themselves and others to learn,
- the ability to feel safe everywhere on the campus,
- the participation in special or extracurricular activities.

At Summit, our agreed definition of bullying is:

BULLYING is when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending himself or herself.
Bullying can take many forms, such as hitting, verbal harassment, spreading false rumors, not letting someone be part of the group, and sending nasty messages on a cell phone or over the Internet.

As Summit, our agreed definition of harassment is:

HARASSMENT is when the speech or actions are so severe, pervasive, or targeted at particular people that it hinders the student's ability to get an education, significantly harms their well-being, substantially interferes with their rights, or intimidates the student because of their identity.

As Summit, our agreed definition of intimidation is:

INTIMIDATION is any intentional behavior by a student or group of students that places another student or group of students in fear of harm to person or property. Intimidation can be manifested emotionally or physically, directly or indirectly, and by using social media.

Examples of bullying, harassment, and intimidation can include but are not limited to, the following:

- **Physical:** hitting, spitting, pushing, kicking, tripping, hazing; unwanted physical contact of any nature, including feigned "accidental" contact, unwanted physical restraint, intentional and unwanted blocking of someone's path; damaging or vandalizing a student's property, taking objects from a student, or theft.
- **Verbal:** insults, threats, rumors, ridicule, teasing, name-calling, put-downs, cursing at a student; making derogatory, demeaning, or comments about another student's race, disability, ethnicity, religion, sexual orientation, or gender.
- **Social:** exclusion, public humiliation, or passing around negative notes about a student; persuading, encouraging, or leading other students to exclude or socially isolate another student; defaming or spreading false rumors about a student to cause him/her to be disliked, humiliated, or disrespected by his/her peers.
- **Psychological:** dirty looks, body gestures, rolling eyes, facial expressions, extortion.
- **Cyberbullying**: verbal, social, and psychological bullying that involves sending or posting harmful material using the Internet or other digital technologies. It includes repeated, direct harassment and repeated, indirect activities of social cruelty that are intended to damage the reputation or interfere with the relationships of the student targeted. Examples include posting harmful material, impersonating another student, disseminating personal information or images, and activities that result in exclusion.

Any student who believes they have information about an incident that may be considered harassment or bullying should inform a teacher, counselor, or member of the school administration. All adults in school have a responsibility to report suspected harassment or bullying behavior to their Division Director immediately.

If a parent is concerned that their child or another child may be being bullied, they should

share this with their child's homeroom teacher or advisor.

All reports of harassment/bullying will be addressed in a prompt manner. A senior administrator in the division will be responsible for leading any necessary inquiry. Should the School determine that a student or students have been engaged in harassment, intimidation, or bullying towards others, possible disciplinary consequences include suspension or even expulsion.

The Following are Not Permitted on Campus:

- **Weapons of any kind, including, for example: anything with a blade, firearms, or anything deemed to be a weapon by the school**
- Alcohol
- Any form of tobacco, including vapes
- Any prescription medication that has not been approved by the school nurse
- Any illegal drugs
- Laser pointers, lighters, matches, scooters, and skateboards
- Gambling of any kind

In addition, students may not sell, buy, or trade items at school for personal gain unless it is part of a school-sponsored activity.

School-sponsored trips are an extension of the school's program. Any student who violates the above restrictions will be subject to immediate suspension or expulsion.

Health and Wellness

Guidance and Student Support

Summit School has two full-time counselors. The school counselors provide limited individual and small group sessions for students as needed. These sessions promote school success through a focus on academic support, prevention and intervention activities, advocacy, and social/emotional development. Additionally, Kindergarten through eighth graders have guidance classes, taught by the school counselors, on a regular basis. The school counselors also meet regularly with the classroom teachers to discuss specific classroom needs and plans for meeting these needs. Likewise, the school counselors consult with parents and other professionals to provide support for students during their time at Summit School. In addition to providing educational and support services for the students, the school counselors also participate in parent education opportunities

throughout the school year.

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

Campus-Wide Protocol Regarding Harm to Self

When an adult on campus learns about a student concern regarding harm to self, the following protocol will be followed:

1. The adult will notify a school counselor or administrator immediately, even if the concern appears to be "low risk."
2. School personnel will gather academic, behavioral, social, and/or emotional data about the student.
    a. The student will remain supervised while this occurs.
    b. This process will involve speaking with the student.
    c. This process will not include assessing for or determining the level of risk.
3. The school will share the concern(s), information gathered, and appropriate resources with the family.
4. The school will work with the family to create a follow-up plan to support the student.
5. In certain situations, the school may require the family to complete the following additional steps:
    a. pick the student up from school
    b. take the student to a third-party professional (i.e. mental health provider and/or medical professional) for evaluation; if this is required, a release of information form must also be completed allowing the school to speak to the third party professional(s)
    c. keep the student at home until appropriate supports are in place
    d. develop a safety plan for the student with an outside provider
6. With the well-being of the student in mind, the school expects the family to follow-through with the requests of the school in the timeframe identified by the school.

Campus-Wide Protocol Regarding Potential Harm to Others

When an adult on campus learns about a concern regarding harm to others, we

follow this protocol:

1. The adult will notify an administrator immediately.The adult will report all threats, even if they appear "low risk".
2. Any reported threat will be immediately investigated. School personnel will gather academic, behavioral, social, and emotional data about the student and situation.
    a. The student will remain supervised while this occurs.
    b. This process will involve speaking with the student.
3. The school will share the threat, information, resources, and next steps with the students' families. Next steps may include:
    a. Picking the student up from school
    b. Taking the student to a third-party professional to be assessed
    c. Developing a safety plan for the student
    d. Holding a meeting with the family, student, and school personnel.

- Parents will be contacted and will be requested to attend a meeting as soon as possible.
- The school may require the family to have a third-party professional formally assess the student's current well-being.
- A formal re-entry plan, developed by all parties, will be required before a student can return to school.
- Any re-entry plan may include protocols regarding:
    - Level of support for the student, both in school and by a third-party professional
    - Regular monitoring of the student's welfare for a set duration
    - Scheduled meetings to monitor the student's welfare
    - Clarity regarding the next steps if the conduct is repeated
- **Parents should be aware that in all cases where a threat to harm has been made, the school reserves the right to make decisions that protect the safety and integrity of the full school community.**

Medical Forms

All medical forms should be uploaded to Magnus by July 1st of the upcoming school year. Students must have current-year health forms on file to participate in any off-campus activities including class field trips; and a physical exam updated every 365 days in order to participate in athletics.

By NC State Law, immunization records must be up to date for all newly enrolled students, as well as all kindergarten and 7th grade students within 30 days of the first date of attendance. After the 30 days, students will be excluded from school until the family provides documentation of the requirements.

Forms may be updated in Magnus throughout the year as medications are added and/or

changed, immunizations are received, and/or health status changes. Parents should inform the homeroom teacher/advisor, division director, and school nurse of any changes in a child's health status.

Illness Protocols

School Nurses and their delegates may administer basic first-aid, routine and emergency medications as needed.

If a child becomes sick or is injured while at school, the student may be sent to the school nurse who works during school hours. Parents will be called to pick up their child within 60 minutes if the child has a fever or demonstrates distress that preempts learning. Students with fever (>100.0F), vomiting, or diarrhea must stay home until symptoms have cleared for 24 hours without medication.

Medications

Eaglets - third grade emergency medicines are kept in the nurse's office. As students prepare for independence and overnight field trips in 5th grade, starting in 4th grade, those who need emergency medications will self-carry and stay in person. Classroom teachers do not administer medications other than in an emergency.

Dining Halls

School lunches and snacks are included in school fees through the FLIK dining service. Participation in the lunch program is required of all students.

Summit's dining rooms and food service contractors do not serve foods containing peanuts and tree nuts due to student food allergies. Therefore, outside food is not allowed on campus or in the Dining Hall without permission.

FLIK tracks certain student food allergies and will assist students with allergies in choosing appropriate items. Parents of any student with dietary needs that may constitute bringing lunches from home must meet with Chef Justin and school nurses to be considered for this accommodation. If you believe your child requires an exception to this rule, please contact your Division Director to coordinate this discussion.

Unless a teacher has given permission, no food should be taken from the designated eating areas.

Each morning all students are offered a snack. Examples include fruit and vegetables, chips and salsa, bagels, or pretzels. Snacks are provided across campus to all grade levels by FLIK. We also provide snacks for special occasions e.g. Halloween, winter break parties, Valentine's Day, and Eagle Day.

The weekly menus are accessible under the Lunch link on the main page of our website.

Allergies

Summit provides a safe environment for all children and adults, and we have systems in place to ensure the safety of all children, including those with food allergies. We do our best as a community to prevent life-threatening allergens from entering our environment. Therefore, Summit School does not serve nut-based products.

The school cannot guarantee that it is a nut-free school. We are asking for the cooperation of the Summit community in addressing this concern and, therefore, ask that you NOT send any foods containing tree nut/peanut products. This includes peanuts, peanut butter, walnuts, peanut oils, pecan, almonds, pistachios, macadamias, etc. We will do our best to avoid serving foods with nuts, but we cannot guarantee that products with nuts will never be present, nor can we monitor all products served at School events, products brought for celebrations, or served during off-campus trips.

We encourage staff, parents, students, and visitors to be mindful of Summit School practices regarding food. These practices include:

- Only serving food and beverages on campus that are safe. No food should be brought into school for any reason except where the school and home have put in place a support plan for a student with specific and identified dietary needs..
- If your child has allergies, it is important to share this information with the nurses. Wherever possible, the school will work with FLIK to ensure that substitute ingredients or items can be provided.
- Persons with severe food allergies should always carefully monitor their food. As children get older we strikingly recommend that parents take the time to teach their children how to do this effectively.
- When the children are engaged in curriculum activities that require food the teacher will inform parents at least 72 hours in advance of the lesson where food will be used including the ingredients.

We strongly encourage all parents to update their child's medical information immediately if their allergy status changes. Please use the Magnus app to do this, and if you have any concerns, always contact the nurses. Food provided in the classroom related to the curriculum will adhere to Summit food policies. Teachers will notify parents within 72 hours if food is to be part of a lesson.

Potty Training Policies

In order to ensure all our students can flourish within the early childhood program, all students enrolled must be potty trained. For us, a potty-trained child:

- Comes to school in underwear - no diapers or pull-ups.

- Can tell the teacher when they need to go to the bathroom. They are aware to use the toilet without reminders from the teacher (although, during the course of the day, our teachers will give frequent reminders and make routine using the bathroom at key points such as recess and before lunch).
- Is able to go to the bathroom (either urinating or a bowel movement) independently. This includes being able to remove their clothing, sitting on the toilet, wiping, putting clothing back on, flushing, and washing hands.

It's natural that our youngest students will, from time to time, have small accidents, so we ask that each child always have a spare set of underwear in their backpack. If a child does need to be changed, a parent or guardian may be asked to come to school to do so. Should there be a continuing issue, the school will work with the family and pediatrician to remedy the situation.

Student Life

Grades Eaglets-Ninth

Supplies

A list of required school supplies for your child's grade level is posted on our website on the Family Association page and on the Parent Portal.

On Campus Classroom Parties and Celebrations for Students

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

Electric Scooter Policy

Electric scooters are **not permitted for student use on school property or in connection with school activities**.

This policy is consistent with applicable North Carolina and local requirements governing electric scooters. In Winston-Salem, persons operating electric stand-up scooters must be at least 16 years old under the City of Winston-Salem Code of Ordinances, Sec. 78-377(a).

North Carolina law also requires persons operating micro mobility devices to comply with applicable traffic laws.

Because our school typically serves students who are under 16 years of age, **students may not ride, operate, or use electric scooters at school, while arriving at or departing from school, or during school-sponsored activities**.

This policy applies regardless of whether the electric scooter is privately owned or rented. Parents and guardians are asked not to provide or permit students to bring electric scooters to school.

This school policy is in addition to, and does not replace, any applicable federal, North Carolina, or local laws and ordinances.

Grades Eaglets – 5th

Items from Home

Students should only bring items from home that are specific to school-based activities and curriculum. Teachers will communicate with parents regarding items that may be brought from home for school-based activities (for example, Share and Teach or games for Big Friend/Little Friend). Items brought for school activities will be used during the allotted time and then returned to the student's bag for the remainder of the day. Any items unnecessary for the school day, such as toys, gifts for classmates, or trinkets, should stay at home.

Field Trips

Each grade level takes curriculum-related field trips each year. In addition to regular field trips, our 5th graders participate in Enrichment Week. During this week, 5th graders attend a week-long, overnight trip. Trip offerings focus on environmental science, outdoor stewardship, leadership, and independence.

Parents are informed about any field trips at least 10 days in advance, including information about any associated costs, dress requirements and logistics.

Recess

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

Grades 6th-9th

Morning Meeting and Academic Advisory

The Summit Upper School Morning Meeting and academic advisory programs seek to empower and embolden young adolescents to discover in themselves citizens of character and service.

Morning Meeting is used for a variety of activities, including team building, journaling, designing and implementing service projects, exploring learning styles, practicing learning strategies, self-reflection, and promoting Summit School spirit. At each grade level, Morning Meeting groups focus on a set of themes. Those themes are discussed in the Character Education section.

Each student in grades 6^{th} – 9^{th} has an advisor. Academic advisors work closely with students and their parents, serving as advocates, facilitators, encouragers, mentors, and role models. The student meets in an academic advisory group each day. The advisor's role is to help the student stay organized and be an advocate for the student. Parents will attend a student-led conference in the fall and the spring. Advisors help the students prepare for the conferences and they attend the conferences.

Assemblies

We meet together as an entire Upper School every Monday morning and on designated afternoons. Assemblies help to foster a sense of community and allow for sharing of important information by students, teachers, and guest speakers.

Grade levels meet as a community once a week on a designated morning to allow for opportunities for leadership, high student engagement, and grade-specific announcements or activities.

Class Trips

Each year we offer special trips designed to relate directly to curricular goals. Trips are by grade level and focus on enriching the curriculum as well as supporting team building and service initiatives. Trips are announced at Parents' Night and details follow shortly after. Class trips provide an opportunity to socialize and work in groups that students do not typically form at school, thus fostering a new appreciation for each other.

Parents are informed about any field trips at least 10 days in advance, including information about any associated costs, dress requirements and logistics.

General expectations of Summit students on class trips:

- Clothing should follow the Summit dress expectations. Exceptions to this policy for camping or less formal trips will be outlined to students beforehand.

- Cell phones are generally not permitted. If circumstances warrant, guidelines will be provided for their limited use.
- At the discretion of the staff members organizing a field trip, music players and/or handheld gaming devices may be allowed for use on the bus. Other electronic equipment such as laptops and tablets, should be left at home. No electronic equipment should be used in public places.
- Gum is not permitted in public places. Dispose of gum properly before leaving the bus or hotel.

Dances

Upper School hosts student dances typically two times each year. Student accounts will be charged for the admissions fee. Staff members chaperone dances.

Lockers

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

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

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

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

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

Student Leadership

The Ninth Grade Executive Council establishes a leadership role within the Summit community. Each term, different ninth graders lead the group by organizing a community presentation, communicating with faculty and staff, and developing an Upper School activity. During the year, every ninth grader has an opportunity to lead a

service project involving many Upper School students and the Winston-Salem community. This focus on active leadership training has produced a significant number of graduates who have enjoyed leadership positions at the schools they attend after Summit.

Our 7th and 8th grade student advisory councils have the opportunity to practice leadership roles in visible ways throughout the school year. Students in 7th and 8th grade rotate in order to have an opportunity to represent their advisory group in order to communicate with faculty and staff student feedback, develop Upper School activities, and coordinate service learning opportunities for the division.

Student Ambassador Program

Student Ambassadors represent Summit School in meaningful ways. They are leaders who help teachers and other adults in the school host special events, welcome guests to campus, give tours, and contribute visibly and positively to the school community. If interested, students apply to be a Student Ambassador at the beginning of the school year for the current year. Student Ambassadors are expected to volunteer a minimum of 1 event per month.

Student Drivers

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

Athletics

Summit Athletic Philosophy

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

We are also committed to hiring skilled coaches who build rich relationships with our student-athletes. Our coaching staff consists of Summit staff members, and part-time

coaches from the community who model the character and behavior we expect from our student-athletes.

Athletic Team Information

The Athletics Parent & Player Handbook is the primary source of information for student-athletes and their families. For up-to-date game schedules and locations, plus the 2026–2027 Game Day Guide, visit the Athletics page on our website.

Food in Upper School Athletics

Summit provides a packaged snack for all student athletes that are dismissed for competition before 3:00pm. A bottle filling station is also available for use.

Families who wish to bring food and beverages for athletics events on or off campus must first contact the head coach for approval and give all teammates proper notification. Again, Summit's food safety guidelines and allergy awareness apply.

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

Athletics Policy On Personal Electronic Devices

Student policy regarding personal devices is as follows for afterschool athletics:

- A student must ask permission from their coach if they have a need to use their phone. A request does not ensure use.
- Cell phones, smartwatches, and Bluetooth headphones must be powered off and secured in lockers or backpacks during practices and game times. This includes travel time on buses.
- Cell phones, smartwatches, and Bluetooth headphones may not be visible or used in the locker rooms.

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

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

Afterschool Programs

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

Program Descriptions

For complete information and fees for each program please go to the Afterschool section on our website.

Enrollment

Summit students with consistent after school needs should register for the appropriate Afterschool programs. An enrolled student receives a lower rate and follows a fixed yearly schedule that is known to classroom teachers, Afterschool staff, and the billing coordinator. Parents receive information about Afterschool programs in advance of the start of school. Regular registration occurs through Veracross during a late summer enrollment period. Regular enrollment will close the day before school starts. Once the school year begins, enrollment takes place by contacting Wendy Rice, Director of Afterschool.

Drop-in Attendance

Drop-in attendance is for occasional attendance and does not require Veracross enrollment. For drop-in attendance, parents may send a request to Wendy Rice, Director of Afterschool, and copy the classroom teacher with the day and times of attendance. The 2025-2026 drop-in charge is $12 an hour for all programs except the Extended Day program.

The Extended Day program is a drop-in-only program for 6th-9th graders. No enrollment is required. The drop-in rate is $6 per hour based on the time a student spends in the program. Parents will be billed quarterly for all drop-in attendance.

Scheduling Information

- Opening Dates: All Afterschool programs for Eaglets - 9th, including

Beforeschool, will begin on the child's first day of school.

- Staggered Start: Eaglets, JrK, and Kindergarten students begin the school year on a staggered opening schedule when small groups of students attend one of the first three days of school. These students may attend Beforeschool and Afterschool on their designated staggered opening day and begin regular usage when all students begin attending on August 26, 2025.
- Afterschool Closed: The Afterschool Program operates on all school days except the last day of school. There is no Afterschool on May 22, 2026.
- Late Pick-up Charges:
    - Regular Program, closing at 5:15 pm- $2 per minute after 5:15 pm
    - Late Stay Program, closing at 5:45 pm- $2 per minute after 5:45 pm
    - Multiple late pick-ups can lead to cancellation of Afterschool usage.

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

For any questions about Afterschool Programs please contact Wendy Rice, Director of Afterschool at 336- 722-2127.

Co-Curricular Programs

Summit's Co-Curricular programs provide opportunities for students to take part in a variety of activities outside the regular school day. Current offerings include the Afterschool Program, Afternoon Academy, and Summit Summer. Students from other schools are welcome to participate in Afternoon Academy and Summit Summer bringing new families on campus to enjoy some of what Summit has to offer.

Afternoon Academy

The Summit Afternoon Academy offers after-school activities for Eaglets to 5th grade students. These high-quality, on-site enrichment classes focus on meaningful experiences in a wide variety of topics. Afternoon Academy (also known as, AF AC) classes generally meet once a week for one hour immediately following dismissal. Sessions run for approximately 8-10 weeks in two separate sessions. Fall classes are typically announced on our website in September and run from October through December. Spring classes are announced in February and run from March through May. AF AC classes are led by qualified, experienced instructors; many are current Summit faculty. Students from any school are welcome to participate. Students enrolled in the Summit Afterschool Program receive a discounted fee when registering for the Afternoon Academy. Contact Jeff Turner at jturner@summitmail.org with questions about the Summit Afternoon Academy.

Summit Summer

Summit Summer offers a wide variety of enriching, challenging, and fun day camps for three-year-olds to rising 9th graders. The program runs for six or seven weeks every summer and includes as many as 130 different camps. Most camps run for one week from 9 am to 2 pm. Families may sign up for one week or register for multiple weeks. Early morning and late afternoon childcare is available, and lunch is included. The vast majority of camp leaders are current Summit faculty. The camps are designed for personal attention with low student-teacher ratios. Summit Summer is open to the public. More than half of our campers are from other schools. Registration typically begins around February 1st for current Summit families and staff. Some camps fill quickly. The remaining camps are open to the public the day after Summit's priority registration day. Registration continues throughout the spring.

Appendix A

Summit School Student Expectations for Technology

- **I am mindful of my Summit email and Veracross account**. I acknowledge that all Summit account passwords are meant to be private and should not be shared with anyone. I am ultimately responsible for my account and its use, whether on or off campus, and I will not allow anyone else to use my account. It is my responsibility to logout of my account after using any Summit School device.
- **I am mindful of the language I use as a Summit citizen**. I acknowledge that the words I use should be appropriate in all online documents, communications, and forums. I will refrain from using profanity or other abusive language while online.
- **I am respectful and fair with how I treat other people**. I acknowledge that cyberbullying or bullying of any kind is a serious offense as outlined in our Community Handbook. I will treat others with respect and kindness and will be respectful when sending emails or other communications both on and off campus.
- **I am mindful of how I use the Summit School Network**. I will use the Summit School Network as instructed by faculty, which could include composing and editing papers, accessing research and class information, reading and responding to online content, accessing Veracross, and creating digital projects.
- **I am honest and mindful of my conduct online.** I understand that imitating, mimicking, or pretending to be someone else is unacceptable. This includes sending out emails, creating accounts, posting messages in someone else's name,

or using another's image or voice. This also includes using another student's computer or accounts at any time.

- **I am respectful of Summit School's Network security.** I will only use Summit School approved and supplied applications and programs. I realize that network security was designed for my safety and that of the Summit community. I will help maintain its integrity.
- **I am respectful of Summit School's property**. I acknowledge that the use of Summit School property is a privilege, and will treat said property with care. I understand that I need expressed permission to use electronic devices while on campus, including personal laptops and cell phones, as well as school-owned Chromebooks and other computers.
- **I am trustworthy while I am online.** I will not plagiarize the work of others and will give proper credit or use appropriate citations. I acknowledge that it is illegal to download copyrighted materials, such as music and movies.
- **I am a good citizen by following Summit School's policies when publishing online.** I will follow all expectations for technology use and ethical behavior as determined by Summit School. To maintain the privacy of our Summit School Community on the internet, I am aware that I should keep any personal information off public websites or domains outside of the Summit School Network. This includes any pictures, videos, or documents that may contain names, phone numbers, addresses, or other personal information.

Acknowledgment of Summit School Student Expectations for Technology Parent or Guardian:

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

Parent or Guardian's Name (please print)_____

Parent or Guardian's Signature _____Date _____

Student

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

Student Signature: _____
Date _____