

# SUMMIT CLASSICAL CHRISTIAN SCHOOL

## Parent/Student Handbook



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## **1 VISION STATEMENT**

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

We aim to develop and nurture a professional, disciplined, and likewise faithful staff that is diligent in the disciplines of a classical and Christian curriculum. We desire they possess a lifelong hunger to learn and grow; and that they have opportunity to be refreshed and renewed. We desire to see them coach and nurture new staff and to serve as academic mentors to students. We desire them to be professional and diligent in their work, gifted in teaching, loving their students and their subjects. We look to see them mature in Christ—growing in the knowledge of God—with their own children walking with the Lord.

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

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

## 2 OBJECTIVES

Education at Summit Classical Christian School (SUMMIT) is inherently different not only in philosophy but also in the science of teaching. As we seek to offer an education that is both rich and challenging for all students in light of each student's God-gifted academic abilities, SUMMIT employs different methods to realize the extraordinary results that God has appointed for our children. These methods—or tactics—fall into two categories: the environment we create for learning, and the way in which we teach.

### 2.1 Environment

SUMMIT undertakes to provide an atmosphere where board members, administrators, staff, parents, and students model Christian principles in work and relationships. We expect to see honesty, love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control exhibited by all at SUMMIT. To this end, SUMMIT shall only appoint board members and administrators and employ teachers and staff that have accepted Jesus Christ as their personal Savior. They must also exhibit Godly character qualities, subscribe to the school's governing documents (e.g., Vision, Philosophy, Statement of Faith, etc.), and live a lifestyle consistent with biblical teaching.

SUMMIT shall admit students whose parents are in agreement with the school's governing documents (e.g., Vision, Philosophy, Statement of Faith, Student Honor Code and Discipline Policy, etc.), who faithfully uphold their God-given duties for their child's education, and who participate in the advancement of SUMMIT.

Additionally, SUMMIT shall admit students who exhibit Christian character traits, are earnest in their studies, pursue excellence in all that they do, and are in agreement with the school's governing documents (e.g., Vision, Philosophy, Statement of Faith, Student Honor Code, and Discipline Policy etc.).

Finally, to create a successful scholastic environment, SUMMIT teaches all subjects as parts of a unified, integrated whole with Scripture as the center. We teach every discipline in the light of divine revelation and realize all knowledge is made complete only when seen and understood in relation to the eternal glory and purposes of the triune God. Truth, goodness, and beauty consist in and proceed from the holiness and eternal majesty of God and are divine absolutes that ultimately define the learning environment of SUMMIT.

By holding to the above, we aim to create a unique environment both inside and outside the classroom through which the vision of SUMMIT will be realized and through which God will be glorified.

### 2.2 Way we teach

SUMMIT endeavors to provide students with the tools of learning and to instill in them a life-long desire to increase in knowledge and wisdom. SUMMIT immerses students in the history, language, and art of western culture in a manner that enables them to understand our present age and equips them to wisely build the future.

The classical approach to education was the western world's accepted method of teaching for nearly 1,500 years. Its emphasis on structure, content, and method is unsurpassed in providing the tools of learning as well as providing for intellectual development, academic achievement, and moral stability.

A classical approach emphasizes the goal of giving children the educational tools to both learn and think for themselves. The classical emphasis is grounded on the three-fold approach to the tools of learning called the trivium. The trivium consists of the three foundational academic categories, or phases, that are consistent with the specific stages of development of the child: grammar, dialectic (logic), and rhetoric. The grammar phase (K-5) emphasizes knowledge mastery and memorization. The logic phase (6-8) emphasizes principle comprehension and reasoning. The rhetoric phase (9-12) emphasizes expression and application.

In addition to laying out the stages of learning, the trivium also provides a way to break down a subject of study for full comprehension. Every subject has aspects of grammar, logic, and rhetoric in that one must first grasp the facts, then learn the reasons, motivations, and logic around the facts and finally, evaluate and make applications. The trivium, while providing a way to approach each subject is also a set of subjects. Traditionally, the trivium has included Latin as part of the grammar phase, logic or the principles of reasoning

as part of the logic phase, and rhetoric, the art of speaking/writing clearly and cogently, as part of the rhetoric phase.

Classical education in methodology and content equips learners with the tools of learning. The trivium provides the tools. Scripture and classics provide the core content, and Biblical truth is the fixed point of reference.

### **3 PHILOSOPHY OF EDUCATION**

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

#### **3.1 The Nature of Learning**

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

##### **3.1.1 Reality**

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

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

##### **3.1.2 Knowledge**

God is self-referential. He knows himself completely without reference to any standard alongside or outside of Himself. Furthermore, God knows all things because He originally conceived all things. In contrast, man does not conceive things originally, but discovers what God has eternally known.

Therefore, man cannot truly know anything unless he understands it in reference to the God who originally conceived it. Thus man comes to know only by revelation from God. All revelation comes to man through Christ and all the treasures of wisdom and knowledge are hidden in Him.

##### **3.1.3 Ethics**

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

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

#### **3.2 The Nature of Children**

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

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

#### **3.3 The Nature of Schools**

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



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

## 4 STATEMENT OF FAITH

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

### 4.1 The Scriptures

We believe the Holy Scriptures of the Old and New Testament to be the verbally inspired word of God, the final authority for faith and life, inerrant in the original writings, infallible and God-breathed (2 Timothy 3:16, 17; 2 Peter 1:20,21; Matthew 5:18; John 16:12,13).

### 4.2 The Godhead

We believe that there is but one living and true God (Deuteronomy 6:4; Isaiah 44:6; 45:5-7; 1 Corinthians 8:4-6; 1 Timothy 2:5; Ephesians 4:6), an infinite, all-knowing Spirit (John 4:24), perfect in all His attributes, one in essence, eternally existing in three Persons—Father, Son, and Holy Spirit (Matthew 28:19; 2 Corinthians 13:14)—each equally deserving worship and obedience.

### 4.3 The Person and Work of God the Father

We believe that God the Father, the first Person of the Trinity, did, by the most wise and holy counsel of His own free will, freely and unchangeably ordain whatsoever comes to pass according to His own purpose and grace (1 Corinthians 8:6). As the only absolute and omnipotent Ruler in the universe, He is sovereign in providence, redemption and all of creation (Psalm 103:19; Romans 11:36). In His sovereignty He is neither the author nor approver of sin (Habakkuk 1:13; James 1:13; 1 John 2:16). He has graciously chosen from eternity past those whom He would have as His own (Deuteronomy 7:7-8; Ephesians 1:4-6; 2 Thessalonians 2:13; 2 Timothy 1:9) and was not determined by or conditioned upon any act foreseen in man (Romans 9:11, 16, 18). He saves from sin all who come to Him through Jesus Christ; He adopts as His own all those who come to Him and therefore becomes, upon adoption, Father to His own (John 1:12; Romans 8:14-17; 8:29-30; Galatians 4:5-7; Hebrews 12:5-9; 1 John 3:1).

### 4.4 The Person and Work of Jesus Christ

We believe that the Lord Jesus Christ, the second Person of the Trinity, the eternal Son of God became man without ceasing to be God having been conceived by the Holy Spirit and born of the virgin Mary in order that He might reveal God and redeem sinful man (John 1:1,2,14; Luke 1:31-35). In His pre-incarnate glory God the Son is the Creator and Sustainer of all things. (John 1:1-3; Colossians 1:15-20). We believe that the Lord Jesus Christ accomplished our redemption as He was declared righteous, given eternal life, and adopted into the family of God through His death on the cross as a representative, vicarious, substitutionary sacrifice and that our justification is made sure by His literal, physical resurrection from the dead (Romans 3:24; 1 Peter 2:24; Ephesians 1:7; 1 Peter 1:3-5). We believe Christ's redeeming work was intended to save the elect only and actually secured salvation for them (John 10:14,15; Ephesians 1:4; 2 Thessalonians 2:13). We believe that the Lord Jesus Christ ascended into heaven and is now exalted at the right hand of God, where, as our High Priest, He fulfills the ministry of Representative, Intercessor, and Advocate (Acts 1:9, 10; Hebrews 7:25; Hebrews 9:24; Romans 8:34; 1 John 2:1-2). We believe Jesus is coming again to judge the living and the dead (1 Peter 4:5; Romans 14:9; 2 Timothy 4:1).

### 4.5 The Person and Work of The Holy Spirit

We believe that the Holy Spirit, the third Person of the Trinity, is a person who convicts the world of sin, of righteousness, and of judgment; He is the supernatural agent in regeneration, baptizing all believers into the body of Christ indwelling and sealing them unto the day of redemption (John 16:8-11; 2 Corinthians 3:6; 1 Corinthians 12:12-14; Ephesians 1:13-14). Every believer possesses the indwelling presence of the Holy Spirit from the moment of salvation, and it is the duty of all those born of the Spirit to be filled with (controlled by) the Spirit (John 16:13; Romans 8:9; Ephesians 5:18; 1 John 2:20, 27).

#### 4.6 The Total Depravity of Man

We believe that man was created free of sin in the image and likeness of God. God's intention in the creation of man was that man should glorify God, enjoy God's fellowship, live his life in the will of God, and by this, accomplish God's purpose for man in the world (Isaiah 43:7; Colossians 1:16; Revelation 4:11). Through Adam's sin man fell, inherited a sinful nature, and became alienated from God. All men are thus sinners by nature, by choice, and by divine declaration (Psalm 14:1-3; 51:5; 1 Kings 8:46; Jeremiah 17:9; Romans 3:9-18, 23; 5:10-12). Therefore, man is totally depraved and of himself utterly unable to remedy his lost condition (John 6:44; Romans 3:22, 23; 5:12; 8:7-8; Ephesians 2:1-9, 12; Colossians 2:13; 1 John 1:8-10).

#### 4.7 Salvation

We believe that salvation is the gift of God, wholly of His grace and not on the basis of human merit or works but through the redemptive work of our Lord Jesus Christ whose precious blood was shed on Calvary for the forgiveness of our sins (John 3:36; Romans 3:23-25; 6:23; 1 Corinthians 2:14; Ephesians 1:7; 2:1-3; 2:8-10; 1 John 1:8-9; 1 Peter 1:18-19). Additionally, we believe man has the responsibility to repent and trust Christ as Savior and Lord (Ezekiel 18:23, 32; 33:11; John 3:18-19, 36; 5:40; Romans 9:22-23; 2 Thessalonians 2:10-12; Revelation 22:17).

#### 4.8 Justification

We believe that justification before God is an act of God (Romans 8:33) by which He declares righteous those who, through faith in Christ, repent of their sins (Luke 13:3; Acts 2:38; 3:19; 11:18; Romans 2:4; 2 Corinthians 7:10; Isaiah 55:6-7) and confess Him as sovereign Lord (Romans 10:9-10; 1 Corinthians 12:3; 2 Corinthians 4:5; Philippians 2:11). This righteousness is apart from any virtue or work of man (Romans 3:20; 4:6) and involves the imputation of our sins to Christ (Colossians 2:14; 1 Peter 2:24) and the imputation of Christ's righteousness to us (1 Corinthians 1:30; 2 Corinthians 5:21).

#### 4.9 Sanctification

We believe that every believer is sanctified or set apart unto God by justification and is, therefore, declared to be holy and is, therefore, identified as a saint. This sanctification is positional and instantaneous and should not be confused with progressive sanctification. This sanctification has to do with the believer's standing, not his present walk or condition (Acts 20:32; 1 Corinthians 1:2, 30; 6:11; 2 Thessalonians 2:13; Hebrews 2:11; 3:1; 10:10, 14; 13:12; 1 Peter 1:2). We believe that there is also, by the work of the Holy Spirit, a progressive sanctification by which the state of the believer is brought closer to the standing the believer positionally enjoys through justification. Through obedience to the Word of God and the empowering of the Holy Spirit, the believer is able to live a life of increasing holiness in conformity to the will of God becoming more and more like our Lord Jesus Christ (John 17:17, 19; Romans 6:1-22; 2 Corinthians 3:18; 1 Thessalonians 4:3-4; 5:23; Hebrews 12:14).

#### 4.10 Eternal Security and Assurance of Believers

We believe that God will complete the work He has begun in each believer. If someone is truly regenerate, then he will not fall away from salvation (Romans 8:29-31). The basis for this is God's faithfulness, not the faithfulness of the believer (Ephesians 2:8-9). We believe that all the redeemed, once saved, are kept by God's power and are, thus, secure in Christ forever (John 6:37-40, 10:27-30; Romans 8:1, 38-39; 1 Corinthians 1:4-8; 1 Peter 1:5). We believe that it is the privilege of believers to rejoice in the assurance of their salvation through the testimony of God's Word, which clearly forbids the use of Christian liberty as an occasion for the flesh (Romans 13:12-14; Galatians 5:13; Titus 2:11-14).

#### 4.11 Governments

We believe that God has ordained various governments among men. The three basic governments are civil government (Romans 13:1-7), church government (Ephesians 2:19-22; Hebrews 13:7,17; Matthew 18:15-17), and family government (Ephesians 5:22-6:4). All of these governments are dependent on the grace of God working in individuals to bring about self-government. We deny that the authority of these governments should be set against one another. God has ordained the realm of each and assigned to them differing responsibilities within their separate jurisdictions. We believe that Christian parents have the responsibility before God to provide their children with a Godly understanding of the world in which they are growing up. To this end, Christian education, however administered, is essential (Deuteronomy 6:1-6). We deny that the civil government or the church government has the duty or obligation to rear or educate our children. That

authority has been given to the parents, with ultimate accountability having been assigned to the father (Ephesians 6:4).

#### 4.12 Marriage, Sexuality, and Gender

As our Creator, God is loving, holy, and unchanging. People were created by the Lord to glorify Him in all they do. In response to what God has revealed through His Word, concerning His character and purpose, we deeply desire to worship and obey Him. His character and purpose also provide us with the wisdom and direction we need to faithfully navigate the current issues of our culture. In the specific areas of marriage, gender, and sexuality, our goal is to love students by leading them into God's plan. In carrying out this calling, we believe that every person must be afforded compassion, love, kindness, respect, and dignity (Mark 12:28-31; Luke 6:31).

At Summit Classical Christian School, we believe that God wonderfully creates each person as male or female at birth (Psalm 139:14). These two distinct, complementary genders together reflect the image and nature of God (Genesis 1:26-27). Rejection of one's biological sex is a rejection of the image of God within that person.

We believe that the term "marriage" has only one meaning: the uniting of one man and one woman in a single, exclusive union, as delineated in Scripture (Genesis 2:18-25). God created Adam and Eve as the first human beings in history and gave them the pattern to follow for a healthy relationship, which has not changed over time. This view of marriage displays the union of the Son of God with His bride, the church (Ephesians 5:31-32).

We believe that God intends sexual intimacy to occur only between a man and a woman who are married to each other (1 Corinthians 6:18; 7:2-5; Hebrews 13:4). Sexual intimacy is a wonderful, positive gift from God, intended to be enjoyed within the context of marriage. We believe that God has commanded that no intimate sexual activity be engaged in outside of marriage between a man and a woman, including cohabitation (Ephesians 5:3).

We believe that any form of sexual immorality (including adultery, fornication, homosexual behavior, bisexual conduct, bestiality, incest, and use of pornography) is sinful and offensive to God and destructive (Matthew 15:18-20; 1 Corinthians 6:9-10; Galatians 6:7).

We believe that God offers redemption and restoration to all who confess and forsake their sin, seeking His mercy and forgiveness through faith alone in Jesus Christ alone (Acts 3:19-21; Romans 10:9-10; 1 Corinthians 6:9-11).

#### 4.13 Sanctity of Life

We believe that all human life is sacred and created by God in His image. Human life is of inestimable worth in all its dimensions, including pre-born babies, the aged, the physically or mentally challenged, and every other stage or condition from conception through natural death. We are therefore called to defend, protect and value all human life. (Psalm 139)

#### 4.14 Other Documents

Additionally, we subscribe to:

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

#### 4.15 Final Authority for Matters of Belief and Conduct

The statement of faith does not exhaust the extent of our beliefs. The Bible itself, as the inspired and infallible Word of God that speaks with final authority concerning truth, morality, and the proper conduct of mankind, is the sole and final source of all that we believe. For purposes of Summit Classical Christian

School's faith, doctrine, practice, policy, and discipline, our Board of Directors is the final interpretive authority on the Bible's meaning and application.

As a matter of firm policy, it is mandatory that all administration (i.e., board members, administrators, and teachers) subscribe to the above statement of faith by written statement.

## 5 ADMISSIONS

### 5.1 Admissions Statement

- Upon return of a completed application, if an interview with the family has not already been held, one will be arranged with the Headmaster or Principal.
- After the interview, and after reviewing all other required materials (as stated on the application form), the Headmaster will make the decision whether or not to admit the student(s). An administration of standardized Summit entrance tests is necessary for a better evaluation for grade placement of the student(s).
- The Headmaster will then notify the parents in writing with the decision regarding acceptance. If accepted, the parents will receive a Letter of Acceptance and a Transfer of Records form if the student attended another school previously.
- All financial arrangements between the family and the school must be understood, and an enrollment contract must be signed before an admission is considered final.
- In the event of a full class, a child may be placed on our waiting list after all other admission requirements have been fulfilled. The parents will be notified in writing of the numbered position on this list. Parents may withdraw from this list at any time.

### 5.2 Admission Requirements for the Student:

- A child must have reached the age of five years by September 1<sup>st</sup> of the Fall in which he would be entering kindergarten.
- A child entering first grade must have reached the age of six years by September 1<sup>st</sup> of the Fall in which he would enter Summit.
- If a child has successfully completed the previous school year and his school work and behavior compare favorably to the comparable grade at Summit, the child will likely be placed in the grade for which he is applying. However, if through the administration of Summit Entrance Tests or other evidence, it is determined that the child may not be adequately prepared for the next sequential grade level, it may be necessary that he repeat the previous grade.
- The child should understand that his parents have delegated their authority to the school. Therefore in order to be eligible for and maintain admission to Summit, he is subject to the instruction and discipline of the teachers and Headmaster in their prescribed roles at Summit.
- Summit Classical Christian School admits students of any race, color, national, and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national, and ethnic origin in administration of its educational policies, admissions policies, scholarship programs, and athletic and other school-administered programs.

### 5.3 Admission Requirements for the Parents:

- Summit requires that at least one parent be a Christian, and both parents must have a clear understanding of the Biblical philosophy and purpose of Summit. This understanding includes a willingness to have their child educated in line with the school's Statement of Faith throughout all the school's programs.
- The parents must be willing to cooperate with all the written policies of Summit. This is most important in the area of discipline (see Discipline section) and school work standards, as well as active communication with the respective teacher(s) and administration.

### 5.4 Admission Restrictions

- Summit does not have an open admission policy. While we do not discriminate on the basis of race, sex, color, or national origin, Summit reserves the right to deny admission to applicants on the basis of academic ability (as demonstrated by previous school records or standardized achievement tests), behavior (both in and out of school), and the attitude of the applicant.
- We support and sympathize with parents who are trying to correct problems with their children; however, we do not have either the resources or the set purpose of dealing with behavioral and academic problems.
- Students with severe learning disabilities requiring special in-class or out-of-class attention cannot be provided with the special instruction, staff, or facilities they might need. They would be expected to attend classes with other children in their grade level and do the same type of work. They would be

given the same amount of individual instruction and encouragement as their classmates. The parents of a child with learning disabilities and the Headmaster may meet to discuss the applicant's circumstances. If both are satisfied with the arrangements made, a student with some types of limited learning disabilities may be admitted.

- Behavior problems from previous schooling or from outside of school present a more difficult problem. While recognizing that all students are sinners and all sinners can be changed by the saving work of Christ, we again assert that we do not accept students who are behavior problems.
- The following types of problems could result in denied admission but are not limited to:
  - Expulsion from or detention in another school;
  - Record of repeated violations of civil law or criminal behavior; running away from home and other forms of refusing to submit to parental authority;
  - Gang activity;
  - The use of illegal substances;
  - Repeated discipline incidents at other schools;
  - Rebellious attitude, including hostility to attending this school.
- Our facilities are limited, and our faculty members are here primarily to teach subjects, rather than to forcibly discipline students. As a school, we are unable to correct social problems from previous school experiences, family problems, peer influences outside of school, or attitudes. The Headmaster, or if necessary, the Board, will listen to any person's particular circumstances. The basic position still stands, however, that discipline-problem students cannot be admitted. We do refer to school authorities about applicants. We rely heavily on the reports other Headmasters give and presume the truthfulness of their report. Believing that God graciously changes people, we are willing to hear and consider any case.
- The Headmaster or Principal will interview all student applicants and their parents. The Summit Board then reviews and will either approve or deny the applicant. In the event that an applicant is denied admission, the parents may appeal the denial to the School Board.
- In some cases, students may be admitted under academic and behavior probation for a set period of time until they prove themselves capable of meeting Summit's behavioral and academic standards.

## 5.5 Tuition Policy and Fees

The following process is to be followed in the collection of tuition, in determining appropriate amount of tuition due, discounts, refunds and the assessment of late fees.

### 5.5.1 Application Fee

- There is no application fee.

### 5.5.2 Enrollment Fee

- For re-enrolling students a total fee of \$325 per student is required. Payment is due by March 1<sup>st</sup> for the current school year.
- For new students to the school (which includes siblings of current students) an enrollment fee of \$400 is due with the completed enrollment contract. The enrollment fee and enrollment contract are due 15 days after parents have been sent a letter of approval notifying them that their child has been accepted. This will reserve your spot.
- Enrollment fees are non-refundable. The enrollment fee is not applied to the total tuition.

### 5.5.3 Activity Fee

There is a \$300 activity fee per student. This fee covers field trips, PE uniforms, consumable workbooks, auction projects, and FACTs tuition payment management fee. Activity fees are due September 1, 2020.

### 5.5.4 Building Fee

There is a \$450 building fee per family. Building fee provides for facilities maintenance, rent, and expansion reserves for the school. Fees are non-refundable once they are paid. Returning families must be current on their account balance. Building Fees are due July 1, 2020.

5.5.5 Parent Partnership Hours

Because Summit acts as an extension of the families, each family is required to serve a minimum of 35 partnership hours. In lieu of volunteer hours, families may opt to pay \$1050 per family (35 hours @ \$30/hr) at the beginning of the school year or July 1, 2020. If a family chooses to volunteer time and they are unable to fulfill the 35 hour requirement, they must reimburse the school at the rate of \$30/hour for each volunteer hour not completed. Unfulfilled parent partnership hours are due May 1, 2021.

5.5.6 Tuition

- Tuition may be paid in full by July 1, 2020 by check or ACH or credit card. You may opt to pay tuition monthly over a 10 or 12 month period as follows:
  - All Payments will be made through FACTS payment management system.
  - May be paid in 10 monthly installments beginning September 1, 2020 and ending June 2021 by mandatory ACH (a direct debit from your bank account). A completed ACH Authorization Form is required to initiate these payments.
  - May be paid in 12 monthly installments beginning July 1, 2020 and ending June 2021 by mandatory ACH (a direct debit from your bank account). A completed ACH Authorization Form is required to initiate these payments.
- All tuition is due by the 1<sup>st</sup> of every month and is non-refundable at that time. If payment cannot be made on or before the 5<sup>th</sup> of the month, the Parent(s) must contact the Treasurer.
- A \$25 late fee is added after the 5<sup>th</sup> of the month. The late fee may be waived if prior arrangements have been made with Headmaster or Treasurer.
- If the previous month's balance is not paid, child(ren) may not attend classes or participate in any activities beginning the first day of the following month unless prior arrangements have been made with the Treasurer. In this case, parent(s) shall meet with the Treasurer to discuss their specific situation and develop a payment plan for resolving their non-payment issues. In these circumstances, any arrangements made with the Treasurer are contingent upon Board approval.
- All accounts must be satisfied in full before official or unofficial credits or academic records can be transferred to other schools and colleges or final report cards issued, and that all school property must be returned prior to release of records, credits, and/or final report cards.
- If families are interested in financial aid, total tuition is capped at 12.5% gross family household income. If you are a returning family you can apply on FACTS. If you are a new family and not currently enrolled in the FACTS system, please contact the school office to be added to the FACTS system. FACTS is an independent third party management company that administers the family's data and provides information to Summit. Financial aid applies to tuition only, exclusive of school fees.
- Tuition

Grade	PreK	Kindergarten	Kindergarten	Grammar School	Upper School
	3 Days /wk Half day	5 Days/wk half day	5 Days/wk full day	Grades 1-5	Grades 6-9
	Annual	Annual	Annual	Annual	Annual
Tuition Rate	\$2,7500 \$ 300 PM	\$5,700	\$6,000	\$7,100	\$7,495

5.5.7 Tuition Pre-Payment Discount

Summit Classical Christian School currently does not offer any pre-payment discounts. Any exceptions must be approved by the Board of Directors.

5.5.8 Returned Checks

A fee of \$35 will be charged for dishonored checks.



## 6 ACADEMICS

### 6.1 Stages of Classical Education

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

#### 6.1.1 The Grammar Stage

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

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

#### 6.1.2 The Logic Stage

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

#### 6.1.3 The Rhetoric Stage

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

### 6.2 Curriculum Goals

#### 6.2.1 Bible

We seek to:

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

### 6.2.2 Writing

We seek to:

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

### 6.2.3 History/Geography

We seek to:

- a. Teach the students that God is in control of history and its ultimate outcome.
- b. Enable the students to see God's hand in the history of the world and the United States.
- c. Broaden the students' understanding of history and geography as the students mature. Specifically, we begin with local history and geography in Kindergarten and first grade and chronologically expand the scope of studies to world history beginning with Ancient Egypt in the second grade.
- d. Make history and geography "come alive" for the students through the use of many forms of information and research, e.g., biographies, illustrations, field trips, guest speakers, music, art, foods, architecture, etc., for each of the yearly time periods they will study.

### 6.2.4 Science

We seek to:

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

### 6.2.5 Mathematics

We seek to:

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

### 6.2.6 Reading

We seek to:

- a. Adequately equip each child with the phonetic skills and practice necessary to read well, that is, smoothly and with good comprehension both in oral and silent reading.
- b. Carefully monitor and guide the child's growth in reading-related skills, e.g. comprehension and vocabulary development, while he is reading and enjoying worthwhile, time-tested, challenging

literature.

- c. We seek to expose the child to a wide variety of literature styles and forms and not restrict him to one common, dull basal.
- d. We seek to integrate the love and practice of reading with many other areas of study, e.g. the Bible, history, and science to help the student become a read-to-learn person all his life.
- e. We seek to teach our students to read carefully and critically with an understanding of the Christian worldview and with the ability to identify opposing worldviews of the authors they encounter.
- f. Foster a lifelong love of reading high quality literature after being taught to recognize the characteristics of such literature.

#### 6.2.7 Art

We seek to:

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

#### 6.2.8 Music

We seek to:

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

#### 6.2.9 Physical Education

We seek to:

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

#### 6.2.10 Why Latin?

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

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

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

### 6.3 Grading Guidelines

### 6.3.1 Academic Year

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

- First Semester - September through January
- Second Semester - January through May/Early June

### 6.3.2 Report cards

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

### 6.3.3 Grade Scale

The grading scale used at Summit is as follows:

<b>%</b>	<b>Grade</b>	<b>Grade Point</b>	<b>Meaning</b>
100-94	A	4	Excellent
93-90	A-	3.7	
89-87	B+	3.3	Surpassing
86-84	B	3	
83-80	B-	2.7	
79-77	C+	2.3	Satisfactory
76-74	C	2	
73-70	C-	1.7	
69-50	F	0	Failing
49-0	F-	0	

Other evaluation assignments: (Used primarily for Kindergarten and First Grade)

E = Excels (in skill acquisition)

S = Satisfactory

N = Needs Work

I = Incomplete (work missing, not enough grades to assign letter)

U = Unsatisfactory (in skills or behavior)

### 6.3.4 Honor Awards

1. Academic honor awards at Summit will be defined in the following ways: There are three categories by which a student can earn academic merit. In keeping with the Classical heritage of learning and employing Latin these categories will have titles commonly employed in academic awards: If a student maintains a 3.5-3.74GPA in any given trimester with no "Cs" they will be eligible for the *Cum Laude* ("with praise") award; If a student maintains a 3.75-3.99GPA in any given semester with no "Cs" they will be eligible for the *Magna Cum Laude* ("with great praise") award; If a student maintains a 4.0 GPA in any given semester they will be eligible for the *Summa Cum Laude* ("with highest praise") award.
2. Summit recognizes that academic honor cannot be divorced from honorable actions and choices. Therefore, regardless of actual GPA, no student will be eligible for academic honors if they have more than 5 yellow slips in any given semester. In regard to yellow slips, each student will begin with a clean slate each semester.
3. Honor citations will be included in the Grade Card sent home at the end of each semester. There will be recognition of those students who have maintained a straight 4.0 (*Summa Cum Laude*), throughout the school year at the Year-End Assembly. These students will also be recognized in the end of the year newsletter.

4. Summit believes that a good education involves not just the framing of the intellect, but also the cultivation of the heart. On that basis it is fitting that Summit offer awards to those students who, apart from diligence in their studies, have shown exemplary character, discipline, humility and compassion. There will be recognition of these students at the year-end assembly. The following three awards may be shared by more than one individual. No student may win the *Primus Inter Pares* award more than once.
  - a. The *Victor Montium* ("conqueror of mountains") award will be given to that student who has shown the most academic improvement during the school year. There will be a winner from each grade level and teachers will present the award to their respective students at the year-end assembly.
  - b. The *Electus Nobilis* ("noble choices") will be granted by the Headmaster under the advisement of the Summit faculty and board. As the name suggests, this award will be given for outstanding character reflected in wise decision making on the part of the student(s).
  - c. The third award entitled the *Primus Inter Pares* ("first among equals" or "servant leader") will be granted by the Chairman of the board of directors under advisement of the Headmaster and Summit faculty. As the name suggests, this award will be given to the student(s) demonstrating outstanding leadership qualities, especially as it is manifest in serving fellow-students.
  - d. The Tammy McCabe award will be granted to a 5<sup>th</sup> grade or older young lady, who exhibits the qualities of a Proverbs 31 woman, especially fierce love and a servant heart. This award is given in honor of one of the mothers of one of our first students at Summit, who exemplified these qualities to our community.

## 6.4 Promotion and Retention Policies

### 6.4.1 Student Promotion Policy

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

#### 6.4.1.1 New Students

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

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

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

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

The results of any in-school testing will be combined with the new student's report card and any

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

#### 6.4.1.2 Current Students

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

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

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

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

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

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

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

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

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

NINTH to TWELTH GRADE: Cumulative mastery of above requirements, plus: Satisfactory completion (70%) of curriculum objectives for this grade level. In addition, cumulative, comprehensive mastery tests may be administered to assess the students' readiness for entering Summit's Rhetoric/Upper School. Once students are in the upper school, graduation depends on meeting the credit requirements with grades of C- or higher. If a student receives an F in a class, he/she will need to take the class over again and earn a grade of C- or higher to take the class elsewhere and pass. The Summit Headmaster will determine whether credits earned at any other school or by any other source will count towards Summit graduation.

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

#### 6.4.2 Student Retention Policy

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

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

#### 6.4.2.1 Considerations

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

*How old is the child?*

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

*What is the gender of the child?*

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

*Did the child attend kindergarten?*

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

*What is the home life like for the child?*

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

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

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

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

*Has the child had to repeat a grade before?*

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

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

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

#### 6.4.2.2 Recommendations

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

At the time of reporting for:

#### 6.4.2.2.1 The First Quarter

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

#### 6.4.2.2.2 The First Semester

Parent-Teacher conference for the child in question will focus on any progress on the items documented to date. If, in the teacher's opinion, inadequate progress has been made, the teacher will make that clear to the parent, with as much documentation and examples as possible. A written summary of the conference will be made by the teacher and filed. Unless the child cannot meet the criteria for passing the grade (as described in the Promotion Policy) it is not recommended that retention be planned at this time. If there is any possibility that the child could satisfactorily pass the grade, planning retention at this time would be premature.

#### 6.4.2.2.3 The Second Semester

Another conference will be held with the parents to seriously consider retention if inadequate progress has been made. If the Promotion requirements have not been met, retention will likely be required. If there is some question, the teacher will document his/her recommendation regarding both retention and activities the parents could assist the child over the summer. *In questionable cases, the parents will make the final decision regarding retention.* The teacher's recommendation will go into the child's school file along with a documentation of the parents' decision.

### 6.5 Homework Philosophy and Guidelines

#### 6.5.1 Philosophy

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

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

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

- Students often need some amount of extra practice in specific or new concepts, skills, or facts. In certain subjects (e.g., math or languages), regular practice at home may be necessary for mastery. Therefore, after reasonable in-class time is spent on the material, the teacher may assign homework to allow for the necessary practice.
- Repeated, short periods of practice or study of new information is often a better way to learn than one long period of study.
- Since Summit recognizes that parental involvement is critical to a child's education, homework can be used as an opportunity for parents to actively assist their child in his studies. This will also keep the parents informed as to the current topics of study in the class.
- We strive to send no more than 10-20 minutes of homework per subject when needed to finish an assignment that has been started in class (and not every day). We do not send homework



over the weekend or during holidays. In total, we strive to not send more homework than 10 minutes per grade of school the student is in. So a 2nd grader might have 20 minutes maximum per night, while a 7th grader might have 70 minutes maximum per night. We encourage open communication between parents and teachers so that we have an accurate assessment of how much homework each student is doing.

• Homework may also be assigned to students who, having been given adequate time to complete an assignment in class, did not wisely use their time. The homework, in this situation serves as a means to make up for misappropriated use of class time.

As students matriculate into the more sophisticated studies of Upper School there will be a corresponding and incremental increase in homework within the guidelines described above.

#### 6.5.2 Guidelines

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

### 6.6 Attendance Requirements

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

School hours: 8:00 am to 4:00 pm

Classes begin: 8:30 a.m. (arrival time - no earlier than 8:15)

Classes end: 3:00 p.m.

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

#### 6.6.1 Short-Term Absences

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

#### 6.6.2 Long-Term Absences

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

#### 6.6.3 Extended Absences

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

#### 6.6.4 Make-up work

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

#### 6.6.5 Tardiness

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

#### 6.7 Inclement Weather Policy

Summit will follow the Snoqualmie Valley School District (SVSD) schedule for snow closures and inclement weather. You can check the internet or local TV and radio for the status of SVSD. Here is what the standard SVSD announcements mean for Summit:

- If SVSD is "Schools Closed" then Summit is closed.
- If SVSD is "Schools Open, One Hour Late" then Summit will also open one hour late (grades K-5 at 9:30 a.m. and grades 6-9 at 9:15 a.m.). School will get out at the regular time (½ day K 12:30 p.m., full-day K and grades 1-5 at 3:00 p.m. and grades 6-9 at 3:00 p.m.).
- If SVSD is "Schools Open, Two Hours Late" then Summit will also open two hours late (full-day K and grades 1-5 at 10:30 a.m. and grades 6-9 at 10:15 a.m.). School will get out at the regular time (full-day K and grades 1-5 at 3:00 p.m. and grades 6-9 at 3:00 p.m.). Note that SVSD typically cancels ½ day Kindergarten with the two hours late option. A two hour delay will cancel Summit's PreK class.
- If SVSD is "Schools Open, Limited Transportation" then Summit will open on time.

Due to the quickly changing conditions and situations Summit will not update the school website or voicemail with school status.

## **7 STUDENT CONDUCT & DISCIPLINE**

### **7.1 Expectations**

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

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

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

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

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

### **7.2 Code of Conduct**

Summit Classical Christian School will seek to reinforce Christian characteristics and attitudes in the lives of our students and will expect the following of students:

1. Cheerful, immediate obedience to all authority.
2. Courtesy.
3. Truthfulness.
4. Respect for the property of the school and other people.
5. Responsibility in performing assigned or expected tasks.
6. Promptness in attendance.
7. Morally upright conduct including language, relationships and recreation.
  - a) Since feelings as well as physical bodies can be hurt, students must avoid insults or unkindness toward one another. A climate of mutual respect in word and deed will be sought.
  - b) Since a safe and secure environment is desirable and since rough-housing can result in unintentional harm, students must refrain from physical interference such as tripping, poking, and hitting.
  - c) Since appropriate response to authority is critical to the shaping of a student's life in every way, students must obey instructions and exhibit respect toward teachers and the school's staff and its supporting adults, promptly and willingly, avoiding a display of negativism of tone and attitude.
  - d) Since words have integrity of their own and God expects man to be a steward of thoughts and expressions, students will refrain at all times from language which is vulgar and inappropriate, and which demeans either God or mankind.
  - e) Since part of learning to live and work joyfully and productively together involves exhibiting sincere respect for others and their rights, students will exhibit courtesy toward teachers and other students when asking questions and participating in classroom discussions. Students will otherwise conduct themselves in a manner that does not distract or detract from the learning environment.

- f) Since the school cares about providing a distraction free environment for education, electronic music devices, and cell phones are prohibited on school grounds in Pre-K-5<sup>th</sup> grade. In middle school, 6-8<sup>th</sup> grade students are allowed to bring their phones, but they must be checked in with their homeroom teachers at the beginning of the day. If they need to make a call or check for a text from parents, they may do that with the supervision of the homeroom teacher during the day. Phones can then be picked up after school is out for the day. In upper school, 9-12<sup>th</sup> grade students are allowed to keep their phones in their lockers. They may check them for communication with parents during passing periods, but may not be on social media, YouTube, gaming, etc during school hours.
- g) Since students deserve the right to manage their own belongings responsibly and individually, each student should protect the property rights of others and refrain from meddling with the personal or assigned property of others.
- h) Since clean, neat, and wholesome surroundings contribute to the educational environment of everyone, students should do all in their power to keep the school and its campus neat and clean, as well as themselves, and avoid destruction or defacement of school property (including textbooks and materials) in any form.
- i) Since parents and staff place a premium upon the safety of all students, all students should remain only in authorized areas of the building and refrain from exploring other areas without a staff member present.
- j) Since noise and unusual activity can distract others, students should walk quietly and in an orderly manner between locations in the buildings.
- k) Since the school cares about the health and well-being of its students, the illegal possession or use of drugs, alcohol, tobacco, or weapons on or off campus is forbidden.
- l) Since the school desires to eliminate distracting behavior while promoting mutual respect for one another, students will refrain from public displays of affection or dislike.
- m) Since fidelity to truth in all its forms is a way of honoring God as well as the core of all meaningful human interaction, students will exhibit honesty in all their dealings with the staff and students of the school and its activities.

### 7.3 Social Conduct

Since courtesy is a demonstration of one's respect for another, students will act in accordance with social graces. These are exemplified by the following actions:

- a) Gentlemen holding the door open for ladies
- b) Making eye contact and verbal greeting as someone walks by
- c) Offering a pleasant handshake to visitors
- d) Using "yes, sir" and "yes, ma'am" with all adults
- e) Referring to adults as Mr., Mrs. or Miss
- f) Standing when adults enter a classroom

### 7.4 Conduct Policies

#### 7.4.1 Alcohol/Illegal Drugs/Tobacco

Not only is student use of alcohol and other drugs illegal, it is also detrimental to the intellectual, social, physical and spiritual development of a student. It disrupts the educational program of a school and undermines the morale of the entire school community. Typically, dismissal or expulsion should be expected for the aforementioned.

While Summit has a zero tolerance for drug and alcohol abuse on campus or at any school-related function, we also seek to assist any student who needs help to overcome substance abuse or dependency. The student may ask for help voluntarily, or others may ask for help on his/her behalf if there have been noticeable changes in his/her behavior patterns indicating a dependency problem. The Headmaster will determine individual restrictions and/or additional actions based on the facts in each case.

The possession, use, or distribution of drugs on campus or at any school-related function is a serious offense, and appropriate disciplinary action will be taken.

#### 7.4.2 Gambling

Gambling is not tolerated. Violation subjects a student to disciplinary action.

### 7.4.3 Hazing

Hazing is defined as subjecting someone to an indignity, fright, abuse, or threat. Violation subjects a student to disciplinary action.

### 7.4.4 Sexual Harassment

Harassment of any kind at Summit Classical Christian School violates the goals of Summit's philosophy as well as respect for the individual. Incidents of sexual harassment will be thoroughly investigated, and guilty parties will be disciplined in an appropriate manner. Sexual harassment is defined as any unwelcome sexual advances, requests for favors of a sexual nature, or other verbal or physical contact of a sexual nature. Written harassment is included in the definition. Sexual harassment may be between school employees, students, or students and employees.

1. The following may constitute sexual harassment:
  - a. Making comments about a person's clothing, body, personal life or "bad reputation."
  - b. Addressing a person with a nickname or term of endearment.
  - c. Telling sexual jokes or making sexual innuendoes.
  - d. Subtle pressure for sexual activities accompanied by implied or overt threats concerning a person's standing in the school.
  - e. Touching, petting, hugging, or kissing.
  - f. Overtures of a sexual nature.
  - g. Leering at a student's body.
  - h. Displaying sexually explicit or offensive pictures or materials.
  - i. Standing too close, cornering, blocking, or preventing a person from leaving an area.
  - j. Gesturing with the hands or body.
  - k. Name-calling of a sexual nature.
  - l. Telling obscene jokes.
  - m. Circulating pornography or obscene drawings.
  - n. Rating an individual (as on a scale of one to ten).
  - o. Drawing or writing graffiti which targets an individual.
  - p. Continuously asking someone out who has no interest or leaving love letters or notes that are unwanted.
  - q. Wearing provocative attire, or obscene T-shirts, hats or jewelry.
  - r. Making kissing or smacking sounds or licking the lips suggestively.
  - s. Whistling, howling, or making catcalls.
  - t. Pulling on someone's clothing to cause them discomfort.
  - u. Playing sexually offensive games.
2. Procedures for Reporting Sexual Harassment:
  - a. A student can report an incident of sexual harassment to any parent, any teacher, or the Headmaster.
  - b. Include as much pertinent information as you can, such as time, place, witnesses present, and a clear description of the offensive behavior.
  - c. The victim is requested to keep the incident confidential after reporting it to protect both himself/herself and the offender.
  - d. Students should feel free after an initial incident to tell the offender that the behavior is offensive.
3. Sequence of Events:
  - a. An investigation of the incident will begin as soon as possible.
  - b. If an incident is deemed to be sexual harassment, the offender will have a hearing with a disciplinary committee.
  - c. Once an incident is found to be in violation of the sexual harassment policy, appropriate disciplinary action will be taken.

4. Penalties for sexual harassment:

- a. Due to the range of ages and maturity of the School community, penalties will reflect the severity of the incident as it relates to the age and experience of the offender. Penalties can range from a reprimand to expulsion from School.
- b. Anything violating Federal or State law will be referred to the proper authorities.

## 7.5 Honor Code

Summit Classical Christian School promotes a biblical atmosphere of academic excellence, affirming with Scripture that "The man of integrity walks securely, but he who takes crooked paths will be found out (Proverbs 10:9)." Seeking to build up students who are able to walk securely, Summit requires that each student admitted to the school sign a Student Honor Code statement. This pledge by the student provides a foundation for integrity and honesty in keeping with the teaching of Scripture and the mission and philosophy of Summit. Summit expects, as a matter of personal honor, that all written work is a student's own, and that the student read in entirety the books selected.

### 7.5.1 Student Honor Code

*I will respectfully obey all those in authority over me without argument.*

*I will tell the truth in all circumstances.*

*I will submit to and uphold the Statement of Academic Integrity.*

*I will not steal nor damage the property of others and will respect the privacy of others.*

*I will honor my moral obligation to reveal the wrongdoing of others in these matters.*

The consequences for violation of the Honor Code will be determined by the teachers, Headmaster, and Board Members and may be severe – including the possibility of expulsion.

### 7.5.2 Statement of Academic Integrity

All students will be required to know and to uphold the following Statement of Academic Integrity.

"The work contained in this assignment is my own, and I have not received help from another person or by electronic or other means beyond that permitted by the instructor in charge. Also, the work of others which I have used to inform my own work, as permitted by the instructor in charge, is adequately referenced and credited to them."

**The use of plot summaries and study aids such as Cliff's Notes (textual or electronic) are NOT to be used, except in particular cases (with the permission of the teacher) where they should be used in conjunction with a reading of the entire text.**

### 7.5.3 Plagiarism

Plagiarism is the false assumption of authorship. A plagiarist wrongfully takes another person's ideas and expressions and presents them as his or her own. Plagiarism is intellectual theft. It is a moral offense which directly reflects the character and moral condition of the student. Any student who uses borrowed material of any kind and does not provide documentation for that material has committed plagiarism. Students must correctly cite all direct quotations. Yet, it is not merely quotations which must be cited. All information not previously known by the student-writer, which may not be commonly known information, should be properly cited. Any questions regarding citation should be addressed to the teacher administering the project.

In the Internet Age students are much more prone to misuse sources. Therefore, the school spends intentional class time explaining the nature of plagiarism. If a student ever has questions regarding plagiarism or how to properly cite works, he should consult with the teacher or another Summit staff member. If a student commits plagiarism, the penalty will be a grade of zero for that assignment. Additionally, a student guilty of plagiarism can be prosecuted for major misconduct. Disciplinary actions for major misconduct could result in suspension or expulsion from the school.

Any questions relating to the Honor Code or plagiarism should be brought to a teacher or Headmaster.

## 7.6 Discipline

Summit Classical Christian School seeks to provide an environment where the students are encouraged and challenged to exemplify Christian behavior in all aspects of the school day. As such, discipline is a key component of what Summit's approach in supporting parents as they train their children. All discipline will be administered in light of the student's problem and attitude while always keeping in mind the frame of the student. Love and forgiveness will be an integral part of the discipline of a student with an emphasis on correction and training. All discipline will be based on biblical principles, including restitution, apologies (public and private), and swift and appropriate discipline to bring about restoration of fellowship without lingering attitudes. As part of our belief in the authority of the family, parents will be made aware of concerns or warnings given to a student by a teacher or the Headmaster as well as any disciplinary action taken in line with the policies and timelines outlined below.

The book of Proverbs is full of advice on discipline and more importantly the results that discipline brings about in children. Discipline:

- Removes foolishness – Proverbs 22:15
- Rescue his soul – Proverbs 23:14
- Gives wisdom – Proverbs 29:15
- Gives comfort – Proverbs 29:17
- Delights your soul – Proverbs 29:17

Proverbs also contains the very important command to not withhold discipline. Withholding discipline has severe consequences:

- Shows we hate children – Proverbs 13:24
- Desiring death – Proverbs 19:18
- Encourages foolishness – Proverbs 22:15
- Deliver to hell – Proverbs 23:14
- Shames parents – Proverbs 29:15

### 7.6.1 Immediate Discipline

There are five basic behaviors that will automatically necessitate discipline from the Headmaster or Principal (versus the teacher). Those behaviors are:

- **Disrespect** shown to any staff member. The staff member will be the judge of whether or not disrespect has been shown.
- **Dishonesty** in any situation while at school, including lying, cheating, and stealing.
- **Rebellion**, e.g. outright disobedience in response to instructions.
- **Fighting**, e.g. striking in anger with the intention to harm the other student(s).
- **Obscene, vulgar or profane language**, as well as taking the name of the Lord in vain.

### 7.6.2 Classroom Discipline

The vast majority of discipline problems are to be dealt with at the classroom level.

Student Warnings will be given to students for academic and behavioral problems and are to be signed by the teacher, student, and parent and returned to the teacher. Five Student Warnings (Yellow Slips) in one academic semester will result in a visit to the Headmaster's or Principal's office.

#### 7.6.2.1 Detailed Grammar School Discipline Procedure

The first two weeks of school all the elementary staff will be training (which will include warnings) the students on the following **Grammar (PreK-5) Classroom Rules:**

- Obey right away, all the way, with a good attitude every day.
- Listen when others speak.
- Raise your hand to speak.
- Speak kindly.
- Keep your area clean.
- Show respect to all people and property.

- Work diligently. (Huff and puff and do your stuff)

After the two-week training period, there will be one verbal warning. If the child disobeys then, their name goes up on the board immediately. (In PreK - 1<sup>st</sup> graded there will be a one week training period, with on-going daily reminders and training throughout the year.)

A Student Warning is to be filled out and sent home and must be returned the following day. The student's name remains on the board until the next morning. If the student returns the Student Warning with their parent's signature, then the student's name will be erased from the board, and the Student Warning filed. If the student fails to return the Student Warning, the student will be allowed to phone his parents. This may be modified in PreK - 1<sup>st</sup> based on the situation and at the discretion of the teacher. A student warning will be followed up with a phone call from the teacher to the parent on the day of the incident

If a student chooses to disobey again after their name is on the board, a mark will be placed by their name, and an automatic office visit will follow.

#### 7.6.2.2 Detailed Upper School Discipline Procedure:

Likewise, the first two weeks of school all middle school staff will be training (which will include warnings) the students on the following **Middle/Upper School (6-12) Classroom Rules:**

- Obey right away, all the way, with a good attitude every day.
- Listen when others speak.
- Raise your hand to speak.
- Speak kindly.
- Keep your area clean.
- Show respect to all people and property.
- Work diligently.

The upper school staff, based on Summit's higher expectations for responsibility from our secondary students, will base the process on a simple verbal system, rather than names on the board. This verbal system aligns with what adults experience everyday in the work place or university.

If an offense occurs in the classroom the following steps are to be taken:

- A verbal reminder of the rules will be used at the discretion of the teacher. Student must verbally acknowledge the staff member's instruction or correction.
- A verbal reprimand will be used (in place of a name on the board) in the secondary level. A Student Warning will be issued at this point. (The same Student Warning procedure will be followed, but without names on the board.) A phone call to the parents can be used at the discretion of the teacher.
- Office visit. Teacher will speak to the headmaster, prior to the headmaster seeing the student.

#### 7.6.3 Headmaster Discipline

In a discipline situation the Headmaster is serving not only as the head of the school but also in a pastoral role. Discipline is to be administered with love and tenderness, showing the student from Scripture the nature of the infraction and why discipline needs to be administered. The Headmaster will always keep in mind the frame of the child and emphasize correcting the behavior and restoring the student to full fellowship in the school. The discipline may include any of the options outlined below as well as others consistent with biblical guidelines that may be appropriate.

During a given school year, if a student receives discipline from the Headmaster, the following accounting will be observed.

- The first two times a student is sent to the Headmaster for discipline the student's parents will be contacted and given the details of the visit. The parents' assistance and support in averting further problems will be sought.
- The third office visit will require a meeting with the student's parents and Headmaster.



- Should the student require a fourth office visit, a suspension will be imposed on the student.
- If a fifth office visit is required, the student will be expelled.

Actively enrolled students in good standing will begin the following school year with a clean slate.

#### 7.6.3.1 Call to Parents

The Headmaster will call one of the student's parents, explain the offense to them, and give the parents an opportunity to verbally admonish their child.

#### 7.6.3.2 Restitution

A student may be asked to make amends to another student, to the school or to a teacher. In other cases the student may be asked to make financial restitution for damaged property.

#### 7.6.3.3 Extra Work

A student may be required to complete additional class assignments, work around the school or assist after school in some capacity.

#### 7.6.3.4 Suspension

A suspended student is not allowed to attend classes, participate in any athletic or extra-curricular events, or represent the school in any manner during the term of his or her suspension. In-school suspension will be served on campus. For out-of-school suspension, students will not be allowed on campus during the term of suspension. Students who have been suspended during the year will not automatically receive re-enrollment materials until the school year has been completed satisfactorily.

##### 7.6.3.4.1 Suspension for the Remainder of the Day

For offenses the Headmaster deems to be especially severe, he may suspend the student for the remainder of the school day. In such cases, he will call one of the student's parents, explain the offense to them, and request that they come pick up the student as soon as possible. Missed work must be turned in when the child returns to school or a grade of zero will be recorded.

##### 7.6.3.4.2 Suspension for 1-5 Days

For repeat offenders, the Headmaster may suspend the student not only for the remainder of the current day but for one to five additional days. Students under suspension will be required to complete all assignments and homework during their suspension. During the time of suspension, the student is not permitted on campus during regular school hours or permitted to participate in organized school activities. A suspended student may re-enter Summit without formal application.

#### 7.6.4 Expulsion

In more serious cases a student may be separated from Summit permanently. Expelling a student from school is a very serious matter and should always be carefully dealt with on a case-by-case basis. While forgiveness and restitution are fundamental to our total discipline policy, should a student and his parents not be able to eliminate behavioral problems before a fifth office visit, the student will be expelled. The parents of an expelled student may appeal the decision in writing to the School Board no later than fourteen days from the expulsion date.

##### 7.6.4.1 Re-admittance

Should the expelled student desire to be readmitted to Summit at a later date, the Board, or its delegated committee, will make a decision based on the student's attitude and circumstances at the time of reapplication.

#### 7.6.5 Serious Misconduct

Should a student commit an act with such serious consequences that the Headmaster deems it necessary, the office-visit process may be bypassed and suspension or expulsion imposed immediately. Examples of such serious misconduct could include: acts endangering the lives of other students or staff members, gross violence/vandalism to the facilities, violations of civil law, or any act in clear contradiction

of scriptural commands. Students may be subject to discipline for serious misconduct that occurs after hours.

#### 7.6.6 Appeals Process

If the parents of a student want to appeal a particular disciplinary action taken towards their student, the following conferences should be requested in sequence to achieve resolution:

- The Headmaster
- The Board of Directors

### 7.7 Dress Code

#### 7.7.1 Philosophy

It is the desire of Summit Classical Christian School to glorify God in both character and culture of the school. In light of that, we ask that the parents and students support a manner of dress that reflects the Christian, classical, and scholarly image of Summit.

The dress code is designed:

- To help maintain student behavior and productivity
- To instill in students a sense of belonging and loyalty to the school.
- To diminish fashion consciousness and socioeconomic cliques.
- To promote a positive impression of our school within our community.
- To encourage a biblical attitude of modesty and humility, exemplified through our outward presentation.

Students are expected to comply with Summit's dress code. Failure to do so will result in a written formal admonishment by the teacher or Headmaster. If dress is offensive or clearly inappropriate, parents will be called to bring their student a change of clothes.

#### 7.7.2 General Principles

- All clothing must fit properly and be modest.
- Pants must be worn at the waist (gentlemen and ladies).
- No holes, tears or visible patches are permitted on any dress-code item.
- Gentlemen's shirts must be tucked in.
- Shirts should be appropriately buttoned.
- Gentlemen will wear belts with their pants.
- Hats are not allowed inside school.
- Shoes must be closed toe.
- No undergarments may show at any time, nor should they be worn as outer garments.
- Undershirts are only acceptable if they are white.
- Visible tattoos and body piercings are not permitted at any time while on campus and while representing the school in any function or event.
- Young women may wear up to two single post/stud earrings per ear. Large dangling or hoop earrings are not permitted.
- Hair for all students must be of a natural color and neatly groomed.
- Hair is expected to be neat and an appropriate length for gentlemen: above the collar and ears and not in the eyes. Beards, moustaches, goatees, etc. are not permitted.
- Ladies are expected to keep hair in style that is appropriately feminine, hair accessories should be simple and match uniform colors.
- Ladies' jewelry, if worn, must be simple.
- Middle school (6<sup>th</sup> grade and older) girls may wear discreet facial makeup and nail polish, no glitter or bold, bright colors. Grammar school (5<sup>th</sup> grade and younger) girls may not wear make-up except for lightly colored fingernail polish and lip gloss.
- Please refer to the Uniform Policy for details regarding acceptable clothing.

#### 7.7.3 Uniform Policy – Please see Summit's website for current uniform policy.



## 7.8 Technology Policy

Summit Classical Christian School recognizes that technology can be beneficial in the learning environment. While devices such as computers may have a place in education, they can also cause distractions and disruptions in the learning environment. As Summit strongly advocates personal and interactive classroom instruction, we limit the use of technology in the classroom.

The use or display of the following devices is not permitted during school hours, unless specifically assigned by a teacher. Any violation will result in a student warning.

- Laptop computers
- Mobile phones
- PDAs
- GPS devices
- Portable media players
- Portable gaming devices
- Other devices as determined by the Headmaster

While we do understand that some parents need their students to carry a mobile phone, the use or display of a phone during school hours will result in a Student Warning.

Summit also strongly advocates personal and interactive classroom instruction to more fully engage students in subjects being taught. Whereas personal computers and accompanying applications (e.g., PowerPoint) serve as tools and can greatly aid in the accomplishment of work and studies, they are no replacement for a capable Christian instructor who loves the Lord, loves students, and has a passion to teach. Teachers will be allowed to use computers for classroom administration (e.g., record keeping, lesson plans, etc.), but will be encouraged to instruct without significant reliance on computers in the classroom (e.g., excessive use of PowerPoint, access to the Internet, etc).

## 8 STUDENT HEALTH REQUIREMENTS

### 8.1 Guidelines

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

### 8.2 Medication Distribution

1. Parents are to administer medication to their own children before and/or after school hours as necessary.
2. Parents must complete a prescription medication administration form and have the signed physician's orders on file for each prescription medication requested to be administered by Summit. No medication will be given without the physician's signed request.
3. All medication (prescription and over-the-counter) taken by students must be administered by one of the following:
  - a. Summit staff person designated by the Headmaster.
  - b. Parents of the student.
  - c. Designee of the parents. (Designee must be an adult identified in writing to Summit prior to the initial distribution of medication.)
4. No student will be permitted to administer any form (prescription or over-the-counter) of medication to himself or any other student (except for medicinal inhalers and Epi-Pens, see #6 below).
5. Summit staff will not administer any classification of controlled substance medication (as listed in the most recent Physicians' Desk Reference as subject to the Controlled Substances Act of 1970). However, parents or their designee will be permitted to administer controlled substances to their children.
6. Students who require medication on an as needed basis through the use of an inhaler or Epi-Pen will be permitted to self medicate if the following conditions have been met:
  - a. A physician has determined that the student should carry the medicinal inhaler or Epi-Pen on his or her person and self-administer the medication. Physicians' orders must be on file with the school office.
  - b. Parents must complete the prescription medication Headmaster form and indicate that: "the student is able to self-administer and carry the inhaler/Epi-Pen and has been trained in its use."
7. Summit will have an emergency supply of Tylenol® that may be administered after written or verbal permission is granted by the parent to a Summit staff member for each use.

### 8.3 Food Allergy Policy

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

### 8.3.1 School's Responsibility

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

### 8.3.2 Family's Responsibility

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

### 8.3.3 Student's Responsibility

- NEVER trade food with other students
- Do not eat anything not brought from home or with unknown ingredients.
- Read every label (age appropriate) and always check with an adult.

- Be responsible in the care and management of their food allergies and reactions based on their development level.
- Tell a teacher or staff member if a reaction seems to be starting, even if there is no visible appearance of an allergic response.
- NEVER go off alone if symptoms are beginning. Have a friend or an adult with you at all times.

## 9 Parents

### 9.1 Parental Involvement and parent partnership hours

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

Because Summit acts as an extension of the families, each family is required to serve a minimum of 35 partnership hours. In lieu of volunteer hours, families may opt to pay \$1050 per family (35 hours @ \$30/hr) at the beginning of the school year or July 1, 2020. If a family chooses to volunteer time and they are unable to fulfill the 35 hour requirement, they must reimburse the school at the rate of \$30/hour for each volunteer hour not completed. Unfulfilled parent partnership hours are due May 1, 2021.

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

- Help in the planning and implementation of school events (ex. auction, jog-a-thon).
- Visit the school/class at any time. You must inform the school office that you are on campus first. Assist in the classroom, regularly or infrequently (arrangements should be made with the teacher concerned).
- Serve as a story-reader, song-leader (in K-3), guest artist; offer your special talents.
- Share your experiences, trips, or vacations as they may relate to an area of study in a class.
- Help host class parties or in the classroom.
- Act as a chaperone on field trips and/or library visits.

### 9.2 Parents For Summit

The Parents For Summit (PFS) is the fellowship of Summit parents working together to promote the ideals of the school, to encourage fellowship among families, and to support the various needs of the teachers and classes.

The purposes of the PFS are to:

- Promote the ideals of the school.
- Foster a sense of community and parent fellowship.
- Encourage the building of lasting relationships between parents.
- Facilitate parent involvement.
- Assist teachers in enriching the learning experience.
- Assist the administration of Summit with special events.
- Coordinate and disseminate information about events sponsored by PFS.

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

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



### 9.3 Closed Campus Policy

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