

Student/Parent Handbook 2024-2025

The Summit Academy



Rooted in Faith – Equipped to Serve - Prepared to Lead

www.thesummitva.org

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Introduction

Each fall, the Student-Parent Handbook is provided to 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 attached form acknowledging handbook receipt.

1. School Purpose and Philosophy

1.1 Mission Statement

The Summit exists to provide a robust secondary education and to assist parents with their vocational calling to form their sons and daughters in Christian virtue. The Summit aims to produce mature, responsible young adults who are equipped to engage the world.

Our educational task is to produce free, happy men and women.

This means that students should be drawn toward a full awareness of reality.

In all things, we seek to cultivate an awareness and an 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.

Even more succinctly put, we exist to do the following:

- 1.) Teach the Catholic Faith*
- 2.) Provide excellent academics*
- 3.) Equip young men and women to live out fruitful vocations*

While these tasks are listed in order of priority, they are fundamentally cooperative—they cannot compete with one another. To do one of them well is to do all of them well. To compromise in one of these tasks is to compromise all of them.

1.2 “The Glory of God is Man Fully Alive” – Saint Ireneaus

All inquiries, educational and otherwise, 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, 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 from Scripture and the Fathers to articulate the implications of the Incarnation for all 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.
- St. Irenaeus, *Adv. haeres.* 3, 19, 1: PG 7/1, 939.

For the Son of God became man so that we might become God.
- 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 realization of life lived to its fullest is nothing short of the very Glory of God.

1.3 The Goals of Catholic Education

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

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 discernible in them.

The secular-school-education-plus-religion-class model reinforces the false impression that faith or religion is merely another "subject to take" that may or may not have any substantial engagement with every-day, lived reality. The task of Christian education is at all times to avoid an artificial separation of faith and life and to consistently demonstrate the profound manner in which Christ and the Church have affected history and culture. A Christian education thus offers students an academic formation that ingrains a sense of meaning and purpose in both themselves and the world in which they reside. Students are equipped with a true vision of reality that is strong enough to be countercultural while calling them to love the world because it was 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 are the foundation of education in the West, and their purpose is to produce free citizens who can contribute to the health and good of the community.

Integrated, classical learning values all of the academic disciplines in a complementary manner and ensures that students receive a well-rounded education.

Classical education offers a time-tested approach 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 is, in significant measure, owed to the spread of classical learning. In placing a special emphasis on Greek, Roman, Jewish, and Catholic cultures, students are better equipped to understand and contextualize the culture in which they live today.

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

Classical learning properly appropriates 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. Classical schools and educators are accordingly 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 the focus of classical liberal education.

2.) Logos-centric

Classical educators are logos-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 logos-centric quest for the ideals of wisdom and virtue.

The logos-centricity of classical liberal learning is the reason that true classical education blends seamlessly with the Catholic faith; Christ is the logos.

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 and initiation into the Great Conversation
- 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 on the FACTS Portal for Families or the school website at: <http://www.thesummitva.org/calendar>

2.1 Daily Schedule

The Summit Academy runs on a 4+1 alternating, modified block schedule.

The school office is open between the hours of 7:30 and 3:30 PM.

The school cannot be held liable for students who arrive on campus before working hours.

2.1A Upper School Schedule

Upper school class periods are 80 minutes and 50 minutes.

First period class begins at 7:45 AM and the last period class concludes at 2:35 PM.

Students arriving in first period class after 7:45 and without a note will be marked tardy.

The class schedule for each student is posted on the FACTS Family Portal.

2.1B Middle School Schedules

6th and 7th Grades Classes Operate Monday through Thursday.

8th Grade Classes Operate Monday through Friday.

The school day begins at 7:45 AM and concludes at 2:35 PM.

The class schedule for each student is posted on the FACTS Family Portal.

3. Academics

3.1 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.

3.2 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 that takes into account 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. 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 toward mastery of an academic discipline.

We have ensured that each upper school student has a daily study hall. The school fully expects that students will use study halls effectively and responsibly in order to help minimize the work that must be brought home. The Summit offers a closely-managed, proctored study hall period in order that students develop habits of disciplined and productive self-directed study. In addition, we will provide tutoring during the study hall period. Failure to utilize the study hall properly can result in a poor quarterly evaluation and 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, in college, and beyond.

The school's provision of a study hall does not mitigate the need for students to 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.

3.3 Grade Reporting

We intend for grades to reflect students' growth, preparation, and execution as they work toward mastery of the disciplines within the school curriculum.


We provide ample space for narrative feedback (both verbal and written) so that students and parents come to view assessments as instructional, similar to corrections or advice offered by a coach. We invite students to analyze what is and is not effective in their work. An instructor instructs, providing concrete feedback and guidance on actionable steps towards growth and subject mastery.

3.3A Quarterly Reviews.

At the end of the first and third quarters, students receive a written performance review from each of their instructors. Performance reviews are distributed via the school's student information portal (FACTS SIS).

The school also holds a quarterly review for each upper school student. During the quarterly review students meet with an administrator and at least one of their teachers to discuss the written performance review, to increase understanding, and to develop strategies for continued academic and personal growth.

In the quarterly review parents are notified of students' general academic performance in broader terms using a similar format to the following template:

The Summit Academy 		
Student:	Course:	Grade:
Teacher:	Academic Year: 2023-2024	Semester:
General Academic Performance is: <input type="checkbox"/> Acceptable <input type="checkbox"/> Unacceptable		
Content		Attitude
<input type="checkbox"/> Continued good work		<input type="checkbox"/> Continued good work
<i>Areas for Improvement</i>		<i>Areas for Improvement</i>
<input type="checkbox"/> Homework/Preparation for class		<input type="checkbox"/> Seminar decorum
<input type="checkbox"/> Seminar participation		<input type="checkbox"/> Use of study halls
<input type="checkbox"/> Test performance		<input type="checkbox"/> Effort in learning
<input type="checkbox"/> Quiz performance		<input type="checkbox"/> Distractibility
<input type="checkbox"/> Project performance		<input type="checkbox"/> Coachability
Comments:		

3.4 Grade Scale

The Summit Academy diploma is an Honors Level program.

Upper School Literature, Theology, History, Science, Latin, and most Math courses receive the honors designation.

Elective courses receive the standard designation.

Dual Enrollment college courses are weighted on a 5.0 grading scale.

Grade scales are as follows:

Letter Grade	Standard GPA	Honors GPA	Dual Enrollment
A	4.00	4.50	5.00
A-	3.70	4.20	4.70
B+	3.30	3.80	4.30
B	3.00	3.50	4.00
B-	2.70	3.20	3.70
C+	2.30	2.80	3.30
C	2.00	2.50	3.00
C-	1.70	2.20	2.70
D+	1.30	1.80	2.30
D	1.00	1.50	2.00
F	0.00	0.00	0.00

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 the 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 (I)" 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, no later than the beginning of the following grade period, for the work to be completed. Incomplete grades may not be carried over from one academic year to another.

3.7 Academic Probation

In order to remain in satisfactory standing within the upper school students must maintain a GPA above a 2.0. Because of the sequential nature of the school's academic curriculum students who fail a class within the upper school will not be able to proceed withing the

program. Upper school students who receive a D in math or Latin will be required to summer course work. Upper school students who receive a D in other courses may be required to complete summer work or school if it is deemed to be in the student's best interest by faculty and administration.

If students do not achieve satisfactory academic performance at the end of the Fall Semester, they may be placed on academic probation. Conditions for academic probation include:

- Faculty indicate that a student's work is trending toward a D or below in one or more courses at the end of the Fall Semester
- A student's mid-year, prospective GPA falls below a 2.0

If a student's performance is unsatisfactory at the end of the school year, the student may be denied the opportunity to re-enroll.

3.8 Academic Honesty

"Since man is a social animal, one man naturally owes to another that which is necessary to preserve human society. It would not be possible for men to live together unless they believed one another, as communicating the truth to one another."

-St. Thomas Aquinas, Summa Theologiae II-II.109.3.ad.1

Just as all social endeavors depend upon truthfulness, so the collaborative work of administrators, teachers, families, and students at The Summit depends upon a shared commitment to honesty and integrity. Acts of academic dishonesty strike at the heart of The Summit's mission to form free men and women in Christ, producing suspicion, damaging morale, and detracting from the authentic accomplishments of peers.

Offenses against academic honesty include:

- Cheating on a quiz or test
- Plagiarism, the appropriation of another's ideas or work*
- Using unauthorized aids*

Offenses against academic honesty will result in a failing grade and immediate parental notification. Subsequent offenses may, at headmaster's discretion, warrant course failure, suspensions, or expulsion from the school.

***AI Policy**

The advent of increasingly sophisticated generative artificial intelligence (AI) tools like ChatGPT has produced new challenges for identifying instances of academic dishonesty. Text generated by such tools may not be used in coursework at The Summit Academy and, if discovered, will be treated either as use of unauthorized aids or plagiarism. Should a student be suspected of using AI-generated text to complete coursework, he or she will be asked by faculty or administrators to define key words or recount the process by which the student discovered associations between focal ideas. If a student is not able to provide

satisfactory answers to these questions, he or she will be subject to the penalties listed above.

3.8 Graduation Requirements

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

- Four units of Math
- Four units of English Literature
- Four units of Science
- Four units of History
- Four units of Theology
- Three units of Language, to include completion of Latin 3
- Senior Thesis

Juniors and seniors may apply for Corporate Work Study. Additionally, (1) unit of physical education is assigned for each completed season on a competitive athletics team.

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, however, 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 strongly recommend that students schedule college visits during breaks in the school year.

4. Discipline and Community Well-being

The objective of our policies and decisions regarding matters of discipline is to cultivate virtue in each of our students. The shared goal in a Christian community of learning is to live as disciples of Christ. Our job as Catholic educators, parents, and students is to lead one another to Christ.

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. The objective of all disciplinary action is never to be vindictive but is instead directed toward facilitating personal growth.

The Summit Academy may act to correct behavior that is not consistent with expectations and norms, whether on-campus or off-campus, including cyber activity. Faculty and staff strive to work with parents so that punishments assigned to students redress and correct the wrong and help the student improve.

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 correction and may be used to maintain the proper tone at The Summit Academy. Typically, this detention will be served from 3:00-4:00pm. 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 corrections may be used at any time, the following are examples of offenses that can result in detention:

- Repeat dress code violations
- Repeat tardies
- Lack of class materials
- Unauthorized cell phone use
- 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)
- Foul 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
- Eating or drinking in unauthorized areas of the school
- 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
- Taunting of a racial, religious, or derogatory nature
- Unjustified physical aggression
- 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. Class discussion is therefore curricular and a regular part of teacher assessment. 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 whenever possible. Should an absence or tardy be unavoidable, the student is responsible for the material that is missed, and it is their responsibility to work with the teacher to determine the appropriate way in which this can be done.

In the event that a student will be absent or tardy from school, or they need to be dismissed early, a parent or guardian should send an email to the following address: attendance@thesummitva.org. When submitting notification of an absence, please include the student's name, grade, and reason for tardy/ absence/ early dismissal.

Parents may also come into the office and sign students in or out in person. In order to maintain the protection of our students, families, and staff, and to ensure that the school is aligned with the statutes of the state of Virginia, an administrator will contact parents/guardians in the event that such notification is not received.

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, meet with the student, and contact his or her 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, holding hands in class, etc.

4.7 Food Sensitivities and Allergies

Although it is impossible to guarantee an allergen-free environment, we nonetheless 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 toward 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 unless they have communicated texts as their preferred method of communication.

5.2 Addressing Concerns

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

Parents are welcomed to copy the Director of Curriculum and Faculty or Headmaster when emailing teachers in order to keep the administration informed of classroom circumstances. Teachers may 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 (Director of Curriculum, Dean of Student Life, or Headmaster).
- 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, if all parties work together patiently and in good faith they will be able to arrive at a satisfactory resolution.

5.3 Electronic Mobile Device Policy

OBJECTIVE: In order to guide students towards mature, responsible, and free decision-making, The Summit is committed to providing an environment free from the distractions caused by devices during the school day. **Students must refrain from using cellular or wireless devices during the school day.**

Parents should **contact the front office** when information must be communicated to their student during school hours. The office will locate the student and convey messages as needed. A phone is available for student use with permission at the front office.

The School's cell phone policy will begin on the first day of school. It is as follows:

Students in grades 6 through 9:

We recommend that students in these grades do not bring cellphones to school. However, if they must do so, they may not have their device on their person or belongings during the day but must power off and check in their device in the school office.

- Phone drop off must take place in the school office before the first period at 7:45 AM and devices will be secured during the day.
- Phone pick up is after the conclusion of the final class period after 2:40 PM.
- A student arriving late to school is responsible for both reporting in and turning their phone in to the secretaries at the front office before proceeding to class.
- A student who is dismissed early for sports or other matters must inform the front office to receive early dismissal permission, and make necessary arrangements with the front office for phone pick up when they are leaving school.

- After 2:40 p.m. phones may be used in the school office and outside school buildings for communication purposes only.

Students in grades 10 through 12 who bring cell phones to campus may choose to avail themselves of the office phone storage in order to be free of potential distraction arising from carrying a device. Otherwise, they will abide by the following code of conduct:

- Phones must be off and kept out of sight in either the student's bag, locker, or car and no phone use will be permitted before 2:40 PM on campus.
- After 2:40 PM phones may be used in the school office and outside school buildings for communication purposes only.
- These students must sign the Cell Phone Agreement Form.

Violations and Consequences

If any student is observed with a cell phone during the school day, or if a student in grades 6-9 fails to turn in their cell phone and the phone is observed during the school day, the student will be assigned a detention and his phone will be confiscated.

Repeated infractions by a student would be seen as a violation of the Policy and evidence of unwillingness to comply with the School's Code of Conduct and may result in further disciplinary action.

*For a wealth of commentary that cites a wide array of studies and education professionals and parents, students may wish to review Issue 4 of the 2015 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, it is better 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, use common sense, be responsible and mature, and we'll all be fine.

6.2 Definitions and Attire

All items listed below are available at [LandsEnd](#) and the school number for The Summit Academy is 900176066

Please note that all cool weather options must comply with the school dress code. Sweatshirts, hoodies, flannel shirts, etc. that do not adhere to the dress code should not be worn at school.

6.2A Upper School Attire:

Normal School Day Attire: Typically Monday through Thursday

Academic Casual: Fridays, unless otherwise noted

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, or Official School Sweatshirt, Belt, Socks, Leather Shoes or Canvas Option
- Cooler Weather Options: School Sweater, V-Neck, Navy, School Zip Cardigan, Grey, School Pullover, Quarter Zip, Navy, School Active Jacket, Navy as listed on the school site at LandsEnd.com

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, or Official School Sweatshirt, Skirt or Chinos, Tights or Knee Socks (white or navy) or Socks if wearing chinos, Leather Shoes or Canvas Option
- Cooler Weather Options: School Sweater, V-Neck, Navy, School Zip Cardigan, Grey, School Pullover, Quarter Zip, Navy, School Active Jacket, Navy as listed on the school site at LandsEnd.com

6.2.B Middle School Attire:

Middle school attire remains constant on all days.

Boys

- Shirt Options: School Polo (long sleeve or short sleeve/ navy or white) or White Button Down Oxford
- Pants/ Shorts: Khaki Chino, shorts or Khaki Chino, long pant
- Cooler Weather Options: School Sweater, V-Neck, Navy, School Zip Cardigan, Grey, School Pullover, Quarter Zip, Navy, School Active Jacket, Navy
- Required: Belt, Socks, Shoes (see below. no sandals or open toe shoes)

Girls

- Shirt Options: White Button Down Oxford School Polo (long sleeve or short sleeve/ navy or white).
- Pants/ Shorts/ Skirt
 - Khaki Chino, shorts.
 - Khaki Chino, long pant (not leggings)
 - Khaki Skirt.
- Cooler Weather.
 - School Sweater, V-Neck, Navy. School Zip Cardigan, Grey. School Pullover, Quarter Zip, Navy. School Active Jacket, Navy.
- Required: Belt, Socks, Shoes (see below. no sandals or open toe shoes)

6.3 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 to commit themselves to a regular and structured approach to developing their talents.

These activities ought to contribute to the whole development of the person, building a level of proficiency 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.

The Athletics Policy is now available in the Athletic Handbook which is posted on the FACTS Portal for Families.

These policies are subject to change at the discretion of the Administration of The Summit Academy.

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 partner with parents and to provide authentically human and Christian formation for their sons and daughters in grades six through twelve. Guided in all things by the Magisterium of the Roman Catholic Church, we seek to form the minds and hearts of students in a challenging Liberal Arts Curriculum and an atmosphere of personal responsibility and freedom, fostering the gifts of faith and culture that are within each student's grasp and fulfilling 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)

Parents may also provide digital acknowledgement on the FACTS Family Portal <https://forms.gle/GL2t96yWJR1oW9uE6>

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 partner with parents and to provide authentically human and Christian formation for their sons and daughters in grades six through twelve. Guided in all things by the Magisterium of the Roman Catholic Church, we seek to form the minds and hearts of students in a challenging Liberal Arts Curriculum and an atmosphere of personal responsibility and freedom, fostering the gifts of faith and culture that are within each student's grasp and fulfilling 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)

Students may also provide digital acknowledgement at the following URL:

<https://forms.gle/GL2t96yWJR1oW9uE6>