



Please sign by 9/23/16 and return to the office

	Parent Initial	Student Initial
We have read and agree to the Student/Parent Handbook for Summit Rainier for 2016-2017.		
We have read and agree to the Graduated Discipline Plan and Suspension and Expulsion Policy for Summit Rainier.		
We have read and agree to the Attendance and Tardy Policies for Summit Rainier.		
We have read and agree to the Technology Use Policy for Summit Rainier and agree to follow all policies.		

Student Name _____

Summit Public Schools: Rainier

Student and Family Handbook 2016-2017

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Overview

School Mission

Summit Public Schools' mission is to prepare a diverse student population for success in college and to be thoughtful, contributing members of society. Since our founding in 2003, our mission has driven every decision we make about our schools and every minute of the student experience.

Students graduate from Summit college-ready. They have the knowledge, skills, and habits to succeed in and graduate from a 4-year college. While this may not be the path for every student, we ensure that every student is equipped with the skills to succeed in college, career and life. Our ultimate aim is for our students to achieve well-being by becoming individuals who reflect on how they want to contribute their talents and passions to this world, and have the resourcesfulness, foresight, and persistence to achieve their life goals.

Principles of the Rainier Experience

To achieve our mission, the following principles are the foundation of the decisions we make and the expectations we set for all members of our community.

1. We develop personalized learners who have the skills, habits, and knowledge to reach their potential.

To successfully achieve their goals, personalized learners demonstrate four characteristics and behaviors. Through Summit's personalized learning experience, our students practice these behaviors and build these characteristics every day.

- Personalized learners articulate their long-term goals and aspirations and connect those goals to their daily decisions, actions and behaviors.
- Personalized learners are empowered as self-directed learners who develop habits, mindsets and behaviors that lead to academic and personal success.
- Personalized learners engage in deep learning projects that prepare them for the future by engaging in real, authentic situations.
- Personalized learners form strong relationships and contribute to multicultural communities in which they practice and model life skills and receive the feedback they need to grow and thrive.

2. We build secure attachments within our close-knit, connected community.

We believe that strong relationships among members of the Summit community (students, families, faculty and administrators) support students in building the confidence to self-direct their learning. When students have secure attachments -- relationships that are consistent, promote a feeling of security, and establish a mutual bond of trust -- they are more prepared to engage in our rigorous program and to meet our high expectations. Our ability to build these secure attachments among all community members shapes our academic program and community culture.

3. We build and maintain peace in our community through restorative practices.

At Summit, the physical and emotional well-being of our students is our number one priority. We work actively to build a community that is rooted in care and affection. We accept all individuals unconditionally, but we do not accept actions and behaviors that harm the community. When harm has been done, our restorative practices establish accountability, repair that harm, and prevent future misconduct while promoting respect and restoring relationships among all community members impacted. We help students learn from their mistakes so that they can be thoughtfully reintegrated into the community.

4. We create a foundation of equity in our diverse community.

We believe that we all learn more when we are active participants in a multicultural and diverse community that expects and supports the success of all. Our student body purposefully reflects the full diversity of the community in which we are located. Summit is a community that values multiple experiences, backgrounds, and perspectives. We implement community norms and practices both in and outside of the classroom that promote respect, understanding, and inclusion of our diverse community members and perspectives at our schools.

5. We focus on six core characteristics that prepare students for their long-term goals.

Summit is founded on six core characteristics that define the attributes we believe are necessary to build a strong community. We incorporate the core characteristics into the daily experience at Summit as teachers and students alike point out examples and non-examples in the world and within our communities. We appreciate and shout-out members of the community who display these characteristics. We expect students to internalize, practice, and model these characteristics once they've graduated. The Summit core characteristics are courage, curiosity, compassion, integrity, respect, and responsibility.

College Readiness and Contributing to Society at Rainier

To achieve our mission of preparing a diverse student population for success in college and to be thoughtful, contributing members of society, students engage with four elements of college readiness: cognitive skills, content knowledge, habits of success, and real-life experiences. Leading educational research, including the work of Dr. David Conley and the Educational Policy Improvement Center (EPIC), indicates that these four elements provide students the foundation they need to be successful in and graduate from a best-fit college. At Rainier, students engage with these elements in a personalized way, leading to deeper, more authentic learning.



Cognitive Skills

Cognitive skills are the higher-order thinking skills that students need to solve complex problems in and beyond college. They are skills like *Asking Questions* and *Interpreting Data and Information*. The thirty six cognitive skills, which are [listed in the appendix](#), are relevant throughout a lifetime of learning. They enable students to be successful in pursuing college academics, excelling in their choice of career, and tackling the known and unknown societal challenges that will face their generation.

Cognitive skills are taught, practiced, and assessed through project-based learning. Courses at Rainier are built around authentic, real-world projects where students solve complex problems, often in collaboration with their classmates. Teachers facilitate these projects and provide feedback to help students continually improve their cognitive skills.

Because these skills are truly interdisciplinary and also continue to develop over time, Summit defines and assesses cognitive skills based on one common rubric across all grade levels and subject areas. We use this common tool, which we developed with top researchers at Stanford University and elsewhere, so that students can see the connections between their classes and track their growth in these skills across all years at Rainier.

For more information about cognitive skills, refer to the [“Project Time”](#) section, in which the student classroom experience is described in more detail, and the [“Grading Policy”](#) section, in which assessment and grading are described in more detail.

Content Knowledge

Content knowledge is the set of facts and information that is fundamental to understanding the world around us. Students learn content in different ways and at different speeds. At Rainier, students have access to a wide variety of resources to help them learn relevant content. Summit teachers curate these resources and organize them into online playlists that introduce each topic and link to videos, slideshows, websites, readings, and practice worksheets. Students engage with these resources and choose the best ones to help them learn both at school and at home.

Content is assessed through online, on-demand, multiple-choice content assessments. When a student believes s/he has mastered a topic, s/he can request to take a content assessment as long as s/he is in an appropriate testing environment. The assessment is graded instantly by the computer. Students decide which content they study, whether to try again if they haven't passed it, and whether to attempt different content assessments.

For more information about content, read the "[Personalized Learning Time \(PLT\)](#)" section to understand what this looks like in a Summit classroom and "[Grading Policy](#)" section to understand how these assessments count towards a grade.

Habits of Success

Habits of Success describe the ways we interact with our work and community. Success in college and beyond requires that students develop their emotional intelligence (e.g. self-awareness), interpersonal skills, and empathy. Success also requires students to develop ambitious goals, shift strategies when they're not on track to meet them, and persist through difficulties. Students also need to learn time management, note-taking, and studying skills to become strong learners. Students must also believe in themselves and that hard work will help them get better. Development of these habits allows students at Summit to consistently practice a self-directed learning cycle in which they set a goal, create a plan to achieve that goal, learn new information, show their learning, and reflect on the process.

Habits of Success are addressed daily in all classes at Summit, in communication between the student and his/her mentor and most directly in the Habits, Culture, and Community (HCC) class. This course allows students to engage in reflections, discussions, and activities facilitated by the Community Teacher, who helps them build their habits.

Given the personal nature of a student's habits, Habits of Success are assessed by the students themselves and their mentor, who supports students in reaching their goals and building Habits of Success. Throughout the year, students will take self-assessment surveys on their emotional intelligence, as well as as their mindsets and feelings at various stages of their learning process. Mentors, teachers, families, and peers will also provide feedback. Students and mentors meet 1:1 each week, and the student's mentor will use the student assessments to inform how to best coach the student on building the mindsets, study skills, and emotional intelligence needed to meet that student's goals.

For more information about Habits of Success, see the "[Habits, Culture, and Community Class](#)" section to understand what this looks like in a classroom, or "[One-to-one Check Ins](#)" to understand more about the mentor check-ins.

Experiences

Real-world experiences help students connect what they learn in classrooms -- skills, knowledge, and behaviors -- to potential passions, career paths, and life experiences outside of school. After they graduate from Rainier, students will apply what they have learned to new contexts in college, career, and life. Providing real-world experiences prepares students for different environments in the future and helps them understand themselves. We provide students real-life experiences through our Expeditions elective courses, academic projects based on real-life scenarios, off-campus trips, and extracurricular activities.

For more information about real-life experiences, see the sections entitled "[Expeditions](#)" and "[Athletics and Extracurricular Activities](#)."

The Personalized Learning Plan (PLP)

The Personalized Learning Plan (PLP) is a dynamic online dashboard for students to set goals, track their progress, and direct their own learning by accessing the resources that make up the Summit curriculum. It is the platform used at Rainier every day by students, teachers and families. The PLP has always been a part of Summit. When the first

Summit campus opened in 2003, the Personalized Learning Plan was a 2-page document created by the student, mentor, and family that recorded the student’s long and short-term goals as well as their strengths, needs, and weekly schedule. As Summit grew, we partnered with Facebook to create the more detailed tool that we use today. Combining Facebook’s engineering capabilities with Summit values and principles resulted in a tool that thoughtfully organizes the experience of Summit students, families and faculty.

In addition to being a tool for students to direct their own learning, the PLP is the primary way we communicate a student’s academic progress with their family. When a parent logs in to the PLP using their own account, they see the same information that students, mentors, and teachers see. Parents can view detailed information about their child’s projects and content assessments as well as up-to-date information about their overall grades.

For more information about how parents can use the PLP to support their student’s academic success, see the section titled “[Family and School Academic Partnerships.](#)” For more information about grades, see the section titled “[Grading Policy.](#)”

The Rainier Team

Rainier has a high quality faculty collaborating to achieve our common mission and build the culture and community that defines our school. Please see the section titled “[Communication](#)” to learn about communicating with us.

Name	Role	Email / Phone No
Jesse Roe	Executive Director	jroe@summitps.org
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Lupe Trujillo	Operations Manager	gtrujillo@summitps.org
Adriana Sanchez	Operations Assistant	asanchez@summitps.org
Edward Lin	9th Grade Mentor, Biology and Chemistry Teacher	elin@summitps.org
Sergio Quinones	9th Grade Mentor, Spanish 1 and Spanish 3	squinones@summitps.org
Katie Goddard	9th Grade Mentor, Habits, Culture, and Community Teacher	kgoddard@summitps.org
Sunli Kim	9th Grade Mentor, English 9 and AP Literature Teacher	skim@summitps.org
Hassaan Ebrahim	10th Grade Mentor, Math 9 Teacher	hebrahim@summitps.org
Evan Lee	10th Grade Mentor, Math 11 and AP Stats Teacher	elee@summitps.org
Karren Windsor	10th Grade Mentor, English 10 and AP Literature Teacher	kwindor@summitps.org
Marie Burns	10th Grade Mentor, AP Environmental Science Teacher	maburns@summitps.org
Eric Cho	10th Grade Mentor, Biology and Chemistry Teacher	echo@summitps.org
Angel Barragan	11th Grade Mentor, Spanish 2 and AP	abarragan@summitps.org

	Spanish Language Teacher	
Macy. Sharif	11th Grade Mentor, Education Specialist	msharif@summitps.org
Stuart Morris	11th Grade Mentor, AP US History and History 9 Teacher	smorris@summitps.org
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Roles and Responsibilities

As a team, the Rainier faculty collaborates to build school culture and the supports needed to meet our goals. The following gives an overview of the roles and responsibilities of the various members of the faculty that support all Summit students and families.

Operations Manager:

The Operations Manager oversees the front office and supports the Executive and Assistant Directors to ensure the school is running smoothly every day. The Operations Manager is responsible for managing attendance and the daily meals program, assisting with monitoring student behavior, helping with student recruitment and enrollment, managing student records, ensuring site safety, and supporting with testing and the college readiness process.

Office Assistant

The Office Assistant greets students, families, and other campus visitors at the front desk and creates a warm, welcoming, and organized environment. In addition to answering phones and emails and responding to inquiries, the Office Assistant helps with attendance and daily meal service. The Office Assistant is also responsible for sending and receiving mail, distributing school supplies, and making sure office equipment is in working order.

Food Server:

The Food Server prepares and serves breakfast and lunch, ensuring that students have healthy and delicious meals every day, while keeping the school kitchen safe and clean.

Education Specialist:

The Education Specialist is responsible for providing specialized instruction in the Learning Center as well as developing and implementing Individualized Education Plans (IEPs) for a caseload of students. Education Specialists plan and implement targeted and effective instruction designed to address IEP goals. They track student progress and build instructional plans. The Learning Center is offered in place of Personalized Learning Time for students with IEPs

and, therefore, the Education Specialists support students in developing habits of success and mastering content objectives. Education Specialists ensure students receive the supports, accommodations, and/or modifications outlined in each student's IEP. They consult with general education teachers to adjust core curriculum, instruction, and assessment to meet the unique learning needs and styles of a caseload of students. To identify these needs, Education Specialists collaborate with teachers, mentors, related service providers, and parents to collect information and monitor student progress. With this information they lead the IEP development of each student they support including the coordination and facilitation of IEP meetings.

Project Teacher:

Project Teachers teach students during project time. They develop unit plans and lessons to support students in completing projects and building cognitive skills. During project time, they ensure that all students are engaged as productive members of the class. Project Teachers are also responsible for giving students feedback on their work before a project is due and after the final product is submitted. They report grades on each cognitive skill. During instruction, Project Teachers use a variety of strategies to support and motivate students including preparing student-directed activities, whole-group instruction, small-group interventions, and individual conferences. Project Teachers use their knowledge of each student, of the projects they are teaching, and of the content and skills embedded in the projects to choose the right strategy for all students.

Community Teacher:

Community Teachers teach the [Habits, Culture, and Community Course](#), a course that creates a space for students to intentionally build the habits they need for college and the culture that Rainier needs to ensure that all students are actively engaged in learning. The Community Teacher also helps develop a positive school culture to ensure that all students in each grade level feel like they belong and can take academic risks. They often step in when the peace and positive culture of the community have been harmed and build plans to refocus and repair as needed. Community Teachers also support extracurricular activities by managing sports, clubs, and student government.

Mentor:

Project Teachers, Education Specialists, and Community Teachers serve as a Mentor for a group of students in a specific grade. Their role is to be an advocate for each member of their mentor group. They are the primary contact for families whenever they have questions about their child's progress or concerns about the support they are getting. The Mentor also has a responsibility to meet with every student in their group on a weekly basis, typically on Fridays. During these weekly meetings, the Mentor helps students reflect on past progress, set goals for the future, and work through any obstacles that may get in the way of the student reaching their goals. The final responsibility of the Mentor is to build a culture within the mentor group where everyone supports each other and motivates each other to be their best.

Tutor:

The Tutor has two primary roles. First, s/he teaches Personalized Learning Time (PLT) and supports students in developing important academic habits and mindsets, while also providing support for students in developing study skills and content knowledge. Secondly, Tutors teach Summit Reads and Summit Solves, providing students with opportunities to develop and improve key literacy and numeracy skills. Tutors also work with small groups of students before and/or after school to support students' academic success.

Executive/Assistant Director:

As the school leaders, the Executive and Assistant Director lead the vision and culture for the school. These roles support students in building secure attachments, achieving academic success, and college readiness. Directors support high performing faculty with instructional leadership, professional development, and active coaching. The Directors ensures that the vision of the school is carried out through effective academic programs that meet the mission of college readiness and strong community.

Schedule and expectations

Achieving Summit's mission and vision requires hard work and collaboration every day. We design student schedules to provide each community member the opportunity and support they need to work towards their goals. This section details the values and principles that drive each moment of the day as well as the expectations for all participants. We believe that it is an essential part of forming secure relationships and setting up every community member for success to clearly articulate what is expected of students and why we expect that of them. Building the culture that we want to have at Rainier starts with laying out what our expectations mean and how they tie together.

In order to maximize each component of the academic model, we have established principles (values we use to drive our behaviors) and expectations (the things we expect to see) which are described below. Teachers will have more specific expectations for their classes that they will share with their students at the beginning of the academic year.

Expectations to Maintain a Safe Community

Principle: All community members are physically safe.

Expectations:

- We know where every member of the community is at all times.
 - Students arrive to school early and are seated in their first period class on time.
 - Students follow their assigned schedule at all times. They show up early to arrive on time.
 - Students take responsibility for knowing where they are supposed to be at all times.
 - If students have questions about their schedules, they ask for help at the front desk proactively in a way that avoids missing class time.
 - If students must leave their assigned location, they ask for and wait for permission from the faculty member in charge of supervising them.
 - While on campus, students stay in supervised, allowed locations.
 - Students stay on campus until they are dismissed at the end of the day.
 - On their way to and from school, students make sure their parents know where they are at all times.
- We respect the physical boundaries of others.
 - Students engage in respectful, school-appropriate physical contact (handshakes, high-fives, etc).
 - Students ask for and wait for permission before touching the personal property of others.

Principle: All community members are emotionally safe.

Expectations:

- We build understanding and empathy among all members of the community.
 - Students interact with a diverse set of peers.
 - Students ask appropriate questions that deepen knowledge of others' backgrounds and interests.
 - Students seek to understand the perspectives of others.
 - Students think about how their actions will affect others before they act.
- We respect the differences of others.
 - Students use respectful and school-appropriate language.
- We support each other and leave no Bulldog behind.
 - Students go out of their way to be kind to others.
 - Students actively look to see if a peer is struggling and help them however they can.
 - Students alert a faculty member if someone needs more intensive help.

Expectations to Engage in Learning

Principle: The focus is on learning.

Expectations:

- Students arrive prepared with the appropriate materials and ready to learn.
- Students follow the directions of the teacher or the adult leading the class promptly and respectfully.
- Students maintain a productive working environment and follow norms for volume and collaboration.
- Students stay on task and encourage their peers to stay on task.
- Students use technology appropriately and responsibly for academic purposes.
- Students avoid or ignore distractions.

Principle: Students practice self-directed learning.

Expectations:

- Students actively use the PLP tool to guide their personalized learning.
- Students set and are aware of appropriate short-term goals. They can explain the purpose of the task they are working on and how it contributes to their personal long-term goals.
- Students seek help. If they have tried to answer a question themselves and are still stuck, they follow the norms of the class and ask for help from peers, the teacher, or other resources as appropriate.
- Students reflect on their progress and adjust their goals, plans, and learning strategies when necessary.

Principle: Each class is a community of learners.

Expectations:

- Students see the classroom as a safe haven from which they can take interpersonal and academic risks knowing that there is a community of supporters who will provide comfort and feedback. Learning is inherently a communal experience, and our classrooms are places where we create a community of learners.
 - Students express words of encouragement to their classmates.
 - When peers are struggling, students help them with their question by attempting to answer or helping find resources or support (when appropriate).

Calendar and Bell Schedule

A yearly school calendar can be found in the appendix below. Rainier also publishes an up-to-date events calendar on our website at rainier.summitps.org For more information about how to learn about important dates and events, see the section titled "[Communication](#)."

Every moment of the day at Rainier is designed to help us meet our mission and build the school community. There are three distinct bell schedules over the course of the year. Each of the elements of the day is described in more detail below, including the values behind that part of the day and the expectations we have for students during that time.

Monday - Thursday		Friday		Expeditions	
8:15 - 9:45	Block 1	8:15 - 8:40	Mentor Time	8:15-9:45	Morning Expedition
9:45 - 10:00	Brunch	8:45 - 9:45	Block 1	9:45-10:00	Brunch
10:00 - 11:30	Block 2	9:45 - 10:00	Brunch	10:00-11:00	Morning Expedition
11:30 - 12:05	Lunch	10:00 - 11:30	Block 2	11:00-11:05	Break/Transition
12:05 - 1:35	Block 3	11:30 - 12:05	Lunch	11:05-11:35	Afternoon Expedition
1:40 - 3:10	Block 4	12:05 - 1:35	Block 3	11:35-12:05	Lunch
3:15 - 3:25	Mentor Time	1:40 - 3:10	Block 4	12:10-2:10	Afternoon Expedition
3:30 - 4:30	After school Office Hours	3:15 - 3:25	Mentor Time	2:15-3:25	PLT/Afternoon Activity
		3:30 - 4:30	After school Office Hours		

Project Time

WHAT	Project Time is when students engage in deep learning experiences in English, Math, Science, History, and Spanish. Project time is a class that challenges students to build and apply cognitive skills by participating in collaborative activities and completing projects.
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WHEN	Project Time happens during most of the blocks Monday through Thursday. For each class, a student has Project time twice per week for a total of two 90-minute blocks.
WHO	A student has project time with a mix of other students who are mostly in their grade. Project Time classes have an average of 25 students. Project time is led by a project time teacher.
WHY	Cognitive skills are one of the four elements of college readiness . Students develop these skills best when they have the time to engage in rich, authentic projects while collaborating with a diverse group of peers and receiving direct support, coaching, and feedback from a project time teacher.
HOW	<p>In addition to meeting our expectations to maintain a safe community and our expectations to engage in learning that are described above, students in project time are expected to do the following:</p> <ul style="list-style-type: none"> • During independent work, students attempt problems, learn difficult material, and build self-reliance skills that will be critical for student success in the future. In Project Time, students are expected to monitor their own progress, set a goal for what they will accomplish by the end of the period, and be able to explain if they are on track with their goals. • During group work, students work in heterogenous groups. In any field, context, or job, people are expected to be able to collaborate, mediate issues, and join together to achieve joint objectives. In Project Time, students monitor their own progress and make sure that all students are actively engaged and participating. Students are also expected to keep each other on task in a respectful way and support each other whenever possible. • During whole-group learning experiences, students find strategies to stay engaged and show their colleagues they are participating, which is an important part of being part of a community. In Project Time, students are expected to monitor their own progress and to listen attentively by: <ul style="list-style-type: none"> ○ sitting or standing facing the person speaking ○ making eye contact ○ speaking in turn ○ asking questions to probe or push the conversation ○ providing answers when necessary • After getting feedback from the teacher or peers, students can request revisions from their teacher either in the PLP, in person, or over email. Revision opportunities provide students with another opportunity to build mastery of cognitive skills and help improve the overall quality of their work. Teachers will typically provide an authentic opportunity for students to revise and a timeline with which to complete the revisions. • When absent, students will visit the PLP before returning to school to stay informed of work and expectations within their classes. They will email classmates or their teacher if additional support is needed to understand specific coursework so that they can complete all activities to the highest of their capabilities.

Personalized Learning Time (PLT)

WHAT	Personalized Learning Time (PLT) is a time for students to work towards their own individual goals by following the self-directed learning cycle of setting goals, planning their process, learning new information, showing their learning and reflecting on the process. The primary purpose of PLT is for students to practice strategies that support this cycle. Students in PLT engage with online playlists, selecting and processing resources to help them learn the objectives of each focus area. When they are doing PLT in school, students use this time to request content assessments and demonstrate their content mastery in a testing environment supervised by a faculty member.
WHEN	<p>Students have PLT in 45 or 90 minute blocks during the week between Monday and Thursday. Depending on the other courses they are taking, most students have between 4 and 7 hours of PLT per week between Monday and Thursday. Students have PLT for the majority of each Friday.</p> <p>Students are expected to engage in PLT outside of school hours. Students are expected to spend a</p>

	minimum of 8 hours per week on schoolwork outside of official school hours. Generally, this averages to 2 hours per night, unless students are on track with their content assessments. Toward the end of high school, the hours may increase given the demands of the college application process.
WHO	Between Monday and Thursday, a student has PLT with a diverse group of an average of 25 peers. PLT between Monday and Thursday is usually led by a Tutor. On Friday, a student has PLT with their Mentor and mentor group. Outside of school hours, a student may engage in PLT individually or collaboratively with peers.
WHY	Content knowledge is one of the four elements of college readiness. PLT is the opportunity for students to develop their content knowledge. Because the time is personalized, students are able to accelerate or take more time and focus on learning the content that is most appropriate for them in a way that best fits their learning style. PLT also provides students with an authentic opportunity to practice self-directed learning and prepares them for success in a best-fit college and a future in which they design a personalized path toward their goals. Using extended opportunities to plan one's time facilitates the development of habits that can be used in various contexts throughout life.
HOW	In addition to meeting our expectations to maintain a safe community and our expectations to engage in learning that are described above, students in PLT are expected to do each of the following: <ul style="list-style-type: none"> ● Students work toward the week-long goals they set with their mentor during their check-in. ● Students use specific learning strategies and produce evidence of learning (notes, etc). ● Students follow the appropriate procedure to request and take content assessments (CAs). <ul style="list-style-type: none"> ○ Students taking CAs are silent. ○ Students taking CAs do not communicate with anyone. ○ Students taking CAs do not use resources beyond what is allowed. ● Outside of school, students respect the take-home computer program.

Habits, Culture, and Community Class

WHAT	In the Habits, Culture, and Community (HCC) Course, students engage in projects, discussions, and activities to develop their habits of success, build a positive school culture, and strengthen the Rainier community.
WHEN	Every student has HCC once per week for a 90-minute block on a day between Monday and Thursday.
WHO	A student has HCC with their mentor group. HCC class is led by a Community Teacher.
WHY	Habits of Success are one of the four elements of college readiness . HCC is a consistent place for students to reflect on and practice their habits in a way that will ensure that they are consistently growing and becoming the strongest students than can be before they transition to college. We also believe that to create a culture where all students feel safe and are actively engaged, we must intentionally create experiences where students understand each other and learn to respect differences. HCC is a time to strengthen those community bonds and build a culture in which every student feels welcomed and known.
HOW	In HCC students are expected to meet our expectations to maintain a safe community and our expectations to engage in learning that are described above,

Summit Reads and Summit Solves

WHAT	Summit Reads (SR) and Summit Solves (SS) are dedicated times for students to strengthen their
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	<p>reading and numeracy skills. Based on assessment data, students are placed in different tiers of support to personalize their experience and provide the appropriate level of intervention. Summit Reads and Summit Solves are targeted remediation for students who need it and time for extension for students already on or above grade level.</p> <p>During Summit Reads, students read articles or practice specific literacy skills. Depending on their reading level, students may use a program like Newsela or Reading Plus. While students are reading, Tutors check in with students, read alongside them, and ask questions. The online programs provide Tutors with data that they use to monitor student progress, target specific instruction, and differentiate reading materials to meet student need.</p> <p>During Summit Solves, students work with targeted math curricula based on their skill level. Tutors provide each student the right level of support. While students are working on the targeted curricula, tutors coach them on relevant learning strategies. Instruction is often supplemented with small group learning or other instructional strategies designed to give students quick, targeted feedback. Depending on their level, students may use a program designed for targeted math remediation or acceleration including Khan Academy, ST Math, or Pearson.</p>
WHEN	Every student has at least 90 minutes of Summit Reads and 90 minutes of Summit Solves per week. This occurs in two 45-minute sections Monday through Thursday. Students who need the most support in their reading or math have 30 extra minutes of Summit Reads and/or Solves on Friday.
WHO	A student has Summit Reads and Summit Solves with a group of students who are at a similar reading or math level. Students who need more support have smaller sections with fewer students. Summit Reads and Summit Solves are typically led by Tutors.
WHY	<p>Reading is at the heart of learning and required to participate fully in our society. Reading is also the primary way we learn new information. Students who enter Summit reading below grade level must make accelerated progress because college readiness hinges on the ability to read strongly. Students who enter Summit reading at or above grade level practice their skills in order to stay on-track for college readiness.</p> <p>Mathematical abilities and problem solving skills are similarly critical to college success. Math is a language. Practice improves skills for students who are behind grade level in numeracy skills and for those who are already performing at a college-ready level.</p> <p>Summit Reads and Solves are designed to support students' achievement on external assessments that are important for college entrance. Common Core state tests (SBAC), Advanced Placement exams (AP), and SAT/ACT are all assessments that require fluid reading, strong reading comprehension, vocabulary, number fluency, and mathematical content knowledge and conceptual understanding.</p>
HOW	<p>In addition to meeting our expectations to maintain a safe community and our expectations to engage in learning that are described above, students in SR/SS must meet the following expectations.</p> <ul style="list-style-type: none"> ● Students read (in Summit Reads) or practice math (in Summit Solves) at all times. ● Students track individual progress and achievement on their literacy/numeracy growth. <ul style="list-style-type: none"> ○ Students give their best effort on assessments three times per year to accurately show how they have grown in literacy and numeracy. For example, the MAP tests (Measures of Academic Progress) are nationally norm-referenced assessments that help us track student growth on literacy and numeracy at different points of the year.

One-to-one Mentor Check-ins

WHAT	Every student has a regular, one-to-one check-in with his/her mentor. During this check-in, the mentor engages with the student by strengthening their relationship and coaching him/her through the self-directed learning cycle. The student reflects on the previous week, sets goals for the following week,
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	discusses how these short-term goals align with his/her long-term goals, and makes a specific plan for how s/he will achieve the short-term goal.
WHEN	One-to-one check-ins happen on Fridays. For the most part, each student will have 10 minutes with their mentor on this day. Each mentor will schedule the student's check-in over the course of the day as appropriate, and may adjust the frequency or duration of the check-in if needed.
WHO	The check-in is between the student and his/her mentor.
WHY	One of the most important values that we have at Summit is that every student has the chance to build and practice maintaining secure attachments with other students and teachers.
HOW	<p>In addition to meeting our expectations to maintain a safe community and our expectations to engage in learning that are described above, students in mentor check-ins are expected to do each of the following:</p> <ul style="list-style-type: none"> • Students prepare for 1:1 check-ins by reflecting on their goals from the previous week and how their progress toward them. • Students and mentors create a meeting plan and common format for their check-ins. • Students communicate what successes and struggles they faced and articulate the support they need. • Students keep track of their action steps and goals from mentor conversations. • Students articulate anything standing in the way of their being their best selves.

Expeditions

WHAT	Expeditions describes the immersive, elective experiences that Summit students participate in. Expeditions courses allow students to explore their passions and discover ways in which they can apply knowledge, skills and habits of success to real-world problems. To learn more about the Expeditions courses offered at Rainier and the process for selecting them, please see the section below under Course Selection and the Rainier Course Catalog .
WHEN	Expeditions courses happen each year in four intervals of two-weeks each. The School Calendar reflects when Expeditions takes place.
WHO	A student takes Expeditions courses with peers at their school who have chosen the same course. Expeditions classes are led by Expeditions teachers.
WHY	Real-life experiences are one of the four elements of college readiness . According to research done at Carnegie Mellon University , students who are connected to a personal passion graduate with clarity about the direction for their future. This clarity facilitates students making informed choices about their "best fit" colleges based on an understanding of the course of study for possible careers and lifelong interests. Students who have had these Expeditions experiences begin college with career goals in mind connected to their passion. They can immediately apply their decision-making and self-direction skills to set and achieve goals that are connected to working towards that career. Finally, students who are connected to their passion will be more likely to lead meaningful and happy lives both inside and outside the classroom.
HOW	In Expeditions classes, students are expected to meet our expectations to maintain a safe community and our expectations to engage in learning

Learning Center

WHAT	Learning Center (LC) is a time to provide special education services as required to meet a student's Individualized Education Plan (IEP). It is a structured learning environment available to support the students' academic, social, emotional and behavioral needs. The Learning Center serves as a student's
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	PLT whenever they are not engaged in IEP goal-directed learning.
WHEN	The frequency and duration of Learning Center is defined by a student's IEP. To minimize the disruption of carving out time to provide special education services, Learning Center replaces the students PLT.
WHO	Students receive Learning Center only if it is prescribed in their IEP. Students are grouped with a small number of peers. The class is led by an Education Specialist.
WHY	Students who have special needs require specialized support that can be best provided in a small setting with a teacher who is trained to help them on their IEP goals.
HOW	In addition to meeting our expectations to maintain a safe community and our expectations to engage in learning that are described above, students in Learning Center must meet the following expectations: <ul style="list-style-type: none"> • Students engage in teacher-directed learning experiences designed to address their unique IEP goals when appropriate. • When not engaged directly with a teacher, students follow the expectations of PLT.

Mentor Time

WHAT	<p>Mentor Time serves as a home base for students throughout their time at Summit. It's a safe place for them to express themselves to their fellow community group members and to their mentor. During Mentor Time, students engage in activities and discussions focusing on Community and Academic Belonging, College Readiness, and Habits of Success.</p> <p>Mentors facilitate Mentor Time and lead activities and discussions in a variety of ways. They may facilitate Socratic seminars, in which students share and debate opinions to a specific question so that the group can learn from each other and further explore their own beliefs or they may create engaging games to build authentic and meaningful relationships among the group</p>
WHEN	Mentor Time happens six times a week. Each day there is a ten-minute Mentor Time period at the end of the day and every Friday there is a twenty-minute Mentor Time period at the beginning of the day.
WHO	Mentor Time happens with the entire mentor group. Mentor Time is led by the mentor.
WHY	At Rainier, we value creating a secure space for students to feel comfortable sharing their feelings, thoughts, and reflections. Having the consistency of Mentor Time allows mentors to build a trusting, caring community for students as well as reinforce student goals and Habits of Success.
HOW	In addition to meeting our expectations to maintain a safe community described above, students in Mentor Time must meet the following expectations: <ul style="list-style-type: none"> • Students fully engage with the activities as described by the mentor. • Students make themselves vulnerable to increase the community of the group.

Office Hours

WHAT	Office Hours is a chance for students to have a productive place to work on content and/or cognitive skills with extra, customized support from their teacher.
WHEN	Office Hours occur Monday and Wednesday from 3:30 to 4:30pm. Each teacher has Office Hours one day per week. For information about which Office Hours are on which days, please rainier.summitps.org .
WHO	Office Hours are open to any student who wants to attend. Office Hours are led by teachers.

WHY	As students are making personalized plans to meet their academic goals, they often need help to overcome a challenge, to get support with a difficult task, or to engage in additional work to push them even farther. By creating extra time to engage with teachers, the structure of Office Hours ensures that students have access to their teachers for support and also build the college-ready habit of appropriately and proactively seeking help.
HOW	In addition to meeting our expectations to maintain a safe community and our expectations to engage in learning that are described above, students in Office Hours must meet the following expectations: <ul style="list-style-type: none"> • Students check in directly with the teacher using the appropriate process. • Students manage their time to attend multiple Office Hours as necessary. • Students come prepared with a clear idea of the questions they have or the support they need.

Athletics and Extracurricular Activities

WHAT	Athletics and Extracurricular Activities are opportunities for students to pursue additional passions, engage in real-world experiences, and deepen relationships.
WHEN	Athletics and Extracurricular Activities happen before, during and after the typical school day. Each club and team has its own schedule, and these schedules are usually published at the beginning of the academic year or the beginning of the sport season.
WHO	Athletics and Extracurricular Activities are open to all students who are in good academic standing. At Rainier, participation in Athletics and Extra-curricular Activities requires staying on track in all classes
WHY	We promote opportunities for students to deepen their community connections by engaging with their peers in various activities including clubs and athletic teams. At Rainier we offer various clubs and athletic opportunities and a clear process for students to start clubs based on their interests if they do not already exist.
HOW	<ul style="list-style-type: none"> • Students connect with other students and build relationships. <ul style="list-style-type: none"> ○ Student clubs have the opportunity to meet, are open to all students who are interested, and are purposeful and planned. • Student sports have the opportunity to meet or practice. <ul style="list-style-type: none"> ○ Fields, space, etc. have been arranged prior to practice or meetings through the Athletics Director. ○ Students come prepared with the appropriate materials as explained by their coaches. ○ Students leave practice on time so that they are on time to their first period. ○ Students bring their own food to school if they need it before class begins. • All students have all appropriate paperwork filled out, including medical documentation for athletics. • All student expectations are in place at practice and on trips as they are during courses on campus.

Unstructured Times - Arrival, Brunch, Lunch, Dismissal, Afternoons, and Transitions

WHAT	Students make their way through and around the school each day as they arrive, transition among classes, eat, stay for afterschool activities, travel to Expeditions courses, and prepare to head home.
WHEN	At Rainier we expect students to manage themselves and each other at all transitions throughout the day and during unstructured times before and after school.
WHO	The full Rainier community engages in unstructured times throughout the day.

WHY	<p>At Summit, providing structured times and ways for students to build meaningful relationships with the people around them and build community is a foundational part of the student experience. We also know that much of those relationships are built in organic and unstructured ways when students are able to have fun together, work towards similar goals, and bond over similar interests. Unstructured times are opportunities for students to build and maintain strong connections with each other.</p>
HOW	<p>Students are safe.</p> <ul style="list-style-type: none"> ● Students stay on campus once they have arrived until they are dismissed from school. <ul style="list-style-type: none"> ○ Students come directly on campus from home regardless of the mode of transportation. ○ Students may be in any open space on the campus that is easily visible from any of the classrooms. ○ Students may be in any classroom where a teacher is present. ○ If driven, students stay on campus until their ride is here to pick them up. ○ If taking public transportation, students walk to transportation hubs, and if possible, in groups to promote safety. ○ If riding a bike, skateboard, or rollerblades, then students must walk off the campus before beginning to ride home. ● In between classes, students walk directly to their next destination without detours or significant delays. <ul style="list-style-type: none"> ○ When moving in the halls of the school, students are walking and are speaking at a conversational volume level. ○ When students are in common areas outside of scheduled passing or break periods, they will receive verbal reminders to arrive to their next class quickly and safely. Students are expected to go directly to their next class. ○ Students may only be in rooms where a teacher is present. <p>All students' basic needs are being met.</p> <ul style="list-style-type: none"> ● Students can pay for the school lunch, but payment is arranged before the day of service <ul style="list-style-type: none"> ○ Rainier has more information on our website about the meals program. Families can also contact the school's front desk to learn more about the meals program and payment options.

Family Partnership

Vision

Parents and faculty are partners in helping our students achieve their educational goals as well as enhance the success of our school. We strive to create a community in which parents are inspired and equipped with the knowledge and skills to support the success of their children, our community, and our school. Our school provides opportunities for parents to learn about our school, their child's experience and academic progress, and ways to support their child's academic success at home. We also provide opportunities for parents to share feedback, contribute to the school community, strengthen relationships among families and faculty, and help improve our school.

Communications

An essential ingredient to building a partnership between parents and the school is proactive, transparent, clear, and direct two-way communications. We believe it is important that families can easily reach our faculty, and that we inform families about their child's school experience and performance, as well as our school's activities and community. This allows for everyone to work together to support our students and school.

Who Families Should Contact and How

We believe communication is facilitated by clarity and timeliness. We take your communications seriously, and we respond to concerns and questions within 48 hours. We also expect that we will be able to reach out to families and receive a similarly quick and direct response.

If you have a question, concern, or feedback about...	You should contact...	By...
<ul style="list-style-type: none"> • General inquiries • Student attendance • Parent communications 	Adriana Sanchez, Office Assistant	Calling 408-831-3104, emailing asanchez@summitps.org , or coming to school between the hours of 8:00am - 4:30pm
<ul style="list-style-type: none"> • Meal program or meal balances • Student enrollment • Transcripts and registrar • Parent volunteering 	Lupe Trujillo, Operations Manager	Calling 408-831-3104, emailing gtrujillo@summitps.org
<ul style="list-style-type: none"> • Performance in academic classes • Student health, behavior, wellbeing • Parent PLP 	Your child's mentor	Email. See the section above for email addresses.
<ul style="list-style-type: none"> • Questions about course content 	Your child's teacher	Email. See the section above for email addresses.
<ul style="list-style-type: none"> • Individual Education Plan (IEP) 	Your child's Education Specialist	Email. See the section above for email addresses.
<ul style="list-style-type: none"> • 504 Accommodation Plan 	Jesse Roe, Executive Director or	Calling 408-831-3104, emailing jroe@summitps.org
<ul style="list-style-type: none"> • Referrals for Special Education or 504 Accommodations Plan 	Jesse Roe, Executive Director or	Calling 408-831-3104, emailing jroe@summitps.org
<ul style="list-style-type: none"> • Sports games and practices 	Jeannette Bumagat, Athletic Director	Calling 408-831-3104 or emailing coachjbumagat@gmail.com .
<ul style="list-style-type: none"> • College application process 	Edwin Avarca,	Calling 408-831-3104 or

	Assistant Director	emailing eavarca@summits.org.
<ul style="list-style-type: none"> • Overall student or parent experience • School culture and community • Academic model • Disciplinary situations • Faculty members • Fundraising and donations 	Jesse Roe Executive Director or Edwin Avarca Assistant Director	Calling 408-831-3104 or emailing jro@summitps.org and eavarca@summits.org.
<ul style="list-style-type: none"> • Summit Public Schools organization-wide practices & policies • School leader 	Andrew Goldin, Chief of Schools	Emailing agoldin@summitps.org

How Our School will Communicate to Families

We want to ensure families have multiple touchpoints to stay informed about their child and our school and to feel connected to our community. To communicate to families both about their child and our school, we will provide or send information to families through multiple communication channels.

Communication Channel	Provides information on....	Who Receives Information
Parent PLP	<ul style="list-style-type: none"> • Student courses and course materials • Student grades & progress • Student goals and tasks • Student reflection 	All guardians will receive a parent login at the beginning of the year.
School email newsletter	<ul style="list-style-type: none"> • School events & activities • Updates on student schedule and school experience • School, student, faculty, and parent news and celebrations • Student, faculty, and parent spotlights • Parent volunteering & donations • Parent resources 	All guardian email addresses are automatically subscribed and receive this newsletter at least every other week.
Summit-wide school newsletter (Summit Insider)	<ul style="list-style-type: none"> • Summit-wide news & celebrations • Summit academic model and student experience • Tips and resources for parents and students 	All guardian email addresses are automatically subscribed.
School website rainier.summitps.org	<ul style="list-style-type: none"> • Our faculty • School calendar • Athletics & clubs • Parent volunteering & donations • Parent resources 	Accessible to the public.
Daily automated phone calls (and text messages), if applicable	<ul style="list-style-type: none"> • Unexcused absences 	All guardian phone numbers are automatically subscribed. To receive automated text messages, text the word "Join" to 56360 after school starts.
Regular automated	<ul style="list-style-type: none"> • Upcoming deadlines 	All guardians will receive a

phone calls (and text messages)	<ul style="list-style-type: none"> • Key announcements • Academic updates 	<p>form in the summer to opt-in to receive automated phone calls for non-emergencies (excludes absences/tardies) .</p> <p>To receive automated text messages, text the word “Join” to 56360 after school starts.</p>
Ad hoc postal mailings	<ul style="list-style-type: none"> • Academic performance updates (i.e., SBAC scores, progress reports, etc.) • Important forms to complete • Summer mailing of upcoming school year information and required forms 	All primary guardians will receive school mailings.

In case of school-wide emergencies, we will notify parents immediately via automated phone calls, automated text messages, and emails. In case of student emergencies, we will notify the primary legal guardian by phone and/or email. If the primary legal guardian is unavailable, we will contact the emergency contact listed.

Mentor and Parent Communications

Mentors are parents’ primary liaisons to the school and about their child. Parents and mentors have a two-way dialogue and both proactively communicate with each other about student celebrations, challenges, and concerns both academic and behavioral.

Mentors reach out to parents via phone, email, or postal mail about their student’s academic performance and behaviors at least once per quarter, usually during Expeditions. If a student is having significant academic challenges, mentors reach out more frequently. If a student has been involved in any incidents involving their or other community members’ safety, either the mentor or school leader will contact the family immediately to discuss the situation and create a plan to address it by involving the student and the teachers, as necessary.

It is also important for parents to let mentors know relevant information about a student outside of school if it has an impact on their behaviors or performance at school. If families have a question, concern, or update related to a student’s academic performance, they should contact their child’s mentor. The mentor will respond within 48 hours and coordinate and communicate with the student’s other teachers as needed.

Subscribing and Unsubscribing to Communication Channels

Newsletters

All parent and guardian email addresses are automatically subscribed to the Summit Insider and school newsletter. If a parent or guardian does not receive either, please contact Adriana Sanchez at asanchez@summitps.org to update the email address. To unsubscribe, please click on the “Unsubscribe” link at the bottom of the email. Unsubscribing to either our school newsletter or the Summit Insider will unsubscribe to both.

Automated Text Messages

To receive automated text messages, text the word “Join” to 56360. A confirmation text reply will be sent from our messaging system (Synervoice) to the contact phone number listed with Rainier. If the school does not have a cell phone number listed, the reply will read “Request not processed”. If received, please contact Adriana Sanchez at asanchez@summitps.org to provide us an updated cell number. Standard text message charges may apply. To unsubscribe, text “Stop” to 56360.

Updating Parent / Guardian Contact Information

We want to be able to contact parents and guardians to communicate about student progress and well-being, and alert them in case of an emergency. During the summer, families receive a parent/guardian contact information update form, including address, email, and phone number. Please complete and return this form before the start of school on August 15. If any of this information changes over the year, we expect families to promptly update the school by contacting Adriana Sanchez at asanchez@summitps.org.

Translations

We value a diverse community, which includes families with many different ethnic and language backgrounds, and it's important for every member of our community to be informed about our school and their student. Because we have a large Spanish-speaking community at our school, all school-wide meetings and communications will be translated in Spanish. If a family's primary language is not English, a parent can request a professional interpreter for any school meetings or events. Either the parent or student can make this request to Adriana Sanchez at asanchez@summitps.org at least 72 hours prior to a meeting. Families can also request a written translation of written materials, if one has not already been provided, to Adriana Sanchez.

Family and School Academic Partnerships

Parents are our partners in helping our students achieve their educational goals. While we will focus on providing rich, engaging learning experiences every minute of the school day, we believe partnering with our parents leads to greater success for our students. When parents are able to help hold students accountable, reflect on their successes and challenges, and reinforce the expectations and habits students need to be successful, students are better able to achieve their academic goals. To foster that partnership, we provide opportunities for and expect parents to engage in learning about their student's experience.

Parent PLP and Supporting Academic Success at Home

To help parents support their child's academic success and college readiness at home, we equip them with knowledge about their child's academic courses and progress through the Parent PLP. The Parent PLP provides the same view as the student PLP, allowing parents real-time access to what their child is working on at school and how they are performing. With this information, we expect parents will help hold students accountable, help them reflect on their successes and challenges, and reinforce self-directed learning skills.

To help hold students accountable to their goals, parents monitor:

- Whether their child is completing Projects on time.
- Whether their child's Cognitive Skill performance is on-track.
- Whether their child's pace of passing Content Assessments is on track.

If a student would like to improve his/her grade, parents can:

- Encourage the student to complete Additional Focus Areas which are focus areas that can increase a student's grade.
- Look at the student's Cognitive Skill Average for the course in the Grades tab in the PLP. Encourage the student to revise or set higher goals for skills measured in future Projects.

If a student has an Incomplete in a course, parents can:

- Encourage the student to reach out to the teacher for that course and set up a meeting during Office Hours.
- Ensure the student studies for Content Assessments for at least two hours per day outside of normal school hours, so that they can stay on track in their Focus Areas.
- Help the student create a plan to finish any overdue Projects.

To help students reflect and reinforce learning skills, we recommend that parents:

- Ask to view their student's work products on their Projects and explain what they are, what the Project asked them to do, and what they learned in the process.
- Review the list of Cognitive Skills being measured for a project and have a conversation with their student about what they are, how they have demonstrated that skill, and how they can improve in that skill.
- Ask their student to explain their decision-making process, how they could improve / challenge themselves more, and what else could they try next time.

Parents can log in to the Parent PLP anytime at <http://app.mysummitps.org> with a username and password provided at the beginning of the year. Mentors and Office Assistants and Manager can support parents with the PLP.

Progress Reports

Because we want to ensure that all families have access to student performance no matter their access to technology and the internet, we will mail home progress reports twice per year, once in January and once in June. This mailing will include the most current grades at those times.

Parent Events

While we will provide communications and resources to help families learn more about their child's academic experience and progress, we know that nothing replaces in-person conversations and interactions. We will have parent events throughout the year that help families gain the knowledge and skills necessary to support student academics and college readiness.

Back-to-School Night

Because we value having a close-knit community, fostering parent and mentor relationships, and ensuring our families understanding the Summit student experience, Back to School Night focuses on these three goals. Families will have an opportunity to meet their child's mentor and teachers, build community with the other families in their mentor group, and learn more about the upcoming school year and student experience. It is expected that all families will participate in Back-to-School Night.

Personalized Learning Plan (PLP) Family Goals Meeting

A key part of personalized learning is for students to be able to connect their long-term goals to their daily decisions and actions. We start the year talking with students about the personal college and long-term goals that will shape their experience at our school. Based on their reflections, each student chooses a type of college they want to attend and creates a plan of action to get into that college. During the PLP Family Goals meeting, students present their proposal to their families and mentor, so that both can support the student in executing on his/her plan of action and achieving his/her college goals. If a family isn't available to meet during the dates above, the student's mentor will coordinate an alternative meeting time.

Parent Education Night: Using the PLP

A key part supporting a student's academic success is for parents to log into the PLP to understand what their child is working on and how s/he is progressing. Each family will be provided their own PLP login at the start of the year. We will hold at least one PLP Training during the year for you to learn how to log in and use the PLP to support your student's academics. We will also provide additional resources for you to learn more. If you have any questions about the PLP or need your login information, please contact your student's mentor.

Parent Education Nights on College Readiness

Our mission is to prepare every student for success in a four-year college, and that includes learning how to navigate the process of applying to and getting into college. Families are crucial supports in this important process and decision, so we hold Parent Education Nights on various college readiness topics including how to find the best fit college for your child, how to navigate college entrance exams, and how to apply to and pay for college. While we

encourage families to start discussing college goals in 6th grade, we provide greater support to both students and families in high school, especially in 11th and 12th grades.

Supporting School Success

We believe it takes everyone in the community (parents, students, and faculty) working together to build a successful school. Volunteering, donating, celebrating our school community, recruiting new families, and giving feedback are all ways in which Summit families support the success of Rainier.

Parent Volunteering

One of the benefits of being a part of a small school is having a close and involved parent community. Parents are key members of our community, and we encourage their participation in supporting the school and strengthening the community. There are a variety of opportunities for parents to volunteer at the school or from home. We appreciate any contributions parents can make to their school. Volunteering is not a requirement, and in no way will lack of volunteering have any impact on a student or family and their standing in the school.

For parents interested in volunteering with the school, please reach out to our Operations Manager by calling 408-831-3104. We will attempt to match the needs of the school with the skills, talent, experience, and time of our parents.

Parent Fundraising

One of the important roles that families play is in helping our school financially support the unique experiences that make our school community so special. Every gift, regardless of size, counts and makes a difference. While we receive public, state funding to pay for our core educational experience, family fundraising supports the supplemental experiences that help build us into a strong community. Family donations help support the annual camping trip, student study trips, athletic program, college testing fees, student activities, and other community needs. All donations are tax-deductible. We hope that all members of our community will participate in supporting our school, at whatever level they can. Donations are not a requirement, and in no way will students ever be excluded from school activities that support the academic program because of lack of funds or contributions.

Community-Building

As a member of a small, diverse school, families have the benefit of being part of a close-knit community and learning from people with various backgrounds and life experiences. To foster building relationships among families and faculty, our school hosts social activities throughout the year so that parents, students, and faculty can meet each other, build closer relationships, and learn from our rich community.

Parent Feedback

Honest, actionable, and timely feedback is a core tenet of Summit Public Schools. Student, faculty, and parent feedback are critical to the continuous improvement of our school experience for both students and families. We have both formal and informal structures for parents to provide feedback.

To help ensure that the voices of our diverse families are heard, every year, we invite parents to tell us how we are doing and what suggestions they have for improvement through a parent survey. Parent survey feedback has helped us improve the frequency, content, and methods of family communications, our math program with the addition of Summit Solves, and our recent addition of Community Time teachers to focus on student culture. In addition, our school will host a feedback session for our school's goals and action plans for the next year, also known as our LCAP (Local Control & Accountability Plan). Every school in California creates these as part of the state's funding process.

Although these formal structures give us an opportunity to hear from all of our community members, we prefer feedback that is timely and ask families to consider the above table on [Who Families Should Contact and How](#) for who to give feedback to on any aspect of your or your family's Summit experience. We encourage both positive and constructive feedback throughout the year.

Student Recruitment

To help us build a strong and diverse community, we encourage families to share their family's experience at Rainier with family, friends, and community organizations. The majority of our families come to us through word-of-mouth referrals. Current and alumni families have always been the best advocates for our schools. By building our school community with extended friends and family, we create an inclusive, connected, and welcoming environment.

Families can help be school ambassadors in our community by:

1. Asking friends & family to attend one of our open houses or visiting summitps.org.
2. Volunteering at our open houses or supporting other recruitment activities, such as calling prospective families. Please contact Jesse Roe or Edwin Avarca to get involved.
3. Posting positive reviews about our school at greatschools.org.
4. Posting open house information and your positive experience with our school on social media.
5. Sharing experiences and materials at community organizations (i.e., churches, sport teams, book clubs, YMCA, Boy/Girl Scouts, etc.).

Academic Policies

Graduation requirements

Rainier's graduation requirements are based on our mission to prepare all students for success in college. In California, college readiness is often defined by the University of California's a-g subject requirements. Any student who has complete the UC's a-g requirements is eligible to apply to a college in the UC system. Our graduation requirements exceed the UC's a-g requirements so that every student who completes our academic program is not only eligible to apply to the University of California but has also completed a more demanding courseload.

In order to count towards our graduation requirements, courses must be UC approved. "UC approved" means that the University of California has reviewed the particular course and determined that it meets their requirements of rigor. All of Rainier's academic classes are UC approved. In order to count towards our graduation requirements, students must have earned a C- or higher in each course. For more information about grades, please see the [Grading Policy](#) section below.

To be eligible for graduation from Rainier, students must meet the following requirements:

- Complete the following number of approved year-long courses with a C- grade or better:
 - 4 History / Social Science
 - 4 English
 - 4 Mathematics
 - 4 Laboratory Science
 - 2 Language other than English
 - 1 Visual and Performing Art
- Received credit for the following number of year-long courses or equivalent experiences:
 - 3 Elective

Students can complete these academic requirements by passing the suggested academic courses in English, History, Math, Science, and Spanish. Students may earn a Visual and Performing Art credit through the Expeditions program. Each course at Rainier is a one year course or the equivalent of one (1) UC credit or a traditional high school's ten (10) credit course.

The Executive Director or IEP team will have discretion to adjust the graduation requirements for a particular student when necessary and appropriate in order to align with that student's Individualized Education Program or other identified and documented needs. When a student transfers into the school after the first semester of 9th grade, the Executive Director will have discretion to determine how to allocate credit towards graduation based on the student's prior coursework and how to adjust the course sequence to ensure the student is UC-eligible if the full Summit graduation requirements cannot be completed.

Course Selection

At Rainier, we value college readiness and building a diverse and nurturing community of learners. Therefore, students advance through a very similar course progression over their time here, with almost everyone in the grade level taking almost the same courses.

At the same time, we deeply value personalized learning. Each course within our progression is built to support individual students to align their daily work with their long-term goals. Students often have the opportunity to choose topics that interest them within a project, and teachers help them engage with activities that appropriately balance support and challenge so that every student is growing.

The following table describes a typical student's courseload over their time at Rainier:

	6th Grade	7th Grade	8th Grade
Social Science	Social Science 6	Social Science 7	Social Science 8
English	English 6	English 7	English 8
Math*	Math 6	Math 7	Math 7
Science	Science 6	Science 7	Science 8

Spanish	<i>Middle School students at Summit do not take World Language courses.</i>		
Expeditions	Expedition Elective(s)	Expedition Elective(s)	Expedition Elective(s)

	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Social Science	World Studies I	World Studies II	AP US History	AP Government
English	English 9	English 10	AP English Language and Composition	AP English Literature and Composition
Math*	Math I	Math II	Math III	AP Statistics or AP Calculus
Science	Biology	Physics	Chemistry	AP Environmental Science
Spanish	<i>Spanish courses as appropriate. See "Foreign Language" section below.</i>			
Expeditions (including one Visual or Performing Art)	Expedition Elective(s)	Expedition Elective(s)	College Readiness and Expedition Elective	Expedition Elective(s) or Internship/ Independent Study

*See senior math and math acceleration sections below.

For more information about any of the courses listed, please visit the Learning Continuum in the Dashboard in the PLP. On that page, you'll be able to learn about all projects and content that make up every course from 6th through 12th grade.

Expeditions Courses

Expeditions courses are offered across six thematic clusters: Health & Wellness, Media Studies, Business, Technology, the Arts, and Leadership & Social Change. The specific courses offered within each cluster can be found in the Expeditions Master Catalogue, which is included as an [appendix](#) below. There are two requirements for Expeditions courses:

- All high school students fulfill their Visual or Performing Art credit through an Expeditions course. Students typically fulfill this credit during 9th or 10th grade to ensure they are on track for graduation.
- All 11th grade students take the half day College Readiness Expeditions course. During this course, students explore and learn about numerous colleges to determine best-fit schools, create a college list, understand financial Aid and what it means to be financially fit, research and apply to scholarships, prepare for the SAT or ACT, and begin to write college essays. This course culminates in a portfolio that is later used during the college application process in 12th grade.

In addition to elective courses, students can also propose internships and independent study courses. The internship and independent study pathway is a key part of our Expeditions program, by which students can explore passions they've identified beyond the purview of our offered courses. Internships and independent studies can also be an important character and skill-building experience for many students as well as a chance to strengthen a student's college application.

Students have an opportunity to learn about the Expeditions courses at their school site through the course catalogue and a course fair. Together with their mentor, students reflect on and express their preferences for Expeditions courses through a course survey. Survey results are used to schedule students with an attempt to match students to their preferences in as many cases as possible, though students may not always be schedule into their top choice courses due to course popularity.

AP Courses and Exams

Advanced Placement (AP) courses are college-level courses that are audited and supported by College Board. Research indicates that taking rigorous AP courses in high school improves a student's success in college. Each AP course is associated with an AP exam, which is given in May to students across the country. Students who pass the AP exam can often earn college credit for doing so, which allows them more choice in their course selection in college.

At Rainier, students take at least six AP classes. This rigorous course load demands a high level of work from the students and also sets them up to be college-ready. Due to the rigor of AP exams, students are expected to study for them throughout the school year, and attend additional sessions that a Project Time teacher may hold to better prepare students for success on the exams. Students are expected to take at least one AP exam their junior year and two AP exams their senior year. Some students elect to take more exams. The results of the AP exam do not impact the grade a student receives in that course.

Foreign Language

Colleges, employers, and society highly value the ability to speak more than one language. At Rainier, our minimum graduation requirement is 2 years of foreign language, however we recommend that students pursue their study of language beyond this minimum and complete an AP-level language class if appropriate to their personal college goals.

At Rainier, the foreign language we offer is Spanish. Spanish fluency is highly valuable in the context of today's society, which is why we have focused our foreign language offering in this way. We offer four Spanish courses: Spanish 1, Spanish 2, Spanish 3, and AP Spanish Language. Students are placed in the appropriate course on the basis of the course they took the previous year or a survey they complete at the beginning of the school year. Most students who are new to Spanish start in Spanish 1. Most students who speak Spanish at home start in Spanish 3. Students who have previously studied Spanish in school will be placed into the most appropriate level. Depending on their Spanish placement and their long term goals, students may or may not take Spanish in any particular academic year.

Some students may wish to pursue another language besides Spanish. In order for this language to count towards the graduation requirement, the courses must be UC-approved, and the student must earn grades of C- or higher, and the plan must have been approved by the Executive Director or Assistant Director. See [the section below](#) for details about the process of applying independently earned credits towards Rainier's graduation requirements.

Senior Math

In their senior year, students have three options for math courses. They may take:

- AP Statistics
- AP Calculus AB
- Both AP Statistics and AP Calculus AB

At the end of their junior year, a student's math teacher will present them with this choice and solicit input from each student. Students will be asked to consider multiple factors including their long-term goals and their strengths and needs as a math learner, in order to make this decision.

Taking two Advanced Placement math classes is very difficult. If students elect this option, they must:

- Have already met the graduation requirements for Foreign Language, as they will not be able to take Spanish alongside two math classes.
- Have earned a grade of "A" in Math III.
- Have received a 25 on the math section of the ACT or a 550 on the math section of the SAT.
- Have the recommendation of their math teacher and their mentor.

Math Acceleration

All of our courses are personalized and differentiated in order to meet the needs of very diverse learners. The vast majority of incoming 9th graders will be appropriately challenged by Math I. However, middle school math programs vary greatly, and, based on their previous exposure to math, it may be appropriate for some incoming 9th graders to start their Summit math sequence in Math II.

In order to be eligible to take Math II as a freshman, students must:

- Express preference to accelerate in their math sequence.
- Score in the top percentiles (meaning 90th percentile or above) of the Measures of Academic Progress (MAP) test which is administered to all incoming freshmen within the first month of school.
- Demonstrate proficiency of Algebra and Geometry concepts as well as math problem-solving strategies on a Diagnostic Placement Exam to be administered within the first two weeks of school.

If a student is placed in Math II as a freshman, s/he will likely take Math III as a sophomore, AP Calculus AB as a junior, and AP Statistics as a senior.

The goal is for students who are accelerating to start in their right-fit math course as close to the first day of school as possible. This will allow them to have the smoothest transition possible. It will also mean that by the time they start in the accelerated course, they will not yet have completed the required content assessments of the course they are accelerating out of.

Students are given the opportunity to learn more about acceleration during Student Orientation. The framing of this option is one in which the school recognizes that students may very well have taken different math courses in middle school, and we want to be responsive to meeting students where they are and allowing them to work at their own pace. We also reinforce that students who are starting ninth grade in Math I are eligible to take up to two AP math courses as seniors and that the pace that gets them there is one that strong habits can make possible.

Students who are still interested with the additional context will be eligible to take a placement assessment which is designed to evaluate which content a student is prepared for. This will not only include assessment items from the next level of math but also for higher levels as well so that we have a sense of which content from the accelerated course the student does not yet know. There will also be an opportunity for students to demonstrate their ability to apply their math content knowledge in a few cognitive skills assessment questions.

Students who show readiness to accelerate will then have an opportunity to consider the option with their families. If they chose to accelerate, they will be responsible for completing the power focus areas and additional content from the course out of which they are accelerating by the end of November. Unless the student is in the founding class at our school, the only adjustment to schedule is that students attend Project Time with their appropriately-leveled math course. There is no impact on mentor or PLT. In the founding class, the same is true and this group of students attend math all together during project time.

Because we want to ensure appropriate placement for each child, there is a checkpoint one month into the school year. 9th grade students accelerating into Math II should have completed at least 50% of the Math I power focus areas by this time. For 9th graders who are in Math I and think Math II is a more appropriate placement, they will be considered for acceleration if they meet or exceed that same bar within the first month of school. In the case that a student or parent believes a student is in a math placement that is not the best fit for him/her, they are encouraged to set up a meeting with the child's mentor or school leader as soon as possible.

Summit believes strongly that students should have equal access to math acceleration. On an annual basis, Summit aggregates and examines data about student math placement to ensure that students who are qualified to progress in math based on performance are not held back on the basis of their race, ethnicity, gender, or socio-economic background.

Students will earn credit for the course they are accelerating out of providing they complete the focus areas. The grade for the class out of which the student is accelerated will be calculated by applying their cognitive skill scores from the class they are accelerating into with their completed focus areas.

Credits earned outside of Rainier

In the course of seeking appropriate challenges or navigating other transitions, students sometimes pursue courses for credit at institutions outside of Rainier. We value this independence and want to honor this independent work while also maintaining the high academic standards of our graduation requirements.

If a student wishes to pursue such a course for credit while enrolled at Rainier, s/he must obtain approval for the course by the Executive Director or the Assistant Director prior to beginning the course by [completing a contract of responsibility](#).

A student may apply credit earned outside of Summit towards their Rainier graduation requirements if:

- The course was approved by the Executive Director or the Assistant Director in the case that the student took the course while enrolled at Rainier.
- The course is UC-approved or, if taken out-of-state, is considered to be college preparatory.
- The student earns a grade of C- or better.

- The student provides proof of their completion of the credit to the Operations Manager.

Grading Policy

Overview

Grades show the level of skill that students have demonstrated and the amount of content they have mastered which are two of the areas of College Readiness: cognitive skills and content knowledge. We value the process of improving over time with careful study and practice. As you will read below, we have built a grading policy that reflects this value by capturing the student’s strongest performance in each cognitive skill in each course of the year.

Documented Plans

In some cases, a student’s personal circumstances may require a modification to the grading policy. When appropriate, the Executive Director and/or the child’s IEP or 504 plan team has the discretion to modify grading requirements. Any modifications to programming, instruction, and grading must be documented in a formal student plan, such as an IEP or 504 plan, and be directly related to the student’s disability.

Cognitive Skills Grading

As described in the [College Readiness section](#), cognitive skills are the higher order thinking skills that students will need to solve complex problems in and beyond college. We believe they are the most important element of academic college readiness. As a result, cognitive skills are worth 70% of a student’s grade in a core academic class. Students demonstrate cognitive skills by completing projects. Projects are graded by the teacher of that course.

Cognitive skills are assessed on the same rubric in all classes and in all grade levels. The cognitive skills are relevant to all disciplines. When students practice the same skill in multiple contexts, they are supported to get better at the skill over time. Using the same rubric for all grade levels allows students to see their growth over time, and allows teachers to increase expectations each year as the student works towards college readiness. For example, a student earning a score of “5” would get an A+ in eighth grade, but by the time they are in tenth grade this same score would only earn them a B.

- The PLP indicates which cognitive skills are assessed in each project and also shows the cognitive skill scores that students were assigned in that project.
- Students receive a score for each skill between 1 and 8, where 4 indicates high-school-ready and 6 indicates college-ready.
- Students’ scores are translated into a percentage. The table below describes the cognitive skill score that translates into a 70% (C-), an 85% (B), and a 100% (A+) for each grade level.
- Note: Regardless of a student’s grade level, Spanish 1 is considered a 9th grade course, Spanish 2 is considered a 10th grade course, Spanish 3 is considered an 11th grade course, and AP Spanish is considered a 12th grade course.

	Cognitive skill scores corresponding to a grade of...		
Grade Level	70%	85%	100%
6	2	3	4
7	2.5	3.5	4.5
8	3	4	5
9	3.5	4.5	5.5
10	4	5	6
11	4.5	5.5	6.5
12	5	6	7

A student's final cognitive skill average combines information from all the skills assessed through all the projects in the course. This is calculated through a weighted average of the best score for each skill.

- We know that students will improve over the course of the year. We want their final grade to reflect all the growth they have made. Therefore, for each skill, only the best score in that course will be counted towards the overall grade. For example, if a student earns a low score in "Word Choice" in their first project and a higher score in "Word Choice" in their second project, then only the higher score will count.
- Some skills are more important than others in a class. The more important a skill is, the more projects it is a part of. Therefore, each cognitive skill is weighted by how many times it is assessed in that course. For example, if "Argumentative Claim" is assessed in 4 different projects, then it will count in a student's grade 4 times.
- A student must have a cognitive skill grade of at least 70% in order to pass a course. If a student's cognitive skill average for a course is below 70%, then the student will have an Incomplete grade.
- Students must complete all projects in order to earn a passing grade in an academic class. If a student has a missing project, then the student will have an Incomplete grade.

Late or incomplete projects

We value the timely submission of completed projects as a college-ready skill. Students who are responsibly using class time, doing work at home, and taking advantage of extra supports should be able to turn in completed projects on time. We expect that students are asking for feedback and seeking help appropriately if they feel they are falling behind on a project.

If a student fails to submit a project by the due date or turns in a project that is missing at least one essential component, that project is considered incomplete and overdue. Because each project provides a valuable opportunity for students to practice and develop their cognitive skills, we want to support students to complete all projects. Having an overdue project initiates a series of interventions with the goal of providing accountability and supporting the student to turn in a complete project.

Within two business days of the project due date, all teachers will indicate whether a project is complete or incomplete in the PLP. If a project is incomplete, it becomes overdue. The teacher will provide feedback on the project to indicate why it is incomplete, will invite the student to Office Hours, and will inform the mentor of the overdue project. If the student does not turn in a completed project, then the teacher will inform the parents of the overdue project and will require the student to come to Office Hours in order to provide them support. If the student still does not turn in a complete project, they will have the opportunity to access even more support during Expeditions PLT and after school. If these interventions have not been successful, then the teacher will initiate an academic intervention meeting to involve the teacher, the mentor, the student, and the parents in order to develop a more intensive and individualized plan for support and accountability.

Content Grading

As described in the [College Readiness section](#), content knowledge is the set of facts and information that is fundamental to understanding the world around us. Content is worth 30% of a student's grade in a core academic class. Students demonstrate content mastery by passing content assessments. Content assessments are graded automatically on the PLP.

In contrast to cognitive skills, content is not something that continually develops across a spectrum of understanding. Instead, content is something you know or you don't know. For the most part, a student either knows the content or does not know it and must learn it. Therefore, content can be assessed through quizzes in which students answer multiple choice questions to show if they have learned the content. Because content learning is directed by the student, the student decides when they have learned the content and are ready to take the assessment. When they are ready, they must request to take the content assessment at an appropriate time, usually during PLT, where a faculty member can supervise and ensure an appropriate testing environment.

Every content assessment has ten questions. Because we value content mastery, the only thing that affects a student's grade is whether or not they have passed an assessment. The specific score does not affect a student's grade.

- For non-AP courses, students must answer at least 8 questions correctly in order to pass.
- For AP courses, students must answer at least 7 questions correctly in order to pass.
- If students take and fail a content assessment, they are expected to reflect on why they failed and make a plan to better learn the content. When they are ready, they are expected to take the content assessment again. The number of times students attempt a content assessment has no effect on their grade.

Power Focus Areas represent the content knowledge that is most essential to the course. Therefore, a student must pass all Power Content Assessments in order to pass the course.

- If a student passes all power content assessments, 21% is added to their final grade.
- On the PLP, grades are continuously calculated based on what a student is "on track" to complete.
 - Students have 21% added to their final grade if they are "on track" to pass all power content assessments by the end of the year. This means that they have passed all content assessment behind the blue pacing line on the PLP. The vertical pacing line indicates where students should be today in order to be on pace to complete the course by the end of the school year. Everything to the left of the line should be complete (green) to be "on track" with their work.
 - As the year progresses, the line will continue moving to the right until the end of the year.
 - If students are "off track" to pass all power content assessments (Focus Areas to the left of the pacing line has red text), then the 21% is not added to their final grade and their grade in the course will be an "Incomplete."

Additional Focus Areas represent important content knowledge that contributes to a student's overall understanding but is not absolutely essential to the course.

- If a student passes all additional content assessments, 9% is added to their final grade.
- Unlike Power Focus Areas, for which students must pass all to receive full credit, students can get incremental grade increases with each Additional Focus Area they pass.
- Each additional content assessment is equally weighted. So, for example, if a course has 10 additional focus areas, each one is worth $9/10 = 0.9\%$ so 0.9% will be added students' final grades for each additional content assessment they pass.
- Students may pass a course without passing additional focus areas, however the maximum grade they could get would be 91%.
- During the year, additional content assessments are calculated incrementally towards the grade.

Challenge Focus Areas provide additional content for students who want further their mastery in an area. Not all courses have Challenge Focus Areas, and they do not count toward students' grades.

Math Grading Policy

Math courses at Summit are assessed and graded differently than other academic classes. This difference is based on internal and external research and is designed to best prepare students for college level math and align to the Common Core State Standards in Mathematics. Math courses assess content the same way as other classes. Content is worth 30% of the final grade in math classes. Math courses have fewer projects than other courses. These projects are assessed on the cognitive skills rubric in the same way as other classes. Cognitive skills are worth 30% of the final grade in math classes. Concepts are worth 40% of a student's grade in a math class.

Concept Units

In math courses, students work on project and concept units, which are individual performance tasks where students demonstrate their understanding of a complex math concept. These tasks could be solving a complex math word problem, writing a short essay, or completing a mini-project. Concepts are worth 40% of a student's grade in a math class.

Each concept is assessed by the math teacher on a 4-point rubric that corresponds to the framework in our state-wide SBAC exams and Common Core State Standards.

<p>Level 1: Student demonstrates minimal understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</p>	<p>Level 2: Student demonstrates partial understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</p>	<p>Level 3: Student demonstrates adequate understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</p>	<p>Level 4: Student demonstrates thorough understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</p>
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- A student’s score is translated into a percentage. The table below describes the concept score that translates into a 70%, an 85%, and a 100%.
- A score of “2” corresponds to a passing grade.
- A student must have a concept grade of at least 70% in order to pass a math course. If a student’s concept average for a course is below 70%, then the student will have an Incomplete grade.

Concept scores corresponding to a grade of...		
70%	85%	100%
2	3	4

The overall concept unit grade in a class is the average of all concepts assessed in that course.

- Only the best score for each concept in a course will be counted towards the overall grade. For example, if a student earns a low score in “Ratio Reasoning” in their first unit and a higher score in “Ratio Reasoning” in a later unit, only the higher score will count.
- Each concept is weighted equally.

Expeditions Grading

Grading for Expeditions courses depends on the UC approval status of the course. Some Expeditions courses are UC-approved for Visual and Performing Art or College Preparatory Elective credit. These courses receive a letter grade, are included on transcripts, and are calculated into the student’s UC Grade Point Average (GPA). These courses follow the same assessment plan as core courses. 70% of the grade in these courses comes from the student’s demonstration of cognitive skills through the course projects. 30% of the grade comes from demonstration of content knowledge through mastery of content assessments. Indication of which courses have UC approval can be found in the [Expeditions Course Catalog](#).

Other Expeditions courses are electives that fall outside of the UC approval categories of Visual and Performing Art or College Preparatory Elective and provide students with similarly meaningful experiences in the pursuit of passion exploration. These non-UC electives are graded on a pass/fail basis where passing means a student has achieved a 70% or higher through successful demonstration of subject-specific skills. The pass/fail grade for the course will appear on the student’s transcript but will not result in a credit or be calculated into the student’s UC GPA. This is a policy update for the 2016-2017 school year. If a student took Expeditions courses prior to the 2016-2017 school year which were not UC-approved, those courses will not appear on a student’s transcript.

Letter Grades and GPA

Students' final grades are translated into letter grades for transcripts and Grade Point Averages (GPAs) for colleges. Note that different colleges may calculate GPAs differently based on college-specific policies. Advanced Placement (AP) courses are rigorous, college-level classes. Therefore, GPAs in AP classes are "weighted," meaning that students receive an extra point on their GPA in these classes.

Final percentage grade	Letter grade	Unweighted GPA	Weighted GPA
97 - 100	A+	4.000	5.000
93 - 96	A	4.000	5.000
90 - 92	A-	3.667	4.667
87 - 89	B+	3.333	4.333
83 - 86	B	3.000	4.000
80 - 82	B-	2.667	3.667
77 - 79	C+	2.333	3.333
73 - 76	C	2.000	3.000
70 - 72	C-	1.667	2.667
0 - 69	F	0.000	0.000

During the school year, an "I" is used in place of a letter grade when the student has an "incomplete" and is failing the course because s/he is missing projects, has a low cognitive skills average, and/or is not on track to complete all power focus areas. An "I" is not a final grade, and instead means that the student is working in the course and currently not meeting the expectations to pass. In the absence of a written plan, an "I" is converted to an "F" if a student transfers out of the school or ends the year without completing all course requirements.

Occasionally a student's grade will appear as "N/A." This means that the student does not yet have a graded project in the class, and there is therefore not enough information to compute a grade. This grade usually only shows up at the very beginning of the school year.

Attendance and Tardies

Summary

Summit is committed to building a consistent, positive environment for all its students, focusing on supportive relationships between students, faculty, and parents as a Summit Community. We believe that the path to Personalized Learning and becoming a Self-Directed Learner ready for college and career begins with daily participation in the classroom where students are present, prepared, and connected.

Rainier families and students each play a critical role in building this culture. Parent and guardians are responsible for ensuring their student arrives on time to school every school day either by drop off, carpool, or other safe transit. Students should have a safe way to get home after school or when they are done with their afterschool activities.

Students are expected to arrive on time every day school is in session and attend the full and complete school day, from 8:00am to 3:30pm. Students and parents are also responsible for working with teachers and mentors to keep students on track for the time they are absent from school.

If students struggle to meet our expectations of attendance, to embody our core characteristics, and to develop into

responsible, college-going community members, Summit develops logical consequences where there is a focus on accountability, repairing harm, and reintegrating students into the community.

Please see the [appendix](#) for more details about our expectations for families and students and consequences, including truancy proceedings.

Enrollment Policy

Summit values the contributions to community by each family and student. Rainier would like all students to remain enrolled and to address any concerns. If parents or guardians are considering unenrolling their student, we ask that they reach out to both their child's mentor as well as the Assistant or Executive Director.

If parents or guardians have decided that unenrolling their student is the best option, Rainier's OM will facilitate this process. Summit requires that all students, regardless of age, receive and demonstrate permission from parents/guardians to withdraw from school. To complete this process, parents or guardians must unenroll their student in person at the school site. Parents and guardians are responsible to enroll their student in another age appropriate educational program, and Rainier can help supply the necessary records.

Technology Use

Technology at Summit is a key tool for learning. Students use technology in the form of a school-issued Chromebook, charger and earbuds, school wireless network, and school printers. This section summarizes key components of the Summit Technology Policy. Located in the appendix is the [Summit Public Schools Technology Policy for Students](#). All families must review this policy, and students must review and sign the signature page.

Chromebooks and Appropriate Chromebook Use:

Students are issued a Chromebook that they use for two years. Chromebooks are used in class and educationally at home. We expect students to follow the expectations included in the technology policy at all times. These include the ways in which the chromebook is carried, used, and maintained. Students are expected to bring their chromebooks in working condition, fully charged to school each day. Students who need a loaner check with the front desk.

Internet and Email Use:

Internet access (including email use) is a privilege and all students should be aware that Summit Public Schools may revoke Internet access for any reason. If a student's access is revoked, SPS will provide an explanation for the revocation and the school site will ensure that the student continues to have equal access to participate in the educational program.

Violations of the Internet and Device Acceptable Use Policy are serious disciplinary actions and will be addressed according to the graduated discipline plan. Summit requires that students promptly disclose to their mentor or other school employee any electronic message they receive that is inappropriate or makes them feel uncomfortable. Summit has installed Internet filtering software in an attempt to block user access to inappropriate and/or harmful content on the Internet. No filtering technology is perfect, and this technology may occasionally fail. In the event that the filtering software is unsuccessful and children gain access to inappropriate and/or harmful material, SPS and individual school sites will not be liable. If students inadvertently access such information, they should immediately disclose the inadvertent access in a manner specified by their school. This will protect students against an allegation that they have intentionally violated the Internet and Device Acceptable Use Policy. Parents are strongly encouraged to discuss and monitor their child's school Internet use and to discuss any issues or concerns that they may have with the school's teacher and administrators.

Cyberbullying:

Bullying through the use of technology -- whether that technology is the school's property or that of any member of the community -- or any electronic communication, including, but not limited to, a transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted by the use of any electronic device, including, but not limited to, a computer, telephone, cellular telephone, text messaging device, and personal digital assistant is prohibited. When communicating online, students should use appropriate language, have common courtesy, and be

considerate to others. Displaying online social behaviors that model good digital citizenship is emphasized and encouraged.

Take Home Policy:

Individual Summit Schools determine policies for taking home Chromebooks and chargers. The Internet and Device Acceptable Use Policy continues to be applied to all students and all devices, regardless of the location where the device is being used. The technology resources provided are intended for student learning, therefore the policies must be adhered to for both safety and compliance. Families should note: while there is some content filtering that is part of the individual Chromebooks, content filtering capabilities will vary and may be reduced depending on the non-Summit network(s) that Chromebooks may connect to.

Technology Norms On and Off Campus

Norms	<ul style="list-style-type: none"> ● Students use technology and internet only to support learning during class. ● Students are responsible for their technology. <ul style="list-style-type: none"> ○ Broken technology will result in logical consequences, which may include paying replacement costs. ● Students help each other with technology. ● Students exhibit respect while using technology.
General Procedures/Rules	<ul style="list-style-type: none"> ● Every student must have a working pair of headphones for use at school. (Headphones will be available at school for families for whom this will be a hardship). ● Chromebooks are to be charged overnight and during lunch. ● Keep food and drink separate from chromebooks at all times. ● Students will keep their chromebook at hand for use throughout school day.
Chromebooks off campus	<ul style="list-style-type: none"> ● If chromebook is taken home, students will: <ul style="list-style-type: none"> ○ Charge the computer overnight. ○ Follow all tech norms while at home. ● If a chromebook is forgotten at home: <ul style="list-style-type: none"> ○ a loaner will be issued and the incident recorded. <ul style="list-style-type: none"> ▪ If multiple offenses, parents will be called in and students face possible additional consequences.
Personal Electronics Policy	<ul style="list-style-type: none"> ● Personal electronics may be used on campus before school, during passing periods, breaks and after school hours. ● Home electronics may not be connected any SPS network. ● SPS will not be liable for any damage, loss, or theft of personal electronics

Dress Philosophy

Summit is committed to creating and maintaining an appropriate, academic, and respectful school culture. Our dress philosophy reinforces and supports a professional school environment. Most importantly, clothes should never get in the way of learning. Student should come to school prepared for the activities in their schedule for the day. This means wearing comfortable clothing appropriate for the school environment and culture.

Specifically:

- Students' clothing, school supplies, or accessories cannot signify any distraction from learning.
- Clothing, school supplies, or accessories may not depict or bear logos depicting violence, guns, knives, nudity, drugs or drug use, paraphernalia, cigarettes, vaporizers, tobacco, marijuana leaves, alcohol, or any reference to gangs.
- Clothing, school supplies, or accessories may not depict or bear logos depicting lewd/vulgar content, lewd gestures, or services illegal to minors (even if the student is 18).

- No part of a student's undergarments may be visible, including when wearing attire intended for physical education.

Accessories or school supplies which violate these norms may be confiscated by faculty. The student's teacher, mentor, or another faculty member will have students with clothing outside of the school norms turn the clothing inside out or cover the logo/depiction with a jacket or other item of clothing. When students do not have a secondary article of clothing, one may be provided from Rainier's collection of Summit Public School apparel. Where additional interventions are needed, Rainier will follow the "[Graduated Discipline Plan](#)".

Graduated Discipline Plan

Overview

When we purposefully build peace in the community and maintain that peace through active community engagement, we limit the amount of time stakeholders spend making peace when norms have been violated. There is a shared responsibility among all members of the Summit community to build and keep peace in classrooms, during unstructured times and in all conversations. Each site works together to schedule and support each other in this community development. Our schools work everyday to help students develop healthy relationships, identify common values and guidelines, develop social emotional understanding and skills, and develop a sense of ownership and belonging.

Summit's graduated discipline plan is in place for when the culture we've built is harmed and peace needs to be made. The policy is derived from our core beliefs about secure attachments and human development. We believe that:

- Physical and emotional safety are a prerequisite for building secure attachment.
- Feedback is essential to growth and college readiness.
- When principles guide actions instead of rules, students can generalize for the future.
- All students are capable of being college ready.
- In a high-trust organization, students prepare for the independence of adulthood.

When students take action that violates expectations articulated above, the faculty responds using the graduated discipline plan to restore an environment of trust, safety, and productivity. We primarily manage difficulties by preventing harm, resolving differences and helping students build the skill of learning from their mistakes. If students continue to struggle to meet our norms, we use logical consequences with a focus on accountability, repairing harm, and reintegrating students into the community.

Summit uses restorative practices to guide teacher responses to student behavior. Restorative practices are a way of approaching behavior support from a framework of relationship maintenance and reconciliation. Restorative practices seek to use language and approaches to behavior that reverse the oppressive nature of top-down classrooms and schools. These systems work to build empathy in the individual or individuals who violate expectations and cause harm to the community. Our restorative practices also provide a way to assign logical consequences to inappropriate behavior. Summit has specific policies in place for actions such as Harassment, Intimidation, Discrimination, and Bullying (including cyberbullying). These policies, along with procedures for suspension and expulsion, are found in the Appendix.

Summit categorizes inappropriate behavior into four levels based on the severity and frequency of the behaviors. Each level of inappropriate behavior requires a different faculty response. Here is a summary of the behavior levels and the appropriate teacher responses:

Level	Response	Description
Level 1	Redirect	<ul style="list-style-type: none">• A student causes a minor disruption to the learning environment.• The teacher quickly redirects the student to meet the expectations.
Level 2	Reflect	<ul style="list-style-type: none">• A student causes a significant disruption to the learning environment and/or repeats Level 1 behaviors after redirection.• The teacher reestablishes the focus of the class and schedules time to reflect with the student on his/her decisions and behavior.
Level 3	Reach out	<ul style="list-style-type: none">• A student causes a disruption to the learning environment that breaches safety and/or repeats Level 2 behaviors after redirection and reflection.• The teacher refers the student to the office and reestablishes the safety and focus of the class.

		<ul style="list-style-type: none"> • The administrator reflects with the student and plans next steps, including communication with families and mentors.
Level 4	Reset	<ul style="list-style-type: none"> • A student causes a significant breach in safety and/or repeats Level 3 behaviors after interventions. • The teacher refers the student to the office and reestablishes the safety and focus of the class. • The administrator considers suspension or expulsion, plans next steps, and communicates with families and mentors.

Level 1 Behaviors - Redirect

Student Behaviors

Level 1 misbehaviors refer to behaviors that are distracting, disruptive, or otherwise in violation of expectations for a productive learning environment, such as being off-task, teasing a peer, etc. This is a behavior or action that can quickly be redirected without stopping the class.

Desired Outcomes

- Disruptive behavior is stopped.
- All students remain actively engaged in learning in class.
- All students understand consistent expectations and consequences.

Teacher Actions

- Restate the expectations.
- Redirect the student behavior clearly and concisely.
- Resume focus on instructional plans.

Level 2 Behaviors - Reflect

Student Behaviors

A student has been defiant or disrespectful (*this is the first offense or the behavior is new*) or Level 1 behaviors have continued despite interventions.

Desired Outcomes

- Disruptive behavior is stopped; power struggle is avoided.
- Student understands the impact of his/her behavior.
- All students remain actively engaged in learning in class.
- All students understand consistent expectations and consequences.

Teacher Actions

- Clearly state to the student how and why his/her behavior violated expectations.
- Give the student space to cool down and consider his/her action.
- Engage the student in a reflective conversation to understand his/her impact on others.
- Make a plan for the student to be able to meet expectations in the future.
- Give a clear warning that continuation of the behavior will result in removal from the classroom.

Level 3 Behaviors - Reach Out

Student Behaviors

- A student engages in a behavior that does not meet the norms of the class. The teacher attempts Level 1 and Level 2 interventions to redirect the behavior, and the student continues inappropriate behavior.
- Alternatively, a student engages in a behavior that is majorly disruptive, dangerous to others, or illegal.

Desired Outcomes

- The safety of the classroom is maintained.
- The classroom engagement in learning resumes as quickly as possible.
- All students understand consistent expectations and consequences.
- The student violating the expectations is referred to an administrator.
- The student's negative behavior is recorded and tracked.

Teacher Actions

- Clearly state how and why the behavior violated expectations.
- Instruct the student to leave the classroom and go directly to the front office.
- Fill out the Rainier discipline tracker.

Administrator Actions

- In this case, an administrator may be one of the school directors, HCC teachers, or Operations Manager.
- Administrator reads the incident report and runs a restorative conference with the student to reflect on his/her actions and determine next steps to repair the harm done to the community.
- Administrator documents the conversation and next steps in the discipline tracker.
- Administrator brings the student back to class to facilitate a check in with teacher before student reenters the classroom.
- The administrator or his/her designee communicates home to the student's family about the incident.
- The administrator or his/her designee ensures that all next steps are completed, and documents this fact in the discipline tracker.

Level 4 Behaviors - Reset

Student Behaviors:

- A student continues to engage in Level 3 behaviors even after interventions.
- Alternatively, a student engages in one of the behaviors listed below, in which case s/he is automatically considered for suspension and expulsion.
 - Fighting
 - Drugs or other controlled substances (possession, selling, consuming)
 - Drug paraphernalia (possession, selling, using)
 - Alcohol (possession, selling, consuming)
 - Tobacco products (possession, selling, consuming)
 - Robbery (committed or attempted to commit)
 - Extortion (committed or attempted to commit)
 - Assault or battery or threat of assault or battery on a school employee
 - Bullying (see below for Summit's Policy on Harassment, Intimidation, Discrimination, and Bullying, including Cyberbullying)
 - Possessing, selling, or furnishing a firearm, knife, explosive, or other dangerous object
 - Damaging property or vandalism (caused or attempted to cause)
 - Obscene acts or engaging in habitual profanity or vulgarity
 - Disrupting school activities or otherwise wilfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties
 - Knowingly receiving stolen school property or private property

- Possession of imitation firearms
- Sexual assault (committed or attempted to commit)
- Harassing, threatening, or intimidating a student who is a complaining witness or witness in a school disciplinary proceeding (see below for Summit’s Policy on Harassment, Intimidation, Discrimination, and Bullying, including Cyberbullying)
- Hazing (engaged or attempted to engage in)
- Aiding or abetting the infliction of physical harm on another person
- Making terrorist threats
- Sexual harassment
- Hate violence (caused, threatened to cause or participated in)
- Harassment or intimidation of a student or group of students (see below for Summit’s Policy on Harassment, Intimidation, Discrimination, and Bullying, including Cyberbullying)

Desired Outcomes:

- The school and its community remain physically and emotionally safe.
- The student and his/her support network identify root causes of the unacceptable behavior.
- The student understands the impact of his/her behavior on the community.
- The student makes a plan to restore the harm s/he has caused.
- The student executes the plan and is reintegrated into the community.

Administrator Actions:

The process for responding to Level 4 behaviors is the most nuanced, complex, and personalized. While suspension and expulsion are always considered for Level 4 behaviors, often they are not chosen as the best strategy to meet the outcomes listed above. Depending on the situation, the school director may lead a family conference, a restorative circle, or some other plan for the student to understand and then restore his/her impact on the community.

Expulsions must be approved by the board and are decided by a panel. Expulsion panels include senior leaders on the Schools Team. Any of the student behaviors listed under Level 4 behaviors above could lead to a recommendation for expulsion. Students with special education needs must have a manifestation hearing before being expelled. Summit’s Suspension and Expulsion Policy is included [in the appendix](#), including “Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities.”

Behaviors that Qualify for Expulsion	
Description	Example Student Action
Mandatory Expulsion	<ul style="list-style-type: none"> ● Firearm: <ul style="list-style-type: none"> ○ Possessing firearm when a district employee verified firearm possession and when student did not have prior written permission from a certificated employee which is concurred with by the principal or designee. ○ Selling or otherwise furnishing a firearm. ● Brandishing a knife at another person. ● Unlawfully selling a controlled substance listed in <i>Health and Safety Code Section 11053</i>, such as drugs or alcohol. ● Committing or attempting to commit sexual assault or sexual battery (<i>as defined in subdivision (n) of EC 48900</i>). ● Possession of an explosive.

Harassment, Intimidation, Discrimination, and Bullying (including cyberbullying)

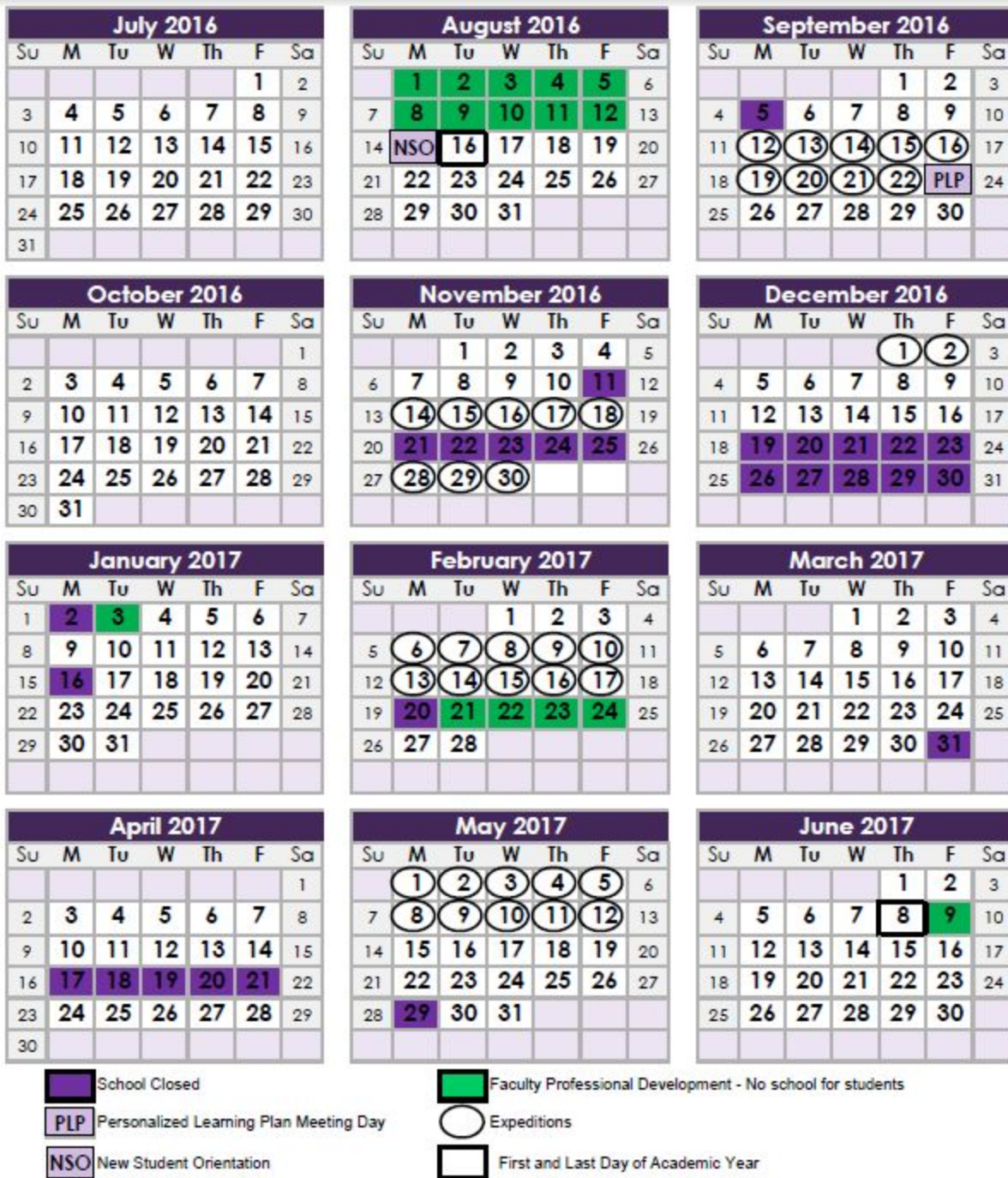
Summit Public Schools believes all students have the right to a safe learning environment and thus has a specific

policy for harassment, intimidation, discrimination, and bullying that is available [in the appendix](#). These are disruptive behaviors which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. Summit prohibits any acts of discrimination, harassment, intimidation, and bullying related to school activity or school attendance. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means, consistent with this policy. All members of the Summit community are required to read the policies carefully and report any infraction or suspicion of infraction to the school directors. Summit will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated and/or bullied, and will take action to investigate, respond, and address any reports of such behaviors in a timely manner.

Appendices

School Calendar

An up-to-date calendar, including the most recent information about events, can be found at rainier.summitps.org



List of Cognitive Skills

Textual Analysis (Close Reading)	Theme/ Central Idea
	Point of View/Purpose
	Development
	Structure
	Word Choice

Using Sources	Selecting Relevant Sources
	Contextualizing Sources
	Synthesizing Multiple Sources
Inquiry	Asking Questions
	Hypothesizing
	Designing Processes and Procedures
Analysis & Synthesis	Identifying Patterns and Relationships
	Comparing/ Contrasting
	Modeling
	Interpreting Data/Info
	Making Connections & Inferences
	Critiquing the Reasoning of Others
	Justifying / Constructing an Explanation
Composing/Writing	Argumentative Claim
	Informational/ Explanatory Thesis
	Narrative
	Counterclaims
	Selection of Evidence
	Explanation of Evidence
	Integration of Evidence
	Organization (Transitions, Cohesion, Structure)
Introduction and Conclusion	
Speaking/Listening	Discussion / Contribution
	Preparation
	Norms / Active Listening
Products & Presentations	Style and Language (Tone, Academic Language, Syntax)
	Oral Presentation
	Multimedia in Written Production
	Multimedia in Oral Presentation
	Conventions
	Precision

Visitor Policy

Summit Public Schools welcomes visitors to our schools. We are also committed to the security of our sites. To help ensure the well-being of our students and staff, visitors must comply with the following requirements and procedures. Visitors include any person who is not a Summit student, Summit employee, or registered volunteer.* They include families, non-registered volunteers, community members, vendors and service providers, and other partners.

- School sites will post at every entrance to the school and school grounds a notice setting forth visitor registration location and requirements.
- Immediately upon entering any school building or grounds, visitors will report their presence and reason for visiting the school to the front office.
- Visitors will provide proof of identification, e.g., driver's license, and sign in using a log that is kept at the front desk. Logs shall be kept on file for full school year.
- An office staff member will provide identification, e.g., visitor badge, to be used by all visitors at all times while on school premises. The visitor will make this identification visible at all times during the visit.
- Visitors will engage with students and faculty respectfully in ways that maintain community and do not interrupt teaching and learning.
- At time of departure, visitors will sign out on the log at the front desk.
- Any individual who disrupts a school site or fails to follow school rules and/or procedures is subject to removal from the school site and may be further restricted from visiting the school.

- Employees should at all times watch for strangers on school premises. Employees who encounter a visitor not displaying the appropriate identification should ask the visitor whether he or she has registered. Employees and volunteers should immediately inform school leaders of any visitor who refuses to comply with registration requirements.

* Registered volunteers are volunteers who are on site 2-3 times every week and have LiveScan and TB clearance.

Policy on Harassment, Intimidation, Discrimination, and Bullying (including cyberbullying)

Summit Public Schools (“SPS”) believes all students have the right to a safe and civil learning environment and this policy is hereby adopted to apply to all SPS charter schools. Discrimination, harassment, intimidation, and bullying are all disruptive behaviors which interfere with students’ ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, SPS prohibits any acts of discrimination, harassment, intimidation, and bullying related to school activity or school attendance. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means, consistent with this policy.

As used in this policy, “discrimination, harassment, intimidation, and bullying” describe the intentional conduct, including verbal, physical, written communication, or cyberbullying, that is based on the actual or perceived characteristics of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. In addition, bullying encompasses any conduct described in the definitions set forth in this policy.

To the extent possible, SPS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond to, and address any reports of such behaviors in a timely manner. SPS staff who witness acts of discrimination, harassment, intimidation, and bullying will take immediate steps to intervene, so long as it is safe to do so.

Legal Definitions:

“**Bullying**” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable student to experience substantial interference with his or her academic performance.
4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by SPS.

Bullying may be, but is not limited to:

- **physical** (hitting, kicking, spitting, pushing)
- **verbal** (taunting, malicious teasing, name calling, threatening)
- **emotional** (spreading rumors, manipulating social relationships, extorting, or intimidating). Bullying can occur face-to-face or in the online world.
- An “**electronic act**” (see below)

“Electronic Act” means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, or image.
2. A post on a social network Internet Web site including, but not limited to:
 1. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of “bullying,” above.
 2. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 3. Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Reporting

All faculty and staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of discrimination, intimidation, harassment, or bullying, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of bullying.

All other members of the school community, including students, parents/guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy to the Principal or designee. While submission of a written report is not required, the reporting party is encouraged to use the report form available in the Main Office. However, oral reports shall also be considered. Reports may be made anonymously, but formal disciplinary action cannot be based solely on anonymous information.

Students are expected to report all incidents of discrimination, intimidation, harassment, bullying, teasing, or other verbal or physical abuse. Any student who feels s/he is a target of such behavior should immediately contact a teacher, counselor, principal, or staff person so that s/he can get assistance in resolving the issue consistent with this policy.

SPS acknowledges and respects every individual’s rights to privacy. To that end, consistent with legal requirements, all reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible.

SPS prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter’s filing of a complaint or the reporting of violations of this policy. Such participation shall not in any way affect the status, grades or work assignments of the reporter.

Investigation

Upon receipt of a report of harassment, intimidation, or bullying from a student, staff member, parent, volunteer, visitor, or affiliate of SPS, the Director or designee will promptly initiate an investigation. At the conclusion of the investigation, the Director or designee will notify the complainant of the outcome of the investigation. However, in no case may the Director or designee reveal confidential student information related to other students, including the type and extent of discipline issued against such students.

Complaints shall be investigated and resolved within thirty (30) school days, unless circumstances reasonably require additional time.

All records related to any investigation of discrimination, harassment, intimidation, or bullying will remain in a secure location in the Main Office of SPS.

In those instances when the complaint filed under this policy also requires investigation under the Uniform Complaint Procedures, such investigation will be undertaken concurrently.

Appeal

Should the Complainant find the Director or designee resolution unsatisfactory, s/he may within five (5) school days of the date of resolution, file an appeal with the Designated Appeals Committee. In such cases, at least three (3) certificated School employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the Complainant's appeal and render a final disposition.

Consequences

Students who engage in discrimination, harassment, intimidation, or bullying may be subject to disciplinary action, up to and including suspension and/or expulsion, as outlined in the Student Discipline Policy of SPS.

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Summit Public Schools: Suspension and Expulsion Policy

Summit Public Schools: Suspension and Expulsion Policy

When a Level 1 or 2 behavior occurs, Summit Public Schools will use the following guidelines to execute suspension/expulsion proceedings.

A. Definitions (as used in this policy)

1. "Board" means Summit Public Schools Board of Directors.
2. "Expulsion" means dis-enrollment from the Summit Public School.
3. "School day" means a day upon which the Summit Public School is in session or weekdays during the summer recess.
4. "Suspension" means removal of a pupil from ongoing instruction for adjustment purposes. However, "suspension" does not mean the following:
 - a. Reassignment to another education program or class at the Summit Public School where the pupil will receive continuing instruction for the length of day prescribed by the Summit Public School Board for pupils of the same grade level.
 - b. Referral to a certificated employee designated by the Director to advise pupils.
 - c. Removal from the class but without reassignment to another class for the remainder of the class period without sending the pupil to the Director or designee.
5. "Pupil" includes a pupil's parent or guardian or legal counsel or other representative.
6. "School" means any Summit Public School.

B. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures.

1) Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director's designee with the student and his or her parent and, whenever practicable, the teacher, supervisor or school employee who referred the student to the Director.

The conference may be omitted if the Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2) Notice to Parents/Guardians

At the time of the suspension, a School employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3) Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the Director, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by the Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the Pupil has committed an expellable offense.

In the event a Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- 1) The date and place of the expulsion hearing;
- 2) A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based;
- 3) A copy of the School's disciplinary rules which relate to the alleged violation;
- 4) Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- 5) The opportunity for the student or the student's parent/guardian to appear in person or to employ and be

- represented by counsel or a non-attorney advisor;
- 6) The right to inspect and obtain copies of all documents to be used at the hearing;
 - 7) The opportunity to confront and question all witnesses who testify at the hearing;
 - 8) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The School must also provide the victim a room separate from the hearing room for the complaining witness's use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or

opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel, or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final. If the expulsion hearing panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Director or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's findings of fact, to the student or parent/guardian. This notice shall include the following:

- 1) Notice of the specific offense committed by the student.
- 2) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.

The Director or designee shall send written notice of the decision to expel to the Student's District of residence and the County Office of Education. This notice shall include the following:

- 1) The student's name
- 2) The specific expellable offense committed by the student

K. Disciplinary Records

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available for the Chartering Agency's review upon request.

J. No Right to Appeal

The pupil shall have no right of appeal beyond the appeal at The Summit Institute Board level from expulsion from the School as the Board's decision to expel shall be final.

K. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including but not limited to programs within the County or their school district of residence.

L. Rehabilitation Plans

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School for readmission.

M. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Executive Director and the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission or admission.

N. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of District

The School shall immediately notify the District and coordinate the procedures in this policy with the District the discipline of any student with a disability or student who the School or District would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP, and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the School, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If the School, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the School, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

- a) Conduct a functional behavioral assessment or a functional analysis assessment and implement a behavioral intervention plan for such child, provided that the School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and the School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the School, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then the School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the School agree otherwise.

5. Special Circumstances

School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the School had knowledge that the student was disabled before the behavior occurred.

The School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent has requested an evaluation of the child.
- c) The child's teacher, or other School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other School supervisory personnel.

If the School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the educational placement determined by the School pending the results of the evaluation.

Summit Attendance Policy

Family Expectations

Every student's parent or guardian is responsible for ensuring their student arrives on time to school every school day either by drop off, carpool, or other safe transit. Students should have a safe way to get home after school or when

they are done with their afterschool activities.

Where advanced notice is possible, a student's parent/guardian must call 408-831-3104 to speak with the OM, or OA regarding the date(s) and time(s) their student will not attend class. Where advanced notice is not possible, parents/guardians should call 408-831-3104 before school begins on the day the student will be absent for all or part of the school day.

To ensure the well-being of all our students, Summit has closed campuses. Once students arrive they are expected to stay on school grounds until the end of the regularly scheduled school day. Students will only be excused during the day before dismissal if a parent or guardian picks them up from school directly or gives written permission for someone else to pick them up. Whoever picks up the students is expected to check in at the front desk and sign the student out. Parents picking up students at the end of the regularly scheduled school day do not need to sign their students out. Students who are 18 or older and emancipated can check themselves in and out during the day if they provide the proper paperwork to the front office proving emancipation.

Rainier may excuse students from the school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian.

Rainier values creating a safe, positive, and participatory environment for all students. Consistent student attendance is essential for this goal, and absences for any reason should be minimized or avoided when possible. Students may be considered to have an "excused" absence or tardy if they provide a written note signed by a parent or guardian that indicates they were absent because of illness, medical appointments, bereavement/death in the family, or appearance in court. Students or families are expected to provide this note to the front desk upon the student returning to school. Students who are absent or tardy for other reasons and/or do not have a note signed by a parent/guardian will be marked as unexcused.

Student Expectations

Students at Rainier are expected to arrive on time to every class or meeting with their teachers and mentors, every day. This means being present and seated in their assigned seat for each class at the appropriate start time. Students know their class schedule, which room each class is in, what time it starts and ends, and know how to use time during passing and break periods to arrive to their next class or meeting on time.

Students who are late arriving to school are expected to sign in at the front desk and receive a tardy pass before going immediately to class. Upon entering, students will provide teachers with the tardy pass and join the class with minimal disruption to teaching and learning.

When a student is absent, it is their responsibility to make a plan that compensates for the time missed. A student who is absent is expected to email each teacher whose class they missed communicating the date, time, and reason behind their absence. When possible, this email should be sent well ahead of the absence. The student should communicate his/her plan to make up the missing work or activities and ask for feedback from the teacher. When necessary, the student may ask the teacher for input or may ask their mentor for support in making or managing such a plan.

Fridays are incredibly important instructional days. Students are building relationships with their Mentor, who is the student's coach, advocate, and college counselor. Mentors are critical to supporting students in becoming Self-Directed Learners, and building skills which will support them in college and throughout their careers. Students must contact their Mentor in person or via email to arrange another time to meet when they will be absent during their regularly scheduled Friday check in. Where advanced notice is not possible, students must contact their Mentor in person or via email as soon as they are able to arrange another time to check in.

Excessive Absences or Tardies

If students struggle to meet our expectations of attendance, to embody our core characteristics and to develop into responsible, college-going community members, Summit Public Schools develops logical consequences where there is a focus on accountability, repairing harm and reintegrating students into the community.

The objective of our absence and truancy policy is for students to attend school consistently so that they are advancing towards their academic goals and are contributing members of our school community. Like our graduated

discipline plan, we have increasing levels of interventions to support students and families in meeting this objective.

Note that in the table below, all counts of absences are for a single school year.

Trigger	Concern	School actions
2 unexcused absences OR 8 excused absences	Student is at risk for truant behavior	<ul style="list-style-type: none"> ● Phone call home discussing that Truancy Warning Letter is being sent. ● Truancy Warning Letter sent home and returned with student and parent signature. ● Student completes a Reflection Sheet on attendance. ● Mentor check-in about truancy and student's status.
3 unexcused absences OR 10 excused absences	First notification of truancy	<ul style="list-style-type: none"> ● Send Truancy Letter #1, phone call or email (link a write up of each). ● Record(s) of written warning for all following actions may be kept at the school for a period of not less than two years, or until the student graduates or transfers from that school. If the student transfers, the record may be forwarded to any school receiving the student's school records. ● Student may be required to attend makeup classes conducted on one day of a weekend. ● Schools must be available if families request a meeting. ● Mentor check-in about truancy and student's status.
6 unexcused absences OR 20 excused absences	Second notification of truancy	<ul style="list-style-type: none"> ● Send Truancy Letter # 2 ● Hold a Truancy Meeting with student, family, and teachers. ● The student may be assigned by the school to an after-school or weekend study program located within the same county as the student's school. If the student fails to successfully complete the assigned study program, the student shall be subject to classification as a habitual truant. ● Mentor check-in about truancy and student's status.
9 unexcused absences OR 30 excused absences	Third notification of truancy	<ul style="list-style-type: none"> ● Send Truancy Letter # 3 ● Student may be referred to a school attendance review board (SARB) or to the county probation department; Student, parent and referrer must attend <ul style="list-style-type: none"> ○ In order to refer, you must have the following: <ul style="list-style-type: none"> ■ Referral Form ■ Documentation/Evidence of interventions <ul style="list-style-type: none"> ● Copy of Letters ● Meeting Notes ● Any other intervention ■ Any other information that would help the case ○ Reach out to the contact and outline the student's case (see below for list of contacts). ● Student may also be referred to a probation officer or district attorney mediation program pursuant. ● If the student does not successfully complete the truancy mediation program or other similar program, the student shall be subject to the jurisdiction of the juvenile court. ● Mentor check-in about truancy and student's status.
12 unexcused absences	Fourth notification of truancy	<ul style="list-style-type: none"> ● Send Truancy Letter #4

<p><u>OR</u> 40 excused absences</p>		<ul style="list-style-type: none"> ● The student shall be within the jurisdiction of the juvenile court which may adjudge the student to be a ward. If the student is adjudged a ward of the juvenile court, the student shall be required to do one or more of the following: <ul style="list-style-type: none"> ○ Performance at court-approved community services sponsored by either a public or private nonprofit agency for not less than 20 hours but not more than 40 hours over a period not to exceed 90 days, during a time other than the student's hours of school attendance or employment. The probation officer shall report to the court the failure to comply with this paragraph. ○ Payment of a fine by the student of not more than one hundred dollars (\$100) for which a parent or guardian of the student may be jointly liable. ○ Attendance of a court-approved truancy prevention program. ○ Suspension or revocation of driving privileges pursuant to Section 13202.7 of the <i>Vehicle Code</i>. This subdivision shall apply only to a student who has attended a school attendance review board program, or a truancy mediation program pursuant to subdivision. ● Mentor check-in about truancy and student's status.
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Summit Technology - Internet and Device Acceptable Use Policy

Introduction

Welcome to the document that explains our electronic policy!

Although this is a long and detailed policy, it is very important that you read it thoroughly because it explains everything you need to know about using the Internet, computers and other devices at a Summit school. It is your responsibility to use the Internet in ways that follow and support this policy.

All electronic usage throughout the Summit schools, including the things you do on a day to day basis, will be governed by this policy document. Your use - or misuse - of any electronics while at school will be interpreted according to this policy.

If you have any questions about the expectations set out in this document, please contact the Executive and or Assistant Director of your school site.

General Principals of Access

Summit Public Schools (SPS) provides access to the Internet, including access to e-mail, for its schools, faculties, students, and guests. Guests include but are not limited to parents, student teachers, temporary employees, parent volunteers, and other school volunteers. All Internet access, including the use of e-mail, occurs through SPS's system.

This Internet and Device Acceptable Use Policy governs all electronic activity, including e-mail and access to the Internet, which is undertaken by SPS faculties, students, and parents/guardians either in their official SPS capacity or as part of the educational, instructional or extracurricular programs connected to the SPS. No SPS faculty member, student, guest or parent/guardian may engage in activities prohibited by this policy, whether through SPS's Internet service or through any other Internet Service Provider, for whatever reason. Parents are strongly encouraged to

discuss and monitor their child's school Internet use and to discuss any issues or concerns that they may have with the school's teacher and administrators. All use of the Internet will be governed by this policy.

Technology Team Responsibilities

- The Chief Technology Officer, or his/her designee, will serve as the coordinator to oversee Internet access on SPS systems.
- The Executive Director and Assistant Directors of each school are responsible for the dissemination of this Internet and Device Acceptable Use Policy and they will work to enforce this policy on their site.
- SPS reserves the right to revise this Internet and Device Acceptable Use Policy, as it deems necessary, and it will always post the current policy on each of the schools' websites as notice to students of any revisions.

Limiation of Liability

- SPS makes no warranties of any kind, either express or implied, that the functions or the services provided by or through the SPS system will be error-free or without defect. SPS will not be responsible for any damage students may suffer, including but not limited to, loss of data or interruptions of service. SPS is not responsible for the accuracy or quality of the information obtained through or stored on the system. SPS will not be responsible for financial obligations arising from a user's unauthorized use of the system.
- Students will indemnify and hold SPS and its respective schools harmless from any losses sustained by SPS as a result of intentional misuse of the system by user.

Content Filtering

SPS has installed Internet filtering software in a best-effort attempt to block user access to inappropriate and/or harmful content on the Internet. No filtering technology is perfect, and this technology may occasionally fail. In the event that the filtering software is unsuccessful and students gain access to inappropriate and/or harmful material, SPS and individual school sites will not be liable.

SPS filter systems adhere to the US Congress enacted CIPA (Children's Internet Protection Act) guidelines, updated 2011: <http://www.fcc.gov/guides/childrens-internet-protection-act>

The filter is set at the most restrictive setting in restricting access to Internet sites that may contain interactive chat or mail or information regarding:

- Sex acts
- Sex attire
- Sex/nudity
- Sex/personal
- Basic sex education
- Advanced sex education
- Sexuality
- Sports
- Gambling
- Pornography
- Hacking
- Proxy avoidance
- Addictions
- Forums
- Social Networks
- Violence
- Streaming Music
- Non Academic Videos
- Illegal Drugs
- Weapons

- Criminal Activity
- Chat
- Torrenting
- Hate and Intolerance

Regulations of Access

- Important Consequences of Access
 - SPS will always cooperate fully with local, state, or federal officials in any lawful investigation concerning or relating to any illegal activities conducted through the SPS system.
 - Internet access is a privilege, not a right, and all students should be aware that SPS may revoke Internet access for any reason. If a student's access is revoked, SPS will provide an explanation for the revocation and the school site will ensure that the student continues to have equal access to participate in the educational program.
 - It is very important for students and families to understand that violations of this Internet and Device Acceptable Use Policy DO count as disciplinary actions. All violations of this policy will be addressed according to the graduated discipline plan of the school that the student attends. Students and their families WILL have to meet specific concerns related to the violation and cooperate with the school to help the student acquire the specific behaviors necessary to behave appropriately on an electronic network.
- Privacy

Students of the SPS system should understand that there is no expectation of privacy on this system.

- SPS reserves the right to monitor the use of the Internet through its system, at all times. SPS will collect and store information about usage which includes, but may not be limited to, the date and time a user visits the site and information about the user's activities while online. Except as otherwise specified in this Internet and Device Acceptable Use Policy, SPS will not use cookies to gather personal identifying information about any of its students. (Cookies are computer programs that store information about a user on a computer hard drive or disk and allow SPS, among other things, to verify whether a visitor is an authorized user of the SPS system.) Personal identifying information includes, but is not limited to, names, home addresses, e-mail addresses, and telephone numbers.
- As required by the Children's Internet Protection Act ("CIPA"), SPS will monitor students' online activities. Such monitoring may lead to discovery that the user has violated or may be violating, SPS Internet and Device Acceptable Use Policy, the student handbook, or the law. SPS also reserves the right to monitor other students' (e.g., non students) online activities.
- SPS reserves the right to employ and review the results of software that searches, monitors, and/or identifies potential violations of the Internet and Device Acceptable Use Policy.
- Students should be aware that their personal files may be discoverable in court and administrative proceedings and in accordance with public records laws.
- System students should have no privacy expectation in the contents of their personal files and records of their online activity while on the SPS system. SPS does not encourage students to store personal data on the SPS system - SPS cannot be responsible for the loss or damage of such data.
- Parental Notification and Responsibility
 - Where appropriate, individual schools will provide students and parents with guidelines and instructions for student safety while using the Internet.
 - SPS Internet and Device Acceptable Use Policy contains restrictions on accessing inappropriate material. However, there is a wide range of material available on the Internet, some of which may or may not fit the particular values of students and families. While student use will be supervised and logged, it is not practically possible for SPS to monitor and enforce a wide range of social values in student use of the Internet. Further, SPS recognizes that parents bear primary responsibility for transmitting their particular set of family values to their children. SPS strongly encourages parents to

specify to their child(ren) what material is and is not acceptable for their child(ren) to access through the SPS system.

- Access
 - Students will generally be provided with Internet access. This document describes the terms of that access. In addition, a school may decide to create a written agreement or “compact” with parents that expands the terms and responsibilities of the student, parent, and school in further detail. However, that written agreement may not permit any Internet or e-mail activity prohibited by this Internet and Device Acceptable Use Policy, and it may not prohibit any such activity permitted by this Policy.
- Limitations on Internet Usage
 - *Personal Safety Violations For Students*
 - SPS strongly recommends that all students follow the two guidelines below, at all times:
 - i) students do not post or transmit photographs or personal contact information about themselves or other people.
 - ii) students do not agree to meet with someone they have met online.
 - SPS does require that students promptly disclose to their mentor or other school employee any electronic message they receive that is inappropriate or makes them feel uncomfortable.
- Illegal Activities

All students should be aware that engaging in any of the following illegal activities will result in disciplinary action by their school.

- Students shall not attempt to gain unauthorized access to the SPS system or to any other computer system through the SPS system, or go beyond their authorized access. This prohibition includes intentionally seeking information about passwords belonging to other students, modifying passwords belonging to other students, illegally obtaining wireless passkeys, or attempting to login through another person's account. Further, students may not attempt to access, copy, or modify another user's files. These actions are not permitted and may be illegal, even if only for the purposes of "browsing."
- Students shall not attempt to subvert network security, impair the functionality of the network, or bypass restrictions set by network administrators. Students are also prohibited from destroying data by spreading computer viruses or vandalizing data, software, or equipment.
- Students shall not use the SPS system to engage in any other illegal act, such as arranging for a drug sale, engaging in criminal gang activity, threatening the safety of a person, etc.
- Students shall not use the SPS system to download illegal music, books, video, and software without payment to the originator.
- Users shall not use software applications that have a continuous connection to the internet that is streaming steadily and consuming large amount of internet bandwidth (e.g. bit-torrent, etc) for the purpose of obtaining illegal content.
- System Security
 - Students are responsible for the use of their individual account if applicable and should take all reasonable precautions to prevent others from being able to use their account. Under no conditions should a user provide their password to another person, except for teachers who may require students to provide their passwords.
 - Student users will immediately notify a teacher if they identify a possible security problem (such as disclosure of their password to another person) and other users will immediately notify the technology team. Students should not attempt to uncover security problems because this may be construed as an illegal attempt to gain access.
 - SPS will install and maintain anti-virus software on each computer as required. Updates, typically referred to as "virus definitions," will be updated as the manufacturer recommends.
- Inappropriate Language

All students should be aware that using inappropriate language electronically can be damaging to others and may

lead to disciplinary action

- Restrictions against inappropriate language apply to public messages, private messages, and material posted on Web pages.
- Students will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, abusive or disrespectful language.
- Students will not post information that could interfere with the educational process or cause a danger of disruption in the educational environment.
- Students will not engage in personal attacks, including prejudicial or discriminatory attacks.
- Students will not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If a user is told by a person to stop sending them messages, they must stop.
- Students will not knowingly or recklessly post false or defamatory information about a person or organization.
- Students should not repost a message that was sent to them privately without permission of the person who sent them the message.
- Students should not post private information about another person.
- Respecting Resource Limits
 - Students will use the system for educational and professional activities.
 - Students will refrain from downloading large files unless absolutely necessary. If necessary, students will download the file at a time when the system is not being heavily used.
 - Students will not post chain letters or engage in "spamming." Spamming is sending an annoying or unsolicited message to many people, except that an unsolicited message sent by a supervisor relating to work activity does not constitute spamming.
 - Students will check their e-mail frequently and delete unwanted messages.
 - Students will not send e-mail containing commercial links unless the link is predominantly instructional in nature.
 - Users will not use the system to engage in harming or bullying.
 - Users should not expect assistance with exporting or importing their email for transference or archival.
- Plagiarism and Copyright Infringement
 - Students will not plagiarize works that they find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were original to the user.
 - Students will respect the rights of copyright owners and not infringe on those rights. Copyright infringement occurs when an individual inappropriately reproduces a work that is protected by a copyright. If a work contains language that specifies acceptable use of that work, the user should follow the expressed requirements. If the user is unsure whether or not s/he can use a work, s/he should request permission from the copyright owner.
- Access to Inappropriate Material
 - Students will not use the SPS system to access material that is profane or obscene (e.g., pornography), that advocates illegal or dangerous acts, or that advocates violence or discrimination towards other people (e.g., hate literature). For students, a special exception may be made if the purpose is to conduct research and is approved by the teacher.
 - If students inadvertently access such information, they should immediately disclose the inadvertent access in a manner specified by their school. This will protect students against an allegation that they have intentionally violated the Internet and Device Acceptable Use Policy.
- Other
 - Students will not use the Internet for advertising, promotion, commercial purposes, or similar objectives.
 - Students will not use the Internet to conduct for-profit business activities or to engage in religious activities. Students are also prohibited from engaging in any non-governmental-related fund raising or

- public relations activities such as solicitation for religious purposes, lobbying for political purposes, or soliciting votes. SPS is not responsible for this or any other commercial activity students engage in.
- Students will not rebroadcast or piggyback on existing systems to create personal micro wifi hotspots at any of the schools.

Email Policy

Email resources are available to all Summit students. Every individual assigned a Summit email address will have the responsibility to use this resource in an efficient, effective, ethical, and lawful manner.

Email Acceptable Use Guidelines

- “Acceptable” e-mail activities are those that conform to the purpose, goals, and mission of SPS and to each user's responsibilities. Students shall have no right to privacy while using SPS internet or e-mail system. The following actions are prohibited:
 - Opening unknown e-mail attachments or introducing computer worms or viruses. Students are prohibited from performing any activity that will or may cause the loss or corruption of data or the abnormal use of computing resources (degradation of system/network performance).
 - Using e-mail services for private commercial or business transactions and any activity meant to foster personal gain.
 - Conducting non-SPS fund raising or public relations activities such as solicitation for religious and political causes or not-for-profit activities.
 - Transmitting threatening, offensive harassing information (messages or images) containing defamatory, abusive, obscene, pornographic, sexually oriented, racially offensive, or otherwise biased, discriminatory, or illegal material.
 - Attempting to subvert network security, impair functionality of the network, or bypass restrictions set by the network administrators. Assisting others in violating these rules by sharing information or passwords.
 - Distributing "junk" mail, such as chain letters, advertisements, or unauthorized solicitations.

Account Termination

- Upon withdrawing from school, all student accounts will be deactivated, and data retained by SPS.
- Alumni (graduates) of Summit Public Schools will retain access to their SPS email account.

REMINDER: SPS reserves the right to examine any/all e-mail or Internet correspondence for security and/or network management purposes.

Violation of this e-mail policy may result in disciplinary action.

Device Use

The device resources of SPS are available to authorized students and parents for educational, research, and administrative purposes. In order to maintain this policy, it is essential that the students themselves observe reasonable standards of behavior regarding the use of the devices. The following actions are prohibited:

- Any attempt to modify or damage device, network, or software
- Any attempt to modify the original system configurations
- Improper use of the device equipment
- Installation or use of non-academic games on SPS systems
- Recreational game playing
- Unauthorized use of an SPS account belonging to another user
- Unauthorized reading, use of, or deletion of private files or email belonging to another user
- Sharing username and passwords with other students or any other person
- Any attempt to circumvent (hacking/bypassing) system protection and security features

- Knowingly using any system to produce system failure or degrade performance
- Engaging in unauthorized duplication, alteration or destruction of data, programs or software
- Transmitting or disclosing data, programs or software belonging to others or duplicating copyrighted materials
- Use of device resources for private purposes, including, but not limited to, the use of device resources for profit making or illegal purposes

SPS reserves the right to investigate any of the above abuses, as well as any other interference with the proper functioning of the SPS network or infringements upon another user's rights. Any violation will result in disciplinary action. Consequences vary from school site to school site which may include suggested payments for damages and or restorative practices if payment is limited or not possible. Replacement costs are listed below. The school's Executive and/or Assistant Director will make the final decision.

Replacement Item	Cost	Repair/Replacement needed if...
Earbuds	\$1	Earbuds are lost/broken.
Charger	\$30	Charger is lost/broken.
Display Cable	\$20	Connection to the screen is damaged/Screen is separated from rest of Chromebook.
Screen	\$70	Screen is cracked.
Chromebook	\$300	Original Chromebook is not accepted for warranty due to exterior/water damage. Original Chromebook is not able to be repaired and is decommissioned. Original Chromebook is lost.

Take Home Policy:

Internet and Device Acceptable Use Policy continues to be applied to all students. The resources provided are considered essential for students' continued academic success, therefore the policies must be adhered for both safety and compliance.

Chromebook Care Manual:

All students must adhere to the [Chromebook Care Manual](#) to ensure their device is working properly. This guide has been provided to address in-school and out-of-school use. The guide is not comprehensive; rather it focuses on the most common guidelines and practices for taking care of student devices. An electronic version will be provided to all families during the start of the new academic year.

Mini-Sheet Device Care Manual:

All students will not alter or damage or discard the [guide](#). The mini-guide is in reference to the Chromebook Care Manual and highlights the most important "to do" to ensure your device is properly working.

Cyberbullying

Bullying through the use of technology or any electronic communication (including, but not limited to, a transfer of signs, signals, writing, images, sounds, data or intelligence of any nature) transmitted by the use of any electronic device (including, but not limited to, a computer, telephone, cellular telephone, text messaging device, or personal digital assistant) is prohibited. California anti-bullying laws is enforced by the following: California Education Code 32261-32262, 32265, 32270, 35294.2, and 48900. Washington anti-bullying laws is enforced by the following Washington State Legislature RCW 9A.36.080(3), 28A.300.285, 28A.300.2851, 28A.600.480, 43.06B.060, 392-190-057, 293-190-058.

These actions are prohibited:

- Flaming
- Denigration also known as "dissing"
- Bash boards
- Impersonation
- Outing
- Trickery
- Exclusion
- Harassment
- Happy slapping
- Text wars or attacks
- Negative Online polls
- Sending malicious codes
- Griefing

Students should always use good digital citizenship when posting or replying on the internet. Always be kind, have common courtesy, and be considerate to others. Displaying online social behaviors that model good cyber citizenship is important and encouraged.

Cybersafety

SPS believes in ensuring all students and faculty are safe online. All incidents reported will be thoroughly investigated by the Chief Technology Officer and members of the Cybersecurity Taskforce. The outcomes and additional actions will be handled by the Executive and/or Assistant Director at their respective schools.

Reporting an incident:

Report all concerns or incidents directly to school leaders.

Follow-up and Actions:

School leaders will coordinate and provide follow-up on all incidents or concerns reported.

Chromebook & Internet Use Agreement Summary & Take-home Agreement

At Rainier, we believe that every student should be able to learn at the time and place that is right for them. Every student will receive a Chromebook to use for the entire year and will have internet access at school. Find an outline of important Chromebook guidelines below.

Chromebook Care

You will have the same Chromebook all year: please take care of it. **Place your initial next to each bullet point below to verify that you understand basic chromebook care:**

- _____ Keep your Chromebook charged by charging it at break and lunch. We cannot use it to learn and grow if it isn't charged.
- _____ Preserve the battery life of your chromebook for the long term. MAKE SURE to turn off your Chromebook at the end of the day before you go home. You can easily power it back on if you need it later, but by turning it off often you keep the battery strong - they are VERY expensive to replace.
- _____ Be careful with your Chromebook. They are fragile, so don't sit on them, knock them against anything, leave them alone, or do anything that might cause them to break.
- _____ You can put stickers on your Chromebook. Don't mark your Chromebook in any other way.
- _____ Don't remove the serial number. It's permanently stored on the computer's hard disk anyway. Removing the serial number just makes repairs more expensive for our school.
- _____ Chromebooks may be taken off campus, if you have signed the technology use agreement and have signed this form.
 - Make sure you keep your chromebook in a safe place at home and charge it each night.
 - Pack it in your bag for school the next day. If you forget your chromebook at home, we cannot guarantee that a loaner is available.

Technology Use

You will have internet access at school. Please use it responsibly to support your growth and learning.

- Read your email! Your teachers will use it to send you messages.
- All schools filter internet access. If you find that something you need to use to learn is blocked, let a teacher know.
- As required by law, internet access may be monitored. Do not use your internet connection for anything inappropriate or illegal.
- Use technology responsibly: do not harm, bully, threaten or make fun of other students or anyone else on the computer. This is just as serious as threats or bullying off of the computer.
- Do not use your computer to distract others. Do not send or reply to mass emails.

The full technology use agreement with complete details is available from your school directors or online at <https://goo.gl/AW94Jp>.

Devices: As a school, we provide a chromebook, headphones, and a charger. Any needs beyond that will prompt a conversation including a suggested donation for the replacement cost.

I acknowledge that I have received the following items and will be held responsible for them both on and off campus:

- 1 chromebook
- 1 set of headphones
- 1 charger

I recognize that if I lose or damage any of these items, I will be responsible for them and will contribute financially toward a replacement.

Student Name _____ Date _____

Signature _____

Expeditions Course Catalog

During Expeditions, students explore and deepen their interests, experience and exposure across a variety of fields. These fields are represented in Expeditions courses across six thematic clusters: Health & Wellness, Media & Business, Technology, Arts & Design, Leadership & Society and Future Planning. The Expeditions course offerings evolve each year as the program grows. *Courses offered currently can be found in the chart below.* Students who would like to pursue an interest which is not offered are encouraged to seek an Internship in the field or design an Independent Study project.

Arts & Design	<p>Visual & Performing Arts (VPA) credit:</p> <ul style="list-style-type: none"> • Intro to Visual Arts • Intermediate Art • AP Studio Art: Drawing (Full day as an independent study) <p>Non-UC elective credit:</p> <ul style="list-style-type: none"> • Empowerment Through Creative Writing
Business & Media	<ul style="list-style-type: none"> • Video Production (VPA/UC credit) • Journalism • Entrepreneurship
Health & Well-being	<ul style="list-style-type: none"> • Human Sexuality • Girl Rising • Yoga: On and Off the Mat
Leadership & Society	<ul style="list-style-type: none"> • Holocaust: An In-Depth Study (UC credit) • Sociology of Law (UC credit) • Introduction to Anthropology

Technology	<ul style="list-style-type: none">• Video Game Programming• Intro to Computer Science (<i>UC credit</i>)
Future Planning	<ul style="list-style-type: none">• College Readiness (<i>required for 11th graders</i>)• Internship (<i>Full Day</i>)• Independent Study (<i>Full Day</i>)

Detailed Course Information

Additional information for each course listed above can be found in the chart below, and a preview of the content of each course can be found in the [Expeditions Courses PowerPoint](#).

- All courses are offered as a half day class unless otherwise indicated.
- All courses are offered on site at school unless otherwise indicated
- High school students will take two Expeditions courses during the year, unless enrolled in a full day Internship or Independent Study

Course Name	Teacher	Course Notes
Human Sexuality	Ms. Lia Pinelli, lpinelli@summitps.org ,	<ul style="list-style-type: none"> • Non-UC elective credit for Pass/Fail • Projects & Content in the PLP
Yoga: On and Off the Mat	Ms. Gopi Batra gbatra@summitps.org RISE Yoga for Youth	<ul style="list-style-type: none"> • Non-UC elective credit for Pass/Fail • Letter grade only in the PLP
Girl Rising	Ms. Lia Pinelli lpinelli@summitps.org	<ul style="list-style-type: none"> • Non-UC elective credit for Pass/Fail • Projects & Content in the PLP
Video Production	Mr. Alex Flores aflores@summitps.org MACLA	<ul style="list-style-type: none"> • UC VPA credit for letter grade • Projects & Content in the PLP • Letter grade only in the PLP (Rainier & Tahoma)
Journalism	Ms. Liz DeOrnellas edeornellas@summitps.org	<ul style="list-style-type: none"> • Non-UC elective credit for Pass/Fail • Projects & Content in the PLP
Entrepreneurship	Mr. Aaron Calvert acalvert@summitps.org Ms. Vivy Chao vchao@summitps.org	<ul style="list-style-type: none"> • Non-UC elective credit for Pass/Fail • Projects & Content in the PLP
Intro to Visual Arts	Mr. Andres Wemiz awemiz@summitps.org	<ul style="list-style-type: none"> • UC VPA credit for letter grade • Projects & Content in the PLP • Letter grade only in the PLP (Denali)
Intermediate Art	Mr. Andres Wemiz awemiz@summitps.org	<ul style="list-style-type: none"> • UC VPA credit for letter grade • Projects & Content in the PLP • Letter grade only in the PLP (Rainier & Tahoma) • Intro to Art is a prerequisite
AP Studio Art: Drawing	*Available as an independent study option	<ul style="list-style-type: none"> • UC VPA credit for letter grade • Students will need to take two periods of art and self-direct to meet the portfolio requirements of the College Board for AP credit
Empowerment Through Creative Writing	Ms. Liz DeOrnellas edeornellas@summitps.org	<ul style="list-style-type: none"> • Non-UC elective credit for Pass/Fail • Projects & Content in the PLP
Intro to Computer Science	Mr. Matt Hesby mhesby@summitps.org	<ul style="list-style-type: none"> • UC "G" credit for letter grade • Projects & Content in the PLP • 10-12 grade only except by teacher permission

Video Game Programming	Mr. Matt Hesby mhesby@summitps.org	<ul style="list-style-type: none"> • Non-UC elective credit for Pass/Fail • Projects & Content in the PLP
Sociology of Law	Mrs. Lissa Thiele lthiele@summitps.org	<ul style="list-style-type: none"> • UC “G” credit for letter grade • Projects & Content in the PLP • 10-12 grade only except by teacher permission
Holocaust: An In-Depth Study	Mrs. Lissa Thiele lthiele@summitps.org	<ul style="list-style-type: none"> • UC “G” credit for letter grade • Projects & Content in the PLP • 10-12 grade only; World History I is a prerequisite
Introduction to Anthropology	Ms. Noelle Easterday neasterday@summitps.org	<ul style="list-style-type: none"> • Non-UC elective credit for Pass/Fail • Projects & Content in the PLP
College Readiness	Mr. Abdul Duso aduso@summitps.org Ms. Veronica Bettencourt vbettencourt@summitps.org	<ul style="list-style-type: none"> • Non-UC elective credit for Pass/Fail • Projects & Content in the PLP • Required for all 11th grade students
Internship	Coordinated by: Ms. Lauren Rehbein lrehbein@summitps.org Ms. Linda Stevenin lstevenin@summitps.org	<ul style="list-style-type: none"> • Non-UC elective credit for Pass/Fail • Letter grade only in the PLP • Full day off-site program
Independent Study	Coordinated by Ms. Lauren Rehbein lrehbein@summitps.org Ms. Linda Stevenin lstevenin@summitps.org	<ul style="list-style-type: none"> • Non-UC elective credit for Pass/Fail • Letter grade only in the PLP • Full day course, may be off-site depending on the individual student’s plan

Glossary of Summit Public Schools Terminology

Additional Focus Area: Students are encouraged, but not required, to complete this content for each course. These make up 9% of a student’s grade in a course.

Ahead-of-track: Students who are consistently producing work above grade-level on the cognitive skills rubric AND who are who are ahead of pace for their Power Focus Areas.

Cognitive Skills: Higher-order thinking/life skills, such as critical thinking, communication, and problem-solving. These are the skills that will endure throughout students’ lives and enable them to be successful in different situations.

Cognitive Skills Rubric: The single rubric Summit Public Schools uses to assess all projects across all grade levels and all sites. A student’s Cognitive Skill Average comprises the bulk (70%) of their grade.

College Readiness (4 Elements): These are the elements our students will need to not only go to college, but to graduate and succeed in college and their career. The 4 elements are:

- Development of cognitive skills
- Acquisition of content knowledge
- Growth in Habits of Success
- Real-life experiences

Community Group: The mentor and his/her mentees form a Community Group.

Community Time: Community Time is a safe space for students to bond with their community group and mentor, express their thoughts and feelings, and build meaningful relationships. Students are with their Community Groups and engage in activities and discussions focusing on: Habits of Success development, community bonding, community and academic belonging, and college readiness.

10-minute Community Time: In high school, students also spend the end of every day in Community Time. During this time, the community group and mentor create and share weekly goals, work on a community project, reflect, and celebrate.

Content: The subject-specific material from a class that can be studied independently, practiced, or memorized at a student's own pace. Content comprises 30% of a student's grade: 21% through Power Focus Areas, which are required, and 9% through Additional Focus Areas, which are optional, but highly encouraged.

Content Assessment: The test at the end of a focus area to assess a student's mastery. For most courses, 80% is passing. In AP courses, 70% is passing. These tests are largely multiple choice, though there are some examples of tests where students must type in their answers (called "Explicit Constructed Response").

Expeditions: Expeditions provides students opportunities to explore new or existing passions and discover their purpose through eight weeks of immersion learning. Over the course of the school year, students will have four Expeditions sessions of two weeks each, which occur approximately every six weeks.

Focus Area: For each project, students must learn specific content knowledge associated with it, which we call Focus Areas. Each Focus Area has an associated playlist with a diverse array of learning resources for students.

Growth Mindset: People with a growth mindset believe that abilities and intelligence can be developed through persistence and hard work. When students have a growth mindset, they focus on improvement, are resilient when facing setbacks, and are motivated to learn. People with a fixed mindset believe that their intelligence and abilities are fixed and are not within their control.

Habits of Success: The skills that you need to be successful in any situation whether it's in school, a job, or a relationship. These are skills like managing your stress, persevering through a challenge, working well with others, and demonstrating empathy.

Mentoring: One of the things that is unique and special about Summit is our mentoring program. Each student has a mentor who will be her/his coach, advocate, and college counselor. The mentor helps students set goals, create plans, and make good decisions -- the skills of becoming a self-directed learner.

Mentor Check-Ins: Every Friday, mentors meet 1:1 with their mentees for 10 minutes to support our students in achieving their college and career goals. Students drive these meetings to discuss their proposed goals and plans for the coming week and reflect together on the past week. It is a unique time and space to push students on their Habits of Success and help set them up for success in all aspects of their school experience and college readiness.

Non-Negotiable: The founding non-negotiables of Summit Public Schools are:

- We have a high-performing teacher in every room, every day.
- Everyone is capable of graduating “college ready”.
- There is no “tracking”.
- We have a heterogeneous student population in school and in the classrooms.
- Students are physically and emotionally safe.
- Every student is known.
- Character education counts.
- We are a researched-based, best practice institution.
- Principles vs rules-based.
- We do more with less.

On-track: Students who are consistently producing work at grade-level on the cognitive skills rubric AND who are who are on pace for their Power Focus Areas.

Off-track: Students who are consistently producing work below grade-level on the cognitive skills rubric AND who are who are pacing behind for their Power Focus Areas.

Parent Partnership: Joint effort between parents/guardians and school/faculty to create a two-way dialogue and plan on how to best support the success of students and help them achieve their academic and personal goals.

Personalized Learning: The opportunity for students to customize their learning process, pacing, and practices based on prior knowledge, individual goal setting, Habits of Success, and academic goals.

Personalized Learning Plan (PLP): The Personalized Learning Plan (PLP) is your student’s online dashboard for setting goals and tracking progress towards those goals. As a parent, the PLP will help you support your student’s academic success and college readiness at home. If you would like to see anything from your student’s current assigned work to a yearlong view of their progress, you can find that all on the PLP.

Personalized Learning Time (PLT): Students learn the content knowledge (facts and information) they need for all of their courses during Personalized Learning Time. They work at their own pace and choose how they want to learn through a combination of online playlists, peer-to-peer coaching, and one-on-one tutoring from their teachers.

PLT at Home: Every week, students should be working through their playlists during PLT at Home, or homework. Though each student is different, students should plan on spending at minimum 8 hours a week on this homework. Generally, this averages to 2 hours per night, unless the student is on track with all of his/her playlists and content assessments.

Playlists: Diverse learning resources including texts, videos, presentations, exercises to help students and families learn content knowledge.

Power Focus Area: Students *must* complete these focus areas in order to pass a course and they account for 21% of a student’s grade.

Project Time: Students have Project Time for all of their core courses in English, History, Math, Science, and Spanish (in high school). They develop deeper thinking and life skills, such as problem-solving, critical thinking, and communication skills through projects that mimic real world experiences.

Real-life experiences: Experiences in Expeditions and projects where students have authentic opportunities to apply their skills, knowledge, and behaviors so that they can connect their learning to passions and potential careers.

Self-Directed Learning Cycle: The cycle that students follow to ensure that they set and achieve their goals while learning through the process. The 5 steps of the cycle are:

- **Setting a Goal** -- Set a SMART (specific, measurable, attainable, relevant, and time-bound) goal that is challenging.
- **Making a Plan** -- Develop a plan to achieve that goal that has clear action steps and milestones.
- **Learning** -- Learn the content knowledge and skills you need to reach your goal.
- **Showing What You Know** -- Leverage your learnings to perform at the best of your ability to reach your goal.
- **Reflecting on Your Learning** -- Take time to reflect on your performance and understand what helped or hindered you in achieving the goal. Also think about how your performance affects other, or future, goals in your life.

Self-Directed Learning (5 Elements): To become a self-directed learners, students should demonstrate these 5 elements, or behaviors:

- **Challenge Seeking:** Self-directed learners know that they grow best by pushing themselves and embracing challenges.
- **Persistence:** Self-directed learners are persistent even when a task feels difficult and challenging.
- **Strategy-Shifting:** Self-directed learners realize when when it is time to shift strategies, even if it means starting to tackle the problem from scratch.
- **Appropriate Help-Seeking:** Self-directed learners feel comfortable asking for help from peers and teachers, and seek to understand the reasoning behind an answer.
- **Response to Setback:** Self-directed learners learn from failure. They may fail as often, and usually more often, than others. They don't get discouraged by these failures, but realize that these failures are opportunities to learn, shift strategies if necessary, and grow.

Social-emotional learning (SEL): Social and emotional learning (SEL) is the process through which people acquire and apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Standardized Test: Any test that is given to students in more than one place is called a “standardized” test. There are “standard” rules for how the test is given and “standard” questions that everyone answers.

Summit Reads: Because reading is at the heart of learning, students have dedicated time to read books of their choosing every day. Depending on their individual needs, students will read in groups, independently or with a teacher.

Summit Solves: Students practice math problems every day during Summit Solves. Each student works on his/her personalized goals in Khan Academy, a world-renowned nonprofit that provides high-quality explanations and practice problems.