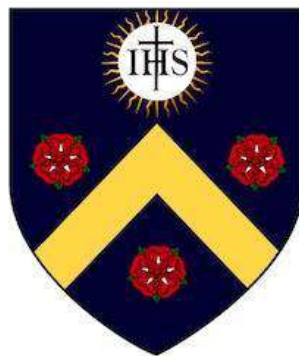


Student/Parent Handbook 2019-2020

The Summit Academy



Rooted in Faith - Equipped to Serve - Prepared to Lead

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Introduction

Each fall, the Student-Parent Handbook is provided to the students and posted on The Summit website. The school reserves the right to amend this handbook at any time. Any amendments will be communicated to parents via the school webpage and written communication. All families are required to sign the acknowledgment of handbook receipt.

The guiding principles of the handbook are to be taken as oriented towards the first two commandments:

1. *"Love the Lord your God with all of your heart, soul and mind."*
 2. *"Love your neighbor as yourself."*
- Matthew 22

1. School Purpose and Philosophy

1.1 Mission Statement

The Summit exists to provide a robust secondary education and to partner with parents by assisting with their vocational calling to form their sons and daughters in Christian virtue so that they become mature, responsible young adults who are equipped to engage the world.

1.2 "The Glory of God is Man Fully Alive" – Saint Irenaeus

The questions of education and all inquiry ultimately come down to the human questions: Who are we? What are we? What is our place in the world? What are we doing? Why are we doing it? Where are we going? Why are we going there?

Are these secular questions or religious questions? Perhaps we have presumed an artificial dichotomy. Man cannot truly know himself or the world in which he lives without seeking to know his origin, namely the One in whose image man is made. Jesus Christ, fully man and fully God revealed in the paschal mystery is rightly understood as the summit and source of faith and the fulfillment of all of history.

The Catechism of the Catholic Church (458) draws on Scripture and the Fathers to articulate just how profound the implications of the Incarnation are for all of mankind.

"The Word became flesh to make us "partakers of the divine nature":
- 2 Peter 1:4

*"For this is why the Word became man, and the Son of God became the Son of man: so that man, by entering into communion with the Word and thus receiving divine Sonship, might become a son of God."*⁷⁹
- St. Irenaeus, *Adv. haeres.* 3, 19, 1: PG 7/1, 939.

"For the Son of God became man so that we might become God."⁸⁰
- St. Athanasius, *De inc.* 54, 3: PG 25, 192B.

"The only-begotten Son of God, wanting to make us sharers in his divinity, assumed our nature, so that he, made man, might make men gods."
- St. Thomas Aquinas, *Opusc.* 5, 1-4.

Our mission is to ground students in the realization of who they are called to be in Christ. What they are called to be in the fullest realization of life lived to its fullest is nothing short of the very Glory of God.

1.3 The Goals of Catholic Education

Our educational task is to produce free, happy men and women. This means that students should be drawn towards a full awareness of reality. In all things, we seek to cultivate an awareness and appreciation for what is true, good and beautiful. A Liberal education that is rooted in the Catholic faith is best equipped to accomplish this work.

Our education program is oriented towards the Lordship of Jesus Christ. As such, our mission is to encourage and foster a deep personal commitment to Christ which will in turn lead to the creation of a Christian environment in which that commitment can grow and develop in God the Father's loving care and can be nurtured and strengthened through the power of the Holy Spirit.

We seek to foster total formation of students who can come to truly know themselves and the world in which they live by seeking to know their origin, namely the One in whose image man is made. Jesus Christ, fully man and fully God revealed in the paschal mystery is rightly understood as the summit and source of faith and the fulfillment of all of history.

Christ cannot rightly be held up as the center of students' lives (academic or otherwise) if He is not simultaneously seen at the center of reason, history and existence and if He does not satisfy the longings implanted in them.

The secular-school-education-plus-religion-class model will simply end up reinforcing the false impression that faith and/or religion is merely another "subject to take" that may or may not have any substantial engagement with the every-day lived reality. The task of Christian education is at all times to avoid an artificial separation of faith and society and to consistently demonstrate the profound manner in which Christ and the Church have affected history and culture. In this manner, a Christian education offers students an academic formation that ingrains a sense of meaning and purpose in both themselves and persons and the world in which they reside. Students are equipped with a true vision of reality that is strong enough to be countercultural while simultaneously ingraining in them a call to love the world because it is first loved by Christ. In this manner we strive to form responsible and responsive citizens whose civic lives are a witness to the Gospel message.

1.4 A Classical Liberal Arts Education

The Liberal Arts is the foundation of education in the west and its purpose is to produce free citizens who can contribute to the health and good of the community.

Classical learning affords the greatest ability to develop an integrated curriculum that values all of the academic disciplines in a complementary manner in order to ensure a well-rounded education.

A classical education brings forward a time-tested (or historically based) approach that is rooted in an understanding of the person that takes into consideration the proper order of learning stages and intellectual development.

The rise of Western civilization has in large part been brought forward due to classical learning. In placing a special emphasis on Greek, Roman, Jewish and other near-East cultures and of course two thousand years of Catholic culture, students are better equipped to understand and contextualize the culture in which they live today.

Classical does not mean antiquated. Classical might well be understood as synonymous with “comprehensive.”

Classical learning is well equipped to properly appropriate the humanities, sciences, modern technologies and physical education in a mutually complementary order.

A few ideas that set classical learning apart are as follows:

1.) A High View of Humanity

First, classical educators have a high view of humanity. To the Greeks, mankind possessed a divine spark. To the Christian and Jew, he is the Divine Image. One way or another, classical schools and educators are committed to cultivating wisdom and virtue in their students. While classical education honors and even equips for vocational education (which is more accurately described as training) that is not what classical education is.

2.) Logo-centric

Classical educators are logo-centric. In a word, that means they believe that the world makes sense and that the sense it makes is knowable. They base their approach to education on discovering that sense. Another way to say this is that classical educators believe in and pursue a logos, or a unifying principle, for all knowledge and action. In essence, then, classical education is the logo-centric quest for the ideals of wisdom and virtue.

By contrast, the conventional educator either denies or doesn't respond to the idea that the world makes sense. They shirk the burden of developing a curriculum, system, pedagogy, or mode of assessment that help make the sense knowable. They become obsessed with the practical and useful

instead. Classical education is the only practical approach because it is not pragmatic.

3.) The Importance of Culture and the Value of Western Civilization

Classical educators take responsibility for the western tradition: to receive it, to assess it, to preserve it, and to hand it on to the next generation.

4.) Integration of Disciplines

Classical educators teach in light of the three foregoing elements, leading to an emphasis on language (the trivium), mathematics (the quadrivium), and modes of teaching, governance, and assessment that support the rich goals of a classical education.

Other common features of classical education include:

- The use of the Great Books
- A general preference for great art, music, and literature
- An integrated curriculum
- Idea-focused teaching; Qualitative as integral to Quantitative

2. Schedule

The Summit Academy will make every effort to provide clear directives and advance notices regarding schedules. Special events, teacher meetings, trips and field events can be found on the school calendar, which can be accessed at:

<http://www.thesummitva.org/calendar>

2.1 Key Dates for 2019-2020 School Year

Calendar Event	Date(s)	Closures (if applicable)
Welcome Back Picnic	Aug 18	
First Week of School	Aug 19-23	
Back to School Night	Aug 27, 7PM	
Labor Day	Sept 2	No School
First Friday	Sept 6	
Parent Coffee Meeting	Sept 17, 8:30-9:30AM	

ACT at The Summit (seniors)	Oct 1	
First Friday	Oct 4	
Fall Retreat/Service Days		
Quarterly Reviews		
Fall Break	Oct 14-18	No School
PSAT	Oct 16	Optional
Parent Coffee Meeting	Oct 22 8:30-9:30AM	
First Friday	Nov 1	
Fall Forum		
Veteran's Day	Nov 11	No School
Parent Coffee Meeting	Nov 19, 8:30- 9:30AM	
Thanksgiving Break	Nov 27-29	No School
First Friday	Dec 6	
Parent Coffee Meeting	Dec 10, 8:30- 9:30AM	
Last Day of 1 st Semester	Dec 20	
Christmas Break	Dec 23-Jan 3	No School
First Day of 2 nd Semester	Jan 6	
MLK Day	Jan 20	No School
March for Life	Jan 24	
First Friday	Feb 7	
Mid-Winter Break	Feb 17-19	No School
Ash Wednesday	Feb 26	

First Friday	March 6	
ACT at The Summit (juniors)	March 24	
First Friday	April 3	
Easter Break	April 8-17	No School
Spring Retreat/Service Days	TBD	
Memorial Day	May 25	No School
Last Day of 2 nd Semester	May 29	
Graduation	May 31	Sunday

2.1 Daily Schedule

The Summit Academy runs on an Odd/Even modified block schedule. The Odd and Even days correspond to the calendar date (i.e. Oct 3 is an Odd Day, and Oct 4 is an Even Day). Class Periods are 80 minutes and 45 minutes.

Daily Schedule

Odd Days

Period	Start	End	Minutes
MorningPrayer	7:45 am	8:00 am	15
Odd-First	8:05 am	9:25 am	80
Odd-Second	9:28 am	10:48 am	80
Odd-Third	10:51 am	11:36 am	45
Odd-Lunch	11:36 am	12:15 pm	39
Odd-Fourth	12:20 pm	1:05 pm	45
Odd-Fifth	1:08 pm	1:53 pm	45
Odd-Sixth	1:56 pm	2:41 pm	45
Odd-Prayer	2:43 pm	2:45 pm	2

Even Days

Period	Start	End	Minutes
MorningPrayer	7:45 am	8:00 am	15
Ev-First	8:05 am	9:25 am	80
Ev-Second	9:28 am	10:13 am	45
Ev-Third	10:16 am	11:01 am	45
Ev-Fourth	11:04 am	11:49 am	45
Ev-Lunch	11:49 am	12:19 pm	30
Ev-Fifth	12:20 pm	1:05 pm	45
Ev-Sixth	1:08 pm	1:53 pm	45
Ev-Seventh	1:56 pm	2:41 pm	45

First Fridays Odd

Period	Start	End	Minutes
MorningPrayer	7:50 am	8:05 am	15
Odd-First	8:10 am	8:40 am	30
Mass	8:45 am	10:15 am	90
Odd-Second	10:18 am	10:53 am	35
Odd-Third	10:56 am	11:41 am	45
Odd-Lunch	11:41 am	12:11 pm	30
Odd-Fourth	12:15 pm	1:00 pm	45
Odd-Fifth	1:03 pm	1:48 pm	45
Odd-Sixth	1:51 pm	2:36 pm	45

First Fridays Even

Period	Start	End	Minutes
MorningPrayer	7:50 am	8:05 am	15
Ev-First	8:10 am	8:40 am	30
Mass	8:45 am	10:15 am	90
Ev-Second	10:15 am	10:45 am	30
Ev-Third	10:48 am	11:18 am	30
Ev-Fourth	11:23 am	11:53 am	30
Ev-Lunch	11:54 am	12:24 pm	30
Ev-Fifth	12:27 pm	1:12 pm	45
Ev-Sixth	1:15 pm	2:00 pm	45
Ev-Seventh	2:03 pm	2:48 pm	45

3. Academics

3.1 Study and Homework

Learning is the first priority of students. Academic activity occurs at school, in the classroom, and at home.

Time spent on homework depends on multiple factors and should not be assigned a set or approximate quota.

It is the goal of The Summit Academy that students maintain a balanced lifestyle in that takes into reality the full catholicity of a life well lived. A genuine and healthy culture cannot depend on the constant sacrifice of time with family and important relationships. Furthermore, extracurricular activities are also a key aspect of a well-rounded education.

Homework is never intended to be mere “busy-work” or used as grade-padding filler. Rather, homework is always part of a strategic plan to build towards mastery of an academic discipline.

We have ensured that each student has a 90-minute study hall. The school fully expects that students will utilize study hall effectively and responsibly in order to help minimize the work that must be brought home. We include a closely managed study hall period in order that students develop habits of disciplined and productive self-study. Study halls will be proctored. In addition, we will provide tutoring during the study hall period. Failure to utilize the study hall properly can result in an after school detention. Our objective is to ensure that students develop the habits of mind necessary to succeed academically during their careers at The Summit, college and beyond.

This does not mean that students should not designate a regular time and regular place at home to study and review classwork and assignments. There will of course be regular coursework and projects assigned that require work outside of the school. In addition, it is almost never the case that students could over-prepare for a test or exam.

Finally, students who are absent from school are expected to make up the work they missed as soon as they reasonably can. Participation in athletics or other activities does not excuse a student from academic responsibilities.

3.2 Class

Classes are where the spirit of study intensifies. It is the responsibility of a student to be materially, physically, and mentally prepared for study and class work. Students are expected to bring pens, pencils, notebooks, textbooks, and any other required materials to class.

Students need regular amounts of sleep as well as an appropriate diet (a healthy breakfast and lunch) in order to be able to concentrate. Punctuality and outward appearance in dress and posture are signs of a student's attitude and willingness to work.

3.3 Grade Reporting

Report cards are issued at the end of semesters. Interim progress reports are sent via email to parents at the end of the first and third quarters.

3.4 Grade Scale

The Summit Academy employs a 4-point grading scale to report level of mastery:

- A - 4.0
- B - 3.0
- C - 2.0
- D - 1.0
- F – Failure

The Summit Academy diploma is an Honors Level program and uses a 4.0 grading scale with the addition weighting of .5 for A+ for exceptional work. Dual Enrollment college courses are weighted on a 5.0 grading scale.

3.5 Dean's List and Honors

Honor Roll is awarded to students who obtain all A's and B's.

Dean's List is awarded to students with all A's. Students are only considered for Dean's List and Honor Roll once all of their grades for the academic year have been recorded.

3.6 Incompletes

Instructors may assign "Incomplete" grades in instances where the required assignments have not been submitted due to unusual but excused circumstances. In such cases, the administration shall assign a deadline to make up the work; however, the work must be

completed by the start of the following grading period. Incomplete grades may not be carried over from one academic year to another.

3.7 Pass/Fail Options

The Summit core curriculum includes a set of introductory elective courses, (art, drama, speech, logic, etc.). Elective courses at The Summit are offered on a Pass/Fail grading system, and, while appearing on the student's final transcript, are not figured in a student's GPA. Students who wish to put in extra work and effort in the course can, with instructor approval, take the course for a grade that will figure into their GPA.

- Students who wish to take an elective for a grade must complete and submit an "Introductory Elective Optional Grade Form" application form to BOTH the course instructor and the academic dean.
- This form must be signed by the student's parent or guardian and submitted no later than the end of the 10th academic day of the semester in which the course is taught. Students will obtain a copy of the Graded Elective approval form from the class instructor
- If the request is approved, the student should be aware that a grade will be factored into their GPA at the end of the course.
- Be aware that a graded elective will come with additional coursework.
- The decision to convert to a graded course cannot be reversed after October 1 for the Fall Semester and February 1 for the Spring Semester.

3.8 Graduation Requirements

Students who are awarded a diploma from The Summit Academy will complete the following:

- Four units of Math with a minimum completion of Pre-Calculus (Advanced Students will complete Calculus)
- Four units of English Literature
- Four units of Science
- Four units of History
- Four units of Theology
- Four units of Language to include completion of Latin 3
- Senior Thesis

Students will also complete a minimum of (6) 1/2 units of electives from the following: Logic, Art, Drama, Speech and Debate, Music, Elective Language. Juniors and seniors may apply for Corporate Work Study.

3.9 College Guidance

The Summit Academy staff is eager to assist students as they apply to colleges. The primary responsibility for researching and visiting colleges lies with the student and his or her family, and that process generally begins junior year. The Summit holds college planning

information meetings for students and parents during the junior and senior year.

Students are responsible for submitting transcript requests by submitting the completed transcript request form to the school office at least two weeks before deadlines. Students are also responsible for securing letters of recommendation from teachers. Likewise, students should use the recommendation request form and submit their recommendation requests at least two weeks prior to application deadlines.

It is important that the college application process is managed in a way that will not conflict with the student's education. Students may take a maximum of 3 excused absences for college visits. However, we highly recommend that students schedule college visits during breaks in the school year.

4. Discipline and Community Wellbeing

Every student should strive to contribute to the common good of the School by showing respect towards all persons at all times. In particular students have a responsibility to conduct themselves in a manner that is first and foremost conducive to a vibrant learning environment. This means that students ought to look towards the spiritual and physical wellbeing of their peers, their instructors and themselves and to help foster an atmosphere of academic success and authentic learning. There is a direct correlation between freedom and responsibility.

A student is expected to conduct himself at all times in a noble manner befitting a Summit student. At times this may call for sacrifice and at times it may call for correction. We realize that there may be a need for disciplinary action when a student has trouble following the expected code of behavior. The objective of all disciplinary action is never to be vindictive but is instead directed towards cultivating healthy correction that facilitates personal growth.

The Summit Academy faculty and staff strives to work with parents so that punishments assigned to students redress and correct the wrong and help the student improve.

To this end, the school may use warnings, service hours, after-school detention, suspension, and dismissal for infractions. The decision to use any of the above will be based on the infraction, and what will best help the student improve behavior and be successful. At all times, the good formation of the individual student is at the heart of all disciplinary decisions.

4.1 Detention

After-school detention is a common form of punishment and may be used to maintain the proper tone at The Summit Academy. Typically, this detention will be served from 3:10-4:00pm. Though the school will attempt to contact parents about a detention that has been assigned, it is primarily the student's responsibility, and not The Summit's, to inform

parents of after-school detention. A student who has to serve detention is not allowed to participate in any after-school events that day.

Though warnings and lesser punishments may be used at anytime, the following are examples of offenses that can result in detention:

- Unexcused absence or leaving campus without permission
- Being in an unauthorized part of campus without permission
- Display of disrespect toward faculty or staff (suspension if blatant)
- Taunting of a racial, religious, or derogatory nature
- Unjustified physical aggression
- Foul or blasphemous language
- Disruption of a class or study hall
- Failure to use class or study hall time well
- Misuse or lack of respect for school property
- Dress code violations
- Lack of class materials
- Eating or drinking in unauthorized areas of the school
- Throwing food
- Inappropriate use of cell phones
- Any other behavior that negatively affects the tone of the School, whether done willfully or thoughtlessly

4.2 Suspension/Expulsion

The following offenses merit either immediate suspension, or, in extreme cases, expulsion:

- Vandalism of the school or another student's property
- Theft, drug or alcohol use or possession
- Possession of obscene material (including internet usage)
- Any intentional act that puts another person in danger of serious harm
- Repeating an inordinate number of small offenses
- Any other offense that, in the opinion of the administration, is serious enough to warrant such a punishment

4.3 Readmission After Suspension

A written request for readmission by the student, and signed by the parent, is required after a suspension before the student is able to return to class.

4.4 Absences/Tardiness

The Summit Academy utilizes Socratic discussion and dialogue in the learning process for all disciplines. There is not an easy way to "make up" missed classes because it is not possible to recover the discussion that happens in class. As such, it is important to emphasize that students should avoid absences and tardiness. Appointments for doctors, dentists, etc. should be made outside of school hours, or on half days whenever

possible. The Summit has also constructed a calendar that includes frequent breaks from school for such things to occur.

Should an absence or tardy be unavoidable the student is responsible for the material that is missed, and will need to demonstrate his mastery of the concepts covered in missed classes. It will be his responsibility to work with the teacher to determine the appropriate way in which this can be done. It may include an extra assignment or research topic to complete.

4.5 Excessive Absences

Attendance in class is essential for student success. In the event of an eighth absence, the school will initiate an attendance record review and will meet with the student and contact their parents to develop a plan of recovery. Failure to meet the directives of the plan may lead to loss of course credit and/or further action from the school.

In the event of an eighth absence, the school will initiate an attendance record review and will meet with the student and contact their parents to develop a plan of recovery. Failure to meet the directives of the plan may lead to loss of course credit and/or further action from the school.

4.6 Fraternization

It is inappropriate for students to engage in public physical displays of affection on school grounds or at school events. Inappropriate behavior includes, but is not limited to, prolonged or clearly romantic hugging, kissing, sitting on another's lap, etc.

4.7 Food Sensitivities and Allergies

Although it is impossible to guarantee an allergen free environment, we do however request that students make every effort to refrain from bringing nuts into the lunch room. Your consideration in this manner demonstrates a mature care and sensitivity towards others and helps to minimize exposure to food allergens.

5. Communications Policy

Please keep in mind that at all times you represent and carry the reputation of The Summit Academy, our students, our families and our mission. What you say and do communicates who we are and always has a direct impact on the mission of The Summit Academy.

Students and Families are welcomed and encouraged to share their association with and experiences of The Summit, but to do so in an edifying and encouraging manner.

5.1 Communicating With Faculty

If a parent needs to contact a teacher regarding an academic or classroom related question they should send an email providing a brief background description and stated item or inquiry. Our teachers will return emails at their earliest convenience.

If necessary, meetings can be scheduled directly with the teacher between 7:15 – 7:45 am, 3:00 – 3:30 pm, or during the teacher’s planning period by mutual consent.

Please do not text teachers on their cell phones.

5.2 Addressing Concerns

All matters should be pursued in a spirit of fraternal correction and encouragement.

Parents should copy Mr. Looby or Mr. Malcolm when emailing teachers in order to keep the administration informed of classroom circumstances. Teachers will do the same when emailing parents.

Face to face meetings are still the best way for human beings to engage with one another. Electronic communication can be helpful but is by its nature limited.

- As a rule of thumb please address parties directly involved as a first step.
- If you have a concern about curriculum content, school policy or philosophy, ask to speak with an administrator.
- If you have questions about the day-to-day workings of a particular classroom (grading, discipline, homework load, etc.) contact the teacher via e-mail.
- In the rare instances that a parent and teacher cannot come to an agreement you may take the issue to the administration.
- At no time should an individual student’s problem be addressed to non-involved parties.

We believe that in the great majority of cases that if all parties work together patiently and in good faith we will be able to arrive at a satisfactory resolution.

5.3 Electronic Mobile Device Policy

Many experts have cautioned that the use of electronic mobile devices (such as cell phones, smartphones, and tablets) has a negative impact on the learning environment.*

As such, the use and possession of these devices is prohibited during the academic day without explicit permission.

Students are to keep all electronic mobile devices out of sight and out of hearing during the school day.

Violation of this policy will result in the device being confiscated by the school.

Even after class hours, the School may confiscate a device if the use seems to violate acceptable use on school grounds.

There may be some functions, such as a field trip, where permission may be granted to have and use such devices during the academic day.

*For a wealth of commentary that cites a wide array of studies and education professionals, parents and students may want to review the Issue 4 of the 2105 Humanum Journal.
<http://humanumreview.com/issues/education-and-technology>

5.4 Social Media Policy

Principles of Christian charity, integrity, professionalism, prudence and consideration of privacy should always be observed and upheld when posting online.

It is never acceptable to post anything that is derogatory, maliciously false, abusive, threatening or defamatory, even if it is presented as jest or in a jocular tone. A kind and considerate manner should be maintained not only with people and institutions directly related to the School but must also be extended universally in a spirit of Catholic charity, (regardless of religion, politics, association or ideology). Likewise, there is never a reason to respond to offensive comments or negative posts from others. If something has been brought up online in an imprudent or uncharitable manner it is not our responsibility to participate in the imprudence and lack of charity. There is no winner in those situations. In order to refrain from perpetuating thoughtless and reactionary behavior we are better off working to bring conversations off-line and into a private setting which will be more conducive to arriving at a shared realization of what is true and good.

Topics that are always off limits include (but are not limited to):

- Disciplinary Issues
- Personal and Family Matters
- Legal or Policy Issues
- Leadership Processes and Decisions
- Confidential or non-public information

6. Dress Code

A dress code speaks to who we are as an institution. The objective of a dress code is to encourage self-respect, respect for the educational enterprise and reverence for God by communicating a sense of purpose and mission. The uniform and dress code serve to foster a serious, academic environment and to prepare students for professional work.

6.1 General Guidelines

- ***Everything that is worn, and the manner in which it is worn, should complement the overall appearance of the uniform, not compete with or detract from it. In***

cases where a question arises, decisions will be left to the discretion of the school administration.

- Uniforms should be clean, well fitting, in good repair, and the proper length.
- All shirts should be tucked in.
- Additional non-uniform clothing may not be worn in classrooms; only uniform sweaters and jackets in class.
- Plain white t-shirts or camisoles may be worn under shirts and blouses.
- Women should wear minimal, simple jewelry.
- Men who wear a simple gold or silver chain, with or without a pendant, must keep it under their shirts.
- Hair accessories must match the uniform and not be excessive (large bows, headbands wider than 1", no elastic, bandeau style, etc.). Hair should be neat and out of eyes.
- Men's hair should be neatly groomed. No facial hair.
- Hair should not be dyed in unnatural colors.
- Appropriate (i.e. business professional) makeup and nail polish may be worn by women.
- If skirts must be altered for a proper fit they cannot be shortened to less than 1" above the knee. Please note that Lands End has sizes for both older children and adults on most items to help find a reasonable fit for all.

Students, you are young adults. Just use common sense, be responsible and mature, and we'll all be fine.

6.2 Definitions and Attire

Normal School Day Attire: Typically Monday through Thursday

Academic Casual: Fridays, unless otherwise noted

Attire:

Young Men

- Normal Day: Blazer, Tie, Oxford (White), Chinos or Slacks, Belt, Socks, Leather or Suede Shoes
- Academic Casual: Collared Shirt (oxford or polo), Optional School Sweater, Belt, Socks, Leather Shoes or Canvas Option

Young Women

- Normal Day: Blazer, Blouse (white), cross tie, Skirt, Tights or Knee Socks (white or navy), Leather Dress Shoes
- Academic Casual: Broadcloth shirt (white) or Polo (white or navy), Optional Sweater, Skirt or Chinos, Tights or Knee Socks (white or navy) or Socks if wearing chinos, Leather Shoes or Canvas Option

Shoes:

Young Men's Shoes

- Material: leather or suede
- Color: solid black or brown
- Style: loafer, oxford, mocs. Students must be able to tie shoes with laces.
- Sole: The sole may be rubber, if desired, for safety and comfort.
- Canvas Option on Academic Casual Day – Should be a basic low top casual sneaker in solid color, (preferably white, black or navy). Students should show maturity and discretion. Recommend the Navy Canvas Vans or something similar
http://www.vans.com/shop/canvas-era-navy?cm_mmc=GPF_-google_-merchantcenter_-

Young Women's Shoes

- Material: leather or suede
- Color: solid black or brown
- Style: Flats, Low Heel Loafer or Classic Mary Jane - no athletic, slipper, ballet-flats.
- Sole: The sole may be rubber, if desired, for safety and comfort.
- Canvas Option on Academic Casual Day – Should be a basic low top casual sneaker in solid color, (preferably white, black or navy). Students should show maturity and discretion. Recommend the Navy Canvas Vans or something similar
http://www.vans.com/shop/canvas-era-navy?cm_mmc=GPF_-google_-merchantcenter_-

7. Athletics and Extracurricular Activities

Participation in physical education and other extracurricular activities are essential components of a well-rounded education. It is important for students to gain experience in pursuing a broad range of interests and commit themselves to a regular and structured approach to developing their talents.

These activities ought to contribute to the whole development of the person in building a level of competency in some physical interaction with the world in order to develop competency, strength of character, leadership and self-sacrifice as well as instilling a life-long habit of engaging in various activities that will promote health and well-being.

7.1 Emerging Arts, Sports and Development Program Requirement 2019-2020

Objectives:

1. Create an opportunity for a Physical Education component to be integrated into our curriculum while simultaneously taking early steps towards establishing interscholastic athletic programs at The Summit.
2. Build a healthy school culture with activities that foster a strong sense of commitment to a larger community.

Athletics are curricular which means every student participates as part of his or her PE requirement. Athletics is part of a well-rounded education that forms the whole person and it is furthermore a basic philosophical tenant of The Summit that learning should occur both inside and outside the classroom. Involvement in team sports provides students a formative experience that is central to the education we offer, building character, promoting physical wellness, building character and esprit de corps. By requiring students to engage in sports, all students gain the social, emotional, and athletic benefits from being on a team. Moreover, a student's sense of ownership for the school is enhanced as he or she takes up the opportunity to participate in the life of the school outside the classroom.

7.2 Preparation and Assessments

At The Summit Academy, the student athlete is first and foremost a student. The field and court serve as "laboratories" for practicing and developing Christian character. Practices should be considered the equivalent of "class time" while scrimmages and games are considered "assessments." Therefore, students should be attentive and display a positive attitude at all times. Athletes will be evaluated based on sportsmanship (attitude), ability to play as a member of a team (character), and personal ability (skill).

Participation on a sports team earns .5 credits towards the PE requirement.

Practices will take place on Monday, Tuesday, and Wednesday after class and run approximately 90 minutes. The fall season will run until mid-October.

8. Acknowledgement of Receipt for Handbook

(Parent)

I acknowledge that I have received a copy of the Student/Parent Handbook. I understand that I am responsible for reading the information contained in the Handbook. I understand that the handbook is intended to provide me with a general overview of the School's policies and procedures and to ultimately ensure the success of the School mission and the well being of each student.

The Summit Academy exists to help parents provide a fundamental human and Christian formation for their sons and daughters in grades nine through twelve through a challenging Liberal Arts Curriculum in an atmosphere of personal responsibility and freedom and guided by the Magisterium of the Roman Catholic Church. We seek to foster the gifts of faith and culture that are within each student's grasp, and to help fulfill the deep desire to live a noble life that resides in all men and women.

As a member of The Summit Academy community, I understand and support this Witness Statement and its implications.

(Signature of Parent)

(Date)

(Signature of Parent)

(Date)

8. Acknowledgement of Receipt for Handbook

(Student)

I acknowledge that I have received a copy of the Student/Parent Handbook. I understand that I am responsible for reading the information contained in the Handbook. I understand that the handbook is intended to provide me with a general overview of the School's policies and procedures and to ultimately ensure the success of the School mission and the well being of each student.

The Summit Academy exists to help parents provide a fundamental human and Christian formation for their sons and daughters in grades nine through twelve through a challenging Liberal Arts Curriculum in an atmosphere of personal responsibility and freedom and guided by the Magisterium of the Roman Catholic Church. We seek to foster the gifts of faith and culture that are within each student's grasp, and to help fulfill the deep desire to live a noble life that resides in all men and women.

As a member of The Summit Academy community, I understand and support this Witness Statement and its implications.

(Signature of Student)

(Date)