

Student – Parent Handbook  
Elementary Options Program  
2024/25 School Year

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## Introduction

The material and information in this book have been carefully prepared for you to be successful as a student in Summit Learning Charter's Elementary Options Program. They are subject to change as needs and laws change.

Both Parents and Students are encouraged to be familiar with this handbook to support their child within this very unique educational program.

## Who We Are

Summit Learning Charter is a regional leader in online learning specializing in virtual education blended with real-life enrichment and dual credit college programs.

We expertly leverage a variety of curriculum resources to offer choices for our learner's interests, build unique schooling programs to serve all students' continual growth in K-12th grade, and work to create learning pathways specific for each student.

It is our **experience**, **commitment** to student success, and our **culture of support** that distinguishes Summit Learning Charter from other available options.

Summit students have options - we have a variety of curriculum choices and blend a schedule together to best fit each learner. Our school teachers are always available to help work with families to build a challenging and worthwhile learning path for students.

Summit Learning Charter serves students and families in the greater Portland Metro area and all across Oregon. We offer a unique blended environment of online classes and in-person learning experiences.

- Attend LIVE (via the zoom virtual meeting platform), in person at our Eagle Creek Campus / Virtual classes, and/or other learning activities.
- Accredited by Cognia
- Our teachers are all highly qualified and experts in their fields
- Individualized learning experience
- Customize the instruction level and curriculum type
- Our teachers also have created core and elective classes for students across K-5th grade that are highly engaging and built with our student population in mind.

## Mission Statement

The mission of the School is to empower students, families, teachers, and community members by creating an educational culture that offers academic and social support and prepares students for a successful transition to the world of work or post-secondary education.

## Vision & Themes

*Empower every learner with a challenging, innovative, and personalized education.*

- The **Family/Learning Coach** is the primary support for the learner
  - Family engagement, participation, and support is welcomed and expected
- **Personalized learning** / not “one-size fits all”
  - Every student can learn
  - Every student learns differently
  - Provide rich and varied curriculum choices and learning modes
- **Continuous improvement** is the expectation
  - For all faculty
  - For the institution
  - For all learners

## Equity Statement

Summit Learning Charter is committed to equity to ensure student success, staff retention, and organizational success. Equity acknowledges that we do not all start from the same place and must make adjustments to restore imbalances. Equity entails identifying needs and properly allocating resources that will overcome intentional and unintentional barriers arising from bias or systemic structures.

- [Click here to view the Equity Lens used at Summit](#)
- [Click here to view more diversity, equity and inclusion information on the Summit Learning Charter Website](#)

## Our Board

**Melanie Wagner: Board Chair**  
City of Estacada Manager's Assistant

**Megan Helzerman:**  
Regional Coordinator for Career and Technical Education at Clackamas ESD

**Leslie Andre:**  
Springwater Compliance Services

**Elizabeth Maki:**  
Assistant Principal, Sabin-Schllenberg CTE Program

**Pati Wright:**  
Veteran, U.S. Army; Registered Nurse Emanuel Hospital

**Sammy Lackner:**  
SLC Parent

Please go to [www.summitlearningcharter.org](http://www.summitlearningcharter.org) and access the Virtual Options handbook to locate information on:

- Full Staff information
- Public Complaint procedure

## Staff

Central Office Staff			
Dr. Melanie Marrone	Director	Mmarrone@summitlc.org	o: 503.630.5001, ext. 2230
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Tracie Moyer	EOP	tmoyer@summitlc.org	971.326.8873

Sarah Radford	Education Assistant/ Curriculum Advisor	sradford@summitlc.org	971.217.9285
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## How the Elementary Options Program works

After a new application has been accepted, starting mid-July of the new school year, an email will be sent to the parent to complete the necessary paperwork via DocuSign. A student is not fully enrolled until the paperwork has been completed. In August, the parent will then be invited to attend a virtual orientation the week prior to the start of the school year. Dates will be offered during the first week of school as well, to attend and complete an orientation. Each orientation provides an overview of program expectations and a Q & A for parents. Orientations are only conducted on certain days and times due to other staff duties. Once the school year has started, orientations will only be offered on an as needed basis.

If a student is currently enrolled, they will be requested to complete the re-enrollment form. They will not lose their spot for the next school year.

### A family enrolling a student in the Elementary Options Program (EOP) at Summit Learning Charter is agreeing to:

- Being assigned a licensed Home Room Teacher to whom the student/parent will have daily access via in-person, ParentSquare message/email, email, telephone, Zoom, or any other means of communication.
- Being responsible to ensure that there is daily attendance documented, and at a minimum, ensuring that two two-way contacts per week on two separate days with a teacher is being documented to maintain 90% attendance.
- The understanding that contact opportunities include a student attending enrichments via online and/or in-person, email, phone calls, text messages, attending a field trip, etc. and that for contacts to qualify, they must be educational in nature.
- Submitting a weekly Parent Report (Jotform) will count as a contact, and also indicate the student's daily engagement with the curriculum being used at home.
- An understanding that students who fail to meet the minimum participation/attendance requirements will be withdrawn from SLC.
- Ensuring that your student is participating and engaging with daily instruction in the core subject content to meet common curriculum goals and academic standards for a least 4 hours/day. 30 minutes of PE are also expected each day for a total of 150 minutes /week.
- Ensuring that your student participates in the STAR360 assessments 3 x per year to monitor student growth and progress. Kindergarten and new to school 1st graders are also expected to complete the Pre-Reading screener up to 3 x per year.



- Any student who withdraws at any time during the school year is required to return all materials, textbooks, chromebooks, etc to SLC.

## **The Importance of Communication**

Our program only works if there is consistent communication between all parties: the Home Room Teacher and the designated Learning Coach. Your Home Room Teacher will communicate through ParentSquare email/messages, phone calls, and text. It is important that you respond to your teacher's communication. Your Home Room Teacher is also the first person you should contact if you have any questions or concerns.

## **What is a Learning Coach?**

The designated Learning Coach should be an adult who is fully capable of providing daily instruction in the core subjects: English Language Arts, Math, Science and Social Studies. It is expected that the Learning Coach will be able to familiarize themselves with Google programs and the Internet, checking their email on a regular basis in order to maintain at a minimum, twice-weekly communication.

For a Learning Coach who is not the Parent or Caregiver, a [FERPA Release Form must be signed](#) and given to the school to be placed in the student's cumulative file: [FERPA Release Form for Caregivers/Tutors](#)

## **Home Room Teachers**

SLC will assign a Highly Qualified teacher to each student/family, who will work with the designated Learning Coach.

The Home Room Teacher's responsibilities are to:

1. Maintain bi-weekly ongoing communication with the Learning Coach/Family and Student to document weekly attendance.
2. Monitor student progress using the STAR 360 assessment given 3 x per year.
3. Provide instructional and educational resources and support to the Learning Coach to ensure that student progress is continuous throughout the year.
4. Advise and evaluate curriculum orders.
5. Develop online and in-person enrichment activities to enhance and support instruction.

## **EOP Webpage**

For information about the EOP program and weekly updates, please check and bookmark the EOP webpage that your Home Room teacher has shared with you.

*It is the responsibility of the Learning Coach to remain current on all EOP activities as listed and updated on the EOP webpage calendar.*

## **EOP Program Expectations**

Students enrolled in our program are expected to meet the minimum school requirements:

1. Maintain at a minimum, twice weekly attendance, preferably one of those attendances through an in-class (either virtual or in-person) interaction with a teacher.
2. Receive daily instruction in the Core Subjects by their Learning Coach
3. Complete the STAR 360 progress monitoring assessments in Reading and Math 3 x per year.

### **(1) Attendance**

According to Oregon state law, full-time attendance for a student in a virtual charter school requires **daily engagement** with curriculum, the teachers, and our support team.

Attendance with Summit Learning Charter includes participation in class activities, progress in online curriculum and substantive interaction with a licensed teacher or registered education assistant.

The communication should be meaningful and about learning.

*Good Communication - "Hi there, this is (student name). I am in your (subject class for grade \_\_\_\_). I am really enjoying this unit, but I have some questions about (specific lesson).*

*Not - "Hey, what's up".*

Students have the most success when they have regular support and guidance from their teacher/learning coach throughout their learning experience.

We track attendance contacts that students make with Summit Learning staff, as well as their participation and progress in their courses. For students who are not progressing in classes, or have missing attendance, we will meet with families to talk about interventions and could be put on an Academic Success Plan). Failure to respond to these interventions may result in withdrawal from school.

There are a lot of ways students can attend school at Summit Learning Charter, whether online or on-campus. Here is a list of available opportunities:

- **Online class meetings** (live attendance).
- **Face to face engagement** is prioritized for our learning community and Summit offers activities at the Eagle Creek Campus on Tuesdays and Thursdays that a student has the option to attend either one.
- **Phone calls with teachers**
- **Email and text based communications** (must include evidence of response and text between teacher and parent eg: text conversation or replied emails )
- **Special Activities** (field trips, family events, assemblies, and other special campus events such as a Cinco de Mayo Celebration)
- **Parent-teacher conferences/open houses/office hours, etc**

At a minimum, we will require 2 attendance contacts:  
These must be on 2 separate days.

### **What is an absence?**

A student absence is defined as any time a student fails to communicate twice in one week, on two separate days either via email, phone, text, or attendance to an enrichment class or field trip. Each absence will be counted as 2.5 days as being absent. For Elementary students, the parents are expected to communicate to an EOP teacher to document student attendance, completing the Parent Report as one of the expected attendance contacts.

### **Ten Day Drop Policy**

**A student who has 10 consecutive absences may be withdrawn from SLC.**

### **(2) Core Subject Instruction**

By enrolling a child in SLC's Elementary Options Program (EOP), it is the **expectation** that the Learning Coach is providing daily instruction to the student in the following Core Subject areas: English Language Arts, Math, Science and Social Studies.

<b>Subject</b>	<b>Instructional Minutes per Subject</b>
<b>English Language Arts (ELA).</b> This includes phonics, phonemic awareness, spelling, vocabulary practice, reading, writing, handwriting.	<b>Minimum of 90 minutes x day</b> <b>Silent reading 15-30 minutes x day</b> <b>Writing 30-45 mins of this time</b>

<b>Math</b>	<b>Minimum of 60-75 minutes x day</b>
<b>Science/Social studies</b> (Geography, Civics, History, etc)	<b>Minimum of 30 - 60 minutes x day</b>
<b>PE</b>	30 Minutes x day (K-5) 45 Minutes x day (6th grade +)

### **Physical Education - 2007 House Bill 3141 PE Requirements**

The Governor signed the 2007 House Bill 3141 requiring that students participate in PE for the amount of time listed below:

**K-5th** Grade must receive 150 minutes of PE per week (30 minutes/day)

**6-8th** Grade must receive 225 minutes of PE per week (45 minutes/day)

### **A Typical Elementary School Day**

Students should have a designated learning environment where they have time to focus and receive instruction which is free from distraction. We recommend that students break their learning into chunks of time and content, and include online enrichments, online programs, and pencil and paper book work. Break up extended periods on the computer with PE activities, projects, lunch/snack breaks, craft time, etc. We do encourage students to work at a pace that is beneficial for them while getting their work completed. Daily progress is vital to your student's success. Talk with your Home Room teacher about how best to schedule your day if you are unsure how to make this work. Students who attend online or in-person enrichment classes should schedule this into their school day, with the expectation of still completing school work as assigned through their curriculum choices.

### **(3) School-Based Assessments**

Renaissance STAR 360 is a computer-based, adaptive assessment to measure growth and progress of a student in ELA and Math. Students enrolled at SLC will be required to take this 3 x per academic year. A student who receives regular daily instruction will naturally make progress.

Additional assessments can be requested and given throughout the year for progress monitoring. Please reach out to your homeroom teacher if you would like to do this.

[Parent's Guide to STAR™ Assessments](#)

### **Pattern of low progress or growth**

Students who have shown a pattern of decline or who are not making adequate yearly progress from the previous school year will be put on an Academic Success Plan. The Learning Coach, Home Room Teacher and if requested, EOP Principal, will meet to discuss the options to develop an Academic Success Plan in order for the student to be successful and remain in our program.

## **State-Required Assessments**

### **Pre-Reading Screener**

Kindergarten and new-to-school 1st graders will be assessed using a pre-reading screener known as STARCBM. This assessment is designed to help monitor and identify any potential learning disabilities early on in a child's education. If a student does show signs of being at-risk for having a learning disability, the parent will be notified as to what the next steps are to be taken if this is something of concern. This can be conducted in person or virtually, may be given up to three times in one year, and is a **requirement** of any student being enrolled in any public school.

### **Oregon Statewide Assessment System (OSAS)**

The Oregon Statewide Assessment System (OSAS) is the way the Oregon Department of Education (ODE) measures how well different schools are educating students in Common Core standards for English Language Arts and Math, as well as in Science with the Next Generation Science Standards.

**Why do we test?** It is required, but we also review results of state testing to help Summit check in as a staff to ensure we are meeting the standards that all students are meant to learn over the course of each grade level. Overall results (not individual results) are published for the public to consider, to help in decision-making when families are selecting schools. Scores help ODE and school districts identify potential inequities between schools to improve access to good education for all students.

To learn more about Oregon Statewide Assessment System go to [OSAS](#)

### **EOP Testing Schedule**

(Middle school students can take with EOP or wait for MS schedule)

STAR 360 K-5th grade	Pre-Reading Screener *Kinders/1st (STAR CBM)	OSAS (3rd grade +)
Fall: Sept. 23rd - Oct.4th	Ongoing starting Sept.3rd (Baseline assessment)	Approx. April 21st
Winter: Jan. 13th - Jan 24th	Jan. 6th (midyear assessment)	
Spring: May 19th - May 30th	May 19th (end of year assessment)	

## Curriculum Budget for students in the EOP

Every K-5th grade EOP student is given a budget allowance of \$500 to be used to purchase curriculum through our pre-approved vendors:

[www.rainbowresource.com](http://www.rainbowresource.com)

[www.timberdoodle.com](http://www.timberdoodle.com)

Students who stay in the EOP program will be provided with an adjusted budget as the program requirements for an EOP student in Middle School will require a student to take:

One online class in 6th grade

Two online classes in 7th grade

Three online classes in 8th grade

The goal is for students to be completely ready for 9th grade fully online programs.

Students enrolled after September 1st will receive a prorated amount. We support curriculum choices that meet common core standards for elementary curriculum. All curriculum choices are subject to review and approval by your Home Room teacher. You are free to purchase anything we do not approve with your own funds. Details on how to submit curriculum orders will be sent from our Educational and Curriculum Advisor, Sarah Radford, once a student is accepted into our school.

Students K-5 enrolled with the SLC by December 2024 can also apply for **up to \$500** to help pay towards outside resources which will be distributed in the form of a reimbursement once specific guidelines have been met. The \$ amount will differ depending on grade level for EOP students enrolled in 6-8th grade. These additional reimbursement funds cannot be applied for until after Spring break (once all requirements are met) and will not be available for distribution until mid-May 2025.

Students must meet the minimum guidelines in order for the Learning Coach to qualify for the reimbursement:

- (1) Maintain 90% attendance (which includes completing the weekly Parent Report for students in K-5th grade).
- (2) Fall, Winter and Spring STAR 360 assessments completed.
- (3) Students must be enrolled by December 2024 to qualify and remain enrolled through time of fund distribution.
- (4) EOP Students in 6th-8th grade must be in good academic standing (keeping up with their classwork and receiving a passing grade) in their online classes.
- (5) Learning Coaches must retain all receipts as they may be subject to audit. Failure to produce receipts for additional expenses may impact the ability to apply the following school year.

Please check the Curriculum Catalog shared by Sarah Radford for the list for what is acceptable/unacceptable for reimbursement.

## **\*\*OutSchool Classes\*\***

### **OutSchool:**

OutSchool is a vendor that students will have the opportunity to participate in virtual classes based upon their interest and need (and grade-level span specific). Students who are interested will need to follow the guidelines shared during orientation and through email if they want to take OutSchool Classes. SLC will cover the cost of classes they select, with each class amount being deducted from each individual student's \$500 reimbursement allotment. This is for K-5 only. There will be a maximum limit applied each term in order to ensure that the student/family meets the minimum guidelines to be able to apply and retain the reimbursement for the school year. Everything is subject to approval.

\*Please note that OutSchool will not be collecting or documenting attendance for your student(s).

### **OutSchool Process:**

1. Parent must first complete [OutSchool Interest Form](#)
2. SLC will create a parent/student OutSchool student account and add funds to the student's "wallet".

3. The parent will select and sign up their students to the OutSchool classes they are interested in.
4. SLC will track the wallet amounts and add more funds to that in the Winter and Spring term if and when necessary, and following that attendance/STAR assessments requirements have been met.

### **Village Home:**

Many families do not live in close proximity to our campus in Eagle Creek and in order to better serve our community, students can access classes at Village Home. Students will need to sign up directly with Village Home, and pay upfront for the classes. Please keep hold of your receipts as you will be able to apply this to the reimbursement offered (around/after Spring break) and get reimbursed for up to \$500 per student IF your student enrolled with SLC by December 2024. SLC will only cover the in-person classes. Students in 6th-8th grade will have the opportunity to attend Village Home Classes too with the same guidelines applied.

\*Please note that Village Home will not be collecting or documenting attendance for your student(s).

### **Village Home Process:**

1. Sign up directly to [Village Home](#) for in-person enrichment classes for each student. Please check with them directly for term dates and opening enrollment periods.
2. Parent is responsible for payment to Village Home. Retain all your receipts.
3. Hold onto your receipts for when we open up the reimbursement jotform around Spring Break.

### **EOP Curriculum Allowance**

#### **Payout Schedule K-5**

<b>Student Enrollment Date</b>	<b>Rainbow Resource and/or Timberdoodle Curriculum Allowance</b>	<b>*Reimbursement* via PayPal</b>
If enrolled on or before September 30th	\$500	*\$500
If enrolled on or after October 1st	\$450	*\$500
If enrolled on or after November 1st	\$400	*\$500



If enrolled on or after December 1st	\$350	*\$500
If enrolled on or after January 1st	\$300	\$0
If enrolled on or after February 1st	\$250	\$0

**\*Reimbursement funding is subject to change\***

#### **Payout Schedule 6-8**

<b>Student Grade in EOP</b>	<b>Rainbow Resource and/or Timberdoodle Curriculum Allowance</b>	<b>*Reimbursement* via PayPal</b>
6th	\$400	*\$400
7th	\$300	*\$350
8th	\$200	*\$300

**\*Reimbursement funding is subject to change\***

### **Curriculum Ordering Due Dates**

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**MUST Be Submitted by Noon on Due Date**

<b>August 7th, 2024</b>	<b>November 6th, 2024</b>
<b>August 21st, 2024</b>	<b>December 11th, 2024</b>
<b>August 28th, 2024</b>	<b>January 8th, 2025</b>
<b>September 11th, 2024</b>	<b>January 22nd, 2025</b>
<b>October 2nd, 2024</b>	<b>February 12th, 2025</b>
<b>October 16th, 2024</b>	<b>March 5th, 2025 *FINAL CURRICULUM ORDER</b>

## Enrichment Options

We encourage students enrolled in EOP to attend live enrichment classes - either virtually or at Eagle Creek. Enrichment classes are supplementary to what you are teaching at home and do not follow a particular curriculum or program. But, we want to get to know your student! They are designed to provide students with the opportunity to connect with their grade level peers as well as being taught by a highly qualified elementary teacher. All attendances will count towards maintaining the two attendance contacts per week.

### Online Enrichments

We would like to encourage your student to attend one of our many available online enrichment classes. Students who attend are given an attendance contact by the teacher of instruction. Teachers will align their lessons to Oregon Common Core State Standards (CCSS) and/or Next Generation Science Standards (NGSS) and use a variety of instructional techniques to keep students engaged. Teachers expect the students to be supervised by the Learning Coach during participation in online enrichment. Online enrichment schedules are subject to change. Please check in your weekly communications with your Home Room teacher or on our EOP Webpage, for changes in the schedule.

### Enrichments @ Eagle Creek

We would love to meet your student(s) in person if they can attend the enrichments at Eagle Creek. Students who attend will be expected to follow the expectations listed below. Students who attend are given an attendance contact by each teacher of instruction they work with. Please note, all onsite enrichments are subject to change. All contacts in one documented day will count as one attendance contact for that day.

Summit has always prioritized face to face engagement with our learning community and we look forward to continuing to offer this when we return in the Fall. Students can choose to attend on either a Tuesday **OR** a Thursday, and will be encouraged to sign up for two months at a time. Students who sign up for one day in particular will not be able to switch days. This is to maintain class sizes capped at 25 and support the teachers in planning.

Since enrichments are optional, in-person enrichment opportunities are not a required part of the student's educational plan while attending SLC. What this means is that, students who struggle to follow the enrichment expectations and student code of conduct, may be asked to not attend or have limited participation in enrichment

activities while they work on their personal development. Student safety is a priority for ALL students who attend campus.

Please check the EOP website for schedules.

### **Enrichment Expectations \*subject to change\***

- Students should be able to share their first and last name, and know their enrolled grade level
- Students should be on time to class. Classes will start at 9am and students will be expected to stay that whole duration of the sign up as reserved.
- Students will attend the enrichments in their enrolled grade level.
- Parents will not be allowed in the classrooms or within the school. Guidance on drop off and pick up procedures and times will be shared during orientations and maybe updated as necessary throughout the school year.
- It is the responsibility of the parent to check schedules and time changes as shared by your Home Room Teacher's weekly memo.
- Please collect your child on time. K-2 classes run 9am - Noon. Students 3rd-5th grade have the option to stay for afternoon club activities which end at 2pm. 3rd-5th grade students who plan on staying until 2pm will need to provide their own lunch. They will not have access to a microwave.
- Students should not be left unsupervised on the campus at any time.

### **Student Expectations**

- Students will be expected to participate.
- Students will be expected to follow teacher/staff direction and instruction.
- Students will be expected to treat teachers, staff, the other students and the school with respect.
- Students will be expected to understand that enrichment time is a time to learn.
- Students that are off-task or become a disruption will be asked to leave the facility, in which case the parent will be requested to pick up their student.
- Students who are unable to monitor their behaviors may be asked to not attend enrichments or have a limited enrichment experience to ensure safety of others, while participating in building on positive experiences.

### **Field Trips / Required Activities**

It is important that we provide as many opportunities as possible for students to learn outside the confines of their curriculum. There will be many opportunities for field trips and teacher-led student activities. All K-5 students who participate in these opportunities must be supervised and attend with an adult/caregiver. At any school-sponsored activity, there are rules and laws that must be followed:

1. Parents are responsible for all transportation to and from the activity unless the school has arranged otherwise.
2. Siblings may participate as long as the parent is present as well.
3. Due to a limited number of spaces for our field trips, students may not bring any other friends or relatives along, unless they are enrolled in our school as well.
4. Parents are responsible for all fees.
5. Students who are found to have alcohol, drugs or weapons will be asked to leave and subject to discipline.

## **SLC School-wide Policies**

### **Communication**

Ongoing communication with one's teachers is recommended for student success. It is expected that a student will use complete sentences relating to school topics and abstain from any form of vulgarity, slang or jargon, or inappropriate subjects. This includes all methods of communication such as electronic, verbal, or written.

Students may not use inappropriate language, discuss inappropriate topics or make disrespectful comments based on ethnicity, gender, creed, sexual orientation, race, disability, national origin, language spoken or marital status toward any Summit student or in the presence of Summit staff.

Threats and intimidation are in violation of Summit Learning Charter expectations and will not be tolerated. Please immediately alert your teacher or another staff member if you become aware of inappropriate behavior by a Summit Learning Charter student toward another student or a staff member. Violation of this expectation is grounds for disciplinary action.

Internet or email communication between the teacher and student should take place ONLY via the curriculum messaging system, the virtual classroom, or the teacher's/student's Summit Learning Charter email account. Teachers and students are not permitted to communicate via Facebook, Twitter or any other unapproved electronic forums. Text messages between teachers and students may be made ONLY using the teacher's Summit Learning Charter approved cell phone and phone number. Violation of this expectation is grounds for disciplinary action potentially including expulsion of the students.

### **Grading**

Students enrolled from Kindergarten to 5th grade will not receive school grades due to the primary instruction taking place at the student's home. Students will receive a report of progress as obtained through the STAR360 assessment program which will identify the student's working grade level, as well as standards and concepts the

student needs to work on, in the Fall, Winter and Spring term. Your Home Room teacher will use this data to provide a mid-year and end of year Progress Report.

Teachers for students in 6-12th grade will keep accurate records of each student's progress in our student database. A parent may request an updated progress report at any time.

## **ADMINISTRATIVE RESPONSIBILITIES**

Administrators have the responsibility for providing leadership to staff and students in an effort to create the best possible teaching and learning environment.

Administrators have the responsibility to carry out Summit Learning Charter policies and regulations and to make these known to staff, students, and parents.

Administrators also have the responsibility to maintain an environment that is safe and conducive to an orderly education. Like teachers and parents, administrators have the responsibility to be an example for students by showing respect for law and order and by demonstrating self-discipline and concern for all persons under their authority.

Administrators have the responsibility to be fair, firm and consistent, maintain open lines of communication and demonstrate respect in decisions affecting students. In regard to disciplinary action, Administrators may consult with teachers, counselors, and students. Administrators have the responsibility to communicate with parents to establish procedures to improve student behavior when needed.

Administrators have the responsibility to follow processes as outlined in District regulations, inform parents of actions and related policies involving their student, and maintain records of disciplinary actions.

Sean Gallagher - Principal

[sgallagher@summitlc.org](mailto:sgallagher@summitlc.org)

Natalie Allen-Wriggle - EOP Principal

[NAllen-Wriggle@summitlc.org](mailto:NAllen-Wriggle@summitlc.org)

## **STAFF RESPONSIBILITIES**

Staff members of the school have the responsibility to guide a student's educational and behavioral experience while he/she is involved in school and school sponsored activities.

All members of the staff shall work with parents in a cooperative manner.

Staff members have the responsibility to model by their work and personal example, their respect for law and school rules. A staff member's conduct and guidance should encourage a student's desire to learn, a respect for honest work, and an interest in various fields of knowledge.

Staff members have the responsibility to explain student responsibilities and to take appropriate action with those students who disobey outlined expectations. Staff members have the responsibility to demonstrate concern for the individual student. This will be reflected by methods of teaching and encouraging the students for achievement and responsible behavior.

Staff members have the responsibility to be fair, firm, and consistent in active reinforcement of school regulations within the educational arena (i.e., classrooms, hallways, restrooms, cafeteria, library, school buses, school grounds, etc.) not only during the school day, but at all school sponsored activities.

Staff members have the responsibility to demonstrate respect for parents, students, and other staff members. School officials have the authority, rights, duties, and responsibilities similar to parents with respect to student behavior in the school setting and at school-sponsored activities.

## **STUDENT RESPONSIBILITIES**

Parents/Learning Coaches and students have the responsibility to read and become aware of the contents of the school's handbook.

Students have the responsibility to follow staff directions and comply explicitly with requests given by a teacher, administrator, school employee and/or volunteer. Each student must comply with the rules of Summit Learning Charter.

Students have the responsibility to promote a safe school environment by protecting their own rights and the rights of others.

Students have the responsibility to pursue the prescribed course of study, submit to lawful authority of teachers and school officials, contribute to a productive learning climate, and conduct themselves in an orderly fashion during the school day and school-sponsored activity.

Students have the responsibility to develop a positive attitude towards self-discipline.

Failure to comply with these responsibilities may result in the student being denied participation in extracurricular activities. Titles and/or privileges granted to students may also be revoked (ex: enrichments, clubs, social activities) for failure to comply with these responsibilities.

## **Freedom from Discrimination**

All students are entitled to attend Summit Learning Charter free from discrimination based on disability, national origin, ancestry, race, religion, creed, gender, sexual orientation, or marital status. Students have the right: To be free from discrimination and are protected in this right by board policy, state and federal law. If a student believes they have been discriminated against because of their race, color, creed, gender, ancestry, sexual orientation, religion, national origin, or disability they should inform their parent and immediately report the incident to a school administrator or counselor.

### **Students have the responsibility:**

To not discriminate against others. The board expects students to contribute to a productive learning environment and respect all individuals in the school community. Students who are found to have discriminated against persons in the school setting, to and from school, or at school sponsored events shall subject themselves to disciplinary action leading up to and including suspension and expulsion.

## **Discipline**

### **Student Code of Conduct**

Summit Learning Charter is a blended school where students regularly engage with peers and teachers in an online setting. To help establish a safe and secure learning environment, we ask that all students follow the code of conduct listed below. These policies address academic behaviors as students are working through classes, as well as personal behaviors when interacting and communicating with others in an online environment. Please read and acknowledge the code of conduct before participating in your online class.

### **Online Behavior**

Taking a class online at Summit Learning Charter will involve interacting with teachers, classmates, and possibly other community members. It is easy when alone at your computer and distant from others to communicate in ways that are rude, disrespectful and even discriminatory.

When sending messages, attending online class meetings, and engaging in class discussions, be respectful, courteous, and kind in how you communicate. Recognize that other people have other viewpoints.

Good learners are open to understanding how others see the world.

Summit Learners recognize the humanity and dignity of all students regardless of race, religion, orientation, economic position, and gender.

We stress empathy, understanding, and critical thinking.  
Summit Learning Charter is Politically Neutral - neither our teacher's or our curriculum will take any conscious political stance.

## **Computer Usage**

Students at Summit Learning who have checked out school resources such as computers and internet devices are expected to use these resources in an acceptable manner for learning and participating in classes. Students are not to use school devices for entertainment, social media, games and web surfing at the detriment of quality work in their classes. Students are completely prohibited from using their computers to engage in pornographic, or other inappropriate websites. Summit Learning Charter monitors the web usage of all students who use school computers and will act appropriately when computer misuse happens. Violation of this expectation may result in loss of school equipment usage.

## **Cell Phone Free Campus (policy and guidelines)**

### **Policy - Summit Learning Charter: Cellphone policy**

Why is Summit Learning Charter introducing YONDR to create a phone-free space while students are on campus? To address growing concerns over student distraction and smartphone usage. At a time when the distractions on smartphones for students have increased tremendously, schools have sought ways to limit this interruption in learning. To start the 2024-25 school year, SLC has implemented the use of Yondr pouches as a potential solution. Numerous benefits come along with Yondr pouches, which create a more focused learning environment. Without smartphones, students can immerse themselves in enrichments, activities, lessons and engage fully in discussions with total concentration. Additionally, the lack of technology improves relationships between students and faculty, as they are more likely to talk to one another.

**Phones are not to be used during school.** Every student will be assigned a personal Yondr Pouch. While the Yondr Pouch is considered school property, it is each student's responsibility to take care of their Yondr Pouch while it is in their possession during the school day.

### **DAILY PROCESS**

As students **arrive at school**, they will:

- 1) Turn their phone on airplane mode.
- 2) Place their phone inside their pouch and secure it in the presence of school staff.
- 3) Store their pouch in their backpack for the day.



At the end of the day,

1. Students will unlock their pouch,
2. Remove their phone
3. Put the pouch in the Assigned Tote.

Students arriving late or leaving early will pouch/unpouch their phones in the Main Office.

- Participating in SLC enrichments activities do not require use of a cell phone.
- Parents needing to reach students in the middle of the day may do so by email or phone
  - [lmitchell@summitlc.org](mailto:lmitchell@summitlc.org)
  - 503.630.5001
- Students who require a cell phone as a medical aide will receive support and accommodation.

Issues of NonCompliance will be treated with Reminders and escalate to Discipline report / referral to Principal.

## **Personalization ICONS**

Students using school platforms that allow individual icons as part of their account are expected to refrain from political, religious, or social messaging. Student initials, colors, nature or animal pictures are acceptable personalization ideas. SLC will not allow students to use our school platforms to promote personal/ social opinions, political preference, or religion.

## **Bullying**

Harassment, intimidation or bullying and acts of cyberbullying by students, staff and third parties toward students is strictly prohibited. Teen dating violence is unacceptable behavior and prohibited. Retaliation against any person who reports, or is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry is also strictly prohibited. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions. Students whose behavior is found to be in violation of this policy will be subject to discipline, up to and including expulsion. Summit Learning Charter may also file a request with the Oregon Department of Transportation to suspend the driving privileges or the right to apply for driving privileges of a student 15 years of age or older who has been suspended or expelled at least twice for menacing another student or employee, willful damage or injury to district property or for the use of threats, intimidation, harassment or coercion. Students may also be referred to law enforcement officials.

“Harassment, intimidation or bullying” means any act that substantially interferes with a student’s educational benefits, opportunities or performance, that takes place

on or immediately adjacent to district grounds, school based technology or curriculum apps, at any district-sponsored activity, on district-provided transportation or at any official district bus stop, that may be based on, but not limited to, the protected class status of a person, having the effect of:

1. Physically harming a student or damaging a student's property;
2. Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student's property;
3. Creating a hostile educational environment including interfering with the psychological well being of the student.
4. A pattern of behavior in which a person uses or threatens to use physical, mental or emotional abuse to control another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age.
5. Behavior by which a person uses or threatens to use sexual violence against another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age.

“Cyberbullying” is the use of any electronic communication device to harass, intimidate or bully.

“Retaliation” means harassment, intimidation or bullying, teen dating violence and acts of cyberbullying toward a person in response to a student for actually or apparently reporting or participating in the investigation of harassment, intimidation or bullying, teen dating violence and acts of cyberbullying or retaliation.

Students at Summit Learning Charter are diverse in their background, religion, location, ethnicity, race, sexuality, gender and age. All students have a right to learn in a safe, and secure environment where learning is free from any discrimination.

## **Student Support**

Students at Summit Learning Charter have counselors, teachers, advisors and other support staff who care about you and want you to succeed academically and personally. If you have questions or concerns about your school work and participation at Summit Learning Charter, please reach out to a staff member to get the support you need. We will work with you to address your concerns.

## **Reporting**

The Principal will take reports and conduct a prompt investigation of any report of an act of harassment, intimidation or bullying and acts of cyberbullying. Any employee who has knowledge of conduct in violation of this policy shall immediately report

his/her concerns to the principal and/or dean of engagement who has overall responsibility for all investigations.

Any employee who has knowledge of incidents of teen dating violence that took place on district property, at a district-sponsored activity or in a district vehicle or vehicle used for transporting students to a district activity, shall immediately report the incident to the principal and/or dean of engagement.

Failure of an employee to report an act of harassment, intimidation or bullying, teen dating violence or an act of cyberbullying to the principal and/or dean of engagement may be subject to remedial action, up to and including dismissal. Remedial action may not be based solely on an anonymous report.

Any student who has knowledge of conduct in violation of this policy or feels he/she has been harassed, intimidated or bullied, a victim of teen dating violence and acts of being cyberbullied in violation of this policy is encouraged to immediately report his/her concerns to the principal.

## Overview of Disciplinary Consequences

**\*Warning:** Students will receive a verbal and/or written warning from their teacher(s)/ administrator, advising them of the offense and the consequences, which can range from revising a student's Personal Education Plan to a meeting with an administrator depending on the severity of the offense.

**\*Restorative Justice:** emphasizes accountability, making amends, and – if they are interested – facilitated meetings between victims, offenders, and other persons.

**\*Suspension:** Students will be excluded from any and all school related activities and school grounds for up to 10 consecutive **school enrichment** days.

**\*Expulsion:** Administrators can recommend a student for expulsion from Summit Learning Charter. During the course of the expulsion the student will be excluded from all school related activities for up to 1 calendar year. Procedures for this process will follow the appropriate sponsor district policy.

***Students may appeal any disciplinary consequences imposed by the school and its agents to the Summit Learning Charter Board.***

***Such appeals must be made in writing and sent to the board via the school office. The board will review the facts surrounding the decision and notify the student and parents their decision within 30 days of receipt of the appeal.***

***As this is a handbook for SLC Elementary students, some of the behaviors and consequences will differ from the SLC VA Handbook.***

	First Offense Range of		Repeated Offense Range of

	Consequences			Consequences	
	Minimum	Maximum		Minimum	Maximum
Absences	Parent Notification	Phone call/ text/ PS reminder of attendance expectations		Contact from Registrar/EOP Principal reminding of attendance expectations	Withdrawal - after 10 days of no work/communica tion, written notification
Technology Misuse	Parent Meeting	Expulsion		Student Parent Meeting	Expulsion
Technology Intentional Abuse	Student Parent Meeting	Suspension		Expulsion	Expulsion
Disruptive Appearance	Student Warning, parent notified	Suspension		Student Parent Meeting	Suspension
Defiance of Authority/ Insubordination	Student Warning, Parent notified	Suspension from enrichments		Student Parent Meeting + behavior Contract	Expulsion
Bullying/Cyber Bullying/Harass ment	Student Warning, Parent notified	Suspension from enrichments		Student Parent Meeting	Expulsion
Disorderly Conduct/ Profanity	Student Warning, Parent meeting	Suspension from enrichments		Student Parent Meeting + behavior Contract	Expulsion
Disrupting the educational environment	Student Warning, Parent meeting	Suspension from enrichments		Student Parent Meeting + behavior Contract	Expulsion
	First Offense Range of Consequences			Repeated Offense Range of Consequences	
	Minimum	Maximum		Minimum	Maximum

Alcohol	Suspension	Expulsion		Expulsion	Expulsion
Assault	Suspension	Expulsion		Expulsion	Expulsion
Drugs/Medication/ Tobacco	Suspension	Expulsion		Expulsion	Expulsion
Vandalism or Theft	Student Parent Meeting	Suspension		Suspension	Expulsion
Fighting/ Endangering	Student Parent Meeting	Suspension		Suspension	Expulsion
Sexual Activity at School	Suspension	Expulsion		Suspension	Expulsion
Sexual Harassment	Student Parent Meeting	Expulsion		Suspension	Expulsion
Weapons	Suspension	Expulsion		Dismissal	Expulsion

## Family Educational Rights and Privacy Act (FERPA)

Each family will be provided with a copy of The Family Educational Rights and Privacy Act (FERPA), a Federal law, in the annual registration documents provided via DocuSign. FERPA requires that Summit Learning Charter, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, SLC may disclose appropriately designated "directory information" without written consent, unless you have advised us to the contrary in accordance with procedures.

[24.25 FERPA Rights](#)

## Medical/Emergency Information

Each family must fill out the "Emergency Contact Information" form in the annual registration packet. This information is also used for supplemental, group learning experiences, field-trips, etc. and will be kept in the student's file. Please keep the information current and inform us of any changes in your student's health. Current phone numbers are important in case we need to contact you in an emergency.

## Communicable Disease

Summit provides reasonable protection against the risk of exposure to communicable disease for employees and students. Reasonable protection from communicable disease is generally attained through immunization, exclusion or other measures as provided by Oregon law, by the local health department or in the Communicable Disease Guidance published by the Oregon Department of Education (ODE) and the Oregon Health Authority (OHA). Services will be provided to students as required by law.

If your child planned on attending a group event and has any type of communicable illness, please keep them home unless they have been symptom free for 24 hours.

Examples of symptoms associated with communicable illnesses are

- fever of 100 degrees or more
- vomiting
- diarrhea
- severe cough
- a rash
- draining wound
- head lice

We want to help control the spread of illness at school by keeping ill students at home until the contagious period has passed.

For more information regarding Summit's Communicable Disease Policies for employees and students, please refer to policy JHCC, JHCC-AR, GBEB, and GBEB-AR on our website <https://summitlearningcharter.org/about-us/summit-school-board/>

Communicable Disease Management Resources  
<https://summitlearningcharter.org/covid-update/>

## Immunizations

***Oregon requires all children to be immunized per State guidelines.*** Summit Learning Charter does plan and schedule events throughout the year where small groups (more than 5 students) attend. For this reason we must abide by the immunization guidelines.

You will be notified if your child is in need of any immunizations. All students attending high school must meet the requirements of having diphtheria / tetanus and polio vaccines, two measles (or MMR) vaccines, hepatitis B series and varicella vaccine (or the date they had the chickenpox illness).

Please make sure to update our main office when your student gets additional shots. You may call 1-800-723-3638 for the location of immunization clinics in your area.

\*\*Parents may choose to “opt-out” of immunizations. Please fill out the form on this link and turn it into our office\*\* You can bring the completed certificate to the main office or fax it at #503.630.5026

## **EL (English Learner Services)**

An English Learner is a student whose first language is not English. An English Learner may qualify for EL services based on a Language Use Survey completed upon enrollment and an English Language Proficiency Assessment.

If your student qualifies for EL services, one of our EL teachers will be responsible for working with you, your student, and his/her teacher(s) in providing your student with the appropriate curriculum and support in all classes, as well as the student's ELD (English Language Development) class. English Language Development classes are designed to provide English Learners with English skills necessary to succeed in life, school, and work. EL students meet with their EL teacher twice a week for ELD classes and academic support.

## **Special Education Services**

Summit's Special Education Team operates in collaboration with the Estacada School District and is designed to meet the unique needs of each learner. We strive to create a customized learning plan and provide multiple pathways to meet the unique needs of each learner. If your student has been determined to have a disability or you would like to request more information, please contact Brady Atwell at [batwell@summitlc.org](mailto:batwell@summitlc.org)

Students who are supported with an IEP at Summit Learning Charter are expected to participate regularly in their assigned Specially Designed Instruction (SDI) class.

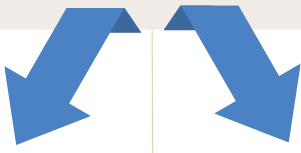
*(Scheduled personally by our Learning Specialists)*

**Participation looks like:**

- Regular attendance
- Active communication
- Engagement with the Learning Specialist and SDI activities

Non-participation in the assigned Specially Designed Instruction (SDI) class may result in being exited from Special Education.

## Non-Attendance Policy



Non-attendance or participation	Contact Attempts
1 week non-attendance	<ul style="list-style-type: none"><li>• Email, phone call and/or text reminder of scheduled class.</li></ul>
2 consecutive weeks of non-attendance	<ul style="list-style-type: none"><li>• Email, phone call, and text reminders of scheduled class.</li><li>• Protocol letter sent USPS.</li></ul>
3 consecutive weeks of non-attendance	<ul style="list-style-type: none"><li>• Email, phone call, and text reminders of scheduled class.</li><li>• Team meeting will be scheduled, invite sent via email and USPS.</li></ul>
4 consecutive weeks of non-attendance	<ul style="list-style-type: none"><li>• Stand Ready Notice will be served via email and USPS, and the student will be exited from Special Education.</li></ul>

## Technology

You will be offered the opportunity to check out a school-owned laptop computer. In doing so, you will be asked to sign an agreement stating that you will take care of the computer and be responsible for any damage or loss. From time to time, you will be expected to return the computer for an updated replacement. If you decide to withdraw from Summit Learning Charter, you must return the computer within 14 days by either mailing the device or dropping it off at the Eagle Creek Campus Main Office. Failure to do so can result in legal action and/or placement to a third party collection agency.

*\*Student records or diplomas will be released only upon the return of the computer and other SLC equipment and/or the payment of debts.*

## Process for Computer Issues

If you are experiencing computer issues, please contact Jason Deardorff at (503) 630-5001 ext 2217 between the hours of **8:00AM - 4:00PM**, Monday through Friday. He can also be reached at [jdeardorff@summitlc.org](mailto:jdeardorff@summitlc.org)



## **Tips and Hints to keep your computer healthy**

- It is normal for a computer to experience some slow downs. Be patient, and try to avoid adding more commands while it's acting slow.
- If the computer is running slow, you can go to settings in the chrome browser. Click Advanced. Click reset settings and this should help it run faster.
- Limit the amount of data you download from other sources i.e., YouTube, iTunes, etc. Many of these downloads can carry viruses that will slow down or damage your computer. Also, they will take up a lot of space on your hard drive, which will also slow down your computer.
- Always use your computer on a hard surface such as a table top, not on your lap. This will help to keep the computer cool, as excessive heat will damage it.
- Don't allow pets near your computer. Dogs, especially, love to eat power cords!
- Screens are fragile. Close the lid gently when not in use. Never leave a computer on the floor.
- Avoid touching the screen. Use only dry facial tissues to clean the screen. If necessary, dampen with a little distilled water.
- Plug and unplug cables gently. The connectors inside the computer have been known to break.
- Do not tightly wrap AC cords. Severely bending the cable where it attaches to the "brick" can damage the cord and make the AC adapter inoperative.
- Touch pads operate best when hands are clean and dry.
- Avoid eating or drinking while operating the computer
- Two fingers on the touchpad will right click.
- Three fingers on the touchpad swiped left or right will switch between Chrome tabs.

## **Installed Software**

Your school software has been installed on your computer by our technical support team. Students are not allowed to download or install any programs not provided by the school. GoGuardian is installed on all chrome books to monitor student use and prevent inappropriate usage.

If a computer virus is contracted as a result of a forbidden download, parents/students will be responsible for the cost of refurbishing the computer and there will be disciplinary action.

## Proper Computer Use & Usage Monitoring

Summit Learning Charter uses a variety of methods to monitor how school Chromebooks are being used on all levels including broad usage trends, unique organizational units, and granular per-student browsing behavior. With these tools and strategies Summit works to make a safer online environment for students by filtering out access to sites that are dangerous or not helpful for educational purposes.

Learning coaches must understand that problematic student behavior can occur when young kids are not regularly supervised. It is essential that parents are active in monitoring student internet usage and communication between peers. Parents can request an internet usage history from Summit Learning Charter at any time for their student.

*Violation of usage terms and guidelines may result in disciplinary action, including access level restrictions, temporary computer block, suspension from SLC equipment, etc*

## Tips for Parents/ Guardians

### PARENT EXPECTATIONS -

1. Provide an organized, quiet place for study and academic work. Students of all ages need a place to focus and learn. If your home is not able to provide adequate space for your child to learn, try to find a place that is easy to access and is available. Possibilities are a local library, a neighbor who also has a student learning in the home, or an Internet café for older students.
2. Seek to know the classes and units in which your child is working. Your advisor will be able to provide information on what classes your child is enrolled in and the expectations for completion of schoolwork. Be sure to ask if you have any questions and talk with your child every school day about what they are learning.
3. **Monitor your child's daily progress.** There is a feature in the online curriculum to allow you to do this. Ask your advisor for assistance with this.
4. Get to know the teacher(s) your child is in communication with. Make sure you have all necessary contact information easy to find. If there is any pertinent information that will be helpful for your teacher to know, please don't hesitate to share it.
5. Let your child know you support them and want them to be a strong learner. The best support a child can have is support from the home front. Tell your child when you are proud of their work, you believe in their ability and other encouraging words.
6. Ask your child if there is something you can do to help (provide tutoring, dictionaries, other references).

7. Help your child assess personal strengths and weaknesses and encourage him/her not to avoid the subjects she finds to be most challenging.
8. Monitor schoolwork and proper computer usage. (PE logs, daily reading, journal writing, computer progress)
9. Remove potential distractions such as video games, phones, television, etc.
10. Establish a school work schedule and post it in the home.
11. Make a regular habit of checking the computer usage history and, as a family unit, discuss appropriate computer usage.
12. Ask questions of your child's teacher(s).
13. ***Make a commitment to attend all of the Parent-Teacher Conferences*** to have a thorough review of your student's progress.
14. Help your student maintain good attendance and adhere to his/her commitments and learning goals.
15. Since much of the school's communication happens through email, make sure to provide your child's advisor and teachers with a current, viable email address and **check it daily.**

## **Extra-curricular activities**

You may participate in your local school district's athletics, and other extracurricular activities that occur after or before school hours, with the permission of the building principal. Summit Learning Charter has many student athletes and artists who participate in their local district's opportunities. We are happy to sign the required form provided by your local school as long as students are academically on track and have demonstrated appropriate behavior.

## **FAQs, Frequently Asked Questions**

*What are some ways to be successful at Summit Learning Charter?*

Work on lessons every day for 4-6 hours. Learn something new every day. Ask questions. Communicate with your teacher(s) and parents about what you are learning. Keep a journal. Take notes.

- Pro Tips
- Role of the learning coach

*Can I take classes at my local public school or other school?*

Charter school students are allowed to participate in after or before-school extracurricular activities at their resident schools. However, you will need permission from the principal of the resident school and you will need to meet all requirements to participate.

Students are not allowed to be enrolled in two schools at once. Hence, most districts are reluctant to allow a charter school student to take any classes within the school day if he/she is not enrolled in their school. At times, local public schools will allow a student to take a class that is not offered at Summit, such as choir, band, welding, etc.

*What if we feel that Summit Learning Charter is no longer the best place for our child?*

If you have changed your mind and decided there is a better educational choice for your student(s), you need to notify your teachers and Advisor as soon as possible. Daily attendance is a critical part of education and keeping an accurate account of where your child is attending is important. We want to make proper arrangements to help with a smooth transition to the student's new educational setting. Should you desire to return to a homeschool environment, the registrar will provide you with the proper documentation for notifying your local ESD of your decision. You can also decide to come back to our school. However, students who have dropped and then want to re-enroll may find themselves on a waiting list, depending on space available.

## **Public Complaint Procedure**

### **Initiating a complaint: Step One**

Any member of the public who wishes to express a complaint should discuss the matter with the school employee involved. It is the intent of Summit Learning Charter to solve problems and address all complaints as close as possible to their origin.

### **The Administrator: Step Two**

If the complainant is unable to resolve a problem or concern at step one, within ten working days of the meeting with the employee, the complainant may file a written, signed complaint with the principal. The principal shall evaluate the evidence and render a decision within ten working days after receiving the complaint.

### **The Board: Step Three**

If the complainant is dissatisfied with the principal's findings and conclusion, the complainant may appeal the decision to the Board within ten working days of receiving the principal's decision. Complainant should complete the [Complaint Procedure form](#). The Board may hold a hearing to review the findings and conclusion of the principal, to hear the complainant and to take such other evidence as it deems appropriate. Generally all parties involved, including the school administration, will be asked to attend such meetings for the purposes of presenting additional facts, making further explanations and clarifying the issues.

The Board may elect to hold the hearing in executive session if the subject matter qualifies under Oregon Revised Statutes.

The complainant shall be informed of the Board's decision within twenty working days from the hearing of the appeal by the Board.

### **Public Complaints About School Personnel**

#### **Promotion and Retention of Students**

Summit Learning Charter is dedicated to total and continuous development of each student enrolled. The professional staff are expected to place students at the grade level best suited to them academically, socially and emotionally.

In grades K-8, students will normally progress annually from grade to grade. Exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best educational interest of the students involved. Retention will only be implemented after prior notification and explanation to the student's parents, but the final decision will rest with school authorities.

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THE END - Thank you for selecting Summit Learning Charter to be your school of choice. We look forward to partnering with you as we invest in your student's happiness, health and success. As the principal of the Elementary Options Program, I wish you the best for the 2024/25 school year!

- Dr. Natalie Allen-Wriggle