

# **Student/Parent Handbook 2017-2018**

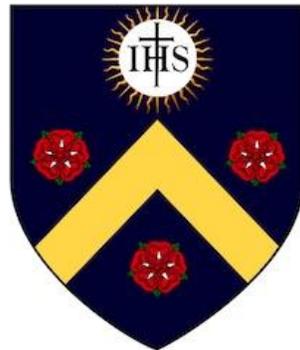
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## The Summit Academy

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**A Classical College Preparatory High School Education  
Rooted in 2000 Years of Church Teaching**

[www.thesummitva.org](http://www.thesummitva.org)  
(540) 684-3989

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## **1. School Purpose and Philosophy**

### **1.1 Mission Statement**

The mission of The Summit Academy is to provide a single-sex, classical education that is rooted in a Christological Anthropology and the traditions of Catholic teaching.

### **1.2 School Motto - "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."<sup>79</sup>  
- St. Irenaeus, *Adv. haeres.* 3, 19, 1: PG 7/1, 939.

"For the Son of God became man so that we might become God."<sup>80</sup>  
- 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.* 57, 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.

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

### **1.3 The Goals of Catholic Education**

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 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. Student 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 Classical Learning**

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 understand 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 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 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 noticed 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>**

### **Key Dates for 2017-2018 School Year**

Faculty Orientation Week	August 21 - 25	Mon - Fri
Student Retreat and Orientation Days	August 28, 29	Mon, Tues
The Summit Seminar Day	Sept 1	Fri
Labor Day, No School	Sept 4	Mon
First Friday/ Late Start/ PSAT Prep	Oct 6	Fri
Columbus Day, No School	Oct 9	Mon
Fall Outdoor Retreats/ Service Days	Oct 10 - 13	Tues - Fri
Alt PSAT	Oct 14	Sat
Fall Break	Oct 16 - 20	Mon - Fri
Parent Teacher Night	Oct 24	Tues
PSAT Date	Oct 25	Wed
Quarterly Review Meetings	Oct 25 - 27	Wed - Fri
Vocation/ Mission Discernment Day	Nov 1	Wed
College Planning Night (Juniors)	Nov 1	Wed
Veteran's Day, No School	Nov 10	Fri
Thanksgiving Break	Nov 22 - 24	Wed - Fri
First Friday/ Late Start	Dec 1	Fri
Mid-Year Assessments	Dec 22	Fri
Christmas Break Begins	Dec 22	Fri (noon)
Second Semester Begins	Jan 8	Mon
Martin Luther King Jr. Day, No School	Jan 15	Mon
First Friday/ Late Start	Feb 2	Fri
PSAT, SAT, ACT Prep Day (half day)	Feb 9	Fri
President's Day, No School	Feb 19	Mon
Mid-Winter Break, No School	Feb 26 - 27	Mon, Tues
The Summit Seminar Day	Feb 28	Wed
SAT	Mar 10	Sat
Quarterly Review Meetings	Mar 14 - 16	Wed - Fri
National Latin Exam	Mar 14	Wed
Holy Thursday, Good Friday, No School	Mar 29, 30	Thurs, Fri
Easter Break, No School	April 2 - 6	Mon - Fri
ACT	April 14	Sat
SAT	May 5	Sat
Spring Outdoor Trips	May 7 - 11	Mon - Fri
Memorial Day	May 28	Mon

Final Grades Released	May 31	Thurs
Last Day of School (Pending Snow Days)	May 31	Thurs
SAT	June 2	Sat
ACT	June 9	Sat

## 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). The first 2 periods are 80 minutes and are for Literature, History, Theology, and Science. The last 6 periods are for Math, Foreign Language, Electives, and Study Hall.**

### Daily Schedule

Period	Time
Assembly	7:55-8:10
1st Period	8:15-9:35
2nd Period	9:38-10:58
3rd Period	11:01-11:41
Lunch	11:41-12:11
4th Period	12:15-12:55
5th Period	12:58-1:38
6th Period	1:41-2:21
7th Period	2:24-3:04

### Late Start Schedule

Period	Time
Assembly	9:55-10:10
1st Period	10:15-10:45
2nd Period	10:48-11:18
3rd Period	11:21-11:51
Lunch	11:51-12:15
4th Period	12:15-12:55
5th Period	12:58-1:38
6th Period	1:41-2:21
7th Period	2:24-3:04

### **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 of the constant sacrifice of time with family and important relationships. Furthermore, extra-curricular 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 student 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

In addition to this grading system, students can earn either a "+" or "-" corresponding to their level of preparedness, effort, attention to detail, demonstration of mastery through participation, and self-discipline. Students who go above and beyond what is considered "normal" for a student in these areas can earn a "+". Students that underperform in these areas can earn a "-" thus turning the scale into a 11 point scale as follows:

- A+ - 4.2
- A - 4.0
- A- - 3.75
- B+ - 3.5
- B - 3.0
- B- - 2.75
- C+ - 2.5
- C - 2.0
- C- - 1.75
- D+ - 1.5
- D - 1.0

For example, a student who demonstrates a B level mastery on evaluations, but is never late, participates well in class discussions, hands in assignments on time, seeks extra help on his own, and generally takes pride in his work can end up with a B+ instead of a B. Likewise, a student who demonstrates A level mastery on evaluations, but is late to class frequently, hands in assignments late, lacks self-discipline, etc can end up with an A- instead of an A. This system of grading is designed to motivate students at all levels of mastery to always do their best in each of their classes. The Summit believes that by encouraging and rewarding good student habits, this will have a long term positive effect on mastery.

#### **4.0 Discipline**

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 well being 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 is a classical school that 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.

## **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 the earliest convenience.

If necessary, meetings can be scheduled directly with the teacher between 7:30 – 7:55 am, 3:05 – 3:35 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 being 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 (7:55am-3:05pm) 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 3:05, the School may confiscate a device if the use seems to violate acceptable use.

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 reivew the Issue 4 of the 2105 Humanum Journal <http://humanumreview.com/issues/education-and-technology>

## **5.2 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 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 Mon-Thurs

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\\_-](http://www.vans.com/shop/canvas-era-navy?cm_mmc=GPF_-google_-merchantcenter_-)

### **Young Womens' Shoes**

- Material: leather or suede
- Color: solid black or brown
- Style: Flats, Low Heel Loafer or Classic Mary Janes - 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\\_-](http://www.vans.com/shop/canvas-era-navy?cm_mmc=GPF_-google_-merchantcenter_-)

## **7. Athletics and Extra Curricular Activities**

Participation in an extra curricular activity is an essential component 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.

Even in the formative years of our school we will stress the need to introduce students to a broad range of extra curricular development outside of the classroom. The range of activities may include athletics, theatre and arts or other areas of personal development.

While varsity level athletic programs will take time to develop it is often the case that students in smaller programs are afforded the opportunity to discover talents that might have otherwise remained latent in larger institutions. Participation in club level sports can provide a means for getting players increased time on the field during games and more direct instruction from coaches. Not only can this provide students the chance to gain experience in activities in which they might not have otherwise been exposed, it can also give them the chance to learn leadership skills by way of necessity.

### **7.1 Emerging Arts, Sports and Development Program Requirement 2016-2017**

Students will be encouraged to participate in one full time extra curricular activity for the minimum period of one semester per year. This can fall under the category of a travel athletic team, club sport, a theatre program such as CYT, music and recital work or an outdoors program.

**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.

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(Signature of Parent)

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(Date)

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(Signature of Parent)

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(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.

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

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(Signature of Student)

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(Date)