

SUMMIT CHARTER SCHOOL

Family Handbook



2024-2025

Summit Charter School Family Handbook

Introduction	4
Mission & Philosophy	4
Curriculum/Philosophy	5
Summit Charter School Organizations:	5
Board of Trustees	5
Summit Family Association (SFA)	5
Student Council	5
Admissions	5
Academic Policies	8
Communications	8
Exceptional Children's Program	8
Grading Scales	8
Homework	9
Promotion and Retention	9
NC Read to Achieve	10
Testing	10
Tutoring	11
Athletic Policy	11
Attendance	12
Bullying Policy	13
Classroom Expectations	14
Class Parties	14
Clubs	15
Compliance with Other Laws	15
Criminal Background Checks	15
Code of Conduct	15
Concussion Policy	21
Diversity and Inclusion	23
Drop-off/Pick-up	23
EPA- Asbestos Emergency Response Act	24
Family Educational Rights and Privacy Act (FERPA)	25
Family Partnership Agreement	25
Field Excursions	26
Grievance Policy	26
Immunization Requirements	27
Inclement Weather/Early Dismissal	28
Lunch	28
Food Allergy Plan	29
Mascot/School Colors	29
Medication Policy	29
Nepotism Policy	30
School Sponsored Activities	30

Cell Phone and Technology Policy	30
Tobacco, Weapons, Drugs Policy	31
Uniform Dress Code	31
High School Dress Code Guidelines	32
Visitors	32
Volunteerism	33
Water Bottles	33
Ways You Can Support Summit	33
High School Addendum to the Family Handbook	34
Program Overview	34
LEAD Program Overview	34
Goals of Summit High School	35
College and Career Planning	35
Graduation Requirements & Course Sequence	35
Endorsements	36
University of North Carolina Minimum Admission Requirements	38
Honors Level Courses	38
Virtual Course Offerings - NCVPS	38
Course Requirements	39
Transfer Credit	39
Credit Recovery	39
Grading Scale & Quality Points	40
Grading Scale	40
End of Course Exams and ACT Tests	40
Summit High School Dress Code	41
Attendance	43
Language Expectations	43
Addendum	43
Parent’s Bill of Rights	43
The Pregnancy Workers Fairness Act, and The Providing Urgent Maternal Protections for Nursing Mothers Act	52
Equal Opportunity Employment Policy	53
Discrimination, Harassment and Sexual Harassment Policy	53
Title IX Policy	56

Introduction

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

Mission & Philosophy

Mission Statement

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

School Motto: Seeking Excellence

Portrait of a Graduate

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

Academically Prepared...

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

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

Engaged in Community...

Summit Charter School seeks opportunities and activities that enrich the "whole-child" experience.

Collaborative partnerships between the school, our families, and the greater community contribute to the development of civility and citizenship in each and every child. Our students:

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

Strong in Character...

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

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

Summit Pledge

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

Curriculum/Philosophy

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

Summit Charter School Organizations:

Board of Trustees

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

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

Summit Family Association (SFA)

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

Student Council

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

Admissions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Academic Policies

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

Communications

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

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

Exceptional Children's Program

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

Grading Scales

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

K-3 Standards-Based Grading

4 -12

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

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

Quality Points

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

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

Homework

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

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

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

Promotion and Retention

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

- Formative and Performance-based assessments (i.e. tests, quizzes, nc literacy assessments, projects, written work, etc.) in core subjects- Math, Language Arts, Science, Social Studies
- Whole-child portfolio assessments (project/assignment completion) in STEAM classes- Art, Music, Health/PE, Spanish, Library, Tech, etc.
- Performance on standardized tests-
 - K-3 NC Literacy Assessments
 - EOG (May)- English/Language Arts, Mathematics (3rd – 8th grades), Science (5th and 8th grades)
 - EOC - Math I, Math III, English II, and Biology
- Attendance- K-8 students in excess of 18 days (10% of the school year) are subject to retention. 9-12 students who miss more than 5 subject classes (i.e. 7th period algebra) throughout the year are subject to academic failure.

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

Retention Decisions:

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

NC Read to Achieve

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

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

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

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

Testing

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

Grades 3-8:

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

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

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

Grades 9-12 College Readiness Tests:

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

*Students in grades 9-11 will also take internally administered released ACT tests in the fall, winter, and spring for internal benchmarking purposes toward the ACT college readiness benchmark. This data will

inform instructional decisions and support staff, students, and families in post-secondary and college planning.

Tutoring

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

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

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

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

General Policies:

Athletic Policy

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

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

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

Attendance

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

Students are expected to attend class daily as outlined by GS-115C - 378: The North Carolina Attendance Laws (GS-115C-378) expect every student to be in attendance each school day. High School students absent, excused or unexcused, for more than 5 class periods may receive a grade of F for that particular course. Students must recover any absence past 5 class periods.

EXCUSED absences are for the following reasons only:

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

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

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

9-12 students who miss more than 5 subject classes (i.e. 7th period algebra) throughout the year are subject to academic failure. Please be mindful of early dismissal from school.

Late Arrivals and Early Dismissals

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

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

Bullying Policy

Overview

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

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

Prevention

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

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

Procedures

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

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

Investigation

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

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

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

Consequences

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

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

115C-407.15. Bullying and harassing behavior.

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

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

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

Classroom Expectations

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

Class Parties

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

Clubs

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

Compliance with Other Laws

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

Criminal Background Checks

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

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

Driving records check;

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

Sex Offender Registry check; and

Employment and/or prior volunteer service reference checks.

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

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

Code of Conduct

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

Honesty: I will be honest with myself and others

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

Responsibility: I will take responsibility for my behavior and choices

Compassion: I will act with compassion

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

Perseverance: I will work to overcome obstacles

Giving: I will help others

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

Expectations for Excellence

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

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

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

Consequences for Inappropriate Behavior

Students are expected to follow the guidelines of SCS on campus, on school transportation, or at school-sponsored events on or off campus. Failure to adhere to the guidelines throughout the year will result in appropriate discipline, the purpose of which is to: ● Ensure the safety and sense of well-being of all children at Summit; and ● Help the student to make more positive behavior choices and in some instances, to make restitution to the classroom or school community. Consequences for inappropriate actions may be adjusted to reflect the age and individual needs of the offender.

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

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

Behavior	Consequence	Staff Responsible
Level 1: Actions disrupt flow of instruction and/or school culture, but do not cause additional harm to others	For all Level 1 Behaviors: Teacher documentation of incident using their own classroom behavior log Teacher facilitated consequences as appropriate such as:	Teacher
<ul style="list-style-type: none"> ● Dress code violation ● Off-task behavior ● Failure to come to school prepared (without supplies, homework, etc.) ● Chewing gum ● Eating food in class (unless at teacher scheduled times) ● *Unauthorized use of device (phone, music, camera, Apple Watch, etc.) / violations of Summit’s Technology Responsible Use Policy 	<ul style="list-style-type: none"> ● Logical consequence ● Verbal warning/reminder ● Take 5 (in classroom) ● Apology (“Talk it out”) ● Conference with student ● Loss of participation in class activities/field trips ● *Unauthorized device confiscated for at least the remainder of day 	
Level 2: Actions could result in harm to others or the learning environment and are in direct opposition with our culture	For all Level 2 Behaviors <ul style="list-style-type: none"> ● K-5: Teacher/Student Conference ● MS and HS: Detention(s) with written reflection, to be supervised by the teacher who assigned the detention. ● Teacher documentation of incident using shared internal behavior log (ie, Google Sheet, Reflection Sheet) ● Parent and administrator notification of behavior and consequence Additional progressive consequences by Teacher or Administrator may include:	Teacher

<ul style="list-style-type: none"> ● Repeated Level 1 behaviors (3rd incident in class) ● 3 or more unexcused absences or tardies ● Directed inappropriate language, including profanity and disrespect ● Failure to follow through with consequences for inappropriate behavior ● Failure to follow reasonable request of the adult in charge and/or disrespect ● Repeated dress code violations (3rd incident in class) ● Repeated technology violations (3rd time in 9 week quarter) ● *Plagiarism; cheating on assignment or exam. ● Horseplay or rough behavior that could result in an injury ● Being dishonest or deceitful 	<ul style="list-style-type: none"> ● Conference with student and parent led by teacher ● Temporary removal from class ● Community accountability (restitution, service, class meeting) ● Loss of participation in extracurricular activities (e.g., sports, band, clubs) ● School Counselor notified ● Peer mediation ● Behavior contract written with student and parents ● *Plagiarism or cheating will result in a 0 on the assignment and may include additional consequences outlined above 	
<p>Level 3: Actions cause harm to property or are repeated behaviors that could cause harm and are in direct opposition with our culture</p>	<p>For all Level 3 Behaviors</p> <ul style="list-style-type: none"> ● Documentation of incident using Office Referral form. ● Parent conference led by Principal and/or Director <p>Progressive Teacher/Administrator consequences including but not limited to:</p>	<p>Principal</p>
<ul style="list-style-type: none"> ● Repeated Level 2 behaviors ● 3 Lunch Detentions in a quarter ● Vandalism ● Property damage ● Theft 	<ul style="list-style-type: none"> ● Community accountability (restitution, service, class meeting) ● HS students lose off campus lunch privileges ● In school or out of school suspension (up to 10 days) (suspension will be documented in student records as required by NC Department of Public Instruction) ● Referral to school counseling 	

Level 4: Actions cause others to feel unsafe and/or cause harm to others or self	For all Level 4 Behaviors: <ul style="list-style-type: none"> ● Documentation of incident using Office Referral form. ● Parent conference led by Principal <u>and</u> Director Progressive Teacher/Administrator consequences including but not limited to:	Director and Principal
<ul style="list-style-type: none"> ● Repeated Level 3 behaviors ● Fighting/Assault* ● Bullying* ● Harassment* ● Property damage* ● Extortion* ● Communicating threats* ● Discrimination* ● Hate language* ● Being under the influence of alcohol or controlled substance ● Possession, sale or transmission of tobacco, alcohol and/or controlled substances 	<ul style="list-style-type: none"> ● Mediation with other students ● Referral to school counseling ● In school suspension (suspension will be documented in student records as required by NC Department of Public Instruction) ● Short term out of school suspension (up to 10 days) (suspension will be documented in student records as required by NC Department of Public Instruction) ● Full consequence may include: ● community service, ● longer-term suspension, ● referral to Board for exclusion or expulsion <p>*Required report to Department of Public Instruction (DPI) and/or law enforcement</p>	

Weapons, Dangerous Instruments/Substances, and Firearms

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

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

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

Unauthorized Items In addition to alcohol, tobacco, drugs, and weapons, the following items are not allowed at school and are subject to immediate confiscation for return to a parent or guardian: ●

Lighters/Matches ● Any other item that prohibits or hinders the fulfillment of the academic mission of the school

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

Short-Term Suspension The Principal (and/or his/her designee) has the authority to suspend a student for up to ten (10) school days at a time (i.e. a Short-Term Suspension). There are no appeals for short-term suspensions of 10 days or less.

Long-Term Suspension/Exclusion/Expulsion For serious offenses, the Principal may recommend a long-term suspension, expulsion, exclusion, and/or participation in a behavioral contract. Decisions as to long-term suspensions and/or exclusion shall be made by an impartial hearing officer after appropriate written notice to the parties involved. The school's Head of School shall sit as a hearing officer. In his/her absence, the board chair shall either (a) appoint a hearing officer or (b) have the matter heard by a panel of three board members, who shall be appointed by the board chair.

Appeal Process If the matter is heard initially by an impartial hearing officer, the student may appeal to a panel of three board members, who shall be appointed by the board chair. An appeal must be requested in writing within ten (10) days of the hearing officer's decision. The decision of the Board panel is final, and there shall be no right of appeal to the full Board. If the matter is heard initially by a three-member panel of the Board, there is no further right of appeal to the full Board. As appropriate, the impartial hearing officer or Board panel shall inform the parents and school of the specific procedures for any hearing and/or appeal.

Out-of-School Suspension At the time of the suspension, administrators or teachers will notify the student and parents and explain the reason for the suspension, the length of the suspension, and the conditions of the student's return. Parents will also be notified in writing. The desired outcome of all suspensions is that students will be able to make better choices and take responsibility for their actions. ● During an out-of-school suspension, a student may not be on campus for any reason or attend an off-campus Summit event. This includes activities on our campus that are sponsored by other organizations, such as sports clubs. ● Students may make up work during or following a suspension at the teacher's discretion, but it is the student's responsibility to get assignments and schedule make-up quizzes or tests. ● Students participating in extracurricular activities may be removed from the activity temporarily or permanently at the discretion of the staff member in charge of the activity. ● Local boards of education may refuse to admit any student who has been expelled or suspended from Summit under G.S. 115C-391 until the period of suspension or expulsion has expired. ● Before a suspended student can be readmitted, the student's parents

may be required to meet with the Principal and/or Head of School to establish a behavioral plan for the student's return to school..

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

Disciplinary Records

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

Concussion Policy

Guidelines for removal of a student from physical or mental activity:

Recognizing a concussion

- A bump, blow or jolt to the head or body and
- Any of the concussion signs or symptoms listed below
- Signs- seems confused, answers questions slowly, repeats questions, can't remember events before and after the hit, bump or fall, loss of consciousness, has behavior or personality changes.
- Symptoms- trouble thinking clearly, trouble concentrating, feeling groggy/foggy, problems with short term memory, irritable, sad, nervous, more emotional, headache, nausea/vomiting, dizziness or balance problems, feeling tired, vision problems, bothered by noise/light, numbness or tingling, doesn't feel right, sleeps less/more than usual, trouble falling asleep.
- Signs of a more serious brain injury
- A headache that gets worse
- Pupils unequal
- Significant nausea or repeated vomiting
- Increased confusion, restlessness or agitation
- Drowsiness or inability to wake up
- Slurred speech, weakness, numbness, decreased coordination
- Convulsions or seizures
- Loss of consciousness
- Observe students for signs and symptoms for a minimum of 30 minutes. If a student experiences one or more symptoms of a concussion, parents should be notified and the student should be referred to a healthcare professional. If a student loses consciousness, 911 should be called.

Notification to concussion management team: Athletic director, PE teachers, counselor, student's teachers, administrators, school nurse, and parents/guardian

* The Concussion Management Team is formed and meets or communicates on a regular basis to discuss a recovery plan.

Return to Learn Protocol After Concussion

Total Rest- NO SCHOOL. 24-48 hrs of complete rest at home. No mental exertion (computer, texting, video games, television, physical exertion, homework, reading)

Part-time School with adjustments- Students may return to school with a healthcare provider's written clearance after a concussion. There may need to be a shortened day/schedule with built in breaks, no significant classroom work or any kind of testing, provide extra time, may need extra help, modified assignments. Concussion management team discusses concussion management plan.

Full-time School with adjustments- May progress to full-time school once able to handle mental exertion without worsening of symptoms and has medical clearance with a healthcare provider's written clearance. Adjustments still in place. Concussion management team meets daily and revises concussion management plans.

Full-time School without adjustments- Students may participate in all classes without learning adjustments once a student has been symptom free for 24 hours. Written medical clearance from a healthcare provider must be provided to the school for the student to return to athletics/sports/PE.

Progression is individual. Every concussion is different and students' symptoms may vary. Avoiding re-injury and over exertion until fully recovered is essential to proper concussion management. Current research demonstrates that most symptoms subside in 1-3 weeks post-concussion in approximately 80% of individuals. Concussion recovery time may be prolonged if appropriate rest and proper management is not adhered in the recovery process.

Back to Class After a Concussion

- Support in the classroom- Teachers and school staff can provide symptom-based classroom adjustments while the student's brain continues to heal. Academic adjustments can be lifted as the brain heals.
- Physical- (headache, "pressure in head", dizziness, sensitivity to light/noise, blurred vision, neck pain)
- Remove from physical activity (recess or gym)
- Sit out of music class
- Allow rest breaks during class (may need to rest in nurse's office)
- Allow wearing sunglasses outdoors and indoors
- Reduce exposure to screen and or reduce brightness on computer screen

- Reduce overhead or fluorescent lighting
- Emotional- (emotional, irritable, sadness, anxious, depressed)
- Develop an emotional support plan (e.g., identify an adult with whom they can talk with if needed)
- Understand that mental fatigue can manifest “emotional meltdowns”
- Locate a quiet place student can go if necessary
- Watch for secondary symptoms of depression
- Cognitive- (feeling more slowed down/foggy, difficulty concentrating, difficulty remembering)
- Provide extra time with assignments/test
- Reduce cognitive load
- Remove “busy” work that is not essential for comprehension
- What is most important concept for student to learn

Resources:

Centers for Disease Control and Prevention: Heads Up for Schools:

<https://www.cdc.gov/headsup/index.html>

The Center on Brain Injury Research and Training Center- <https://cbirt.org/>

<https://pubmed.ncbi.nlm.nih.gov/25601958/>

<https://publications.aap.org/pediatrics/article/132/5/948/31692/Returning-to-Learning-Following-a-Concussion?autologincheck=redirected>

Diversity and Inclusion

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

Summit Charter School does not discriminate against any employee, volunteer, or student on the basis of race, color, cultural heritage, national origin, religion, age, sex, sexual orientation, marital status, physical or mental disability, political affiliation, source of income, veteran status or any other status protected under local, state, or federal law. This policy extends to all personnel decisions, terms and conditions of employment, vendor contracts and provision of services. Summit Charter School does not tolerate harassment for any reason. Respect for the dignity of others shall be the guiding principle for our relations with each other.

Drop-off/Pick-up

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

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

- Cars are to enter Cashiers School Rd at Cornucopia restaurant
- Maintain 10mph speed and take caution around narrow areas in the road and limited visibility points along Zeb Alley and Mitten Lane

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

Afternoon Pick-up

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

Additional Carline Notes

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

EPA- Asbestos Emergency Response Act

The US Environmental Protection Agency (EPA) Asbestos Emergency Response Act (AHERA) requires all schools to inspect building materials for the presence of asbestos. AHERA excludes schools from the inspection requirement if the school was constructed after October 12, 1988, and has a signed statement from the architect of project engineer responsible for constructing the school stating that no asbestos-containing building materials were specified for use in the construction of the school. Our school has been provided with such a statement, and is, therefore, exempt from the requirement to conduct an asbestos inspection.

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

Family Educational Rights and Privacy Act (FERPA)

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

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

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

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

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

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

Family Partnership Agreement

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

Field Excursions

There are many places in the western North Carolina region that are excellent areas to extend learning. Classrooms may choose to go on field trips periodically throughout the year. Parents can assist by promptly returning the necessary paperwork, adhering to schedules, and by offering to chaperone. Field

trips are an educational experience that allows students to visit new and interesting places. Please note that chaperoning a field trip is a huge responsibility. Parents should follow the teacher's directions explicitly and ***should not bring siblings***.

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

All students participating in field excursions must have a "Blanket Field Trip Permission" form signed by a parent/guardian on file in the front office.

Grievance Policy

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

Grievance Process

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

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

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

Step I – Appeal to the Head of School: 1. A grievance shall be filed as soon as possible, but in no event longer than thirty (30) days after disclosure of the facts giving rise to the grievance. 2. The Head of School shall grant the conference within five school days following receipt of the request. 3. The request shall include a written statement describing the grievance and naming the specific

policy, rule, or law believed to be violated: (1) the name of the school system employee or other individuals whose decision or action is at issue; (2) the specific decision(s) or action(s) at issue; (3) any board policy, state, or federal law, state or federal regulation, or State Board of Education policy or procedure that the parent or guardian or student believes has been misapplied, misinterpreted or violated; (4) and the specific resolution desired. 4. The Head of School will conduct any investigation of the facts necessary before rendering a decision. 5. The Head of School will state his or her position on the question in writing to the student within ten school days following the conference. 6. Only the parent or guardian or someone acting in loco parentis shall be permitted to join or represent the student in the conference with the Head of School.

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

Immunization Requirements

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

Illness and Injury

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

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

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

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

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

- Injury where there is swelling, severe pain, or a question of a sprain or broken bone
- Injury where there is significant bleeding or if bleeding does not stop in a short amount of time. etc.
- Eye injury
- Burns
- Head injury

- Dog or other animal bite
- Chipped or avulsed tooth
- Poisoning
- Pediculosis (lice)
- Any problem about which there is a concern.

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

Pediculosis (Lice)

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

Inclement Weather/Early Dismissal

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

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

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

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

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

Lunch

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

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

Lunch Times: K-3: 12:00-12:45; 4th-5th grades: 11:45-12:15; 6-8th grades: 12:00-12:35; HS: 11:35-12:10

Parent Lunch Guidelines:

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

Food Allergy Plan

Summit is committed to establishing a healthy and safe environment for students with food allergies. Please communicate any food allergies your child may have to the front office and classroom so that necessary precautions can be put in place as needed.

Mascot/School Colors

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

Medication Policy

Teachers are not allowed to keep or distribute medicine in the classroom. To minimize disruptions in the school day, medicines should be taken at home rather than at school whenever feasible. If it is necessary for a student to take medication during the school day, including over-the-counter medications, there must be a completed "Medication Authorization Form" along with the medication on file with the school. All medications will be kept in the office to be distributed at the appropriate time. In accordance with North Carolina statutes, all medication must be in its original container and prescription medications must be accompanied by a doctor's note. Parents are responsible for notifying the front office of all medication needs and for personally delivering the medication to the front office. Students will be allowed to leave class and walk to the front office to receive medication.

Medication Administration Guidelines

- All medications to be given by Summit Charter School personnel while at school (over-the-counter and prescription) require a completed Medication Authorization Form.
- Physician authorization is required for all prescription medications to be given by Summit Charter School personnel. It is the responsibility of the parent/guardian to obtain the physician's signature on the form (may be emailed).
- Over-the-counter medication must be provided in the original container, dose schedule, and student's name affixed to the container. (Medication Authorization form top portion only must be filled out and signed by parent/guardian)
- Prescription medications must be brought to school in the original pharmacy labeled container with the child's name, prescription number, drug, dosage, and directions for administration.
- A new authorization form is required each school year and if the medication or dosage is changed.

- Expired medications will not be administered. Emergency medications that will not expire during the school year should be provided whenever possible.
- Medication not picked up at the end of each school year or the end of treatment regimen will be disposed of according to state regulation and district protocol after a reminder.

Student Self-Administering Medications Policy

Parents may request authorization for a student to carry and self administer asthma inhaler or epinephrine auto-injector by submitting a completed self administration form with a physician’s signature.

Nepotism Policy

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

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

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

School Sponsored Activities

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

Cell Phone and Technology Policy

- For safety reasons, parents should refrain from using their cell phones while in car line.
- To ensure the school environment is focused on learning, cell phones, Apple Watches, iPads, and other related technology belonging to students (K-8) must be turned off and stored out of sight during the school day from 8:30 - 3:15. Students are prohibited from using technology devices without explicit permission from a teacher or staff member. Students in grades 9-12 may not use cell phones during classes, during campus-wide transitions (outside of HS building), or during Round Up or any school assembly; cell phones permitted only during lunch and between classes when inside HS building or in HS area behind HS building.
- Students may come to the office to use the telephone for emergency calls.
- Failure to adhere to the above expectations will result in the student’s technology being confiscated and will require a parent to pick up the technology from the office.

Tobacco, Weapons, Drugs Policy

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

Uniform Dress Code

Upper Body

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

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

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

Undershirts- White Only

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

Overwear (worn inside school):

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

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

Outerwear (worn outdoors):

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

Hoodies:

Kindergarten – 5th grades may only wear Summit hoodies in the classroom
6-8th grades may also wear dress code colored Hoodies with pocket logo

Lower Body:

Standard Colors- solid navy blue, khaki, gray

- Dress Pants (full or Capri length)
- Dress Shorts (fingertip length)
- Skirts/Skorts (fingertip length)
 - Shorts or the equivalent will be required under all skirts/dresses.
- Jumpers (fingertip length)

*No jeans, leggings or sweatpants.

*Pants and shorts should be worn at the waist.

Footwear

Socks – Parents' discretion

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

Shoes - Parents' discretion; shoes must be closed-toe & closed-heel. No Crocs. (applies to free dress day as well).

Additional Uniform Dress Code Notes

1. Appropriate jewelry may be worn (Head of School's discretion).
2. Shirts should be long enough that the belly and back are not exposed when arms are raised or students bend over.
3. No hairstyles that distract from the learning environment will be permitted (Head of School's discretion).

4.. "Free Dress" Guidelines: Teachers and the Head of School reserve the right to limit free dress clothing options if it is inappropriate.

(UPDATED 7/30/24)

High School Dress Code Guidelines

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

Standard Dress: Students must observe the following guidelines:

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

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

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

- High School
 - All students will be in uniform on Fridays.
 - Two or more dress code violations in a quarter will require wearing a uniform for two weeks. This is to ensure that all students adhere to our dress code policy.

Upper Body

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

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

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

Undershirts- White Only

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

Overwear (worn inside school):

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

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

Outerwear (worn outdoors):

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

Hoodies:

Kindergarten – 5th grades may only wear Summit hoodies in the classroom
6-8th grades may also wear dress code colored Hoodies with pocket logo

Lower Body:

Standard Colors- solid navy blue, khaki, gray

- Dress Pants (full or Capri length)
- Dress Shorts (fingertip length)
- Skirts/Skorts (fingertip length)
 - Shorts or the equivalent will be required under all skirts/dresses.
- Jumpers (fingertip length)

*No jeans, leggings or sweatpants.

*Pants and shorts should be worn at the waist.

Footwear

Socks – Parents' discretion

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

Shoes - Parents' discretion; shoes must be closed-toe & closed-heel. No Crocs. (applies to free dress day as well).

Additional Uniform Dress Code Notes

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

(UPDATED 7/30/24)

Visitors

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

Volunteerism

Volunteerism plays an integral part of Summit and continues to be the backbone for its success. Families are asked to volunteer a minimum of 36 hours per family over the course of the year to help support Summit. A full explanation can be found in the Family Partnership Agreement. Volunteer log sheets can be found in the main office and are printed on the reverse side of your child's Green Folder. The SFA will appoint a volunteer coordinator to assist families with engaging in volunteer opportunities and recording their hours.

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

Water Bottles

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

Ways You Can Support Summit

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

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

High School Addendum to the Family Handbook

Program Overview

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

LEAD Program Overview

The Summit high school experience combines rigorous college preparatory academics with the dynamic LEAD (**L**earn, **E**ngage, **A**nalyze, and **D**iscover) program designed to foster students that are inspired, empowered, and equipped to lead. Our LEAD program includes two mandatory immersion weeks during which students will be engaged in learning experiences throughout our community integrating the following pillars:

Community Engagement

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

- Develop Empathy
- Encourage Curiosity
- Broaden Perspectives

Outdoor Leadership

Outdoor expeditions that cultivate the following leadership skills and traits:

- Critical thinking
- Effective communication
- Confidence
- Interpersonal skills

Mentor 360

Summit's Mentor 360 course partners students with teacher-mentors that coach them through an individualized leadership plan. Furthermore, students are connected with younger students in order to gain relevant opportunities to apply lessons, thereby completing the circle of mentorship.

Life Academy

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

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

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

Goals of Summit High School

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

College and Career Planning

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

Graduation Requirements & Course Sequence

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

Subject Area	9 th Grade	10 th Grade	11 th Grade	12 th Grade	Total Credits
English	English I or English I Honors	English II or English II Honors	English III or English III Honors	English IV or English IV Honors	4
Social Studies	World History or World History Honors	Civic Literacy or Civic Literacy Honors	American History or AP U.S. History	Economics & Personal Finance or Economics & Personal Finance Honors	4
Math	Math I or Math II Honors	Math II or Math III Honors	Math III or Pre-Calculus	Math IV or AP Calculus	4

Science	Earth/ Environmental Science or Earth/Environment al Science Honors	Biology or Biology Honors	Physical Science or Chemistry Honors	Anatomy & Physiology or Anatomy & Physiology Honors	4 <i>3 required by NCDPI</i>
World Language	Spanish I	Spanish II	Spanish III		2 <i>required for UNC schools admission</i>
AP Capstone			AP Seminar	AP Research	2
Humanities	Humanities 101	Humanities 102	Humanities 103	Humanities 104	4
LEAD Immersion	LEAD I	LEAD II	LEAD III	LEAD IV	
Electives*	Visual Arts I-IV Performing Arts I-IV Personal Fitness	Visual Arts I-IV Performing Arts I-IV Personal Fitness	Visual Arts I-IV Performing Arts I-IV Personal Fitness	Visual Arts I-IV Performing Arts I-IV Personal Fitness	3
PE/ Health	Health & PE				1
Community Service	20 hours	20 hours	20 hours	20 hours	80 hours
					Total Credits: 28 <i>22 required by NCDPI</i>

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

Endorsements

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

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

- Global Languages

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

Criteria for the Endorsements are as follows:

Endorsement	Criteria
College	<ul style="list-style-type: none"> ● Complete Math 1, 2, 3 and a 4th credit that meets UNC Minimum Admission Requirements or be acceptable for earning placement in a credit bearing college math class under NC Community College System’s Multiple Measures Placement policy ● Unweighted GPA of at least 2.6
College/UNC	<ul style="list-style-type: none"> ● Complete Math 1, 2, 3 and a 4th credit that meets UNC Minimum Admission Requirements ● Complete 3 credits in science including at least 1 physical science with a lab, 1 life science, and 1 additional science course ● 2 credits in one world language (other than English) ● Weighted GPA of at least 2.5
NC Academic Scholars	<ul style="list-style-type: none"> ● Complete Math 1, 2, 3 and a 4th credit that meets UNC Minimum Admission Requirements ● Complete 3 credits of science including Earth/Environmental, Biology, and either physics or chemistry ● 4 credits of social studies including World History, American History I, American History II, and Civics & Economics ● 2 credits in one world language (other than English) ● 4 elective credits in any one subject area, such as Arts, World Languages, or other content area ● Complete at least 3 higher-level courses during junior and/or senior years which carry quality points (AP, Dual Enrollment, honors) ● Unweighted GPA of at least 3.5
Global Languages	<ul style="list-style-type: none"> ● Combined unweighted GPA of at least 2.5 for all 4 ELA courses required for graduation ● Establish proficiency in 1 or more languages in addition to English, through one of the following options: <ul style="list-style-type: none"> ○ Pass external exam approved by NCDPI establishing “Intermediate Low” proficiency or higher ○ Complete 4-course sequence of the same language, earning an overall unweighted GPA of 2.5 or above ○ Establish “Intermediate Low” proficiency or higher by using Credit by Demonstrated Mastery ● Limited English Proficiency students shall complete all the requirements above and reach “Developing” proficiency per WIDA
Service	<i>Under development</i>

University of North Carolina Minimum Admission Requirements

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

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

Honors Level Courses

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

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

Virtual Course Offerings - NCVPS

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

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

Course Requirements

Course Load Expectations

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

Course Withdrawal Penalty

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

Transfer Credit

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

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

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

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

- Nationally standardized test results: If a homeschool student scored at or above the national norms on the language arts, math, science, and social studies sections of a properly administered standardized test, one unit of credit will be assigned for each of the four subject areas. Note that the standardized test cannot be administered or scored by a parent, guardian, or relative of the student.
- If standardized test scores are not available, the Executive Director or designee will review documentation to determine acceptance of credit. Documentation may include transcript/report card from an online course, detailed lesson plans, originals of student work, tests/quizzes administered, and evidence of attendance. Grades will be recorded as "Pass" (P) or "Fail" (F).
- Grades and credits will not be included in the calculation of GPA or class rank.

Credit Recovery

- Credit recovery courses may be offered to students on a limited basis based on a student's individual academic and post-secondary plans.

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

Grading Scale & Quality Points

Quality Points

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

Grading Scale

A = 90 - 100

B = 80 - 89

C = 70- 79

D = 60 - 69

F = less than 60

I = Incomplete

WP = withdrawal, no penalty

WF = withdrawal with an F

FF = failed for violation of attendance policy

End of Course Exams and ACT Tests

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

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

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

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

Grades 9-12 College Readiness Tests:

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

ACT Benchmark Assessments

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

Summit High School Dress Code

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

Standard Dress: Students must observe the following guidelines:

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

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

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

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

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

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

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

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

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

Undershirts- White Only

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

Overwear (worn inside school):

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

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

Outerwear (worn outdoors):

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

Hoodies:

Kindergarten – 8th grades may wear Summit Spirit Hoodies or hoodies in dress code colors with logos smaller than a quarter.

Lower Body:

Standard Colors- solid navy blue, khaki, gray

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

*No jeans, leggings, or sweatpants.

*Pants and shorts should be worn at the waist.

Footwear

Socks – Parents’ discretion

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

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

Additional Uniform Dress Code Notes

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

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

Attendance

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

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

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

Language Expectations

Student and staff language is expected to reflect respect for all members of our learning community. Language that demeans, insults, harries, or humiliates another member of our school community will not be tolerated. The following guidelines should be used in choosing respectful communication: ● No swearing or use of profane language. ● Do not refer to someone's race, gender, sexual orientation or religious beliefs, physical appearance, or abilities with contempt or judgment.

Addendum

Parent's Bill of Rights

Compliance Policies

THESE POLICIES WILL BE POSTED AND AVAILABLE ON THE SCHOOL'S WEBSITE.

The School believes that parent and family involvement must be pursued and supported by our communities, in homes, schools/colleges/universities, neighborhoods, businesses, faith congregations, organizations, and government entities by working together in a mutually collaborative effort. As such, the Board is committed to developing policies to involve parents in schools and their child's education effectively. N.C.G.S. § 115C-76.20(b)(3).

All parents/families and educators must prioritize family involvement in education; thus, the Board commits to providing support and coordination for school staff and parents to implement and sustain appropriate parent involvement.

Improved student achievement must be the equally shared responsibility and the goal of parents, teachers, the school system, and the community. Thus, the Board commits to seeing that each school has effective volunteer programs to address student needs and commits to utilizing schools to assist students and families in connecting with community resources.

The Board commits that it will impact student achievement significantly by improving the quality and quantity of parent/family involvement. Consequently, the Board will provide guidance, support, cooperation, and the necessary funding to enable parents to become active partners in education.

A. Parent Rights

A parent has the right to the following:

- (1) To direct the education and care of their child as defined in these policies.
- (2) To direct the child's upbringing and moral or religious training.
- (3) To enroll their child in a public or nonpublic school and in any school choice options available to the parent for which the child is otherwise eligible by law to comply with compulsory attendance laws, as provided in Part 1 of Article 26 of Chapter 115C of the General Statutes.
- (4) To access and review all education records, as authorized by the federal Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, relating to their child.
- (5) To make health care decisions for their child, unless otherwise provided by law, including Article 1A of Chapter 90 of the General Statutes.
- (6) To access and review all medical records of their child, as authorized by the Health Insurance Portability and Accountability Act of 1996 (HIPAA), P.L. 104-191, as amended, except as follows:
 - a. If an authorized investigator requests that information not be released to a parent because the parent is the subject of an investigation of either of the following:
 - A crime committed against the child under Chapter 14 of the General Statutes.
 - An abuse and neglect complaint under Chapter 7B of the General Statutes.
 - b. When otherwise prohibited by law.
- (7) To prohibit the creation, sharing, or storage of a biometric scan of their child without the parent's prior written consent, except as authorized pursuant to a court order or otherwise required by law, including G.S. 7B-2102 and G.S. 7B-2201.
- (8) To prohibit the creation, sharing, or storage of their child's blood or deoxyribonucleic acid (DNA) without the parent's prior written consent, except as authorized pursuant to a court order or otherwise required by law, including G.S. 7B-2201.
- (9) To prohibit the creation by the State of a video or voice recording of their child without the parent's prior written consent, except a recording made in the following circumstances:
 - a. During or as part of a court proceeding.
 - b. As part of an investigation under Chapter 7B or Chapter 14 of the General Statutes.
 - c. When the recording will be used solely for any of the following purposes:
 - A safety demonstration, including one related to security and discipline on educational property.
 - An academic or extracurricular activity.
 - Classroom instruction.
 - Photo identification cards.
 - Security or surveillance of buildings, grounds, or school transportation.
- (10) To be promptly notified if an employee of the State suspects that a criminal offense has been committed against their child, unless the incident has first been reported to law enforcement or the county child welfare agency, and notification of the parent would impede the investigation.

B. Limitations on the right to parent:

- (1) The requirements of this Article do not authorize a parent to do any of the following:
 - a. Engage in unlawful conduct.
 - b. Abuse or neglect of the child, as defined in Chapter 7B of the General Statutes.
- (2) The requirements of this Article do not prohibit the following:

a. A State official or employee from acting in their official capacity within the reasonable and prudent scope of their authority.

b. A court of competent jurisdiction from acting in its official capacity within the reasonable and prudent scope of its authority or issuing an order otherwise permitted by law.

C. Pursuant to N.C.G.S. § 115C-76.25, the School shall display on its website the following parental legal rights regarding their child's education:

(1) The right to consent or withhold consent for participation in reproductive health and safety education programs, consistent with the requirements of G.S. 115C-81.30. The School will provide parents with a consent form prior to such programming.

(2) The right to seek a medical or religious exemption from immunization requirements, consistent with the requirements of G.S.130A-156 and G.S. 130A-157. Please consult the Family Handbook for this information.

(3) The right to review statewide standardized assessment results as part of the State report card. The School will provide such information following such assessments.

(4) The right to request an evaluation of their child for an academically or intellectually gifted program or for identification as a child with a disability, as provided in Article 9 of this Chapter. Please consult the Family Handbook for this information.

(5) The right to inspect and purchase public school unit textbooks and other supplementary instructional materials, as provided in Part 3 of Article 8 of this Chapter. Please refer to the School's Policy on Curriculum, Textbooks, Supplementary Materials and Library Materials.

(6) The right to access information relating to the unit's policies for promotion or retention, including high school graduation requirements. Please consult the Student Handbook for this information.

(7) The right to receive student report cards on a regular basis that clearly depict and grade the student's academic performance in each class or course, the student's conduct, and the student's attendance. Please consult the Family Handbook for this information.

(8) The right to access information relating to the State public education system, State standards, report card requirements, attendance requirements, and textbook requirements. Please consult the Family Handbook for this information as well as the Department of Public Instruction.

(9) The right to participate in parent-teacher organizations. This information will be provided directly from the parent-teacher organization.

(10) The right to opt into certain data collection for their child, as provided in Part 5 of this Article and Article 29 of this Chapter. Please consult the Family Handbook for this information

(11) The right for students to participate in protected student information surveys only with parental consent, as provided in Part 5 of this Article. Please consult the Family Handbook for this information.

(12) The right to review all available records of materials their child has borrowed from a school library. Please refer to the School's Policy on Curriculum, Textbooks, Supplementary Materials, and Library Materials.

D. Parent Guide for Student Achievement Pursuant to 115C-76.30.

The Parent Guide to Student Achievement is an effort by the State Board of Education ("SBE"). The SBE's Guide will be posted on the School's website once it has been provided by the State Board of Education and going forward at the beginning of each school year. The SBE's Guide will be in writing, understandable to students and parents, and discussed at the beginning of the school year during Open House, Back to School events, or in any forum designated by the School. The SBE Guide shall meet the requirements set forth in N.C.G.S. 115C-76.30.

E. The School's Guide for Student Achievement Pursuant to 115C-76.30.

- (1) The School has chosen to comply with these provisions by ensuring the following information is in the Family Handbook available on this School's website:
 - a. Requirements for students to be promoted to the next grade.
 - b. School entry requirements, including required immunizations and the recommended immunization schedule.
 - c. Ways for parents to do the following:
 - Strengthen their child's academic progress, especially in reading, as provided in Part 1A of Article 8 of this Chapter.
 - Strengthen their child's citizenship, especially social skills, and respect for others.
 - Strengthen their child's realization of high expectations and setting lifelong learning goals.
 - Enhance communication between the school and the home.
 - (2) The School has chosen to comply with 115C-76.30, making the following information available through its website; the Family Handbook found on the School's website; School and classroom communications (hard copy or via email); communications from the Summit Family Association; as well as through any other medium appropriate to communicate in an understandable way with parents and students:
 - a. Services available for parents and their children, such as family literacy services; mentoring, tutoring, and other academic reinforcement programs; college planning, academic advisement, and student counseling services; and after-school programs.
 - b. Opportunities for parental participation, such as parenting classes, adult education, school advisory councils, and school volunteer programs.
 - c. Opportunities for parents to learn about rigorous academic programs that may be available for their child, such as honors programs, Career and College Promise and other dual enrollment opportunities, advanced placement, Advanced International Certificate of Education (AICE) courses, International Baccalaureate, North Carolina Virtual High School courses, and accelerated access to postsecondary education.
 - d. Educational choices available to parents, including each type of public-school unit available to residents of the county in which the child lives and nonpublic school options, educational choice options offered within the public school unit, and scholarship grant programs under Part 2A of Article 39 and Article 41 of this Chapter.
 - e. Rights of students who have been identified as students with disabilities, as provided in Article 9 of this Chapter.
 - f. Contact information for school and unit offices.
 - g. Resources for information on the importance of student health and other available resources for parents, including the following information on available immunizations and vaccinations:
 - A recommended immunization schedule in accordance with the United States Centers for Disease Control and Prevention recommendations.
 - Information about meningococcal meningitis and influenza, as required by G.S. 115C-375.4.
- F. Efforts to Increase Parent Involvement Pursuant to § 115C-76.35.
- The School shall, in consultation with parents, teachers, administrators, and community partners, develop and adopt policies to promote parental involvement and empowerment. The School will use existing committees, communication mediums, and structures to engage in the consultation requirement set forth in § 115C-76.35 and/or may create new avenues to comply with this provision. Opportunities and information will be available on the School's website and/or in community and/or school communications. The School will ensure policies provide for parental choices as set forth in SB49, establish parental responsibilities, and provide for parental involvement, which shall include the following:

- (1) Providing links to parents for community services.

- (2) Establishing opportunities for parental involvement in developing, implementing, and evaluating family involvement programs.
- (3) Establish opportunities for parents to participate in school advisory councils, volunteer programs, and other activities.

G. The School has established policies to do all the following:

- (1) Provide for parental participation in their child's education to improve parent and teacher cooperation in areas such as homework, school attendance, and discipline that aligns with the parent guide for student achievement required by G.S. 115C-76.30. Please consult the School's website and Family Handbook on the School's website.
- (2) Effectively communicate to parents the way textbooks are used to implement the school's curricular objectives. Please refer to the School's Policy on Curriculum, Textbooks, Supplementary Material, and Library Materials; the School's website; and the Student Handbook on the School's website.
- (3) Establish a procedure for parents to learn about their child's course of study and the source of any supplementary instructional materials. This procedure shall include the process for parents to inspect and review all textbooks and supplementary instructional materials that will be used in their child's classroom. The policy shall be available for in-person review by parents at the school site and publicly available on the school's website. For this section, a textbook is defined in G.S. 115C-85, and supplementary instructional materials include supplementary textbooks, periodicals, audiovisual materials, and other supplementary materials used for instructional purposes. Please refer to the School's Policy on Curriculum, Textbooks, Supplementary Materials, and Library Materials.
- (4) Establish a means for parents to object to textbooks and supplementary instructional materials. Please refer to the School's Policy on Curriculum, Textbooks, Supplementary Materials, and Library Materials.
- (5) Establish a process for parents to review materials for and to consent or withhold consent for participation in reproductive health and safety education programs consistent with the requirements of G.S. 115C-81.30. The School already provides such review, notice, and consent requirements and will continue to follow our current procedures. Please consult the Family Handbook available on the School's website for further information.
- (6) Establish a process for parents to learn about the nature and purpose of clubs and activities offered at their child's school, including both curricular and extracurricular activities. Such information will be provided through School and/or classroom communications. Please also consult the Student Handbook available on the School's website.

H. Further Compliance

- (1) The qualifications of teachers, including licensure status, will be made available to parents at the beginning of each school year and updated from time to time as needed. This information will include teacher degrees, licensure status, and any other information necessary to comply with §115C-76.30(1)(d).
- (2) Our School is a school of choice. Parents have other educational choices available to them, including traditional district schools, non-public schools (religious and secular), other charter schools, and home schools. Information on scholarship programs is available at Opportunity Scholarship - NCSEAA (<https://www.ncseaa.edu/k12/opportunity/>)

I. Student Health Notifications Pursuant to N.C.G.S. § 115C-76.45

- (1) The School does not prohibit school employees from notifying a parent about their child's mental, emotional, or physical health or well-being or a change in related services or monitoring.

- (2) The School does not encourage or have the effect of encouraging a child to withhold from that child's parent information about their mental, emotional, or physical health or well-being or a change in related services or monitoring.
- (3) School personnel shall not discourage or prohibit parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being except where a reasonably prudent person would believe that notification would result in the child becoming an abused juvenile or neglected juvenile, as those terms are defined in G.S. 7B-101 or jeopardize the student's safety.
- (4) Notifications:
- a. At the beginning of each school year, the School Nurse will notify parents about each healthcare service offered at the school and provide information on how parents can consent to such service. The School Counselor and/or School Nurse will notify parents of changes, prior to or contemporaneous with changes, in service or monitoring related to their child's mental, emotional, or physical health or wellbeing and the school's ability to provide a safe and supportive learning environment for that child. (§115C-78.45)
- b. The School Nurse will notify parents of kindergarten through grade three students of any student well-being questionnaire or health screening form prior to administration and shall provide information on how parents can consent to such questionnaire or health screening.
- c. The Principal shall provide notice of a change prior to any changes in the name of a pronoun used for a student in school records or by school personnel except where a reasonably prudent person would believe that notification would result in the child becoming an abused juvenile or neglected juvenile, as those terms are defined in G.S. 7B-101 or jeopardize the student's safety.
- d. The School's policy and procedure for parents to exercise the parental remedies provided by G.S. § 115.C-76.60 is set forth in this policy, Entitled Parental Remedies.
- J. Timelines for parental requests for information under § 115C-76.40.
- (1) This information parents have a right to access under this SB49 has been made accessible to parents as set forth in this policy. Parents are encouraged to review this policy and the policies referenced herein before making a request for information under § 115C-76.40.
- (2) A parent of a child enrolled at our School may request in writing from the Principal any of the information the parent has the right to access, as provided in this Part. The request must be made via email sent to the Principal. Within 10 business days, the Principal shall either (i) provide the requested information to the parent or (ii) provide an extension notice to the parent that, due to the volume or complexity of the request, the information will be provided no later than 20 business days from the date of the parental request.
- (3) If the Principal: (i) denies or fails to respond to the request for information within 10 business days or (ii) fails to provide information within 20 business days following an extension notice as provided in subsection (2) of this section, the parent may request in writing any of the information the parent has the right to access, as provided in this Part, from the Head of School, along with a statement specifying the time frame of the denial or failure to provide information by the principal.
- (4) If the Head of School denies or does not respond to the request for information within 10 business days, the parent may appeal the denial or lack of response to the governing body of the public school unit no later than 20 business days from the date of the request to the Head of School, as provided in subsection (2) of this section. The Board shall place the parents' appeal on the agenda for the next regularly scheduled board meeting occurring more than three business days after submission of the appeal. During that meeting, the Board shall make a decision regarding the appeal. The Board's decision under this section is final and is not subject to judicial review.
- K. Student support services training § 115C-76.50.
Student support services training developed or provided by the School to the school personnel shall adhere to student services guidelines, standards, and frameworks established by the Department of Public Instruction.

L. Parental rights to opt-in to protected information surveys § 115C-76.65

(1) Definitions:

- a. Adult student – An enrolled student who is 18 or older or an emancipated minor.
- b. Protected information survey – A survey, analysis, or evaluation that reveals information concerning any of the following:

Political affiliations or beliefs of the student or the student's parent.

Mental or psychological problems of the student or the student's family.

Sex behavior or attitudes.

Illegal, antisocial, self-incriminating, or demeaning behavior.

Critical appraisals of other individuals with whom respondents have close family relationships.

Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers.

Religious practices, affiliations, or beliefs of the student or student's parent.

Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

(2) The School shall make the following available to parents and adult students at least 10 days prior to administration of a protected information survey. The public school unit shall provide opportunities for review of the following both electronically and in person:

- a. The process for providing consent to participation in the protected information survey.
- b. The full text of the protected information survey.

(3) No student shall be permitted to participate in a protected information survey without the parent or the adult student's prior written or electronic consent.

(4) The requirements of this provision are in addition to the rights provided to parents and students under the Protection of Pupil Rights Amendment, which are set forth in the Student Handbook available on the School's website.

M. Procedures and Remedies for Parent Concerns

This provision sets forth procedures and remedies required by § 115C-76.60. A parent has the right to notify the principal about concerns under this policy pursuant to § 115C-76.60. The School's procedures and remedies for parental concerns are as follows:

(1) The parent shall submit in writing a detailed description of their concern via email to the Principal. Such description shall clearly state the SB49 procedure or practice of concern. For a concern to be covered by this Section, it must be a concern about the School's procedure or practice under SB49.

(2) Within seven business days of receiving the concern, the Principal shall either:

- a. Resolve the concern and notify the parent of the resolution, or
- b. Develop a plan for resolution and notify the parent of the plan to resolve the concern within 30 days of receiving written notification of the concern from the parent, or
- c. Notify the parent of why the concern cannot be resolved.

(3) If the concern is not resolved within 30 days, a parent may do one of the following:

- a. Notify the State Board of Education and request a Parental Concern hearing, or
- b. Bring an action against the school as provided in Article 26 of Chapter 1 of the North Carolina General Statutes for a declaratory judgment that the unit's procedure or practice violates N.C.G.S. § 115C-76.45, § 115C-76.50, or § 115C-76.55.

(4) The court may award injunctive relief to a parent and shall award reasonable attorneys' fees and costs to a parent awarded injunctive relief.

N. Reporting requirements under § 115C-76.70

(1) The School shall report annually by September 15 the following information to the State Board of Education in a format designated by the State Board:

a. The most current version of the policies and procedures adopted as required by this Article, with any modifications of the policy or procedure from the prior year's submission clearly delineated.

b. The following information from the prior school year:

The number of appeals to the governing body under G.S. 115C-76.40 and the percentage of appeals decided in favor of the parent and in favor of the administration in the prior school year.

The number of statements provided to parents as required by G.S. 115C-76.60(a).

The number of parental concern hearings involving the public school unit as provided in G.S. 115C-76.60(b)(1).

The number of actions brought against the public school unit as provided in G.S. 115C-76.60(b)(2) and the number of declaratory judgments entered against the public school unit.

O. School's Policy on Curriculum, Textbooks, Supplementary Material, and Library Materials.

(1) Compliance with SB49. In compliance with SB49, this policy serves to communicate understandably and effectively the manner in which textbooks are used to implement the school's curricular objectives. In addition, this policy establishes a procedure for parents to learn about their child's course of study and the source of any supplementary instructional materials. Our procedure includes the process for parents to inspect and review all textbooks and supplementary instructional materials that will be used in their child's classroom. Finally, this policy also establishes a means for parents to object to textbooks and supplementary instructional materials consistent with the requirements of N.C.G.S. 115C-9

(2) Parent Participation. Parent participation in their child's education is important and encouraged. We strongly encourage parents and teachers to cooperate regarding homework, school attendance, and discipline. Information and ways parents can help their children and encourage cooperation with their child's teacher are included in our Family Handbook as well as communicated during open houses, curriculum nights, and parent/teacher conferences.

(3) Charter School exemptions. A charter school is exempt from statutes and rules applicable to a local board of education or local school administrative unit. As such, the School determines its own curriculum and textbooks and is not bound by the laws governing local boards of education and local school administrative units. The School has the sole authority to select and procure curriculum, textbooks, supplementary instructional materials, and library materials. Further, the School has the sole authority to determine if the materials are related to and within the curriculum's limits and when the materials may be presented to students during the school day. In general, supplementary books and other instructional materials shall neither displace nor be used to the exclusion of basic textbooks where the School has selected textbooks.

(4) Textbook Definition. For the purposes of this section, a textbook is defined as a systematically organized material comprehensive enough to cover the primary objectives outlined in the standard course of study for a grade or course. Formats for textbooks may be print or nonprint, including hardbound books, softbound books, activity-oriented programs, classroom kits, and technology-based programs that require the use of electronic equipment to be used in the learning process. Textbooks do not include supplementary instructional materials, including supplementary textbooks, periodicals, audiovisual materials, and other supplementary materials used for instructional purposes.

(5) Requirements of § 115C-76.55. Instruction on gender identity, sexual activity, or sexuality shall not be included in the curriculum provided in grades kindergarten through fourth grade, regardless of whether the information is provided by school personnel or third parties. For the purposes of this section, the curriculum follows the North Carolina standard course of study and includes support materials, locally developed curriculum, supplemental instruction, textbooks, and other supplementary materials but does not include responses to student-initiated questions. In grades five through twelve, where the North Carolina

standard course of study may address any of these topics, parents have the right to consent or withhold consent for participation as defined by the parental legal rights pursuant to 115C-76.25. This provision does not include responses to student-initiated questions with the school counselor and/or social worker, or any adult a student feels comfortable with. This provision shall be implemented consistent with Title IX, and where a conflict arises between the two laws, federal law will control. Nothing in this provision prevents school staff and teachers from appropriate classroom displays not inconsistent with any school policy on such displays.

(6) Use and Purpose of Textbooks. The School selects and uses textbooks as part of its curriculum and course of study. The textbooks selected are intended to advance the school's curricular objectives.

(7) Process For Selecting Curriculum, Textbooks, Supplementary Books And Instructional Materials. The School's process for selecting curriculum, textbooks, supplementary books, and instructional material is by faculty committee and subject to Board committee and Board review.

(8) Procedures for Learning about the Course of Study. Parents are provided their child's course of study, including textbooks and the source of any supplementary instructional materials in a variety of ways: in our Family Handbook, at open house, at curriculum nights, and through teacher communications.

(9) Parents may inspect and review all textbooks and supplementary instructional materials that will be used in their child's classroom at Open House, Back to School Night, and by making an appointment with their child's teacher.

(10) Process for Library Check Out and Notification

During designated times, students may check out materials from the school library through the school librarian. Parents may access the record of their student's library check out by contacting the Principal.

P. Process for Parent Challenges to Textbooks and Supplementary Instructional Materials.

(1) The School reserves the right to create an advisory committee to investigate and evaluate challenges from parents, teachers, and members of the public to textbooks and supplementary instructional materials on the grounds that they are educationally unsuitable, pervasively vulgar, or inappropriate to the age, maturity, or grade level of the students. To the extent the School establishes such an advisory committee, information about that advisory committee will be communicated to parents, teachers, and the community.

(2) In the event the School has not established such an advisory committee, parents may submit challenges to textbooks and supplementary instructional materials for the following reasons only: the textbook and/or supplementary materials are educationally unsuitable, pervasively vulgar, or inappropriate to the age, maturity, or grade level of the students. There are no other grounds for challenges to textbooks or supplementary materials under this provision.

(3) To submit a challenge to a particular textbook and/or supplementary material, the parent shall submit in writing a detailed description of their challenge to the School. Such challenge must clearly identify the textbook and/or supplementary material they are challenging, and what precise material they contend is educationally unsuitable, pervasively vulgar, or inappropriate to the student's age, maturity, or grade level. The parent should also provide suggestions for alternatives to such textbooks and/or supplementary materials that they are challenging. Challenges must be sent to the Principal via email, via mail, or hand delivered to the School's address and designate on the outside of the letter: Textbook and/or Supplementary Material Challenge.

(4) The Head of School or their designee, which could be a school committee, shall review such challenge and respond to the challenge within ten (10) business days.

(5) If the decision does not resolve the matter, the parent may file a written appeal to the Head of School if they were not involved in the initial review of the challenge. The Head of School review and respond to the challenge within five (5) business days.

(6) If the Head of School is not able to resolve the matter, the parent may file a written appeal on the record with the School's Board of Directors within five (5) business days. There are no hearings on appeal, and decisions will be based solely on the written challenge provided by the parent and information

provided by the School. The appeal must comply with section (1) above. The Board will designate a Board Panel to review the challenge and communicate its decision to remove or retain the challenged material within twenty (20) business days. The Board Panel's decision is final.

(7) The Board always has sole authority and discretion to determine whether a challenge has merit and whether challenged material should be retained or removed. There is no appeal from a decision of the Board Panel.

(8) Timelines set forth herein may be extended for good cause.

The Pregnancy Workers Fairness Act, and The Providing Urgent Maternal Protections for Nursing Mothers Act

School fully complies with The Pregnant Workers Fairness Act (PWFA) and provides reasonable accommodations to employees with known limitations related to pregnancy, childbirth, or related medical conditions.

Examples of potential reasonable accommodations include: the ability to sit, stand, or drink water; additional break time to use the bathroom, eat, and rest; unpaid leave or time off to recover from childbirth; and limitations on strenuous activity.

Employees covered by this policy should follow the process set forth in the School's Americans with Disabilities Act policy to request reasonable accommodations. It is prohibited for adverse action to be taken against a covered employee on account of requesting or using a reasonable accommodation.

If the need for a particular accommodation is not obvious, an employee may be asked to include reasonable documentation which: confirms the physical or mental condition; confirms that the physical or mental condition is related to, affected by, or arising out of pregnancy, childbirth or related medical conditions (the "limitation"); and states that the reasonable accommodation is needed due to the limitation.

The School will not require an employee to accept any accommodation without engaging in the interactive process to accurately understand the employee's limitations and explore potential accommodations. The School is not required to provide any accommodation that would constitute an undue hardship on the School, meaning significant difficulty or expense for the School.

In accordance with the Fair Labor Standards Act (FLSA), School also provides reasonable breaktime to any covered employee to express breast milk for their nursing child for one year after the child's birth each time such employee has need to express the milk.

In addition, School fully complies with The Providing Urgent Maternal Protections for Nursing Mothers Act ("The PUMP Act") which provides that nursing employees are entitled to a place to pump at work, other than a bathroom, that is shielded from view and free from intrusion from coworkers and the public.

Please reach out to the business officer for more information.

Equal Opportunity Employment Policy

The School is an equal opportunity employer and will not discriminate against any applicant, contractor, or employee on the basis of age, race, color, religion, sex, gender (including actual or perceived gender identity, gender expression, pregnancy/conditions related to pregnancy or childbirth), sexual orientation, national origin, veteran status, disability, natural hair style, genetic information or other legally protected status, except where it is an occupational qualification.

This policy extends to all terms, conditions, and privileges of employment as well as the use of the school's facilities and participation in all activities sponsored by the school. It is also School's policy to ensure that all employees are treated equally on the basis of merit and performance competence with regard to any and all terms of conditions of employment, including recruitment, hiring, compensation, promotions, demotions, assignments, trainings, layoffs, and terminations.

Discrimination, Harassment and Sexual Harassment Policy

The School is committed to having a community in which every individual is treated with sensitivity and respect, and in which each student and teacher has an equal opportunity to work, learn, and develop to his or her full potential in an atmosphere free from all forms of unlawful discrimination and harassment, including sexual harassment. To that end, the School prohibits any form of harassment or discrimination (including sexual harassment) on the basis of age, race, color, national origin, religion, disability, sex, sexual orientation, gender (including actual or perceived gender identity, gender expression, pregnancy/conditions related to pregnancy or childbirth), or other protected characteristic, whether by a supervisor, administrator, co-worker, volunteer, contractor, student, or non-employee. The purpose of this policy is not to regulate our employees' personal morality. It is to assure that in the workplace, each employee is able to accomplish his or her job without being subjected to harassment.

While it is not easy to define precisely what harassment or discrimination is, it certainly includes verbal, nonverbal, or physical conduct that denigrates, belittles, or puts down an individual or shows hostility, distaste, or a version toward that individual based on that individual's race, color, national origin, religion, gender (including actual or perceived gender identity, gender expression, pregnancy/conditions related to pregnancy or childbirth), sexual orientation, age, disability, veteran status, any other protected class, or participation in a protected activity.

Discrimination involves intentionally treating anyone in an unequal or disparate manner because of that person's inherent or natural personal characteristics, including race, color, national origin, religion, gender (including actual or perceived gender identity, gender expression, pregnancy/conditions related to pregnancy or childbirth), sexual orientation, age, disability, veteran status, any other protected class, or participation in a protected activity, when such treatment causes the victim to suffer adverse educational, employment, or other school-related consequences.

Harassment is any unwelcome offensive verbal, nonverbal, or physical conduct that is sufficiently severe, persistent, or pervasive as to significantly affect the conditions of one's employment or a student's learning. Harassment includes, but is not limited to the following: slurs, epithets, threats, derogatory comments, unwelcome or abusive jokes, insults, name calling, threats, bullying or intimidation, unwelcomed sexual advances, requests for sexual favors and other verbal or physical conduct such as uninvited touching or sexually related comments or the exchange of benefits for performance of sexual or other favors.

Other conduct that can be unlawful harassment includes verbal, nonverbal, or physical conduct that shows aversion, denigration, or hostility because of race, color, religion, national origin, gender (including actual or perceived gender identity, gender expression, pregnancy/conditions

related to pregnancy or childbirth), age, disability, sexual orientation, or other protected classification and that: Creates an intimidating, hostile, or offensive working environment; Unreasonably interferes with an individual's work; or Adversely affects an individual's employment opportunities.

Sexual Harassment

Of the various types of harassment, sexual harassment is worthy of special considerations beyond those applicable under the School's general Discrimination, Harassment and Bullying Policy. No employee, student, volunteer, or contractor shall engage in sexual harassment against any other student, employee, or another person in the School community. Sexual harassment is a form of discrimination involving unwelcome sexual, or sex-based conduct that interferes with the employment of others. Sexual harassment is any unwanted or unwelcomed verbal or physical advances, sexually explicit derogatory statements, requests for sexual favors, or sexually discriminatory remarks made by someone in the workplace which is offensive or objectionable to the recipient or which causes the recipient discomfort or humiliation, or which interferes with the recipient's job performance. Harassing behaviors can be verbal, non-verbal, or physical, range from subtle innuendo of a sexual nature to coerced sexual activity, and other inappropriate verbal, written, or physical conduct of a sexual nature that usually takes place under the following circumstances:

When submission to such conduct is made, explicitly or implicitly, a term or condition of instruction, participation in school activities, or employment. When submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions or benefits; or When such conduct has the purpose or effect of substantially interfering with an individual's academic, extracurricular, or work performance, or creating an intimidating, hostile, or offensive school environment or working environment.

Examples of Sexual Harassment

Workplace behavior that is sexually harassing includes but is not limited to: Unwanted sexual remarks or inferences. Offensive comments about sex or gender-specific traits. Unwelcome sexual propositions, threats, bribes, written notes, or phone calls. Unwelcome gestures or sounds or the display of sexually suggestive objects, signals, or pictures. Unwanted physical contact of a sexual nature (e.g., touching, pinching, kissing, holding). Promise of promotion, favorable performance evaluations, etc. in return for sexual favors, known as "quid pro quo" or "this for that"; or Threatening or insinuating, whether explicitly or implicitly, that an employee's refusal to submit to sexual advances will adversely affect the employee's

employment, evaluation, wages, advancement, assigned duties, shifts or any other condition of employment. Pressure for sexual activity, continued or repeated offensive sexual flirtations, advances, or propositions. Continued or repeated verbal remarks about an individual's body. Sexually degrading words used toward, or in the presence of, an individual or to describe an individual.

A hostile environment exists if the conduct of a sexual nature is sufficiently severe, persistent, or pervasive to limit a person's ability to participate in or benefit from the educational program or creates a hostile or abusive educational or work environment.

Romantic or sexual advances toward students by employees or romantic or sexual relationships between school employees and students are always prohibited in all circumstances. School employees are prohibited from engaging in romantic or other inappropriate relationships with students and are required to report such relationships or reasonable suspicions thereof, to the Executive Director or other administrator. Procedures established by the School for reporting suspected sexual harassment shall be followed in any instances involving such conduct.

Application

Individuals of any gender identity can be sexually harassed by someone of the same or a different gender, and the law protects all individuals equally from this discrimination. This policy applies to sexual harassment by staff, students, volunteers, vendors, and service providers of any gender against someone of the same or a different gender.

Retaliation is Prohibited

The School prohibits reprisal or retaliation against any person who reports an act of discrimination or harassment or who participates in an investigation as a witness or in any other capacity. Employees should report any such retaliation to the Executive Director. This policy, however, shall not be used to bring frivolous or malicious complaints.

Procedure for Complaints of Harassment, Discrimination and Retaliation

Any person who believes they been the victim of harassment, sexual harassment, discrimination, or retaliation should immediately discuss and report to their direct supervisor, the Executive Director, or any other supervisor with whom the person feels comfortable. While the person should report sexual harassment to a supervisor or the Executive Director, there is no requirement that the person report sexual harassment, discrimination, or retaliation to a particular supervisor.

Any supervisor receiving a complaint of harassment, sexual harassment, discrimination, or retaliation is required to report such complaint to the Executive Director at [828-743-5755]. If the Executive Director is the subject of such complaint, then the supervisor shall report to the Chair of the Board of Directors at [828-743-5755] or to any other Board member that the supervisor believes is appropriate. Any complaint of made under this policy will be investigated thoroughly and promptly. To the maximum extent possible, the School will protect the privacy of the parties involved.

Any attempt to interfere with or influence the investigation of a harassment, sexual harassment, discrimination, or retaliation complaint is strictly prohibited, and will result in disciplinary action, up to

and including immediate termination. There will be no adverse action against an employee who acts in good faith and reports an incident, or who participates in or cooperates with an investigation of an alleged incident.

Disciplinary Action

Any individual found to have engaged in harassment, sexual harassment, discrimination, or retaliation will be subject to disciplinary action up to and including immediate termination. In addition, some forms of sexual harassment, such as sexual relations between an adult and minor, may violate criminal laws. The School will cooperate with local authorities in the investigation of any alleged criminal activity.

Confidentiality of Records

School will make every effort to maintain confidentiality and protect the privacy of the parties involved in the investigation of a sexual harassment, discrimination, and retaliation complaint. All written materials related to the investigation of allegations of harassment will be placed in confidential files, which are separate from student and personnel records. Reasonable efforts will be taken to ensure that access to these records is limited to those persons with a need to know.

Sexual and Other Types of Unlawful Harassment/Discrimination on School Grounds by Contractors, Volunteers or Individuals Who Are Not School Employees

The policies contained in this section, including the reporting procedures and no retaliation policy, regarding harassment, sexual harassment, and discrimination, shall also apply to contractors, volunteers or individuals who are not employees of the School when such individuals are on School property or during School events.

Implementation: Information and Education/Training

This policy will be distributed to all employees and will be discussed as part of the staff orientation at the beginning of each school year. The Executive Director is authorized and expected to establish training and administrative procedures to help eliminate discrimination and harassment, and to foster an environment of understanding and respect for all individuals.

This policy will be included in the School's Operation and Board Policy Manual and a summary policy included in the Parent/Student, which is sent to parents and students at the beginning of each school year.

Title IX Policy

A. Nondiscrimination Policy & Notice of Nondiscrimination (§§ 106.8(b)–(c))

Title IX provides that “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

The SCHOOL does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX, including in admissions and employment.

It is the policy of THE SCHOOL that students should not be subjected to forms of unlawful discrimination or harassment, while at school or school-sponsored activities. Furthermore, the policy's intent is to address the issue in a proactive manner through the establishment of a system for educating students and staff at the School regarding the identification, prevention, intervention, and reporting of such anti-social acts. The School acknowledges the dignity and worth of all students and strives to create a safe, orderly, caring and inviting school environment to facilitate student learning and achievement. The School strives to model an inclusive environment and prohibits discrimination and harassment on the basis of gender or sex, including sexual orientation and LGBTQ+ identification. The School will not tolerate any form of unlawful discrimination or harassment in any of its educational or employment activities or programs based on such protected classifications.

Inquiries about Title IX may be referred to SCHOOL'S Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both.

The SCHOOL'S Title IX Coordinator is(Andrea Chalker, Principal) and can be reached at 828-743-5755. The SCHOOL's nondiscrimination policy and grievance procedures can be located at www.summitschool.org.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please go to www.summitschool.org.

B. Purpose

The School prohibits discrimination on the basis of sex and gender, including any form of sexual harassment as that term is defined under Title IX, in any education program or activity of the School. The School takes seriously all reports and Formal Complaints of sexual harassment. The School does not discriminate on the basis of sex and gender in its education programs or activities, including admission and employment, in accordance with Title IX of the Education Amendments Act of 1972 and federal regulations.

Any person with questions about this policy should contact the School's Title IX Coordinator whose information is listed at www.summitschool.org

C. Prohibited Behaviors

Students, employees, contractors, volunteers and visitors are expected to behave in a civil and respectful manner. In accordance with Title IX, the School expressly prohibits discrimination or harassment, based on sex or gender and prohibits sexual harassment (including sexual violence) and gender-based harassment. Sexual harassment is unwelcome conduct of a sexual nature. It includes unwelcome conduct on the basis of sex, requests for sexual favors in exchange for benefits (quid pro quo), and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual violence is a form of sexual harassment. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse, and sexual coercion. In accordance with Title IX, the School also prohibits gender-based harassment, which is unwelcome conduct based on a student's sex, harassing conduct based on a student's failure to conform to sex stereotypes.

Sex-based harassment can be carried out by school employees, other students, and third parties. All students can experience sex-based harassment, including male and female students, LGBTQ+ students, students with disabilities, and students of different races, national origins, and ages. Title IX protects all students from sex-based harassment, regardless of the sex of the parties, including when they are members of the same sex.

D. Retaliation Prohibited

The School prohibits intimidation, threats, coercion, or discrimination against any individual for the purpose of interfering with any right or privilege secured by Title IX, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under Title IX. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation. As such, the School prohibits reprisal or retaliation against any person for reporting or intending to report violations of this policy, supporting someone for reporting or intending to report a violation of this policy, or participating in the investigation of reported violations of this policy. After consideration of the nature and circumstances of the reprisal or retaliation and in accordance with applicable laws, policies, and regulations, the Head of School or designee shall determine the consequences and remedial action for a person found to have engaged in reprisal or retaliation.

The exercise of rights protected under the First Amendment does not constitute retaliation. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under Title IX does not constitute retaliation prohibited under this policy, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

E. Application Of Policy

This policy prohibits unlawful discrimination or harassment by students, employees, volunteers, contractors, and visitors. This policy is intended to apply to student's vis a via other students, faculty, staff, volunteers/visitors, or contractors. This policy also applies to employees, volunteers/visitors, and contractors. This policy applies to behavior that takes place within the School's "education program or activity," which includes, but is not necessarily limited to, behavior:

1. in any school building or on any school premises before, during or after school hours;
2. on any bus or other vehicle as part of any school activity;
3. at any bus stop;
4. during any school-sponsored activity or extracurricular activity;
5. at any time or place when the individual is subject to the oversight and authority of school personnel;
6. at any time or place when the behavior has a direct and immediate effect on maintaining order and discipline in the schools; and
7. while using school or personal electronic communications, including employee and student emails, text messaging, instant messaging, chat rooms, blogging, websites and social networking websites (i.e., Snapchat or Instagram).

F. Title IX Coordinator

The Title IX Coordinator is responsible for monitoring the overall implementation of Title IX for the SCHOOL and coordinating the institution's compliance with Title IX in all areas covered by the implementing regulations. The major responsibility is the prevention of sexual harassment and discrimination. Other major monitoring duties include, but are not limited to, the following recruitment and admissions, educational programs and activities, hiring and employment. Other areas of consideration include:

- Participating in the development and implementation of the SCHOOL's sexual harassment policy.
- Assisting faculty, counselors and administrators in complying with Title IX, and when a need arises, planning remedial actions.
- Making your presence known in the community by disseminating civil rights information or by speaking at parent-teacher group meetings, social or professional organization meetings, and other community functions.
- Serving as a resource on Title IX/gender issues.
- Monitoring and evaluating the SCHOOL's Title IX compliance efforts and making recommendations for any appropriate changes.

- Providing updated information to schools on Title IX implementation and issues.
- Identifying and disseminating information about Title IX educational resources (organizations, individuals, print, internet, and audio-visual)

G. Notice of Nondiscrimination

The designated Title IX Coordinator is responsible for providing effective notice to job applicants, student applicants, students, parents, and employees of the procedures for reporting and investigating complaints of unlawful sex/gender discrimination and harassment. This policy will be posted on the School's website, and copies of the policy are available at the front office. Notice of this policy will appear in all job applicant information, admissions information, student and employee handbooks, and in any School publication that sets forth the comprehensive rules, procedures, and standards of conduct for students and employees.

H. Confidentiality

The recipient, whether a School employee, staff member, contractor, or the Title IX Coordinator, must keep confidential the identity of any individual who has made a report or complaint of sex/gender discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the FERPA or as required by law, or to carry out the purposes of Title IX, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder. Complaints alleging retaliation may be filed according to the Title IX grievance procedures.

The Title IX Coordinator shall maintain confidential records of complaints or reports of unlawful discrimination or harassment. The records will identify the names of all individuals accused of such offenses and the resolution of such complaints or reports. The Title IX Coordinator also shall maintain records of training conducted and corrective action(s) or other steps taken by the School to provide an environment free of unlawful discrimination or harassment. The Superintendent shall report to the Board all verified cases of unlawful discrimination or harassment under the School's Title IX Policy.

I. Remedies and Disciplinary Sanctions

When a Respondent is found responsible for sexual harassment, the School will offer all remedies needed to eliminate the harm to the Complainant and the school community and prevent the recurrence of sexual harassment. Simply sanctioning a Respondent found responsible, in some cases, may be insufficient to eliminate a hostile environment. Rather, in addition to sanctions, the School may consider offering appropriate remedies for the broader student/staff population after the final outcome, including the following:

- Training or retraining school employees on the school's responsibilities to address allegations of sexual violence and how to conduct Title IX investigations;
- Developing materials on sexual harassment, which should be distributed to all staff and students;
- Conducting bystander intervention and sexual harassment prevention programs with students and/or staff;
- Issuing policy statements or taking other steps that clearly communicate that the school does not tolerate sexual harassment and will respond to any incidents and to any student who reports such incidents;
- Conducting, in conjunction with student leaders, a School climate check to assess the effectiveness of efforts to ensure that the school is free from sexual violence, and using that information to inform future proactive steps that the school will take;
- Targeted training for a group of students if, for example, the sexual harassment created a hostile environment (i.e., on an athletic team);
- When a school is unable to conduct a full investigation into a particular incident (i.e., when it received a general report of sexual violence without any personally identifying information), it should consider remedies for the broader student population in response.



Disciplinary sanctions include:

- A. For Students found responsible: verbal warning, written warning, interim suspension, restitution, suspension, exclusion, expulsion, required participation in appropriate training, counseling, required completion of a probationary period without additional infractions, or requiring the respondent to stay away from the complainant for a period of time.
- B. For Employees found responsible: sanctions for violations of Title IX vary depending on severity from formal written warning to dismissal.

J. Policy Application

This policy shall remain in effect as long as required by law.

