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FCDS HONOR CODE:

As a member of the Forsyth County Day School Community, I will maintain my honor and integrity at all times by creating and upholding an atmosphere of trust, respect, and consideration for all members of the school community.



Forsyth Country Day School does not discriminate in admission, access to, or participation in its programs and activities on the basis of disability, race, color, creed, sexual orientation, ancestry, citizenship, or national or ethnic origin. In addition, Forsyth Country Day School does not discriminate on the basis of gender in its programs and activities, nor does it discriminate in employment on the basis of any of these categories. Any questions in this regard should be directed to the Headmaster.

PART 1: GENERAL INFORMATION

Forsyth Country Day School was established in 1970 to offer families an independent, nonsectarian, coeducational alternative for Junior Pre-K through Grade 12. The school is distinctive for its small class sizes, the quality and commitment of its faculty and students, and its high personal and academic standards. In a caring and supportive environment, the school provides its students with individual attention through the strength and breadth of its curriculum. The school seeks to inspire each student to begin a lifelong process of discovery leading to a richly rewarding and happy life. Forsyth Country Day School today is a community of approximately 1,020 students and 215 faculty and staff. The school draws its students from more than 10 North Carolina counties, including Winston-Salem, Greensboro, Clemmons, Lewisville, High Point, Statesville, Lexington, Mt. Airy, Hickory, and Kernersville.

The school's 67-acre campus includes 107 instructional areas; the 42,000 volume Williams Library Discovery Center; an auditorium; three gymnasiums; a fitness center; two Lower School playgrounds; nine tennis courts; soccer, football, field hockey/lacrosse, softball, and baseball fields; a cross-country course; and a 400-meter all-weather track. Its more recent additions include the Johnson Academic Center; the Pike Math and Science Center; the Childress Activities Center; an early childhood education building; the expanded and renovated John M. Danforth Middle School; the Brown Lower School Dining Hall; Smith Tennis Center; Furr Field House; Smith Library Glen; the Dew Coordinate Center; an Arts Loft; a state-of-the-art track; Taylor Soccer Field; the Nancy K. Rea Soccer Stadium; the Scott & Michelle Livengood Center and Lower School Arts Building; a College Counseling suite; and additional technology lab space in the Williams Library Discovery Center. Sutton Softball Field; facilities for the Multisensory Academy of Practitioners (MAP); and a free-standing weight room are the most recent improvements, and the school plans to create an Arts Center; the Frances Pollock Performing Arts Center; a Wellness Center; and a new baseball stadium when fundraising is complete.

Forsyth Country Day School is a member of the National Association of Independent Schools, Southern Association of Colleges and Schools, North Carolina Association of Independent Schools, Southern Association of Independent Schools, The College Board, College Scholarship Service, Educational Records Bureau, National Association of College Admission Counselors, Council for the Advancement and Support of Education, Council for Spiritual and Ethical Education, Cum Laude Society, National Honor Society, and National Association of Secondary School Principals. Forsyth Country Day School is accredited by both the Southern Association of Colleges and Schools (SACS) and the Southern Association of Independent Schools (SAIS).

PART 2: ORGANIZATION

Forsyth Country Day School is governed by a Board of Trustees, which delegates the management of the overall school program to an appointed Headmaster. The primary function of the Board of Trustees is the establishment of the philosophy, broad goals, and overall policies of the school. The Board and Headmaster work in partnership to preserve and enhance the assets of the school, including land, buildings, endowments, and regular income.

Once policy has been established, the Board of Trustees chooses not to interfere with the daily operation of the school; therefore, it directs all inquiries to the Headmaster and his staff.

Forsyth Country Day School is divided into three main academic divisions: the Lower School (Junior Pre-K - Grade 4), the Middle School (5-8), and the Upper School (9-12), each with a Director who administers the affairs of the division and reports to the Headmaster. In addition, our students benefit from academic support and enrichment provided by the Johnson Academic Center, the Williams Library Discovery Center, and strong programs in fine arts and athletics.

PART 3: HOURS OF OPERATION

CLASS DAY

Classrooms Open	8:00 a.m.
Junior Pre-K, Pre-K, and Kindergarten	8:20 a.m.-12:15 p.m.
Grade 1-Grade 8	8:20 a.m.-3:10 p.m.
Grade 9-Grade 12	8:15 a.m.-3.10 p.m.

BEFORE AND AFTER SCHOOL PROGRAMS

Before School Activities Program	7:00 a.m.-8:00 a.m.
After School Activities Program I (Jr Pre-K, Pre-K, K)	12:45 p.m.- 3:10 p.m.
After School Activities Program II	3:10 p.m.-5:45 p.m.

ADMINISTRATIVE AND ACADEMIC RESOURCES

Switchboard	8:00 a.m.-4:00 p.m.
Administrative Offices	8:00 a.m.-4:00 p.m.
Clay Library for Upper & Middle Schools	8:00 a.m.-4:30 p.m.*
Smith Lower School Library	8:00 a.m.-4:30 p.m.*

(Note: Third and fourth graders may use the library until 4:30 Monday through Thursdays to do research and/or work on special projects. Younger students must be accompanied by an adult. At 4:30, Lower School students will be escorted to the ASAP II Program, and parents will be billed accordingly.)

Johnson Academic Center	7:00 a.m.-6:00 p.m.*
Classroom Tutorials	3:15 p.m.-3:45 p.m.**
* Closes 4:00 p.m. Fridays	
**There are no Classroom Tutorials on Fridays	

SUMMER HOURS

Administrative Offices	8:30 a.m.-3:30 p.m.
Williams Library Discovery Center	9:00 a.m.-3:00 p.m.
Johnson Academic Center	8:30 a.m.-3:30 p.m.

CAMPUS HOURS

Campus gates open daily on weekdays at 7:00 a.m. and close at 10:00 p.m. On weekends, the gates open at 8:00 a.m. and close at 6:00 p.m.

DAILY SCHEDULE

Lower School

Classes in the Lower School are self-contained and include time for special area classes (music, art, P.E., foreign language, science, computer, and LifePrep), mid-morning snack, lunch, and recess.

All Lower School students have a mid-morning fruit break. Each child who wishes to eat a mid-morning snack should bring fruit, raw vegetables, or other nutritious food. To promote better nutrition, we ask that all children limit their snacks to the above suggestions.

Lower School lunch schedule (in the Brown Lower School Dining Hall) begins at 11:30 and lasts until 1:00. Please check with your child's homeroom teacher for more specific information.

Lunches may be brought from home or purchased in the dining room and billed through the business office. All Lower School students must choose milk or juice for lunch. Children are not allowed to bring carbonated drinks. Lower School children enrolled in the After School Activities Program I (ASAP I) or staying for Lunch Bunch should bring a complete lunch including a drink. They eat lunch in their classrooms where microwaves are not available. Lower School tutorials need to be scheduled with teachers in advance.

Middle School & Upper School

The Middle School and Upper School share a common rotational schedule and a dining hall. There are a number of similarities, including:

- Grades 7-12 have the same two classes at the beginning of each day (8:30-9:15 & 9:20-10:05).
- A common break time runs from 10:05 to 10:20 every day.
- The remainder of all schedules in grades 5-12 is on a rotation system. Your child's individual paper schedule, NetForsyth, or the respective school office should be able to provide an accurate schedule on any day in question.
- Grades 5 and 6 have lunch and activity from 11:05-11:55.
- Grades 7 and 8 have lunch and activity from noon to 12:40.
- The Upper School has lunch and activity from 12:45-1:35.
- The class day ends at 3:10.
- Tutorial is held from 3:15-3:45 on Mondays through Thursdays (for more information on tutorials, see Part 5 of the Handbook)

SCHOOL DELAYS AND CLOSINGS (WEATHER RELATED)

In the event of inclement weather, members of the school administrative team may either close or delay the opening of school. A decision will be made as early as possible, usually before 6:00 a.m. *Once a decision to close or delay the opening of school is made, that decision will be posted to our Web site immediately.* When the school decides to delay, the gates will open 30 minutes prior to the announced opening time. Teachers are not expected to be in their rooms before this time.

The school is mindful of the fact that many students drive, and student safety governs the school's decision-making. Thus, if there is a very strong possibility of imminently dangerous driving conditions on primary roads and transportation routes, the administrative team may delay the opening of school in order to make a more informed decision regarding possible school closure. Even if a delayed opening is announced, worsening weather conditions may result in a school closing, so parents should be alert for possible changes.

In addition to posting the information to the school's Web site, information concerning school closing or a delay will be communicated as quickly as possible to radio stations WSJS, WFDD, and WKZL, and to television stations WFMY, WXII, or WGHP. That being said, it can take up to an hour for radio and television stations to broadcast closing information. **Therefore, the school's Web site typically is a better source for immediate information.** The absence of an announcement means that school will open as usual.

A few additional notes:

- Information on delays or closings may be obtained using the FCDS Weather Line, available through the school voice mail system at (336) 945-3151, extension 444.
- If school opening is delayed, buses may run on a delayed schedule, and normally all classes will meet.
- The school has acquired an automated phone tree system whereby each Forsyth Country Day School family can receive a voice mail indicating that school has been closed or delayed. This system provides an additional way to transmit this as well as other pertinent information directly to school families.

Please remember that inclement weather may be highly localized at times. As a result, some families may experience inclement weather, thus making driving problematic, while the majority of school families do not. Regardless of the school's decision about opening, **the ultimate decision as to whether or not to send children to school rests with parents**, and the school administration will support parent decisions on this subject. Secondly, the school may close or delay opening when other schools in the area have not made similar decisions (keeping in mind that a great deal of our campus is in the shade in the morning) so even if local roads are in good shape, there is no guarantee that our campus will be). Some decisions of this type may be dictated by the fact that Forsyth Country Day students live in more than 10 counties and includes communities such as High Point, Statesville, Lexington, Mt. Airy, Hickory, and Kernersville.

PART 4: STUDENT ARRIVAL AND DEPARTURE

The safety of the children during arrival and dismissal is a joint responsibility of the school and parents, as well as a prime concern in establishing these policies.

Lower and Middle School students are expected to be in their homerooms and prepared to begin the academic day at 8:20 a.m., while Upper School students are expected to be in morning meeting/advisor meetings at 8:15 a.m. Students remaining on campus after their regular dismissal time must be involved in a school-sponsored activity, such as a regular athletic assignment, a fine arts rehearsal, a school-sponsored meeting, a tutorial session with a teacher, or a session in the Johnson Academic Center. Students may also be working in the Dew Coordinate Center, studying in the library, or enrolled in ASAP I or II. After 3:45 p.m. any students not participating in one of the activities mentioned above **must** report to their respective Division pick-up area. This is the **only** appropriate location for students remaining on campus for a late pick-up. The school reserves the right to require alternate transportation arrangements for students who are habitually unable to observe these stated guidelines.

COMBINATION CARPOOLS

A combination carpool is defined as a carpool with students from Lower, Middle, and/or Upper School. Please follow the instructions below based upon the youngest child in your carpool and whether a parent or an Upper School student is driving. *Parents whose youngest child is a third or fourth grader may choose either Lower School or Middle School carpool.*

- Lower School: Please use the directions below concerning Lower School procedures. Middle School and Upper School students who are dropped off/picked up in this line may walk through the breezeway to and from their respective schools. **Upper School students who drive their Lower School siblings must use the Lower School drop-off/pick-up line as well.** Drivers must understand that if they do not have their entire carpool present at pick-up, they will be asked to move with traffic and re-enter the line if necessary.
- Middle School: Please use the directions below concerning the Middle School procedures. Middle School students who ride with an Upper School sibling may be escorted by their brother or sister – using the sidewalk – to and from the Middle School entrance.

LOWER SCHOOL

Arrival

All teachers will be in their classrooms to greet the children by 8:00 each morning. Arrival time begins at 8:00 and classes begin promptly at 8:20. Students should be dropped off in front of the Lower School. Grade 4 students accompanied by a teacher or administrator will be available to assist with morning arrivals. We have found that the safest way to unload cars in the morning is to have only one lane of traffic. That is and will continue to be the right lane of the semicircle at the Lower School entrance. Please go as far as you can in that lane before stopping to enable as many cars as possible to unload simultaneously. For safety reasons, it is imperative that you unload on the sidewalk side of your vehicle. Lower School students who arrive before 8:00 a.m. must be enrolled in the Before School Activities Program.

Dismissal

Dismissal time for students in Junior Pre-K, Pre-K, and Kindergarten is 12:15 p.m.

“Lunch Bunch” Program for all Junior Pre-K, Pre-K, and Kindergarten Students: “Lunch Bunch” from 12:15-12:45 is offered to all Junior Pre-K, Pre-K, and Kindergarten students each school day at no additional charge. This provides the students an opportunity to eat lunch at school and then be picked up at 12:45 p.m. **The students should bring a complete lunch including a drink.** No reservations are necessary.

The 12:15, 12:45, and 3:10 carpools will use the following guidelines:

1. Please use all three lanes of the semi-circle, parking close to the vehicle in front of you, leaving just enough room for people to walk between the cars except for the crosswalk, which should remain open. The first vehicles should stop at the white line. If your vehicle is not able to be in the semicircle and you are waiting for the second round, remain in the right lane of the road and leave the middle lane clear for Middle School/Upper School carpool traffic.
2. At dismissal, it is helpful those of you parked in the semi-circle to get out of your cars so your children can see you. Walking to the sidewalk to wait is also an option. If you are parked on the road waiting to enter the semi-circle, please remain in your vehicle until the next round.
3. As soon as all cars are loaded, a signal will be given by one of the faculty for the cars to move. The right-hand lane will be the first lane to go, the middle lane will be next, and the left-hand lane will be last. You may go right or left from any of the three lanes as you leave the Lower School circle area.
4. It is imperative for our children’s safety that no car moves until all cars are loaded and the signal is given. When one car moves, others follow and a child could be hit. Please give the carpool loading your full attention to enable us to move the vehicles as quickly and safely as possible. If the line starts moving before your charges are in your car, you will need to circle around and get in line again.
5. The students who are not picked up in the first round have been told to wait until a signal is given by a faculty member before going to their cars. Please do not ask your child to go to your car before this signal is given. Again, for the safety of our children, the signal will not be given until all cars are stopped in the second round. Number 3 (above) will be repeated at this point.
6. If you have an appointment and need to pick up your child from the classroom, please do this before carpool dismissal. It is not a safe practice to have students and parents walking through the parked carpool cars to the visitors’ parking lot *in order to “beat” the carpool system.*
7. Lower School children not picked up by 3:30 p.m. will be taken to ASAP II, and parents will be billed for the daily drop-in fee.
8. Please do not park and leave your car unattended in the circle area in front of the Lower School during any of the carpool times. If you need to park and leave your car, please pull into one of the designated parking spaces.

Rainy Days

When it is raining at carpool time, we will keep the same procedure, only with umbrellas. You might want to be sure you always have an umbrella in your car for those rainy days.

MIDDLE SCHOOL

Arrival

Students may be dropped off at the Middle School drop-off area near the Dining Room.

Dismissal

The only designated area for carpool pickup at dismissal is in back of the Dining Room. Students who are not involved in Classroom Tutorial will report to the back of the Dining Room from 3:10 on (for purposes of carpool decompression, some parents may wish to come a few minutes late if their child is typically slow to get outside). Middle School teachers will supervise.

- Among the three designated lanes, the outer two lanes should be used for parked cars waiting for students. The center lane **must** remain fluid. **Please do not stop in the center lane to pick up your child.**
- Cars should form a single line (in either of the outer two lanes) with the lead car stopping at the Middle School side of the Childress Activities Center.
- Once the car in front of you has pulled forward, please move up accordingly to assist the flow of traffic.
- Students will enter a car once it has come to a complete stop.
- Students should **only** cross the road at the designated crosswalk once they are acknowledged by the teacher on duty.
- Students enter the car on the passenger side closest to the curb. Please drive away carefully once the car is loaded.

RIDING IN A DIFFERENT CARPOOL

If a Lower or Middle School student is not going home in his/her regular carpool, the student should bring a note that morning explaining the temporary arrangements. The regular carpool driver should also be aware of the change in arrangements. Students will not be allowed to go with any carpool group other than their own unless the school office has received proper notification. A note is also required for changes in arrangements for students attending the After School Activities Program. A telephone call requesting change of a carpool group will require the caller to establish his/her identity, and the school must be able to confirm the request by calling the child's home. Students will not be released to anyone other than their scheduled carpool group without parental notification and the school official's and/or child's recognition of the person calling for the child.

BUSES

A fee-based school bus service is offered to many areas throughout the community. Interested families should contact Mike Burnett, the Director of Security and Transportation, for further information. The drop-off point for students is in the back at the Dining Room. No consumption of food or drinks is allowed on buses. In the afternoon, students board the buses at 3:10 near the Dining Room. All buses leave campus at 3:20 p.m. If a student misses the bus, he or she should report to his/her respective division's office where arrangements will be made for a safe arrival home.

UPPER SCHOOL DRIVERS

Driving to school is a privilege that carries enormous responsibility. Driving requires common sense, courtesy, caution, and alertness.

The campus speed limit is 10 mph and must be observed at all times.

All students driving to school:

- Must hold a valid North Carolina driver's license and operate a vehicle that meets North Carolina Motor Vehicle Operating Requirements.
- Must register their cars in the Upper School office.
- Must park only in the student parking lot.
- Must adhere to "safe and courteous" driving practices while on campus and in the surrounding community.
- Are not to be in the parking lot during school hours, including the time between classes or during lunch period, unless they are leaving from or returning to campus. Students who need to go to the parking lot during school hours must get permission from the Upper School Director, Assistant Director, Dean of Students, or Administrative Assistant.

The penalty for violation of the above requirements may include suspension of driving privileges on school premises, work detail, revocation of junior/senior privileges (if applicable), and/or suspension from school.

CUSTODY ISSUES

The school expects parents who are separated and/or divorced to resolve any disputes regarding the departure of students from school either voluntarily, through their counsel, or by valid and binding court order. If such agreements or orders regarding custody and/or visitation rights are in place, parents must provide the school with pertinent portions of any such agreement or order and to keep the appropriate school director advised as to pending issues. **In the event parents dispute which parent has the right to pick up a minor child/student at the end of a school day or after a school-sponsored event on campus, the school reserves the right to request that the Forsyth County Sheriff's Department or the Forsyth County Department of Social Services take custody of the student.**

PART 5: SERVICES FOR STUDENTS AND PARENTS

BEFORE SCHOOL ACTIVITIES PROGRAM

The Before School Activities Program (BSAP) is provided at a nominal cost to assist families who need care for their children before the morning arrival time. The program begins at 7:00 a.m. and is available to students in Junior Pre-K-Grade 4.

AFTER SCHOOL ACTIVITIES PROGRAM

The After School Activities Program (ASAP) is available for students in Junior Pre-K through Grade 4. The afternoon program (ASAP I) begins at 12:45 p.m. and is provided for Junior Pre-K, Pre-K, and Kindergarten children who need an all-day school experience. Students eat lunch, have a brief quiet time, and participate in various activities during the afternoon. ASAP II, for students Junior Pre-K through Grade 4, begins at 3:10 p.m. The schedule consists of age-appropriate planned programs that include outside activities, art projects, and study time. Nutritious snacks are provided in a warm, relaxing environment. This program is an opportunity for children to develop social skills, try new ideas and friendships, and gain independence and self-confidence.

Lower School children not picked up by 3:30 p.m. will be taken to ASAP II, and parents will be billed for the daily drop-in fee. ASAP II ends at 5:45 p.m. For further information, please contact the Lower School office.

Middle School students should be picked up by 4:00 p.m. unless they are participating on an athletic team.

CLASSROOM TUTORIAL

Classroom Tutorial is available at no extra cost Monday through Thursday from 3:15 until 3:45 p.m. Teachers will be in their classrooms during this time for students to make up missed work, ask questions, and receive individual explanation, enrichment, or extra help. Tutorial sessions may be initiated by parents, teachers, or students as needed (Lower School parents should make tutorial arrangements with the teacher in advance, if possible). Classroom Tutorial is not an in-depth remediation or enrichment program. Rather, it is intended to support the classroom teacher as the primary agent in the learning process. Although rare, instances occur where teachers will be unable to attend tutorial. In these instances, the teacher will announce his/her absence to students in advance.

Most tutoring is done by the classroom teacher during classroom tutorial time. A student who completes class assignments and attends tutorials with his/her teacher, but needs additional assistance may wish to take advantage of the academic tutoring program available through the Johnson Academic Center.

PART 6: THE JOHNSON ACADEMIC CENTER

The Johnson Academic Center is a network of parents, teachers, and students who work together to nurture and encourage the academic potential in every student. Whenever a difficulty arises in a student's progress, the center serves as a safety net of support. In the event that advancement or enrichment beyond our rigorous, college-preparatory curriculum is necessary, the center becomes a springboard to propel a student to higher levels of learning. The center serves both FCDS and non-FCDS students. The Johnson Academic Center participates in university research programs, offers professional opportunities, supports families, and provides community programs to help all students reach consistent academic potential.

The Johnson Academic Center offers a student-centered atmosphere that encourages the attainment of each individual's potential through enrichment activities and support services. The faculty of the JAC consists of a diverse group of specialists devoted to supporting the superior academic environment of FCDS while meeting the individual needs of students.

LANGUAGE DEVELOPMENT PROGRAM

The Language Development service provides an individualized, multidisciplinary, diagnostic-prescriptive program designed to meet the specific needs of each student with a diagnosed learning disability and/or attention deficit disorder. Through a visual, auditory, and kinesthetic approach to language, the student's strongest channels of learning are stimulated. The Language Development program centers on the remediation of language skill deficits in order to help the student progress in the classroom. The focus of the Language Development sessions is on the remediation of the student's particular weaknesses, not on the completion of daily homework assignments. To assist in future program planning for each student, formal assessments are completed at the end of each school year to record individual student progress and are available to each family.

At the end of each academic year, the Language Development program will use three different diagnostic assessments to rate student progress in the program. These assessments include: the Woodcock Johnson Assessment, the Gates-MacGinitie Silent Reading Test, and an informal writing assessment. The results of these evaluations are placed in the student's Language Development folders for future use. The results of the individual testing will: identify areas of instruction needing greater emphasis, guide planning future remedial instruction, and clarify the instructional objectives for the student being served by the program. This monitoring will improve educational progress over time, provide parents with an independent source of information, and help guide educational choices for the FCDS student.

When the Language Development specialist feels a student is ready to exit the Language Development program, a diagnostic and summative assessment will be completed to validate the student's progress. The assessment for exiting includes: the Woodcock Johnson Assessment, the Woodcock Reading Mastery Test, the Gates-Silent Reading Test, and the WRAT Spelling assessment.

DEVELOPMENTAL TESTING

Forsyth Country Day School uses developmental testing to assist in evaluating the educational needs of a student. In the Johnson Academic Center, the Gesell Developmental Evaluation is administered to FCDS and non-FCDS students as a service to help parents make wise decisions about the education of their children. The Gesell testing service is provided at a cost of \$100 to children ages 2 ½ to 9. If you need this service, please call Jan DiBlasio at 336-945-3151 ext. 311.

ACADEMIC ENRICHMENT

Academic Enrichment is provided for students as needed. Usually, teachers are able to meet this need in the classroom by extending courses or ideas of study. Teachers and parents together make the decision for extended support in areas of enrichment. Once a student is recommended for academic enrichment, the sessions are arranged through the Academic Center and the student meets with an educator to broaden the areas of interest. The cost of this service is the same as hourly tutoring.

SAT REVIEW

The Johnson Academic Center provides SAT Review for students desiring to make the best effort toward the SAT assessment. The sessions consist of math, verbal reviews, and a writing emphasis that are aligned with the SAT format. Each session actively involves students with the information needed to perform well on the SAT. Strategies and plans are presented so students' preparation is complete. A student's daily school experience and motivation will bring about the best results when the test is finished. It is difficult to replace years of daily learning in several review sessions, but students benefit from the consistent, thorough preparation. The SAT Reviews are offered three times a year in conjunction with the already-scheduled test days from ETS. One session is completed in the fall and spring in conjunction with the actual SAT test dates. A summer SAT Review is provided for students within the Summer Learning Program. The cost of these sessions is additional to the base tuition. Please contact the Johnson Academic Center for specific costs.

Homework Help

The purpose of Homework Help is to provide students with an educator to develop the necessary skills, structure, and support that will enable them to reach their academic goals and become independent learners. Students meet with the educator each day Monday through Thursday for 45 minutes after the normal school day. The time is spent discussing the homework issues for the evening and assessing future projects thus enhancing and guiding the work process. Many times the educator also reviews Wordly Wise or material for upcoming tests and quizzes. A large portion of daily homework is completed and students are instructed about the remaining time needed at home to finish the preparation for the next school day. This service is done by grade level and has up to three students assigned to the JAC teacher. The sessions run from 3:15 -4:00 p.m. Monday through Thursday. **Homework Help does not meet on Family Nights.**

SUMMER LEARNING PROGRAM

During the summer, the Johnson Academic Center features one of the most exciting academic development summer programs in the Winston-Salem area. This seven-week summer plan is designed to teach, develop, and enhance each participant's learning style. Research shows that students who review over the summer or at least touch on what they learned the prior year are better equipped for the start of school, and they are more successful because of this additional practice and review. Brochures will be ready at the end of February for the upcoming summer program of 2010.

SPEECH AND HEARING SERVICES

The Speech, Language, and Hearing Program at Forsyth Country Day School offer several services for students in the Lower and Middle Schools. First, a thorough speech and language screening measure and a pure-tone hearing screening is given to all new students in grades Pre-K through 4. The screening measure investigates a student's articulation, expressive language, receptive language, short-term memory, voice, fluency, and ability to sequence events. Students referred to the speech-language pathologist by their teacher are also eligible for this service. Recommendations for further testing or additional referrals are then reported to the child's parents and classroom teacher. Also, therapy with the

speech-language pathologist is available to students who need assistance in speech and/or language areas.

SOCIAL SKILLS PROGRAM

The goal of this program is to teach social and nonverbal communication skills to children, adolescents, and adults in a fun and engaging way. Research has repeatedly demonstrated that the ability to develop and maintain relationships is critical to social and emotional growth and development. Since most social and nonverbal communication skills are not formally taught, people are expected to learn them on their own. When, for a variety of reasons, people do not develop these skills, they experience difficulties. It is our job to figure out what gaps they have and to begin teaching the needed skills. Our curriculum is designed to actively engage students in the learning process, giving them a wide variety of opportunities to develop, practice, and fine-tune their skills.

Assessment:

Generally, children are referred to the Social Skills Program at FCDS because an adult in their lives has concerns about their social development and their ability to handle social situations. Our assessment consists of a number of components. During the initial appointment, a teacher meets with the parent(s) and the child to discuss the basic reasons why the child has come for the appointment. This meeting also provides an opportunity for the teacher to begin to get to know the child. The parents are interviewed regarding their specific concerns about the child. The parents' perspective on their child's needs is critical to developing a successful plan for a child. The next phase of the assessment involves having the parent and the child's teacher complete a series of questionnaires regarding the child's strengths, areas of difficulty, and social skills. All of the information is then interpreted and a follow-up appointment is held to discuss the results and make recommendations for services.

Treatment Options:

Following the evaluation, all available information is collected and interpreted to determine the child's needs and possible treatment options. Social Skills training can take several forms. Many children have deficits in their knowledge of basic social skills and have difficulty either interpreting or accurately sending nonverbal messages. For most of those children, social skills classes where they can learn and practice skills with other children under the guidance of a trained teacher is the best way to provide assistance. For other children, working one on one with a teacher is a better approach. Other children are best served in either individual therapy or in a group therapy setting led by a psychologist.

Methods of Instruction:

Students participate in role-plays, discussions, games, and other creative exercises with a focus on developing basic social skills and nonverbal communication skills. Children receive individual tutoring or work in small groups according to shared age, developmental level, and skill needs. Groups and individuals meet with a trained teacher weekly. Goals and curriculum are based on initial and ongoing assessment. The teacher encourages the reading of other students' nonverbal cues, provides feedback on the accuracy of students' nonverbal messages, and breaks down basic skills, such as listening and joining the group. In addition to verbal instruction and coaching, students regularly practice the skills as they form relationships with their peers.

- Individual Tutoring - 45 minute sessions of one-on-one social skills.
- Group Sessions - group social skills sessions for children and adolescents generally from age 6 through young adult. Groups meet once a week for at least five weeks.
- Summer Learning Programs - One-week sessions of five one-hour social skills classes. Classes consist of three to six students and one teacher.

THE COORDINATE PROGRAM

The Coordinate Program of Forsyth County Day School provides a unique opportunity for students who have learning issues or disabilities to receive an education within a college preparatory environment. The design of the program moves from a modified one-on-one teaching situation to full inclusion in the mainstream of FCDS classroom. The goal of the program is to provide the remedial attention and individualized support necessary so that students of average and above average intelligence will be adequately prepared for college. Teachers in the program provide a highly structured environment, using an eclectic approach and firm but patient discipline. The commitment of the faculty and staff to these students is to help them progress as whole persons, to teach them to understand themselves in an academic setting, and to guide them in learning specific ways of coping with and compensating for their disabilities.

During the classroom experience, the students are in modified self-contained classroom situations. All the core curriculum subjects are taught by teachers one-on-one or in small groups of up to three while classes in art, music, computer, and physical education are scheduled in the mainstream. Within the scope of the curriculum, teachers use a combination of one-to-one, small group, and whole class instruction, placing special emphasis on training in language arts and mathematics. The success of the program depends on the motivation and hard work of the students involved.

Located in the Middle School, The Dew Coordinate Center supports the coordinate students in grades one through eight. The Dew Coordinate Center continues to support the desire to help students find success in every level of their learning. We are excited to see it thrive as an intricate part of the ever growing work of the Johnson Academic Center.

ACADEMIC COACHING

For students who have difficulty keeping assignments and school items organized, the Johnson Academic Center offers academic coaching. This service schedules students to meet daily with an educator for oversight and focus on the academic goals for the school year. Students have an advocate to lend help with studying, reviewing, note taking, test preparation, and other academic needs. Weekly updates from the academic coach are provided to parents, and teacher updates are forwarded to parents as well. This coaching allows students to prepare and organize more effectively so assignments are completed and tests are well-prepared for with some supervision.

SINGLE COURSES

Since the JAC has continued to extend its services to meet the needs of students, we now offer courses taught in a one-on-one setting. Students who cannot handle course material taught in a regular classroom for various reasons can now take their courses in another new format. Single courses are offered starting in the seventh grade and continuing through the twelfth. Single course material follows the exact curriculum plan as the regular classroom, but is tailor-made for the individual needs of the student. Often, students experience difficulty in courses because of their particular learning style or ability to process. For this reason, single courses provide a pathway that meets the student's challenges, addressing weaknesses and allowing the student to return to the regular classroom the following year. The single course helps students gain confidence about the course and make the strides to perform up to their potential. Only standard level courses can be taken through the JAC.

Single courses will be designated as such on the Upper School transcript. Students taking two (or more) single courses in any one year will not be eligible for competitive academic awards (including but not limited to Junior Marshall and Cum Laude) for the remainder of their time at FCDS. In addition, single course grades will not be included in GPA calculations used to determine such awards.

In situations of concentrated hardship, the Academic Committee (at its discretion) may review cases and have additional latitude regarding the student's academic plan and eligibility.

ESL

The FCDS ESL program provides sufficient preparation in English to allow students to mainstream into our classrooms. Our program accommodates students from different language backgrounds in the same class and our teachers are proficient in English only. Two or three periods a day are spent in complete English concentration; the other parts of the day incorporate special area and community experiences with the student body. The number of periods spent a day in English concentration depends on the student's level of English proficiency. With the focus on English competency, the full concentration of English in all settings expedites language acquisition. Our ESL program teaches the following: conversational English, grammar, reading, listening comprehension, writing and vocabulary.

Candidates for admission to FCDS and to the ESL program must demonstrate at least an intermediate level of English on the Test of English as a Foreign Language (TOEFL). The ESL program is designed to prepare international students for the academic rigors of our Upper School and ultimately for college; thus, an emphasis is placed upon the academic skills necessary for success in college. Although learning English and being successfully mainstreamed into the classroom are the goals of the program, we expect our ESL students to be fully integrated into the life of the school. ESL students are expected to participate in team sports, in the arts, and in clubs in order to develop their physical, creative, and social skills. We believe that making friends and learning about American culture are related intrinsically to learning the English language.

SUBJECT TUTORING

Each weekday, the JAC provides hourly tutoring both FCDS students and students from the community at large. This tutoring is done one-on-one and is geared to meet the specific needs of individual students. FCDS students have the option to receive tutoring within the framework of their schedules each day or after school. Tutors communicate weekly with teachers and families to ensure that continued progress is being made in the subject area.

SUMMER COURSES

The JAC now offers summer courses for students in the Upper School.

Course Restrictions:

1. The student can repeat a course if the final grade for the year is a failing mark.
2. The failing mark will continue to appear on the transcript and the new grade will be added to the transcript showing the repeated course work.
3. All grades will be used in the calculation of the GPA.

The course needed is offered in either summer session of the Summer Learning Program in the JAC. The student will complete five hours a day for 15 days; a total of 75 contact hours. Assessments are given daily and can be either in a written or oral format. Grades are posted at the end of the month in which they are completed.

SCHEDULING

The Johnson Academic Center is open 8:00 a.m. to 6:00 p.m. Monday through Thursday and 8:00 a.m. to 4:00 p.m. on Fridays. Students may "drop in" to study, prepare for tests, receive help in academic areas, expand learning strategies, and improve organizational and study skills. To schedule sessions, please call the JAC Office (945-3151 ext. 365) to receive information on the various services being offered.

PART 7: THE MULTISENSORY ACADEMY OF PRACTITIONERS

The Multisensory Academy of Practitioners (MAP) is a ninth through twelfth grade program at FCDS that implements a college-preparatory core curriculum using various multisensory methodologies in classes no larger than five students. The MAP program provides a distinctive opportunity for students who, due to their learning differences, desire a multisensory and individualized educational experience in conjunction with an active and positive social life. Students within the MAP program possess average to superior intelligence levels and partake in the FCDS curriculum while participating in elective courses, breaks, lunch, clubs, performing and visual arts, and athletics with their peers at FCDS.

The faculty of the MAP program is comprised of a dedicated group of skilled practitioners who are committed to meeting the learning needs of each student. The key to unlocking the door to success for students is to chart the correct course! Students and faculty within the MAP program expect no one to judge others, for all to put into the experience what they expect to get out of it, and for everyone to treat one another with respect.

The programs of the Johnson Academic Center (JAC) continue to help students who face challenges in particular subject areas to achieve higher levels of success. The goal of the Coordinate Program, specifically, remains to transition students from a modified one-on-one teaching situation to full inclusion in the mainstream of FCDS by grades nine through 12. MAP, as a program, is distinct from the existing JAC programs and is an example of the continuing commitment of the FCDS Board of Trustees, faculty, and staff toward ensuring that all students – despite specified learning differences or disabilities – have the opportunity to achieve success throughout their high school experience and beyond.

In addition to integrated and theme-based instruction, students will receive remedial language work if deemed necessary by the specialists on staff with the MAP program. Each student will receive a tablet PC so that assistive technology can be incorporated extensively into daily lesson plans and projects. Practitioners also have the ability to record educational sessions and use the digital video recordings as educational aides. Specific and individualized college counseling resources are offered to ensure that students in the MAP program are matched to a college or university that will support their learning needs and goals.

Thematic study abounds and all academic course work within the MAP program is completed within the boundaries of cross-curricular lesson plans. Therefore, all students at FCDS cover the same material, using the same curriculum, but students in the MAP program learn the material in a very unique and exciting manner. The methodologies employed by MAP practitioners are continuously under review as we seek – through ongoing research – to remain on the cutting edge of the education world and to monitor the progress of each student individually.

All guidelines in both the Upper School and Middle School portions of the FCDS Student and Parent Handbook apply to students in the MAP program.

PART 8: ADDITIONAL INFORMATION

CONTACTING THE SCHOOL

Switchboard and Voice Mail

The switchboard is open Monday through Friday during the school year from 8:00 a.m. to 4:00 p.m. Callers may bypass the receptionist and reach a faculty or staff member directly by calling (336) 945-3151. You may also press "0" when dialing this number to reach the receptionist.

Contacting Teachers

Messages to teachers should go to the teachers' voice mail or e-mail. Faculty and staff voice mailbox numbers are listed in the school directory distributed in September of each year or may be obtained from the switchboard or the automated phone directory. Teachers' e-mail addresses are listed in the school Directory but are generally in the form of firstnamelastname@fcds.org (janedoe@fcds.org). Teachers periodically check their mailboxes, voice mail, and e-mail throughout the day. If a reply is requested, the teacher will return the call or e-mail as soon as possible.

Messages from Home

Messages will be delivered to students in class when there is an emergency or a crisis. Messages that do not fall into those categories will not be delivered directly to students. In Lower School, messages will be forwarded, when possible, to the students' teachers. In Middle School, messages will either be forwarded to the student's homeroom teacher or delivered by Pam Stanley, the Middle School Administrative Assistant. In Upper School, messages will be delivered to students by Upper School student aides or Jennifer Nugent, the Upper School Administrative Assistant. We appreciate your efforts to make daily arrangements with your child whenever possible before he/she leaves home in the morning.

Student Use of Telephones

Students in the Middle and Upper Schools should use the designated student phones for all calls. Students may not use cell phones or beepers in any academic area. All phones/beepers MUST remain silent in all academic areas.

FOOD SERVICE: FLIK®

The FCDS Dining Hall is run and maintained by Flik®. A company brochure, menu, and other pertinent information can be found on the FCDS Web site. Each student is provided a personal identification number (PIN) that he/she can use to access his/her meal plan. Flik® maintains its own extension (x355) and e-mail address (flik@fcds.org).

CAMPUS STORE: FURY LTD.

Fury Ltd. is the FCDS campus store operated for the convenience of both our students and their families, selling such items as school textbooks, PE uniforms (for grades 5 – 12), a variety of school supplies, Fury logo apparel and merchandise, and snack items. The store is located at the corner of the Upper School entrance/walkway and the walkway behind the Childress Activities Center. The Fury Ltd. is open weekdays from 8:00 a.m. to 4:00 p.m., unless otherwise posted. Purchases may be made by charging student billing accounts, cash, check, or MC/VISA. For additional details, please contact Sarah Westwood at (336) 945-3151 extension 566 or sarahwestwood@fcds.org.

The Middle and Upper School textbook sale (for new and used books) is conducted annually by the Fury Ltd. and the Parents' Association in August before the start of school. For your convenience, all textbooks may be charged to your child's student billing account. You will receive one statement that will include your tuition, book sale purchases, and credits for books returned at the close of last school year.

SCHOOL USE OF STUDENT NAMES AND PHOTOS

As part of our efforts to recognize our students' many talents and achievements, the school may occasionally include student names and/or photos in various school publications, both print and electronic. Some examples might include admission materials, the annual magazine, newsletters, sports announcements, our Website, the *Fury Times* e-newsletter, student newspapers, etc. Enrollment in the school constitutes permission for reasonable use of the likeness and names of students in school publications. If, however, a parent prefers that his or her child's name not appear in school publications, the parent should notify Priscilla St. John, FCDS's Director of Communications, at 336-945-315, ext. 428 or via e-mail at priscillastjohn@fcds.org.

PART 9: MEDICAL ISSUES

HEALTH ROOM

Students who become ill or are injured while at school will be sent to the school nurse, who is located in the health room in the corridor connecting the Lower School and the Williams Library Discovery Center. Lower and Middle School students who feel ill or who are injured will be referred directly to the school nurse. Upper School students feeling ill should report to the Upper School Office for a referral form before going to the health room. They must receive an admission form from the school nurse before returning to class. If a student needs to be sent home from the health room or needs emergency medical treatment, the school nurse will notify the parents and the appropriate division office.

Any student who requires medication to be administered during the school day should receive this medication from the school nurse. All medication and all student medical information will be kept in the health room.

PARENTAL NOTIFICATION OF MEDICAL EMERGENCIES AND ACCIDENTS

School officials will make every attempt to reach a parent or guardian in the event of an emergency. If the parent or guardian cannot be reached, the school nurse will notify the person(s) designated on the personal record form. Parents and guardians should always leave instructions for being reached in emergency situations. The personal record form contains authorization and consent for the school, through a qualified person, to administer such first aid or other minor medical treatment as deemed best under the circumstances. All physical injuries will be examined as soon as possible. In the event of an emergency requiring immediate medical care, the school, if unable to notify the parents, is authorized to have the child treated by a qualified physician at the nearest emergency clinic.

FCDS MEDICATION ADMINISTRATION POLICY

Medications administered during school hours by school personnel should be kept to a minimum. The student in need of medication to sustain his/her attendance in school may have a chronic health condition, an acute health condition, or a special health care need requiring prescription medication administration during school hours. The policy is intended to cover these specific types of situations.

A student with an acute condition may be required to take medications such as antibiotics for short periods of time. Every effort should be made so that medication can be given at home, before or after school hours.

If prescription medications must be administered during school hours, an Authorization for Medication Administration form must be filled out and signed by both the student's physician and parent before the medication can be given by the school nurse or her designate.

When students have pre-existing health conditions which may warrant urgent or emergent measures such as administration of medication or first-aid, it is the parents' or guardians' responsibility to assure that the school nurse is aware of the situation to facilitate implementation of such measures.

By virtue of their age or medical condition, it may be more efficient and advantageous for some students to self-medicate (e.g. an inhaler for asthmatics). The latter is allowable if permission is granted, in writing, by the student's physician and parent. The written permission must be given to the school nurse for inclusion in the student's health file.

At no time shall a student self-medicate with a prescription drug without prior written permission from the student's physician and parent **and** communication regarding such self-medication with the Division Director and School Nurse.

Medication administration will be the responsibility of the school nurse or her designate.

All forms related to medication administration at school are available in the Health Room and the three Division Offices.

IMMUNIZATION AND HEALTH FORMS

North Carolina law requires that all students entering North Carolina schools have a certificate of immunization form on file at the school. In addition, the school requires that all appropriate school health forms be on file as well. **Students may not attend school unless all forms are on file.**

PART 10: CAMPUS EMERGENCY PROCEDURES

In the event of a campus emergency requiring evacuation of the school buildings, an emergency horn will sound and faculty and staff will gather students and bring them to the following locations on campus.

Campus Location:	Evacuates To:
Lower School and Williams Discovery Center	Janeway Practice Field
Middle School, Founders' Building, Upper School, M.A.P., Auditorium, Gymnasium, and Childress Activities Center	Janeway Practice Field, tennis courts, and football field
Johnson Academic Center, Dew Coordinate Center, and Pike Math & Science Building	Tennis courts and football field

In case of a fire, bomb threat, chemical spill, or gas leak, a horn will sound. The horn will stop and then sound again when it is safe to return to the buildings.

In case of a bomb threat, **no one** may reenter the buildings. Law enforcement officials, accompanied by school personnel, will search all buildings and buses. Following this search, law enforcement personnel will search all personal vehicles. No students, faculty, or staff will be allowed to go to their cars or leave campus in a car. No vehicles will be permitted to enter the campus while the searches are underway.

If necessary, the school will evacuate all students, faculty, and staff to a pre-determined, off-campus location. Lower School students will be evacuated first, followed by Middle and Upper School students. Parents will be notified when and where to pick up their children. Faculty and staff members will be brought back to campus only after all students have been picked up and when the campus has been declared safe.

In case of a tornado, students and faculty will remain in the buildings and follow the plan posted in each classroom or instructional area. The fire horn will sound when it is safe to return to the classrooms.

A school-wide radio system will be used for communication among school personnel during a crisis. There will also be portable radios in each evacuation area.

PART 11: OTHER ISSUES

VISITORS

All visitors to Forsyth Country Day School, other than candidates for admission, must report upon arrival to the appropriate school division's administrative assistant or the receptionist located at the front desk of the Johnson Academic Center. If a parent or guardian wishes to visit a child's classroom or teacher, the teacher should be contacted in advance so that the visit may be scheduled and the appropriate school division Director's office notified. Visitors not currently associated with Forsyth Country Day School must contact the Director of Admission or a member of the appropriate administrative team, who will schedule their visit at a time convenient for all involved. Any member of the press who wishes to interview or film on campus must receive permission from the Director of Communications, the Assistant Headmaster, or the Headmaster.

Students are permitted to invite visitors to school while it is in session if the students receive permission from an appropriate member of the administrative team. Classroom visitations will be determined by the appropriate school Director, Director of Admission, and classroom teacher. While guests are on campus, they should be in the company of their host and are subject to all school rules. Guests of Upper School students should sign in at the front desk of the Johnson Academic Center and at the Upper School office upon arrival to campus and guests of Middle School students should sign in at the Middle School office.

LOCKERS AND LOCKS

Middle School students are urged to purchase combination locks from the school. Upper School students may choose not to use a lock. No exchange of lockers may occur without the consent of the Dean of Students. All notebooks and textbooks should be kept in the locker when they are not in use; therefore, the school cannot accept responsibility for the loss or damage of personal belongings brought to school. Lockers should be kept free of writing or decals. Students will bear the cost of locker damage caused by their own vandalism or carelessness. Students must clear out their lockers by the last day of school, as the school will not take responsibility for articles left in the lockers.

While highly uncommon, it is important that our families understand that the school must reserve the right to search lockers in specific circumstances, notably with suspicion of drugs, theft, or weaponry. The lockers are the school's property and students should harbor no expectations that the contents of their locker, whether in the open or self-contained, are free from a reasonable search by school officials in their presence.

LOST AND FOUND

Articles such as book bags, books, notebooks, jackets, and other personal items left in any location on the campus may be retrieved at the central Lost and Found located in the mail room (located on the first floor of the Johnson Academic Center). Other Lost and Found locations are in the Middle School office, the Childress Activities Center, the Williams Library Discovery Center, and the Lower School. Several times a year, unclaimed items are donated to Goodwill.

PART 12: WILLIAMS LIBRARY DISCOVERY CENTER

The Williams Library Discovery Center Program

The mission of the Williams Library Discovery Center is to ensure that all members of the FCDS community are effective users of ideas and information.

The heart of the FCDS academic program is the Williams Library Discovery Center (LDC), which offers a cohesive information literacy/fluency program, initiates activities and events to encourage reading and familiarity with literature, keeps pace with new technology, and provides print, electronic, and audiovisual resources for student learning. Housing two libraries and four computer labs, the Williams LDC gives students immediate access to more than 39,000 books and audiovisual materials. The Smith Library Glen offers outdoor activities and quiet reading nooks adjacent to the Williams LDC.

Open year round, the Williams Library Discovery Center supports the school's commitment to preparing students for life-long learning.

Jeanette M. Smith Lower School Library

The Jeanette M. Smith Lower School Library is a place of learning and enjoyment for students in Junior Pre-K through Grade 4. Its colorful "Big Top" is the site of many wonderful stories and events. The library offers more than 16,000 volumes of books and other materials for use by the school community. Students come to the library once a week for checkout, have a book read to them in collaboration with what they are learning in their classroom. With 14 computers in the Smith Library, students are introduced to age-appropriate research skills, ensuring our students are effective users of information and ideas. The eager readers in the Lower School check out about 4,500 books per month!

Clay Library

The Clay Library serves students in the Middle and Upper Schools. Students use its collection of 25,800 books and other resources as well as its 20 computers. Middle School and Upper School classes are scheduled in collaboration with faculty to meet students' needs.

Study Hall Guidelines

Students are welcomed and encouraged to use the library during study hall. Students are expected to show respect for other patrons in the library. As a rule, one-fourth of the students in a study hall may go to the library on a study hall pass signed and completed by the study hall teacher. If needed, additional students are welcome, but the study hall teacher should notify a librarian ASAP of these extra students. Please refer to the Study Hall Guidelines distributed by the librarians for further details.

Smith Library Glen

The Smith Library Glen is located on the grounds adjacent to the Williams Library Discovery Center and the original Lowery Lower School building. It is designed to offer students a beautiful environment filled with trees, colorful plants, reading nooks, gentle shades, open green spaces, and performance vistas. Quotations from various literary sources are located throughout the Glen—how many can you name? The Glen is designed to invite students and the community to activities such as storytelling, musical and drama performances, small group meetings, class gatherings, and speakers.

Resources for Parents and Teachers

A newly revitalized collection of print and audiovisual materials are part of the attractive collection in the Circulation Lobby of the Williams Library Discovery Center. New titles are added frequently and are often recommended by parents and teachers.

Information Literacy/Fluency Curriculum

Through the library curriculum, students learn basic information skills, skills to access and use information, organization and presentation of information, and literature appreciation and analysis. At the Lower and Middle School levels, students strive for information literacy. At the Upper School level students strive for fluency in using ideas and information. The standard for “great” is the collaboration of faculty and librarians to integrate the students’ learning experience.

The Williams Library Discovery Center Web Site

The extensive Williams LDC Web site has been created as a teaching tool, a resource for research, a place to exhibit the students’ completed projects, and a place to disseminate information about the library program. The “Research and Study Page” is never more than two clicks away from Web site users. Contents of the “Research and Study” Page include the two library Web-based catalogs, internet links for specific assignments, links to the Public Library and the Wake Forest Library, other research tools, and a variety of specific proprietary online databases, which may be accessed from home. Guidelines for using the proprietary databases from home are included in **Appendix C: Technology Code of Ethics**.

Overdue Materials Policy

A major component of fulfilling our mission is to allow students to checkout an unlimited number of library materials and to keep those materials for as long as needed throughout the school year without charging overdue fines. At the end of each school year, however, we will distribute overdue notices to students via homeroom teachers or advisors. If materials are still outstanding, we will follow with a library bill mailed to parents. Finally, any materials still unreturned or unpaid for by June 15 will be turned over to student billing in the Business Office. After charges appear on student accounts, neither the business office nor the library can offer a credit or removal of charges.

WILLIAMS LDC SPECIAL EVENTS AND TRADITIONS

Battle of the Books

The Battle of the Books program is open to students in grades 6 – 8 and offers the opportunity to read books by prominent young adult authors and participate in quiz-bowl-type competitions. In preparation for the annual competition with student teams from other independent schools, our own students hold a “mock battle” to display their knowledge and understanding of the 27 titles chosen for each year’s regional and state-wide event.

The Birthday Book Tradition

Begun in the early days of the school, the Birthday Book Tradition directly involves students and their families in the library program. A student is invited to celebrate his or her birthday by giving a book to the library. The student may choose the book he or she prefers from a new-book shelf, and a special nameplate is put in the book.

The Book Fair

The Parents' Association co-sponsors this week-long event, traditionally in early November, which provides funding for additional books and learning resources, author visits, and other enrichment opportunities for our students.

Carolyn Creech Lower School Author Day

Named for founding teacher Carolyn Creech to celebrate her retirement in June 2002, Lower School Author Day features outstanding writers and artists for young children. Mrs. Creech taught first and second grades in her 32 years at FCDS, always sharing her love of a good story. The Parents' Association helps provide funding for this event.

The Last Lecture

The Last Lecture is a special Upper School event held annually by the Clay Library. In a formal presentation, an invited faculty member addresses the question, "What would you say if this were your last opportunity to say it?"

Storytelling Festival

The Storytelling Festival, a week-long celebration held early in the fall, traditionally features faculty, students, parents, and alumni as well as a nationally known storyteller. All divisions participate in this event. Funding for the Festival comes from the Lucy Cutler Fund, the Parents' Association, and the Library.

VOLUNTEER OPPORTUNITIES

Many parents and students continue a longstanding tradition in the FCDS community by volunteering in our libraries. Upper School students are in charge of the circulation desk during most periods of the school day. Parents assist with special projects, daily procedures, and student activities. The annual Book Fair also provides opportunities for many parent volunteers.

PART 13: INSTRUCTIONAL TECHNOLOGY PROGRAM

LOWER SCHOOL

Technology instruction for students in grades Pre-K through 4 begins with an emphasis on becoming comfortable with computers. Students learn that the computer is a tool to help locate information, solve problems, and communicate with the world around them. The curriculum explores different pieces of software that enhance the other subject areas studied. Students move from exploring and experimenting with technology to applying and creating work that communicates their learning.

MIDDLE SCHOOL

At the Middle School level, students use computers to solve routine and conventional problems within the grade-level curriculum through gathering information (research), organizing data and information, using databases and spreadsheets, and communicating through word processing, graphing, drawing, and multimedia. Activities for teaching computer literacy are authentic, collaborative assignments involving classroom teachers and the technology team.

UPPER SCHOOL

The Upper School program involves two general areas: integration of computer use into the standard curriculum and computer science elective courses. Building on the foundation provided by the Lower and Middle School curricula, computer literacy and applications are reinforced by integrating the use of computers into subject-area instruction for all students.

HANDHELD COMPUTERS

Students in the Upper School may choose to purchase a handheld computer and keyboard as an academic tool to augment their learning. Since the handheld devices are the property of the students, additional applications of each student's choosing may be added. Students and parents are cautioned, however, regarding inappropriate and disruptive use of handhelds, especially during class time. Such use includes but is not limited to: game playing during class, violation of copyright laws (including those governing software and "shareware"), and the inappropriate use of the device's infrared beaming feature. Each teacher in the school has the authority to set his or her own expectations and parameters for the use of handhelds, including rules governing their use on tests and quizzes, and students are expected to abide by the teacher's respective policies. In addition, students may not use the handhelds in any manner that would violate the FCDS Honor Code.

PART 14: STUDENT COUNSELING

Counselors are available for individual counseling, career and college planning for students, and family support. The classroom teachers in the Lower School and the advisors and teachers in the Middle and Upper Schools are also an essential part of the support system provided for all FCDS students.

LOWER SCHOOL

The guidance program in the Lower School is designed to meet the developmental needs of young children through our LifePrep curriculum. The LifePrep coordinator, teachers, and administrators provide classroom activities that address topics such as friendship, cooperation, feelings, and conflict resolution. Values such as honesty, kindness, responsibility, trust, and respect are promoted. Members of the Lower School faculty are available to work with small groups, individual students, parents, and teachers.

MIDDLE SCHOOL

The purpose of the Middle School guidance program is to address the personal and academic needs of the students in both classroom and individual settings. Accordingly, the counselor implements a classroom guidance program, meeting weekly with students to address and explore issues such as self-esteem, time management, anger management, conflict resolution, drug and alcohol education, relationships, bullying, respect, grief, stress management, and other mental health related issues. The counselor provides small group counseling for students, consults with parents and teachers, and coordinates referrals to psychiatric and psychological resources in the community. The counselor also provides individual counseling to students, addressing both personal and academic concerns. An administrator, teacher, parent, or friend can make a referral. Lastly, the counselor also organizes appropriate workshops for parents and faculty.

In the Middle School, all students belong to an advisor group and have a faculty advisor. An advisor is the person who will help meet the student's academic goals, offer assistance, help plan community projects, and discuss the issues of Middle School life.

UPPER SCHOOL

School Counselor

The Upper School counseling program is designed to meet the changing personal and academic needs of Upper School students. The counselor provides individual, small group, or family counseling sessions as needed. To the extent which legal and ethical guidelines permit, confidentiality is strictly upheld in all cases and instances. The counselor may receive referrals from parents, faculty, and/or students and has an "open door" policy for the entire FCDS community. Also, the counselor serves as a point of contact for any parent or faculty member with questions regarding a student's developmental or personal well-being. The counselor develops specialized programs dealing with current societal issues for both students and parents, including scheduling expert speakers and conducting in-class seminars.

Faculty Advisors

The advisor system is intended to promote consistent and productive communications among students, teachers, and parents. Each student in the Upper School is assigned a faculty advisor. The advisor maintains the responsibility to oversee the progress of each advisee in academic as well as non-academic areas of school life. It is the student's responsibility to maintain close contact with his/her advisor. Parents are encouraged to use the advisor as the first line of contact with the school. It is the advisor who should know the student best and who can most efficiently gather information for

school/family discussions. The advisors and the Upper School administrators are ready to help students, teachers, and parents with particular situations.

Class Sponsors

Class sponsors are faculty members who help members of their respective classes participate constructively in Upper School life. They help plan projects, attend all class meetings, and chaperone various activities. In addition, they bring concerns of the class to the attention of faculty members.

College Counseling

Forsyth Country Day recognizes that preparation for college is a significant component of a student's experience here. The College Counseling program seeks to provide each student with the guidance, support, encouragement, and information necessary to make appropriate choices for future educational opportunities. Each student brings individual characteristics and strengths to the process of constructing college applications. Working with their college counselor, students seek to assess themselves realistically, to explore options, to recognize their abilities, and to develop the confidence and independence of thought to convey these personal discoveries to colleges in a compelling way. In so doing, the goal of finding a college that best matches the interests, abilities, and aspirations of the individual student is certainly attainable.

The College Counseling program begins as soon as students enter the Upper School and continues through graduation. Through individual contact and conversations with students and parents and various college information sessions including College Night for Freshmen, the Mock Application Panel for Sophomores, College Night for Juniors, College Night for Seniors, Service Academies Information Sessions, Parent Coffees, ninth and tenth grade LifePrep seminars, NCAA Information Sessions, and College Financial Aid Workshops, Upper School students and their families are introduced to important considerations regarding the college search and admission processes. As students near the time of the actual application process in the fall of senior year, the number and variety of informational meetings increase.

Along this journey, students will have the opportunity to hear directly from more than 50 college admissions representatives who visit Forsyth Country Day each year. Students are also encouraged to visit college campuses to learn more about the colleges' communities and offerings. During the sophomore, junior, and senior years, specific days are set aside to provide such visit opportunities; on these days, sophomores, juniors, and seniors are excused from classes. The actual college visits are key elements in this decision-making process, and we at FCDS strongly encourage such efforts by students and their families. By the fall of senior year, attention is focused on the actual application process. Students' ownership of this process is extremely important; that said, our college counselors will help guide students and parents each step of the way.

The college selection process presents an opportunity for students to make decisions and choices about their future. The life skills gained and the decisions reached through the college process are some of the most valuable learning experiences students will enjoy during their time at FCDS. Through this process, the college counselors serve as vital, caring resources. Questions about particular colleges, standardized testing, presentation strategies, and possible courses of collegiate study are commonly explored during counseling sessions. The college counselors are committed to advocating for each of their students. Their responsibilities include preparing the school recommendation for each student that most colleges require as part of their application, as well as sending the student's transcripts and teacher and counselor recommendations to the various colleges. Upon request, the counselors will review the content of all documents to ensure accuracy and then direct students to submit the appropriate information online. Counselors continue to communicate regularly with college officials throughout the process, remaining actively involved in the college selection process until each student has reached a final college decision.

One issue that arises for some students within the course of the college application process is the question of school-related discipline. We encourage students to hold to the same high ethical standards

within the college process as they are expected to follow in all other aspects of life at FCDS. Increasingly, colleges ask questions of both the applicant and the school counselor about disciplinary infractions. When such a question is asked directly of the student and/or counselor, that question must be answered truthfully and forthrightly. If a student has been placed on probation, suspended, dismissed, or expelled, the counselors are obligated to answer any questions that colleges have regarding such changes in a student's status at school. Obviously, the student must answer any such questions as well. Experience has shown that honesty inevitably serves the best interest of the students. Counselors will work with students and their families in such situations to ensure that appropriate and timely information is sent to the colleges. For other policies and procedural issues, please see the College Counseling section of the FCDS Web site, which is located under the "Academics" tab, as well as the Upper School Notebook.

The College Counseling Office adheres to the counseling principles and guidelines set forth by NACAC, the National Association for College Admission Counseling. We expect students and parents to abide by these principles – as described through the counseling process – as well. If a student has any question about his or her rights or responsibilities during this process, he/she should seek clarification or explanation from the College Counseling staff. Following these NACAC guidelines, there are a few important policies to note. If a student applies to a school through an Early Decision (binding) process, he/she is expected to abide by the agreement that the student, parent, and college counselor sign as part of the process. In the spring, students must accept only one offer of admission, regardless of the number of acceptances received. The College Counseling Office will send one – and only one – final transcript for a student.

Parent-Teacher/Advisor Conferences

Parents are encouraged to confer frequently with teachers, advisors, and counselors. Regularly scheduled parent-teacher conferences in the Lower School and Middle School and parent-advisor-student conferences in the Upper School are held twice a year on days designated on the academic calendar. Classes do not meet on these days. The school will also initiate conferences as appropriate or necessary during the school year. Parents who sense a change in a student's behavior or who have a concern about an academic, social, emotional, or disciplinary matter, however, should feel free to contact the teacher for an appointment. Students also may be included in these conferences. Brief communications with the teachers may be handled in person or through e-mail and/or their voice mail.

Experience suggests the following guidelines:

- When a classroom problem occurs, the first approach should be a conference with the classroom teacher.
- A scheduled face-to-face conference may often accomplish very positive results. The focus is on the child's well-being; the personal feelings of both the teacher and the parent play subordinate roles. Time is set aside, records are available, and the benefits of preparation for the meeting and undivided attention are used to the fullest extent.

PART 15: GENERAL SCHOOL POLICIES

ATTENDANCE

Forsyth County Day School students are required to attend all classes unless excused by the appropriate Director or Assistant Director. Attendance records are completed each morning and are sent to the office. Regular classroom attendance is essential to a student's learning at any grade level. Therefore, absences for reasons other than illness or emergency should be avoided. Family vacations should be scheduled only during those times allotted in the school calendar if at all possible. Parents also are encouraged to make every effort to arrange doctor, dentist, and orthodontist appointments for times outside of the school day. The school will check any unverified absences.

Parents are asked to call the respective division office(s) by 10:00 a.m. to report an absence and to request homework. Homework may be picked up at the end of the school day or made available via e-mail if the parents or student so request. The school will call the home of all absent students whose parents have not called in by 10:00 a.m.

In addition, a student will forfeit his or her right to participate in any co-curricular activities (including games and performances) if they check in after 11:45 a.m. on the morning of the event in question. Students and parents who fear that an engagement (doctor's appointment, funeral, etc.) will place the child in jeopardy of missing the 11:45 a.m. deadline are invited to make special arrangements beforehand with their respective Division Director.

ATTENDANCE RECORDS

The school keeps records of all student attendance (absences, tardiness, and early dismissals). Attendance is taken in each class period throughout the day, and a student's daily attendance record is maintained by each school office. Parents may check attendance records on NetForsyth in the Upper and Middle Schools.

EXCUSED ABSENCES

The following are considered excused absences:

- Absence due to illness, injury, or family emergency confirmed by a parental note
- Absence for religious holidays
- Absence for medical appointments necessarily falling within school hours and confirmed by a doctor's or parent's note
- Absence for approved college visits
- Absence for a field trip, off-campus performance, or team trip
- Absences for family days (limit of five per school year)
- Other excused absences must be confirmed by a parental note at least a week in advance and approved by the Division Director or Assistant Director.

Note: Teachers do not have the authority to approve absences or tardies.

All other absences will be considered unexcused. It is the responsibility of parents and students to notify the school regarding the reason for a student's absence. An unexcused absence will result in a disciplinary response.

ATTENDANCE PROCEDURES

Lower School

When a student has been absent from school, he/she should bring a note from a parent or guardian to the teacher on the day the student returns to class.

Tardiness in the Lower School is arrival after 8:30 a.m. All Lower School students arriving tardy to school must sign in at the Lower School office.

Students in Junior Pre-K through Grade 2 who arrive on campus after 8:30 a.m. are to check in at the Lower School Office **with an accompanying adult to sign them in**. If a student needs to leave early from school because of sickness or an appointment, an accompanying adult must sign out with the Lower School office. Parents should also sign out any children who leave early from ASAP I.

Students in Grades 3-4 may sign in with a written note from a parent or guardian but must be signed out by a parent/guardian or a designated adult. **If the student does not have a note, an accompanying adult must sign him/her out in the Lower School Office.**

Middle School

Students who are late to school should report to the administrative assistant with a note explaining the reason for the tardiness. The student will sign in and receive a student tardy slip to present to the teacher. It is the student's responsibility to see the teachers of any missed classes for the day's work. Students arriving late from one class to another must have a note from the teacher explaining their tardiness. Three unexcused tardies constitute an unexcused absence and the student will be assigned inactivity.

A student who needs to miss school because of a planned absence (e.g. family trip) should see the administrative assistant for an Extended Absence Form at least one week (five days) before the planned trip. Students who need to leave school during the day for an appointment should bring a note to the administrative assistant. It is the parent's responsibility to sign his/her child in and out. Middle School students will wait in the office so they can be accompanied by a parent or a designated adult off-campus.

If a student has to miss class to participate in a school activity, he/she is required to see teachers in advance to get all the assignments and to return to class fully prepared.

Upper School

The Upper School day begins Mondays and Thursdays with Morning Meeting at 8:15 a.m. in the Childress Activities Center. All students are required to be present, and attendance is taken by advisors (with whom students sit) at the start of the meeting. On Tuesdays and Wednesdays, students will assemble at 8:15 a.m. for a required meeting with their advisor group. Attendance will be taken by the advisors. On Fridays, the Upper School day begins at 8:30, and attendance will be taken by A Period teachers. **Attendance at all morning meetings, advisor meetings, class meetings, classes, study halls, and assemblies is required.** In order to help ensure the safety and security of students, it is of paramount importance to the school that students' locations be readily known and/or verified.

- If a student is out sick, **parents should notify the Upper School office no later than 10:00 a.m.** In the absence of this communication from parents, the Upper School office will record the absence as unexcused.
- Any student who arrives to school later than 8:15 a.m. MUST provide parental permission in the form of a written note, e-mail, or phone call to the Upper School office upon arriving. The student must then sign in and receive an admission slip to enter class. **If the student does not provide the required parental permission, any absence from class as a result of**

the late arrival will be submitted as unexcused and the student will be considered in violation of the FCDS Honor Code.

- Any student who needs to leave school earlier than 3:10 p.m. MUST provide parental permission in the form of a written note, e-mail, or phone call to the Upper School office. The student must then sign out. **Student drivers are not allowed to get in their car before parental permission has been provided to the school.** If a student will be returning to school after an off-campus appointment, he/she MUST bring a note from the appointment confirming the time that it ended. Upon arriving back on campus, the student must sign back in at the Upper School office. **Any student who, for any reason, leaves campus without completing the sign out procedures will be considered in violation of the FCDS Honor Code.**
- Any student returning to school after an off-campus appointment must bring a note from the appointment confirming the time that it ended. Upon arriving back to campus, the student MUST sign back in at the Upper School office. **Any student who returns to school after an off-campus appointment and does not complete the sign in procedures will be considered in violation of the Honor Code.**
- If a student has to miss class to participate in a school activity, it is the student's responsibility to see teachers in advance to get all assignments and to return to class fully prepared.
- Any student who needs to miss school because of a planned absence (e.g., college visit, family trip), should see the Upper School Administrative Assistant for a teacher approval form at least one week before the planned trip.
- If a student is absent on the day of a test or when a paper is due, the student should be prepared to take the test or submit the paper **on the day he/she returns.** For extended absences (two days or more), students generally will be allowed two days for every day absent to make up tests and papers and to complete class work.
- Any student who is tardy to any class after A period needs to bring a note from a teacher excusing the tardiness.
- Students are expected to be on time for all classes. Three unexcused tardies will equal an absence. Excessive tardiness to any class or scheduled event during the school day will be reported by teachers to the Upper School office, and appropriate disciplinary action will be taken.
- Students may earn a point for every third tardy to morning meeting, advisor meeting, or individual class.
- Students may also receive a point for any unexcused absence to morning meeting or advisor meetings.

PENALTIES FOR UNEXCUSED OR EXCESSIVE ABSENCES

Lower School

Excessive absences and/or tardies in the Lower School will be handled by the Lower School Director on an individual basis.

Middle School

Students who miss 10 days or more during a semester may not receive credit for a course. Parents will be notified at the tenth absence and a conference with the Director will be scheduled.

In the case of excessive absences for long-term or chronic illness or injury which necessitates a student's missing more than 10 consecutive days in a semester, the Director will meet with parents to establish academic guidelines and expectations.

Upper School

Work missed for unexcused reasons must be made up and will receive a letter grade penalty. A student who misses more than 20 days per year in any class for any reason, including but not limited to illness, doctor's appointments, family vacations, etc., may not receive credit for the course. Absences due to school-sponsored or school-related activities are not counted against the 20-absence limit.

Excessive absences for long-term or chronic illness or injury that necessitate a student's missing more than 20 days consecutively or nearly consecutively require that a family arrange for home-bound tutoring. The student may not return to school without written approval from the physician and a parent conference with the school. Credit will be given only if the school determines that the requirements of the course have been met.

ACCEPTABLE STUDENT LIVING ARRANGEMENTS

Forsyth Country Day School students, regardless of age, must reside at all times during the academic year with (i) a parent, (ii) a legal guardian, or (iii) a relative or host family acceptable to Forsyth Country Day School. Forsyth Country Day School will consider permitting exceptions to this rule on an individual basis, provided notice of the living arrangement is provided to the appropriate Division Director(s) prior to the establishment of the proposed living arrangement. Any student who fails to comply with this residence policy is subject to disciplinary action, up to and including dismissal or expulsion.

PART 16: BEHAVIORAL EXPECTATIONS

In addition to providing students with a strong academic foundation, Forsyth Country Day School seeks to educate its students in the art of living moral, virtuous lives and to cultivate habits of everyday living that are characterized by honesty, integrity, compassion, generosity, and concern for the well-being of others. To this end, we join with parents in a partnership of mutual respect and trust, endeavoring to model and teach the values held by our parents and the school community. FCDS encourages parents to work in concert with the school to provide appropriate and consistent limits. These parameters provide an atmosphere conducive to education, help keep children safe, and engender in them the qualities of self-discipline and personal responsibility that mark the lives of successful adults.

GENERAL EXPECTATIONS – LOWER SCHOOL

In the lower grades, the teachers and the Lower School administration work together to create an atmosphere of caring and cooperation. To foster an educational environment conducive to learning and mutual respect, clear and appropriate standards for student behavior must be established. With trust and support, students develop positive interpersonal relationships and respect for one another's right to learn in an orderly school environment. We believe that preventive discipline, through caring and instruction, positive role models, and corrective action when appropriate, will result in a cooperative educational community.

Lower School Student Expectations

- We take responsibility for ourselves.
- We try to settle our differences in a peaceful manner.
- We follow the directions of adults in charge, the first time given.
- We are sensitive to the needs and feelings of others.
- We are expected to move safely through the school.

GENERAL EXPECTATIONS – MIDDLE AND UPPER SCHOOL

Students in the Middle and Upper Schools are expected to demonstrate their understanding of the school's general behavioral expectations with regard to courtesy, honesty, respect, and tolerance.

Middle and Upper School students are expected to:

- Take an active part in their own education by striving to meet all academic requirements and by allowing others to do the same.
- Speak and behave in a courteous, respectful manner to all students, adults, and visitors.
- Work to keep the school environment safe and clean by respecting school property and the property of others.

When students in the Middle and Upper Schools fail to live by the school's expectations, they should be prepared to accept the consequences for their actions.

Because our students represent the school, even when not directly involved in a school-sponsored event, we seek to encourage students to exercise good citizenship and integrity at all times. When misconduct occurs at a school event, on or off campus, appropriate disciplinary actions will be taken. Because the welfare of each child is our primary concern, we will endeavor to initiate and provide counseling services whenever appropriate.

In addition to the above-stated common rules of courtesy and respect, four areas of conduct warrant special attention in the Forsyth Country Day School Community:

- Adherence to the Honor Code
- Adherence to laws prohibiting the use of alcohol and other drugs as well as the abuse of other substances
- Sensitivity to gender issues and to religious, ethnic, and racial diversity
- Ethical use of technology (see Appendix C).

THE HONOR CODE

Forsyth Country Day School established the Honor Code because it expects its students to behave honorably and maintain personal integrity. We believe that differentiating between right and wrong is a fundamental human responsibility. When a single member of the community violates the Honor Code, the entire community is affected. It is a rare privilege for a person to live and work in an atmosphere of trust and mutual respect, and each student is expected to guard that privilege diligently.

FCDS Honor Code:

As a member of the Forsyth Country Day School Community, I will maintain my honor and integrity at all times by creating and upholding an atmosphere of trust, respect, and consideration for all members of the school community.

To instill the meaning of the Honor Code, each school division seeks ways for students to learn the value of the code in their daily lives. In the lower grades, the administrators, teachers, and guidance counselors help students to learn the meaning of honesty and the ways in which people are expected to be honest. As the students mature, more specific areas of the Honor Code are discussed along with the consequences of violating the code. At all grade levels, students experience both the privileges associated with adherence to the code and the consequences of violating the code. All Middle and Upper School students will write the honor pledge on all tests and assignments submitted for grading, and then sign their name:

I pledge my honor that I have neither given nor received any unauthorized aid on this work.

Although Honor Code violations can encompass many forms of misbehavior, lying, cheating, stealing, and plagiarism are some of the most serious violations. At Forsyth Country Day School they are defined as follows:

- Lying is the intentional falsification or denial of fact or the intentional creation of a false impression.
- Cheating is the giving or receiving of unauthorized information in schoolwork. It is also the representation of someone else's work as one's own and/or the unauthorized reuse of previously produced work from another course or school.
- Stealing is the taking of personal or school property with the intent to claim it for one's own.
- Plagiarism is the use of someone else's material or ideas as if they were one's own.

Handheld computers, graphing calculators, and laptop computers have proven to be of significant value in teaching and learning. In testing situations, however, the use of stored information in a handheld, calculator, or laptop may constitute cheating and, therefore, an Honor Code violation. To avoid this situation, students using a handheld, calculator, or laptop on a test or exam should have nothing stored in the unit that would not be approved if printed openly on a sheet of paper on the desk.

STUDENT RESPONSIBILITY WHEN OBSERVING HONOR CODE VIOLATIONS

Allowing a violation of the Honor Code to go unchallenged weakens the effectiveness of the code. Students should not, therefore, remain passive when observing or being made aware of an Honor Code violation. Any student who observes an offense is advised to go to a teacher or school administrator to report the incident. These people then will investigate the matter.

If the student is unable to take the above course of action and needs counsel, he/she may arrange a conference with the school counselor to discuss his/her observation and feelings. These conversations are always strictly confidential.

DISCIPLINARY RESPONSE TO AN HONOR CODE VIOLATION

In the Lower and Middle Schools, the Directors are charged with the implementation of the Honor Code. In the Upper School, violations of the Honor Code are submitted to the Judicial Board. Final decisions in all cases rest with the Headmaster and the Division Director, in consultation with the Assistant Division Director, the Dean of Students, and any others whose insight is requested.

LOWER SCHOOL

The Lower School Director and faculty handle Honor Code issues on a case-by-case basis in conjunction with parents.

MIDDLE SCHOOL

The Middle School Director will convene a three-person panel to gather information (including interviews) and review the facts in any honor case. The Director will ask both the Middle School Counselor and a grade team faculty member who is not immediately involved with the case to sit on the panel. The panel will discuss and vote on the merits of the case to decide innocence or guilt. Furthermore, they will offer counsel on discipline responses when appropriate. Ultimately, however, the Director, in conjunction with the Headmaster, will take the responsibility to make the final decision on punishment.

In the case of an academic violation, no credit will be given for the work involved. (i.e. cheating on a quiz would result in grade of "0"; cheating on homework or submitting someone else's work as your own would result in no credit). Students will be required to complete the assignment in the correct manner. The National Junior Honor Society status and Student Government offices will be revoked if the Honor Code is violated by a member student. Subsequent offenses may result in probationary status, suspension, dismissal, or expulsion.

Other offenses may result in detentions, and in extreme situations, suspensions, probationary status, dismissal, or expulsion. "Probationary status" means that another Honor Code violation may result in the student's being dismissed from school.

UPPER SCHOOL

In keeping with our school philosophy of "Pride, Freedom, and Responsibility," Upper School students are asked to take an active role in holding each other accountable. Thus, as Upper School students take more responsibility for their own actions and the overall comportment of the group, and with guidance from teachers, advisors, and administrators, the Judicial Board meets on most every student discipline case and makes a recommendation for a school response. The Upper School Judicial Board is comprised of the Vice President of Student Government who serves as the chairperson, two student representatives from each class, and two faculty advisors. The Secretary of the Student Government Association serves as the Secretary for the Judicial Board but has no vote.

Upon report of a possible honor offense or other significant behavioral misstep, the Upper School Director, the Assistant Upper School Director, and/or the Dean of Students will meet with the student suspected of violating the Honor Code to discuss the allegations. If the case is deemed valid, the student, his or her parent(s), the student's advisor, and the Judicial Board chairperson will be notified of the charge. The Judicial Board, under the leadership of the chairperson and the faculty advisors, will convene regardless of whether or not the student admits to the allegation. Every effort is made to complete the deliberations on any case as soon as possible. A student involved in an Honor Code case should follow these simple guidelines:

- Discuss the matter immediately and completely with parents
- Be fully honest with the faculty and administration in discussing the matter
- Do not discuss the case with other students, especially others who may be involved

The Judicial Board makes recommendations for punishment to the Director and/or Assistant Director. Their comments hold considerable weight with the Director and Headmaster as they make a final decision. It is most important that the student be candid with the Board and let Board members understand everything relating to the case.

When the Judicial Board is convened, the chairperson emphasizes the absolute need for confidentiality to the members. Evidence in the case is presented. After the details of the case are clear to all members, the accused student, who will be accompanied by the Upper School Guidance Counselor, is called before the Judicial Board. The statements of confidentiality and due process are repeated to the student so that he/she understands the process of the hearing. Judicial Board members then question the student, attempting to discover whether the student violated the Honor Code and whether the student understood that he/she was violating the Honor Code.

After the Board's questions have been answered, the student may comment on any matter regarding the accusation. The student is then dismissed with a reminder of the importance of confidentiality and an explanation of the process by which the case will proceed. The Board then deliberates. If the accused student is found innocent of an Honor Code violation, the Board stands dismissed. If the charge is proven, the Board prepares a recommendation for the Upper School Administrative team. The Vice President of Student Government informs the Director, Assistant Director and/or Dean of Students of the Judicial Board recommendation. The Upper School Administrative team, along with the Headmaster, makes the final decision about punishment and informs the accused student and his/her parents. To bring the process to conclusion, the Director, the Assistant Director, and/or the Dean of Students then sends a written account of the school's decision to the student and his/her parents. The student's advisor and college counselor are also informed of the decision. The Upper School Guidance Counselor will follow up with the student and his/her parents. Any member of the Judicial Board who breaks the confidentiality of J-Board proceedings and/or is found guilty of an honor offense should expect to resign from the Board.

ALCOHOL, DRUGS, AND OTHER SUBSTANCES

The use and abuse of alcohol, drugs, and other substances is a societal problem of great concern to Forsyth Country Day School. Students confront issues of drug and alcohol use and chemical dependency at an early age, and students at FCDS are not immune to these challenges. Furthermore, substance abuse interferes with the intellectual, social, spiritual, and physical development of young people.

Although a major interest of Forsyth Country Day School in this area is one of education and guidance, the school's primary concerns are the safety, health, and well being of each student in our school family. At every grade level, students systematically are made aware of the dangers of alcohol, drugs, and other forms of substance abuse. Beginning in Pre-K, students receive this information as a regular part of the curriculum.

The use of alcohol under the age of 21 is illegal in the United States. The use of illegal drugs is forbidden regardless of age. Forsyth Country Day School fully supports the laws prohibiting the use of alcohol by those under the age of 21, as well as those governing the use of illegal drugs and the abuse of other substances. The use of alcohol, drugs, or other substances is a problem of such magnitude in our society that students and families should expect the school to respond where it becomes clear that a student is using or abusing these substances on or off campus.

Consequently, any FCDS student who, while on campus, at any school function (whether on or off campus), including athletic events, or while traveling to or from school or any school function, consumes, uses, distributes, or possesses alcoholic beverages, illegal drugs, or drug paraphernalia, or misuses legal drugs or other substances, will be dismissed or expelled. Also, any student who is determined to be under the influence of alcohol or illegal drugs at any of the foregoing events is in violation of the school's drug and alcohol policy.

Families should also expect the school to respond where it becomes clear that a student is using or abusing these substances outside of school functions. The school will be most concerned about the safety of all involved and will pursue the full disclosure and discussion of the incident with the student and parents. Depending on the nature of the incident, its legal disposition, the danger posed to others, and the impact it has on the full school community, the school may take any of a number of actions. These may include requiring professional assessment of drug or alcohol dependence, drug testing, counseling for the student and family, possible withdrawal from the school community, and/or suspension, dismissal, or expulsion from school. The decision to impose any one or more of the above consequences shall rest upon the sound discretion of the Headmaster.

If a student, friend, or family member feels as though he or she is aware of a substance problem to which the school should be alerted and/or responsive, he or she is strongly encouraged to discuss the problems with a counselor, administrator, or advisor with the understanding that this knowledge will not automatically trigger the school's substance policy outlined above. It will be the school's position to steer students who report themselves toward a counseling/therapy program if they have not done so already. It should be clear, however, that a student who comes forward under his or her own volition or as a result of a friend's or parent's intercession will not be immune to the school's substance policy if caught violating the policy once in a counseling program. In addition, there should be no expectation that a student who admits guilt during the course of an ongoing school investigation will be exempt from the zero tolerance policy, i.e. admitting guilt in an ongoing investigation is different from self-reporting.

Tobacco-Free Campus Policy

Forsyth Country Day School is a smoke-free, tobacco-free campus. This policy is motivated by the philosophy that every staff member, student, and visitor should have the right to breathe clean air in the school and work environment, and that, based on recommendations from the public health community, the school should utilize its unique role to promote good health practices in this regard.

There is to be no use of cigarettes, cigars, pipes, smokeless tobacco, or any other form of tobacco product in any school building or school vehicle, on school grounds or athletic fields, or in sight of any students or visitors. The policy applies to all people; all employees, regardless of classification, all students and visitors. **This policy is in force 24 hours a day, whether or not school is in session.**

RIGHTS OF OTHERS

Believing that diversity enriches any school culture by broadening perspectives, raising the awareness, and sharpening the sensitivity of its students, faculty, and parent community, Forsyth Country Day School is committed to cultivating a climate of tolerance and respect for individuals of every race, ethnic origin, and faith. To this end, FCDS students will be presented with appropriate opportunities for reflection and discussion of the harmful effects of stereotyping, sexual harassment, gender bias,

demeaning expressions, or otherwise improper characterizations of both individuals and racial, gender, ethnic, or religious groups. The ultimate goal of such opportunities is to move the members of our school community beyond mere tolerance and toward genuine appreciation for and celebration of the diversity within our school community.

A Forsyth Country Day School student will not engage in any behavior or activity that might demean the race, gender, ethnic origins, or religious beliefs of another. Additionally, inappropriate touching and/or public displays of affection should be considered a violation of the rights of others and offenders are equally culpable. Such activities constitute the highest level of misconduct and will incur severe disciplinary consequences, including possible suspension, dismissal, or expulsion.

HAZING, FIGHTING, AND HARASSMENT

All types of initiations/hazing or harassment are prohibited. This includes, but is not limited to, any action or threat which involves forcing a student to do something against his/her will, which involves humiliation or embarrassment, tampering with another student's property, or any activity which is intended to cause harm or discomfort. Violation of this policy may result in suspension or dismissal from the school and suspension from athletic events if the activity involves someone on an athletic team. Fighting is not permitted. Any student who is involved in a fighting incident is subject to suspension, dismissal, or expulsion.

WEAPONS, EXPLOSIVES, AND OTHER DANGEROUS ITEMS ON CAMPUS

The use, distribution, or possession of weapons and explosives of any kind on campus, at any school function (whether on or off campus), or while traveling to or from any school event is strictly forbidden. Dangerous or potentially harmful items including, but not limited to, such things as matches, lighters, fireworks, jackknives, knives (even toy knives), guns (even toy guns), or sharp-pointed objects, are not permitted. Bringing such items to school will incur serious disciplinary consequences including suspension, dismissal, or expulsion. Students who have questions about whether certain personal items will be permitted on campus should contact the Director or Assistant Director for clarification before bringing questionable items onto the campus.

HARASSMENT AND THREATS

In addition, any threats of violence or threats regarding the use of any of the above dangerous items will be considered extremely serious, and appropriate disciplinary action will be taken. Students should immediately report threats and other violations of this policy to a school official. Any behavior that constitutes repeated unwelcome attention may be viewed as a form of harassment. Such conduct is subject to a disciplinary response from the school including suspension, dismissal, or expulsion.

OTHER BEHAVIORAL ISSUES AND EXPECTATIONS

Dress Code (Appendix D)

Students at Forsyth Country Day School are expected to be neatly groomed and to dress in a manner that demonstrates respect for themselves and the mission of the school. The dress code is intended to encourage neat grooming, good appearance, and comfort while discouraging dress that is unkempt, offensive, or distracting to others. In formulating the dress code, an effort has been made to devise standards of dress that are clear and enforceable while still allowing students significant individual choices. Fundamentally, all attire must be neat, clean, and in good repair. The dress code is in effect from the time students arrive on campus until the beginning of athletics and other co-curriculars.

Chewing Gum

Students are not allowed to chew gum on the Forsyth Country Day School campus.

Food or Drinks

Students are not allowed to consume food or beverages in or around classroom areas, unless permitted by a supervising faculty member. Carbonated beverages are restricted to the Dining Hall, the gym foyer, the senior lounge, the student center, and outdoors.

Gambling

Students are not allowed to gamble on campus or on school-sponsored trips.

Campus Limits

No student may ever leave campus during the school day without permission from the appropriate administrative team, parental permission, and without first signing out with the school office.

The Lower School playgrounds, fields, wooded areas, streets, and parking lots are off-limits to students at all times unless the students are accompanied by a faculty member or have permission from a faculty member to be there for a specified purpose. The gymnasiums and athletic and PE locker rooms are off-limits to all students at all times when activities are not supervised by a faculty member. Certain areas, such as the library, have time and use restrictions which students are expected to observe.

Care of the Campus

Although school employees carry the major responsibility for maintenance, for students to share this responsibility is sound economically, educationally, and developmentally. Intentional or careless abuse of property is not allowed. Students will be asked to clean up and in some cases to pay for items defaced, damaged, or destroyed.

Certain occasions may call for larger banners or class projects to be displayed on areas other than the ones designated. In such cases, advance permission must be received from the appropriate school Director. The maintenance staff will be available to assist. Outdoor signs and posters are not to be displayed without approval from the Director of Facilities. There are restrictions as to content, size, number, and duration of display.

Dining Room

The Dining Room strives to offer a menu that is not only well balanced and nutritious, but is also sensitive to the many desires of students, faculty, and parents. A hot lunch or a salad bar offering gives the students a variety of nutritious choices. When a student has been placed on a special diet by a physician, every effort is made to accommodate that student's needs.

Good manners will always be expected. Each lunch group is responsible for leaving its section of the dining room clean and ready for the next group. After turning in their lunch trays, Lower School and Middle School students may not leave the Dining Room until the teacher on duty dismisses them.

Items from Home/Selling Goods

Items from home which create a nuisance or an undue distraction at school, such as radios/CD players, Frisbees, water pistols, skateboards, and the like are not permitted at school. Any such items will be collected and will be returned only to the student's parents. Students who have questions about whether certain personal items will be permitted on campus are to contact the Director's office for clarification before bringing questionable or expensive items onto the campus. All items from home should be

clearly marked with the student's name. **Students should not bring large sums of money or valuable items to school. The school cannot assume responsibility for such items if they are brought to school.** Furthermore, all other valuable personal items, when not in the student's possession, should either be locked in the student's school locker or stored in a classroom.

Non-Forsyth Country Day School organized fundraising activities such as church fundraisers, Little League candy bars, etc., are not permitted on campus.

If a student wishes to bring a pet to school, the parents should contact the teacher in advance to schedule a convenient time. Poisonous plants, animals, or materials are not to be brought to school. All items from home should be marked clearly with the child's name.

DISCIPLINE RESPONSES

Daily Infractions – Lower School

If a student does not adhere to the daily expectations of the Lower School, a disciplinary process is implemented by the classroom teacher, the Lower School Director, or the Headmaster. Students who choose to violate Lower School rules may be subject to loss of privileges including field trips, restrictions, in-school suspension, and/or disciplinary warning or probation. Those who damage the property of others or the school will be required to make restitution in addition to any other penalties.

The Lower School disciplinary process occurs in the following manner. The classroom teacher will work diligently with the student having difficulties. The teacher then will contact the parents, seeking a joint effort to solve the problem. In addition, other faculty members may be asked to assist in the process. If the student continues to behave disruptively or harmfully in the classroom, the Lower School Director or designee will become involved in the process.

Daily Infractions – Middle & Upper School

FCDS prides itself in providing a warm and supportive community. Students, however, sometimes misstep and need to be held accountable for their actions. Accordingly, minor infractions of schools rules, such as dress code violations, use of inappropriate language, gum chewing, tardies, unexcused absences from morning meeting, and eating outside the Dining Room etc., may result in earning a suspension of privileges or a “point.” Any faculty member (JrPK-12) can give points to a student who is in violation of the rules. Students who earn a point must be notified by the faculty member in person and, if possible, by e-mail. If a student feels as though he or she has received a point unjustly, he or she may ask a Middle or Upper School administrator to intercede, depending on the division in question. *Parents and students can look up points they have earned on NetForsyth as the need arises.*

If, in the judgment of the school, a student is inappropriately dressed or is out of dress code at any time during the day, he or she will be given a point and asked to correct their dress. If the student does not have an appropriate garment available, he or she will be sent to the Fury Ltd. campus store to purchase one.

In the **Upper School**, a student will be subject to an in-school suspension after accumulating **five (5)** points (in total, for the year). At **seven (7)** points, a student will serve an out-of school suspension, and at **nine (9)** points a student will be subject to dismissal from the school. As is the case with all suspensions, a suspension for violation of the school's daily behavioral expectations will remain a part of a student's school record, except as noted below.

Because the school is committed to allowing students some opportunity for grace, once a student reaches either four or six points, he or she may elect to work off one point. Work detail will take place in the mornings from 7:00 a.m. to 8:00 a.m.; a student is required to work for one week to erase the point. No more than one point may be worked off in each semester, and once a student reaches any level of accountability (i.e. five or seven points) the points total cannot be lowered beneath that level of

accountability. To encourage a change in habitual behavior, once a student has received five points and received an in-school suspension, provided that the student does not subsequently reach seven points, the in-school suspension will be expunged from the student's permanent record at the end of the year (Any other suspension of any kind will not be expunged). If a student reaches seven points or beyond, the in-school and out-of-school suspensions will become permanent entries in the record.

In the **Middle School**, a disciplinary distinction is made between students in grades 5 - 6 and students in grades 7 - 8. A point will be earned when a student has received two disciplinary actions within any one month period during the year (for grades 5 & 6) and during one semester (for grades 7 & 8).

With every **two points** earned, parents will be called and the student will report to school the following morning for a work detail. Work detail takes place at 7:15 a.m. and is done early so no other students witness the restitution being made. Students should report to the Middle School office for guidance on the chores for the morning. Students will be expected to complete various tasks: washing windows, cleaning desks, scraping gum from desks, etc. If a student gains another **two points for a total of four** over the semester, he/she will report for Saturday work detail. This work detail will take place from 9:00 a.m. to noon on the Saturday scheduled.

Hopefully, each student will make the necessary corrections to the disciplinary code. However, after a student has accumulated **five (5)** points, he/she will serve one in-school suspension. After the in-school suspension has been served, the student and his/her parents will meet with the Middle School Director to re-evaluate the student's placement at school and the student may be placed on a behavioral contract. Students must serve a suspension on the assigned day and will not be allowed to participate in any extracurricular activities on that day. This includes, but is not limited to, sports practices and/or games. Students who have repeatedly violated the discipline policy by receiving more than one in-school suspension may not be permitted to attend special class functions and/or trips.

Please Note: The Middle School Director or other Middle School administrators may accelerate these schedules based on prior actions and/or the severity of the offenses.

Disciplinary Probation

Students may be placed on disciplinary probation for a specified period of time for any of the offenses previously mentioned. Probation means that any subsequent significant disciplinary transgression is likely to result in dismissal or expulsion. Probationary status may also jeopardize the student's right to participate in or attend school activities.

SUSPENSION

Lower School

In rare cases, a student may serve an in-school suspension as a consequence for unacceptable and/or irresponsible behavior as determined by the Lower School Director. During such a suspension, the student will be given ample work to fill the day and may be given additional work related to his/her offense. Parents will be consulted before any such punishment is assigned, and a parent conference with the Director and teacher will be required prior to the student's re-entry to class.

Middle and Upper School

Suspension is a separation from the school community imposed for a significant violation of school rules. Serious discipline infractions, repeated violations of the behavioral guidelines, or any behavior deemed detrimental to the school may result in the student's serving a suspension. A student who is suspended from school may not attend classes or participate in any other school-related activity on the day or days the suspension is enforced. The length of the suspension will be determined by the severity of the violation and by the number of violations incurred. Parents will always be notified of a suspension. A record of suspension becomes part of a student's permanent file.

Upper School students should be aware that as a member of the National Association of College Admissions Counselors (NACAC), Forsyth Country Day School supports the NACAC "Statement of Principles and Good Practice." Therefore, the Director of College Counseling will insist that students truthfully and accurately answer questions posed by certain colleges regarding suspensions, dismissals, expulsions, and disciplinary violations in our Upper School. When asked, the college counselor also will provide information about such incidents.

A suspension does not carry a specific academic penalty for offenses that are non-academic in nature, although students are expected to make up any work missed while they were suspended on the day they return to school. A student may be penalized by receiving no credit for work that is not made up on the day of return.

Offenses that are academic in nature, such as plagiarism or cheating, may carry the additional academic penalty of a grade of zero on the work involved. A suspension may prevent a student from running for a school office or may result in a student being removed from a position of leadership or honor.

In-School Suspension

A student serving an in-school suspension will report to the appropriate school office at 8:15 a.m. The student, under the supervision of an administrator, will be assigned to an isolated area of the school to work on assignments throughout the school day. These may include schoolwork, scheduled tests, or physical labor out-of-doors. In-school suspension ends at the conclusion of the academic day. During Classroom Tutorial, the student is responsible for gathering the assignments missed during the day and for completing the work before returning to school the next day. On the day(s) of an in-school suspension, a student is not allowed to participate in any school-sponsored activity on or off campus, including but not limited to musical/dramatic performances and rehearsals, athletic games and practices, and school-sponsored social activities such as dances. A parent may be asked to meet with the appropriate school Director to reinstate the student the morning after an in-school suspension.

Out-of-School Suspension

An out-of-school suspension is more serious than an in-school suspension. During an out-of-school suspension, a student is not allowed to participate in or attend any school-sponsored activity on or off campus, including but not limited to musical/dramatic performances and rehearsals, athletic games and practices, and school sponsored social activities such as dances. A parent may be asked to meet with the appropriate school Director to reinstate the student the morning after an out-of-school suspension.

DISMISSAL AND EXPULSION

Students may be dismissed or expelled for conduct including, but not limited to: breaches of the Honor Code, violation of a probationary status, or any other serious behavioral incident deemed to be detrimental to the school. Students will be dismissed or expelled for the possession or use of alcoholic beverages or drugs on campus or at school-sponsored activities. Again, the final decision in all cases rests with the Headmaster and Division Director, in consultation with any others whose insight is requested for a particular case. The school will notify parents as soon as possible about the incident and the specific process being used to deal with the situation. Additionally, in cases involving dismissal or expulsion, the school counselor will contact the involved parties and offer continued support to students and families.

The Board of Trustees does not involve itself with disciplinary matters and directs that any appeal or request for consideration be made directly to the Headmaster or the specific division director.

A dismissed student may be permitted to apply for readmission for the following year. Expulsion is a far more serious consequence, and an expelled student may or may not be permitted to apply for readmission at some subsequent date, depending on the transgression.

PART 17: ACADEMICS

LOWER SCHOOL GRADING

Grades in the Lower School are based on an integrated evaluation of class work, effort, work habits, written assignments, oral participation, tests, and quizzes. Grades also are assigned for conduct, citizenship, and performance in special areas, such as science, foreign language, art, music, physical education, and technology. The fourth grade uses the same grading scale as the Middle School.

MIDDLE AND UPPER SCHOOL GRADING

Grading Scale

Grade Range	Quality of Achievement	Grading Scale	
		Score Range	Grade
A	Excellent - represents work of outstanding quality	97-100	A+
		93-96	A
		90-92	A-
B	Good - represents work of above-average achievement	87-89	B+
		83-86	B
		80-82	B-
C	Satisfactory - represents work indicative of competent achievement	77-79	C+
		73-76	C
		70-72	C-
D	Passing - represents work meeting minimal standards	67-69	D+
		63-66	D
		60-62	D-
F	Unsatisfactory - represents work failing to meet minimal standards	59- Under	F

Grades in Upper School AP classes are weighted 10 points and grades in foreign language levels IV and V, advanced physics, and honors courses are weighted five points for calculating grade point average and honor rolls. Transcript grades are not weighted.

ACADEMIC PROBATION

A student *may* be placed on academic probation for any of the following reasons:

1. A student does not meet the teacher's expectations in effort, preparation, or participation.
2. A student has a grade point average of 69 (D+) or lower for the previous quarter.
3. A student receives a D as a quarter grade in an academic area.
4. A student's performance significantly declines in an academic area.

Students in the Middle School and below and students under JAC supervision may receive more leniency than Upper School students. When a student is placed on academic probation, his/her parents will be notified, and a conference with the Director, academic teacher/homeroom advisor, parents, and student will be scheduled. At that time, goals will be set and strategies discussed to assist with the student's progress. If there is no improvement and the student cannot meet the academic requirements at FCDS, a change of school may be required.

REPORTING

Lower School

In Pre-K - Grade 3, written grade reports are prepared two times during the school year, in January and June, and these include narrative comments. In Grade 4, written grade reports are sent home four times a year following each nine-week grading period. Lower School parents are asked to come to school for conferences in the fall and spring to discuss their child's progress. In addition to scheduled conferences, parents are encouraged to contact teachers for additional conferences if needed.

Middle School

The school year is divided into four grading periods, and report cards are sent home following each of these. Written comments accompany all of these. Throughout the year, unsatisfactory performances (below a D in any subject) are communicated to parents by phone or interim report by the teacher or Director. All new students receive interim reports during the first quarter. Parent conferences are scheduled two times a year, but parents are encouraged to contact teachers for additional conferences if needed.

Upper School

The school year is divided into two terms with each term consisting of two nine-week grading periods. Approximately halfway through each quarter, interim reports are sent home for all students who have below a C average in any class. In addition, at the first quarter, interim reports are sent home to all new students. Teachers send grades and comments home on all students at the end of each quarter. Parent conferences are held at the end of the first and third quarters.

HOMEWORK

Assignments are designed to be meaningful, consistent, and of a reasonable and age-appropriate length. Students should have a quiet, well-lighted place to study. Parents may sometimes be asked to help with drill, but should never supply answers. Mistakes in homework illustrate a need for review in class or Classroom Tutorial; parents' correcting mistakes at home disguises this need.

Lower School

In addition to assigned homework, all Lower School students should plan for at least 20 minutes of pleasure or “take home” reading each night. General guidelines for homework times in addition to pleasure reading are: Grade 1: 10 minutes, Grades 2-4: 20-40 minutes. Weekend homework will be make-up work, if needed, and/or project work that has been communicated well in advance.

Middle School

Students in Grades 5 and 6 should plan to spend approximately 1 1/2 hours on homework each night. Students in Grades 7-8 should spend 1 1/2 -2 hours and anticipate homework on the weekend.

Upper School

Students should expect to spend an average of 2 1/2 to 3 hours on homework each evening.

SUMMER READING

Reading is a skill that requires practice; therefore, it is essential that students maintain acquired reading skills throughout the summer. Each division provides summer reading lists that contain suggested and/or required reading. The required reading is closely coordinated with the regular academic program. Students are expected to have read the required reading prior to the first day of school. At the beginning of the school year, students will discuss and write about summer reading selections in some of their classes. Forsyth Country Day School faculty and staff also participate in summer reading.

COURSE PLACEMENT POLICY

Forsyth Country Day School reserves the right to place students in an alternate course or courses when first-choice requests cannot be honored, or when the student's previous academic achievement and learning characteristics are not appropriate for the particular level of study. The school, based on the student's mastery of basic skills, previous achievement, and maturity, makes the final placement decision.

Upper School Academic Requirements for Graduation:

- 4 credits of English
- 4 credits of mathematics
- 3 credits of history (must be U.S. History and one must be Modern European/World History)
- 3 credits of lab science (one of each biology, chemistry, and physics)
- 3 credits of foreign language (of the same language while in Upper School)
- 2 credits of physical education
- 1 credit of elective
- 1 credit of fine arts (1/2 credit of art, 1/2 credit of music)
- Senior Internship
- 30 hours of community service, with at least 10 hours outside FCDS. (Students entering as juniors must complete 20 hours of service, with 10 outside FCDS; students entering as seniors must complete 10 hours, with 5 hours outside the school.)
- Signing and adhering to the Graduation Contract
- Payment of all financial obligations to FCDS

UPPER SCHOOL ACADEMIC POLICIES:

Summer Coursework

Summer school attendance at an institution other than Forsyth Country Day School must be approved in advance by the appropriate FCDS Director. The school will note the grade and course, but not consider it when computing GPA and class rank. The course may be considered for strengthening skills or accelerated placement. In addition, please see page 18 regarding summer coursework completed through the JAC.

Incomplete Grades

A grade of Incomplete (I) must be changed within 15 school days of the reporting date, or it will become an F unless the classroom teacher makes a written request for continuance. It is the responsibility of the student and parent to see that proper arrangements are made with the teacher for any extension.

Dropping/Adding a Course

Upper School students wishing to drop or add a course should discuss the proposed change with their advisor and parents; if the change is approved, a drop/add form may be requested in the Upper School Office. A course may be dropped during the first quarter of the class with permission of the student's teacher, advisor, parents, and the Upper School Director. A course dropped during this time will not appear on the student's transcript. Students are not permitted to drop a course after a quarter except in cases of significant medical and/or emotional conditions (and only with the written permission of the Upper School Director). A student who withdraws after the quarter deadline will have the following information recorded on the transcript: course title, date course was dropped, a grade of W/P if the student had a passing average or a W/F if the student had a failing average at the time of the withdrawal.

Advanced Placement

The Advanced Placement Program (AP) is a cooperative, educational endeavor of the College Entrance Examination Board with secondary schools and colleges across the country. Through the program, secondary school students can complete college-level courses and may receive credit for them from the colleges they plan to attend. The amount of credit offered to the student varies by college. Forsyth Country Day School offers, according to demand, AP courses in Art (Drawing, 2-D design, and 3-D design; rotates annually), Biology, Calculus (both AB and BC), Chemistry, Computer Science, English, French, Government (Comparative and U.S.), U.S. History, European History, Macroeconomics, Latin (Literature and Vergil; rotates annually), Photography, Physics, Spanish, and Statistics. Students in AP courses follow programs of study based on guidelines suggested by the College Board. In May, all AP students are required to take nationally administered tests. Families will be billed for the cost of these tests through the business office. Any student failing to take a required AP exam may have the AP designation and weighted GPA removed from his/her transcript. In early July, students receive notice of their scores.

Advanced Placement courses are designed to serve both talented and highly motivated students. Students interested in AP courses should discuss each course with the instructor and receive permission from the department head. Grades in relevant courses, test scores, and work ethic are considered. Students must submit writing samples in order to take English or history offerings. A student's score on the College Board AP exam does not affect in any way his/her grade in the course.

Class Standing

Class standing and GPA are calculated at the conclusion of each academic year based on end-of-course grades in each course. For year-long courses, the final grade is used; for semester-long courses, the semester grade is used. Standing and GPA are weighted and computed cumulatively. All subjects for which students earn school credit, with the exception of ninth grade physical education, are included in these cumulative computations. FCDS reports these computations to colleges in general terms. While a student's specific numerical rank or standing is not reported to colleges, quintile reports and aggregate GPA distributions are provided to post-secondary institutions. Only courses completed at FCDS are included in such computations.

Accelerated Departure

In general, Forsyth Country Day School does not recommend accelerated departure from its Upper School program of study. In rare and special cases, however, with the approval of the Upper School Director and Headmaster, a student may leave FCDS after the junior year and be eligible to receive a Forsyth Country Day School diploma. Acceptable arrangements must be made to satisfy the school's graduation requirements prior to the awarding of the diploma. Any request for special graduation arrangements needs to be submitted to the Upper School Director no later than the beginning of the student's junior year.

Special Testing Issues

Students who qualify for extended testing time are responsible for making arrangements through the Johnson Academic Center. To qualify for this service, a student must have had a full battery of diagnostic educational testing administered by a licensed psychologist within the last three years. In order to take the extended time SAT/ACT, a student must have the above testing on file and must be using the extended time accommodation at school. The student is responsible for applying for the extended time SAT/ACT through the Director of College Counseling.

Test Days

In English and math classes, major tests are given on even days of the month. In history and science classes, major tests are given on odd days of the month. Foreign language and fine arts classes may have tests any day. Quizzes may be given at any time.

Final Examinations

Final exams lasting 1 1/2 to two hours are required of all Upper School students at the end of each semester. Final exams count for 20 percent of the semester average. Seniors may be granted an exemption from final exams at the end of the second semester if they have an average of a B- or better in each quarter. There are no exam exemptions for students in Grades 9-11. Any deviation from the exam schedule must be approved in advance by the Upper School Director.

PART 18: SENIOR INTERNSHIP, SCHOOL-WIDE HONORS, EXAMS, AND GRADUATION

THE SENIOR INTERNSHIP

The Senior Internship Program is a three-week program required for graduation. The internship has been designed to afford our seniors the opportunity to complement excellent classroom instruction with an experience in a daily professional setting. Students design projects which allow them to experience the day-to-day activities of professional people working in areas they may wish to pursue in later years, or merely find intriguing. It is the senior's responsibility to identify and secure companies and mentors willing to participate in this program. An internship committee has been established to help provide contact names and numbers upon request. Typically, internships involve fields such as law, medicine, architecture, law enforcement, teaching, advertising, radio and television, interior decorating, government, and social service. Seniors are supervised in projects by both on-campus supervisors and off-campus mentors.

GRADUATION HONORS DETERMINATION

Cumulative averages will be used to determine honor graduates and valedictorian. Only students who have attended Forsyth Country Day School for two or more years are eligible to be valedictorian.

GRADUATING SENIORS

Seniors who take part in graduation must be in good standing and have fulfilled all of the requirements for graduation from Forsyth Country Day School. Seniors who have insufficient credits at the end of the spring semester or have failed to complete their community service hours, physical education requirement, Graduation Contract, or senior internship will not participate in the graduation ceremony. Additionally, failure to meet the expectations of responsibility and decorum for all end-of-year events as stated in the Graduation Contract may result in the withholding/revocation of a student's diploma and/or the withholding of his or her final transcript. Diplomas will be awarded when graduation requirements have been fulfilled.

ACADEMIC RECOGNITION

Middle School

The Middle School Honor Roll is determined at the end of first semester and again at the end of the year. Students qualify for the Honor Roll if their overall quarterly and/or year-end averages are A- (90 percent) or above with no single grade lower than a B (83 percent). Other than Technology, "specials" classes are not factored into overall averages for purposes of determining the Honor Roll.

National Junior Honor Society

The National Junior Honor Society is an elite group of students who must meet and maintain high academic and personal standards. Selection for membership is conducted by a Faculty Council and is based on outstanding scholarship, leadership, service, character, and citizenship. Once selected, members have the responsibility to continue to demonstrate these qualities.

Prospective members must achieve a minimum 90 cumulative average with no yearly average below an 83 in the core subjects of English, math, science, history, and foreign language for the fifth, sixth, and seventh grades. Because foreign language classes do not meet each day in the fifth and sixth grades, foreign language will not be used in calculating averages for those grades. For the seventh grade, the first three quarters will be used as the year average. The NJHS faculty council will have final

determination concerning any questions regarding these scholarship requirements. Prospective members must have attended FCDS for at least one full semester before being eligible for induction. The only exceptions are students who have transferred from another school in which they already were members. If it is verified that students left in good standing, they may be eligible immediately.

Per the requirements of the Society, any serious disciplinary offense contrary to the school rules (including suspension for any reason) or any violation of civil laws precludes admission for that academic year. Failure to maintain standards of admission for scholarship, leadership, service, or character may result in removal from the Society. The NJHS Advisor maintains a detailed set of By-Laws governing the activities of the FCDS NJHS Chapter. During a student's eighth grade year, grades will be recalculated at the end of the third quarter so new students to FCDS or students who have achieved the necessary grade point average to be inducted will receive their recognition. Students must meet the necessary requirements outlined here.

Upper School

A student's grade point average (GPA) is computed by assigning a numerical equivalent on a 12-point scale. In calculating a student's cumulative grade point average, all regular academic courses and fine arts courses will count at face value.

ACADEMIC AWARDS AND DESIGNATIONS IN THE UPPER SCHOOL

Forsyth Scholars

Students who have earned at least an 11.0 (on a 12-point scale) for the year are designated Forsyth Scholars.

High Honors

Students who have earned at least a 10.0 (on a 12-point scale) are listed as High Honor Roll students.

Honors

Students who have earned at least a 9.0 (on a 12-point scale) are listed as Honor Roll students.

Cum Laude Society

Each fall, seniors possessing the strongest academic records are inducted into the Cum Laude Society, the independent school equivalent of Phi Beta Kappa. To be eligible for this honor, a student must have completed two or more semesters at FCDS *and* must have attended FCDS for his/her junior year.

National Honor Society

Per NHS mandate, the FCDS NHS Faculty Council considers juniors and seniors with evidence of outstanding **scholarship, demonstrated leadership, community and school service, and good character for membership in the Society**. The Faculty Council requires a cumulative grade point average of 9.0 and above (12-point scale) based on ninth, tenth, eleventh, and twelfth (when applicable) grade years to meet the scholarship requirement for consideration. Grade point averages are first calculated for NHS at the end of the first semester in the junior year. GPA-eligible students seeking consideration must complete—by the publicized deadline—an information form on which they document their co-curricular activities, leadership positions, community activities, employment experience, recognition, and awards. The cumulative grade point average used is a weighted, non-rounded average incorporating only grades earned while enrolled at FCDS. Additionally, the Faculty Council will consider only students enrolled at FCDS for at least one full semester. Election of candidates is by majority vote of the Faculty Council of the National Honor Society. Any student who is academically eligible and completes the information form but is not selected for NHS has **one**

additional opportunity to submit materials to the selection committee. Students not selected for NHS and who maintain their academic eligibility may submit additional material anytime after July 1 and prior to March 1.

Per the requirements of the Society, any serious disciplinary offense contrary to the school rules (including suspension for any reason) or any violation of civil laws precludes admission for that academic year. Failure to maintain standards of admission for scholarship, leadership, service, or character may result in probation and/or removal from the Society. For additional NHS information, please visit www.fcds.org/academic/upper/nhs.asp.

Mu Alpha Theta

To be considered for Mu Alpha Theta, a student must have completed four semesters of college preparatory mathematics and be enrolled in a course beyond Algebra II. To be inducted into Mu Alpha Theta, the student must achieve an A- in a regular course or a B+ in an Honors course or Advanced Placement course for four consecutive semesters. This average must be maintained to remain a member of Mu Alpha Theta beyond the year of induction. Members are also required to complete five hours of math tutoring in the first three quarters of the school year.

Science National Honor Society

In order to be eligible, a member must be in the last two years of secondary education with a B+ or better unweighted grade average. A junior must have completed at least one honors class in Biology, Chemistry, or Physics prior to the junior year with a B+ or better unweighted grade average and be enrolled in Advanced Placement Biology, Chemistry, or Physics at Forsyth Country Day school during the junior year with a B+ or better unweighted grade average. A senior must have completed at least one honors class in Biology, Chemistry, or Physics prior to the senior year with a B+ or better unweighted grade average and be enrolled in Advanced Placement Biology, Chemistry, or Physics at Forsyth Country Day School during the senior year with a B+ or better unweighted grade average. A member must maintain a B+ or better unweighted average across all courses. A member may be dismissed for Honor Code violation, violation of school rules, or failure to maintain a B+ average across all courses.

Foreign Language Honor Societies

To be eligible for membership in a foreign language honor society, a student must have a cumulative average in the language of A- or better for three consecutive semesters prior to induction. The candidate must also have an average of A- or better during the semester of induction and, to ensure continued membership, must maintain at least an A- average. Students in an AP or honors-level course must have and maintain a B+ average or better. Students must be in the tenth, eleventh, or twelfth grade and be actively involved in the study of their respective languages. Transfer students must have completed one semester at FCDS.

National Art Honor Society

Membership in this chapter shall be based upon art scholarship, service, and character. To be eligible, the candidate must have been in attendance for a period equivalent to one semester in art at Forsyth Country Day School. Candidates eligible for selection to this chapter must be Upper School students (sophomore, junior, and senior students only) and have a minimum art grade point average of B+ in an honors or AP class or A- in a regular class. In addition they must have and maintain a B- cumulative average in all other subjects. Members may remain active during such time when there is no art on their class schedule.

To remain a member in good standing when an art class is not elected, a member must complete the following requirements:

- Complete 10 service hours in the visual arts each year.

- The Forsyth Country Day School Chapter will collect \$12.00 per year in annual dues from each member.
- Attendance is required at the bi-weekly meetings to maintain membership and privileges.
- For the NAHS officers, attendance is also required at any executive meetings called outside of the regularly scheduled meetings.
- To graduate with a NAHS cord at graduation, a member must remain in good standing until the graduation date.

Junior Marshals

Juniors ranking in the top 20 percent of the class are invited to serve as Junior Marshals and assist with graduation ceremonies. Only students who have attended FCDS as both sophomores and juniors are eligible. In exceptional situations, the Upper School Director (at his/her discretion) may review cases and have additional latitude regarding attendance and eligibility.

Departmental Awards

Each department may give academic awards at the Awards Assembly in May.

AWARDS GIVEN AT GRADUATION

Hagerman Award

The Hagerman Award is presented annually to that senior who best exemplifies the characteristics of citizenship and service to the school and community.

Pattie Williams Stoltz Director's Award

The Pattie Williams Stoltz Director's Award is presented annually to that senior who has exhibited marked academic improvement and whose actions reflect an appreciation of the ideals of freedom and responsibility in his or her personal growth as demonstrated in the distinguished work of Pattie Williams Stoltz, longtime Director of Upper School.

Carolyn P. Spencer Faculty Award

The Carolyn P. Spencer Award is presented annually to that senior who by academic and personal excellence has best demonstrated a full appreciation of the opportunities offered by Forsyth Country Day School and whose actions reflect love of learning, thirst for knowledge, and positive spirit as demonstrated in the distinguished work of Carolyn P. Spencer, longtime faculty member and friend.

Founders' Award

The Founders' Award is presented annually to that senior who has the highest weighted grade point average after completion of the senior year. To be eligible, a student must have attended FCDS for two or more years.

PART 19: FINE ARTS AND PHYSICAL EDUCATION

FINE ARTS

Fine Arts Mission Statement

“Arts education is an essential component of each student’s education. The goals for *every* FCDS student include an active engagement and immersion in the arts in order to nurture a lifelong pursuit of creativity and cultural appreciation for the advancement of the total individual” The goals of the Fine Arts are to:

- Foster the desire to be creative and problem-solve in global circumstances
- Teach how the arts impact daily life and culture
- Provide communication across cultures
- Promote self-expression and confidence
 - Create confidence to critique and self-assess one’s work
- Engage in community participation
- Collaborate through groups and relationships with others
- Foster team-building and group participation through positive working relationships

At FCDS, the arts have a significant impact in the academic setting by offering a comprehensive and sequential education in the arts that teaches a unique means of communication, the historical components of civilization, and provides a unique form of knowledge. Our arts instructors are committed to reflect these beliefs through written curriculum that reflects opportunities for self-expression and an appreciation of the local and global communities in ways that are more universal and more intensely personal than any other kind of human communication. The arts are an indispensable tool necessary for nurturing creative minds and therefore are available to all children at every grade level. In fact, every division at FCDS can boast of award-winning programs through the arts. We provide students with opportunities to experience the visual arts, chorus, instrumental music (to include band and orchestra at the middle and upper school level), dramatic arts, musicals, and movement. Students in Upper School can further specialize in the arts through more intensive and advanced level elective classes in visual arts, chorus, orchestra, band, creative writing, and dramatic arts. FCDS also houses a *Community School of the Arts*, which conveniently offers a wide array of arts instruction to our own students as well as the general public. Course offerings include private and group lessons in music, visual arts, drama, dance, and martial arts.

Lower School

Children experience music and art instruction as part of the curriculum beginning in Junior Pre-K. Singing, playing instruments, acting, painting, and modeling with clay are only a few of the many activities that allow students to develop. Private and group lessons in the arts are further available through the *Community School of the Arts*.

Middle School

Students in the Middle School will have many new opportunities to explore fine arts. Beginning in the fifth grade, students have the option to participate in band or orchestra. Visual arts, chorus, general

music, a theatrical production, and a musical production remain a part of the overall core curriculum. Private and group lessons in the arts are further available through the *Community School of the Arts*.

Upper School

Students in the upper school program must complete a half credit of the Visual Art Foundations course and a half credit of General Music, Concert Choir, Orchestra, or Band prior to graduation. While students are encouraged to complete this requirement in the ninth grade year, the classes are open to all students in grades 9-12. Sophomores, juniors, and seniors may also choose additional electives ranging from semester classes to AP in music, art, photography, and dramatic arts. A fall drama and a spring musical theater production are also offered after school for further arts enrichment. Students of fine arts at the Upper School level have won countless regional and national awards and have had the opportunity to attend the prestigious Governor's School summer course of study. Every fine arts instructor works with students to find additional extra-curricular activities in the arts through a variety of local, regional, and global courses of study. Private and group lessons in the arts are further available through the *Community School of the Arts*.

Giving or Donating to the Fine Arts Department

At FCDS, we are fortunate to have very generous families who wish to donate to the arts from time to time. All giving should be coordinated through the development office where donors can request to designate money specifically to the Fine Arts Council. All monies donated to the Fine Arts Council directly benefit our teachers as they continue to build our award-winning programs. In the past, arts supporters have purchased much-needed special materials for department use including art display systems, digital cameras, a marker board specific for choral classes, a potter's wheel, recording equipment, instruments, art embossing tools, banners, music tools, costume storage, shrink wrap machinery, photographic lenses, written music, etc. The Fine Arts Department is appreciative of any gift!

PHYSICAL EDUCATION

Physical education is a part of the curriculum for Forsyth Country Day School students in all divisions. The purpose of the physical education program is to convey the importance of physical activity as a daily need for each individual's health and well-being. A sequential curriculum by grade level includes movement education, individual and team sport fundamentals, and lifetime fitness skills. Middle School and Upper School students are required to purchase a physical education uniform from the Fury Ltd. Upper School students are required to complete two units of physical education.

Students who are participating on an interscholastic athletic team are also expected to participate actively in the requirements of their physical education class. If the physical education teacher or coach has questions or concerns about a student's lack of consistent participation, the family will receive a phone call. Our desire is to encourage and educate students about the importance of physical activity as well as the need for commitment.

Lower School

The physical education program begins in Junior Pre-K and is designed to help children direct their energy toward becoming confident with movement and coordination activities. The curriculum includes movement concepts, fundamental locomotor, nonlocomotor, and manipulative skills, as well as specialized sports skills.

Middle School

The Middle School physical education program continues to develop the skills required for individual and team sports. Lifetime sports such as golf and tennis are also introduced with an added emphasis on individual fitness. In seventh grade, the students begin a course of study in health education. The curriculum for the seventh grade includes Understanding Nutrition, Tobacco, and Growth and Development. The eighth grade Health curriculum includes Alcohol, Sexually Transmitted Diseases/AIDS, and Psychoactive Drugs and Steroids.

If a student cannot participate in a physical education class due to an illness or injury, the department follows the policy outlined below:

- **Short term illness/injury (1-3 days):** A student must have a note from a parent excusing him/her from physically participating in class. The student is still required to dress and observe class in order not to miss the material. However, if the class is held outside and the weather is inclement, the student is to report to the Middle School office for quiet study.
- **Long term illness/injury (more than 3 days):** If a student misses more than three days of P.E. class, he/she will need a doctor's note. The student is still expected to dress and attend class as an active observer. If more than 20 classes are missed, the student will receive an Incomplete for that quarter. The student will make up the incomplete grade by presenting an interactive project based on the material that he/she missed. The physical education teacher will oversee the project.

Upper School

Students in ninth grade are required to take a one-semester course. The course includes a quarter of physical education and a quarter of health education. In the physical education curriculum, knowledge of rules, skill acquisition, and game experiences are stressed in individual, dual, and team activities. There is a continued emphasis on fitness activities and lifetime/leisure time activities. The health education curriculum includes: CPR certification by the American Red Cross, Basic First Aid, Kinesiology and Common Athletic Injuries, Student Health Projects, and short health seminars conducted by the Upper School Guidance Counselor. The seminars may include, but are not limited to: 1) stress management, 2) healthy relationships, 3) eating disorders, 4) alcohol and drug addiction, 5) family roles and responsibilities, and 6) depression/teen suicide.

After the ninth grade semester course, the students need to acquire an additional one and a half P.E. credits for graduation. Those credits can be earned in the following manner: 1) playing a Junior Varsity or Varsity sport, 2) acting as a team manager, scorekeeper, statistician, or videographer, 3) acting as a P.E. assistant, or 4) participating in an off-campus activity that is pre-approved by the P.E. chair. In order to receive approval for an off-campus activity, the student must meet with the P.E. chair and submit documentation verifying the activity. This documentation should include a description of the physical activity along with the dates and times that the activity occurred. The total number of hours spent in the activity should be included and the documentation must be signed by the supervising instructor, coach, or trainer. Thirty hours of participation is equal to one-third of a P.E. credit. In order to promote lifetime physical activity, a variety of options for off-campus physical activity are available. Options may include, but are not limited to: ballet, golf, horseback riding, karate, tennis, lifesaving, WSI, club soccer, and tae kwon do.

If a student cannot participate in a physical education class due to an illness or injury, the department follows the policy outlined below:

- **Short term illness/injury (1-3 days):** A student must have a note from a parent excusing him/her from physically participating in class. The student is still required to dress and observe class in order not to miss the material. However, if the class is held outside and the weather is inclement, the student is to report to the Middle School office for quiet study.

- **Long term illness/injury (more than 3 days):** If a student misses more than three days of P.E. class, he/she will need a doctor's note. The student is still expected to dress and attend class as an active observer. If more than 20 classes are missed, the student will receive an Incomplete for that quarter. The student will make up the incomplete grade by presenting an interactive project based on the material that he/she missed. The physical education teacher will oversee the project.

PART 20: STUDENT ACTIVITIES

Forsyth Country Day School provides a wide variety of co-curricular activities for students at all levels that encourage students to grow and develop both inside and outside the classroom.

Please note: there are numerous on-campus activities available to our families that may have no formal connection to FCDS other than both their suitability and convenience for our community (examples include Chess Club, Robotics Club, Scouts, etc...). It is the school's requirement that any internal or external group/club that meets on the FCDS campus may not exclude any FCDS student from participation as a result of performance-based, academic, or other criteria unless approved in advance by the respective Division Director of the age group in question.

LOWER SCHOOL

Lower School students experience a wide variety of activities that are related to the curriculum. The Storytelling Festival, Math Fair, field trips, the Pre-K/Kindergarten Musical, Colonial Day, State Fair, the Fourth Grade Musical Performance, and May Day/Field Day are examples of activities our students enjoy annually.

MIDDLE SCHOOL

The Middle School's variety of curricular and co-curricular opportunities encourages students to try something new and to become involved outside of the classroom. Membership is voluntary, and opportunities are provided for students to join different organizations during the year. Activities include student government, a literary magazine, community service projects, the Middle School newspaper, a newsletter, and some JV or varsity athletic teams.

Activities

- Eighth Grade Girls' Service Club
- Student Government
- Odyssey of the Mind
- Orchestra
- Chorus
- Band
- Fall Musical
- Spring Drama

Middle School Student Government Association

The Middle School SGA consists of a President, Vice-President, Secretary, and Treasurer, as well as student representatives from each grade level (fifth through eighth). The faculty advisors include the Middle School Director as well as another member of the faculty. In order to run for office in the Student Government Association, a student must meet and maintain standards of leadership, scholarship, character, and service. Any student receiving one or more days of in-school school suspension or violating the Honor Code during the current academic year will not be eligible for a Student Government Association position. The Middle School Director and SGA advisors will screen the candidates.

Middle School Social Activities

When activities are open to guests, no guest may be older than the students in Grade 8 without expressed permission from the Middle School Director. Any student or organization requesting an activity or special event should first make an activity request to the Middle School Director for tentative approval of the date, time, and nature of the activity (homeroom parties, dances, etc.). Parents will always be notified of the beginning and ending time of social activities held on campus. Parents are requested to pick up students promptly at the close of such events.

UPPER SCHOOL

Early in the fall, faculty sponsors and students solicit interest and membership for a number of clubs and activities in the Upper School. These organizations meet during the daily activity period according to a schedule published monthly.

Clubs and activities are likely to appear or disappear as a result of student interest, faculty expertise, availability, and leadership. Some of the school activities are listed below:

AIDS Awareness Club	Junior/Senior Boys' Service Club
American Red Cross	Junior/Senior Girls' Service Club
Arts for Life	Latin Club
AUsome Club	Literary Magazine: Gleanings
Band	Lovecraft Consortium
Celebrate Diversity Club	Mock Trial
Children's Cancer Support Club	Mu Alpha Theta
Chorale	National Art Honor Society
Cum Laude Society	National Honor Society
Debate	Orchestra
Democratic Student Union	Republican Club
Drama	Running Club
Environment Club	SCAN
Fans Club	Student Government Association
French Club	Société Honoraire de Français
Freshman/Sophomore Boys' Service Club	Sociedad Honoraria Hispanica
Freshman/Sophomore Girls' Service Club	Spanish Club
Fury Filmmakers' Guild	Teacher Aides
Fury Writers' Roundtable	Wrestling Club
Habitat for Humanity Youth Build	Yearbook
Journalism: <i>Fury Flyer</i> and <i>The Word</i>	Youth and Government
Judicial Board	
Junior Classical League Latin Honor Society	

Numerous special programs, services, and trips are also available to Upper School students throughout the year. Each week brings events in athletics, the arts, and club and volunteer activities. Special periods in the calendar allow for annual all-school focus on such things as alumni and homecoming, alcohol and drug use and abuse issues, personal safety, and student health. Club and class "day trips" occur regularly.

FIELD TRIPS AND EXTENDED TRAVEL

Forsyth Country Day School encourages field trips for its students. The school views travel as an important component of the total school program. Field trips that are directly related to the instructional program are planned and conducted by the teachers with the approval of the appropriate Division Director. Parents who drive on field trips will take the students directly to their destination and then return them directly to school. No driver will be allowed to stop to "treat" the children, and a seat belt must be provided for each child.

Costs: Students may be assessed for transportation and other costs for field trips or extended travel.

Behavior of Students: It is understood that Forsyth Country Day School's standards of behavior are to be upheld by all trip participants.

Make-up Work: Absences for school field trips are excused. Make-up work will be handled as specified in this handbook.

PERMISSION FORMS

The enrollment or re-enrollment contract includes blanket permission for students to participate in school-sponsored field trips. The Upper School requires a signed permission form for a student driving a car or riding with a student driver to any off-campus, non-athletic, school-sponsored activity. These forms are available from the trip sponsor or the Division Director. These forms convey to parents the arrangements for the activity, including the means of transportation and purposes of the trip or activity. Any student whose comportment might create difficulty may be excluded from off-campus trips, including field trips, at the discretion of the Division Director in consultation with the faculty.

Lower School

Students in Kindergarten through Grade 4 experience age-appropriate class excursions throughout the academic year. Day trips in the Lower School include visits to Old Salem, the North Carolina Zoo in Asheboro, Tanglewood, the Native American Pow-Wow, Reed Gold Mine, Hiddenite, Raleigh, and other attractions. Notification of specific trips and details will be given to parents prior to each trip.

Middle School

Middle School trips are planned and scheduled by each grade-level team to supplement and reinforce course material. Day trips include visits to the Planetarium, Children's Theatre, Discovery Place, Chinqua Penn, the Asheboro Zoo, North Carolina Shakespeare Festival, and other attractions. Parents are asked to sign a permission card at the beginning of school for each student to have permission to ride in the school bus, school van, chartered bus, or car to attend school-related activities. Notification of specific trips and details will be given to parents prior to the trip.

Upper School

Teachers often plan field trips relating to specific curriculum areas. These trips are designed to supplement and reinforce topics discussed in the classroom. Notification of specific trips and details will be given to parents prior to the trip.

PART 21: ATHLETICS

THE FORSYTH COUNTRY DAY SCHOOL ATHLETIC DEPARTMENT SUPPORTS THE FOLLOWING TEAMS:

Fall

Girls' Cross Country / Boys' Cross Country / Girls' Field Hockey / Boys' Soccer / Girls' Tennis / Girls' Volleyball / Cheerleading / Boys' Football

Winter

Girls' Basketball / Boys' Basketball / Girls' Swimming / Boys' Swimming / Boys' Wrestling / Cheerleading

Spring

Boys' Baseball / Boys' Golf / Boys' Lacrosse / Girls' Soccer / Girls' Softball / Boys' Tennis / Girls' Track / Boys' Track

NCISAA MEMBERSHIP

Forsyth Country Day School is a member of the North Carolina Independent Schools Athletic Association (NCISAA). The NCISAA is a group of independent secondary schools sharing the belief that athletic interaction through statewide play-off activities should be a positive experience. The NCISAA endeavors to promote and administer a variety of educationally sound athletic programs leading to state championships. The NCISAA operates with the belief that the basic integrity of each member school is the most vital part of the organization. NCISAA member schools have a responsibility to treat officials, opposing teams, and their spectators with courtesy and respect. Schools should educate their supporters to cheer for their own teams and never to behave in ways that are disrespectful toward opposing players, coaches, or spectators.

PACIS MEMBERSHIP

Forsyth Country Day School competes in 20 varsity and JV sports within the Piedmont Athletic Conference of Independent Schools (PACIS), which also includes Greensboro Day School and Wesleyan Christian Academy. Athletic directors from member schools jointly determine conference policy concerning scheduling, state tournament representatives, participation guidelines, and many other issues important in the daily activities of our athletic programs.

ATHLETIC PHILOSOPHY

In helping each student at FCDS develop to his/her fullest potential, physical education and athletics provide valuable opportunities to gain specific physical and athletic skills, in addition to critical life skills relating to:

- Teamwork and cooperation
- Hard work, commitment, and self-discipline
- Commitment to excellence
- Respect for authority
- Developing positive social relationships
- Handling success and failure with positive attitudes
- Coping with disappointment and frustration
- Balancing academic, athletic, social, and family responsibilities
- Accepting personal responsibility for accomplishments and mistakes
- Setting realistic individual/group goals and priorities

Forsyth Country Day School offers students the opportunity to participate in a wide range of athletic programs. Over the years, we have found those students' recollections of their experiences on the athletic courts and fields of FCDS constitute some of their most cherished memories. We believe that:

- Daily, rigorous exercise promotes good health and healthy habits for the future.
- Students, whether competing individually or as members of a team, can enhance their sense of self-worth by their active participation in athletics.
- Athletic experiences should teach students the principles of good sportsmanship, both in athletics and in life.

SPORTSMANSHIP

Promoting and encouraging good sportsmanship by coaches, athletes, fans, and parents is very important to the FCDS athletic program. The school's administration, athletic department, and coaching staff are committed to encouraging an environment of enthusiasm and school spirit consistent with high standards of sportsmanship and respect for opposing teams and game officials. Taunting, negative cheering, or any verbal abuse by fans directed toward opponents or officials is incompatible with good sportsmanship and will not be tolerated. Athletic events are conducted to ensure that good sportsmanship prevails at all times, and every effort is made by administrators, coaches, athletes, and fans to promote a climate of wholesome competition. In addition, as a member of NCISAA and PACIS, athletics at FCDS are guided by the following ideals these associations have expressed:

Athletes:

- Play hard within the rules of the game.
- Win with humility, lose graciously, and congratulate opposing players and coaches.
- Respect officials and accept their decisions.
- Never attempt to injure an opponent.
- Remember that you represent your school, your coaches, and your families, as well as yourselves.
- Remain positive toward coaches and teammates.
- Respect the property and facilities at FCDS as well as the home of your opponents.

Spectators:

- Treat opposing players, coaches, and fans with respect and courtesy.
- Show restraint and respect when dealing with officials.
- Serve as positive role models for our students.

ATHLETIC PARTICIPATION POLICY

FCDS advocates participation, team building, sportsmanship, and skill development in the interscholastic athletic program – for Middle School, Junior Varsity, and Varsity teams.

The NCISAA and PACIS allow seventh and eighth graders to play on Junior Varsity and Varsity teams. In rare cases, certain FCDS seventh and eighth grade athletes may be ready for the challenge of Junior Varsity and Varsity athletics. In all cases, the goal is to make a decision with the best interest of the individual student or students in mind. In the event that a seventh or eighth grade student is considered for participation in Junior Varsity or Varsity athletics, the head coach will provide the name of the student to the Athletic Director or Associate Athletic Director. After a discussion with a representative of the Athletic administration, the coach will discuss the situation with the Middle School Director. If all involved agree that participation on a Junior Varsity or Varsity team is in student's best interest, the decision will go to the Headmaster for final approval or denial. If approved, the coach and Athletic Director will contact the parents of the student and discuss the issues involving the student playing on a Junior Varsity or Varsity team. Only with the full parental approval and support, including a signed

letter of understanding, will a seventh or eighth grader be permitted to participate in Junior Varsity or Varsity athletics, and then only with certain specific parameters:

1. The coach will maintain regular contact with the seventh/eighth grader's advisor and/or homeroom teacher to check on the student's academic standing.
2. Upper School coaches will plan, with the student's advisor, when the student may need "downtime." If necessary, coaches must allow the seventh/eighth grader the option of not traveling on occasion.
3. Care will be taken to assign a "big brother or sister" to ensure that the seventh/eighth grader is dealt with appropriately and that he/she makes a smooth transition to the Upper School team. Middle School students are often at different stages of physical development, exhibiting a variety of skill levels, and at different levels of social and emotional maturity. Middle School students will be placed on teams that are appropriate for their skill level, and, perhaps even more importantly, on teams that are appropriate for their social and emotional level. Students and parents must recognize that in general, Middle School students will be best served by being placed on Middle School teams. However, individual athletic ability and potential, emotional maturity, and the benefit to the athletic program are important in cases where a Middle School student is considered for placement on a Junior Varsity or Varsity team.

At the Middle School level, FCDS attempts to provide teams for all who wish to play. However, due to limitations in facilities, transportation, staffing, and access to proper competition and scheduling, additional teams cannot always be created to accommodate particularly large numbers. As a result, in some years, there may be Middle School students who will not be placed on a team. Teams are intended to be small enough so that each player gets significant practice and reasonable playing time, but large enough so that injuries and fatigue do not become an overwhelming problem. With respect to the issue of playing time, the goal is for each member of a Middle School team to receive reasonable playing time over the course of the season (but not necessarily in each and every game). The emphasis on Middle School teams is on personal development and skill development, while still attempting to remain competitive as a team. Players should recognize that the majority of skill development takes place in practice, where each player can get attention from the coach and be taught without the stress of competition or the clock.

TEAM SELECTION AND PLAYING TIME POLICIES

Participating in interscholastic athletics at FCDS is a privilege. **If any interscholastic team (Varsity, Junior Varsity, or Middle School) features 125 percent of a normal number of team members (i.e.: 12 is a normal number for basketball and *normal* will be defined by the athletic department) hoping to participate, the Athletic Department may work with the respective coach to establish a cut to an appropriate number of participants for the respective team.** Individual coaches may choose to have smaller or larger numbers on their teams based on their evaluation of the quality of the students who try out, what is in the best interest of all involved students, and after discussion with the Athletic Director. The suggested team sizes are intended to:

- Ensure that each student's experience on a team is a quality one
- Allow the coach to supervise properly and teach effectively all students on the team
- Make efficient use of the applicable FCDS sports facilities
- Help ensure the safety of all team members.

At all levels, it is the coach's responsibility to determine who will play and how much playing time each athlete receives. In practices for all teams, students will compete with one another for playing time and starting positions. Attendance, effort, attitude, commitment, dedication, preparation, and sportsmanship, along with athletic skill and talent, will influence placement and playing time on all teams. Open communication on a team among coaches, players, and parents can resolve most issues that might arise during the course of a season. If players or parents experience any significant issues that they feel are detrimental either to the team or to a student's individual development, they should first discuss their

concerns with the coach. If the parties are unable to reach a reasonable resolution, then the Athletic Director may become involved at the request of either the player/parents or the coach.

When games are not played due to inclement weather or other interruptions, every effort will be made to reschedule those games with preference being given to Varsity teams' schedules and conference games.

- a. Working with opponents' athletic departments to find suitable make-up dates may involve multiple games in some weeks and/or the movement of other regularly scheduled competitions.
- b. The athletic department may decide, after careful consideration, that some competitions must be cancelled rather than postponed.

PROGRAM EXPECTATIONS

In order for students to participate in interscholastic athletics at FCDS, certain rules and policies must be followed. It is the responsibility of every coach, athlete, and parent to know and understand these expectations. Although these expectations may vary somewhat from coach to coach and in different sports, FCDS has general expectations for all athletes at all levels. All FCDS coaches expect the following from their team members:

- Punctuality and preparedness for all practices and games
- Responsibility for academic work, particularly in cases where classes are missed due to game participation
- Dedication to their team and teammates
- Desire to improve skills and knowledge of their sport
- Self-discipline
- Willingness to work hard and be attentive during practices
- Responsibility to consistently represent FCDS in a dignified and positive way
- Sportsmanship before, during, and after games and practices.

ATHLETIC TRANSPORTATION

The transportation of students to athletic events is handled primarily through the Forsyth Country Day School transportation department which operates independently from, though closely with, the athletic department. When FCDS provides transportation (i.e. team bus, charter bus, or rental vehicle) students are required to travel to practices and games on the vehicle(s) provided unless one of the following scenarios applies:

- Students may return from an event with their parents, or with another parent, only after providing the head coach a note signed by a parent stating with whom that student is permitted to ride. Some coaches strongly encourage teams to remain together – to assist with team bonding – until returning to campus but coaches will use common sense with families who have particularly difficult travel requirements surrounding specific trips.
- Students may drive their own vehicles to and from practices and games only after providing the head coach a note signed by a parent stating that the student may drive his/her own vehicle. In this case, the student must travel alone and is not permitted to have any other student in the car at any time while traveling to or from a practice or game.
- Under no circumstances may team members ride to or from athletic events with student drivers when FCDS is providing transportation.

LOITERING

Each athlete is expected to use his/her time wisely by not loitering in hallways, in the parking lot, or in any other inappropriate location prior to or following practices and/or games. Specific locations inside the Childress Activities Center include, but are not limited to: the hallways outside the physical education offices, the wrestling room, and the hallways outside the wrestling room. Additionally, the hallways between the auditorium and Tierney Gymnasium are considered inappropriate locations for students to loiter.

FURY SPORT PACKS

Each athlete participating on an interscholastic team at FCDS may have the opportunity to purchase a Fury Sports Pack. In some cases, coaches may require the purchase of specific items. Fury Sports Packs include items such as warm-ups, practice gear, and other essentials. The cost of each version of a Fury Sports Pack is dependent upon its contents. All athletes' families will have the cost of the Fury Sport Pack billed to their account rather than paying via multiple checks for separate items throughout a season. Fury Sport Packs will feature high quality Champion products at a fraction of the retail cost.

FEES ASSOCIATED WITH ATHLETIC PARTICIPATION

Families are responsible for some fees which are necessary in order to provide the highest quality athletic experience possible for each athlete at FCDS. The athletic department limits these fees to the following and will only ask for payment on these three occasions throughout each season:

- Fury Sport Pack:billed to families' accounts during the season
- Team travel/hotel:billed to families' accounts after the conclusion of state play-offs
- Summer/specialty trips- *optional*:collected at various times depending on plans

GIVING OR DONATING TO THE ATHLETIC DEPARTMENT

At FCDS, we are fortunate to have very generous families who wish to donate to specific teams, or the Athletic Department as a whole, from time to time. Please coordinate all giving through the Athletic Director or Executive Director of the Fury Club to ensure proper use of the gift and recognition or tax benefits for the donor. Past examples of gifts from families include, apparel (i.e. T-shirts), team equipment (i.e. helmets), team uniforms, game operations equipment (i.e. public address equipment), and cash. We appreciate each and every gift!

FURY CLUB

The Fury Club works in conjunction with the athletic department to provide support for all athletic teams, coaches, and athletes in the following manner:

- a. Special project such as Weight Room Field House, renovation to baseball and softball fields and refurbishing of gymnasium floor
- b. Lower School, Middle School, and Upper School Spirit Nights
- c. Homecoming festivities
- d. Jr. Fury Clinics for grades Jr. Pre-K – 6
- e. Corporate Sponsorships
- f. FCDS Fall Golf Classic
- g. Sports Awards Night recognition of all varsity programs
- h. College Athletic scholarship recognition ceremonies
- i. Funding of Middle School uniforms and equipment
- j. Sports Information for local media
- k. Athletic Roster Cards

1. Co-Sponsor of Back- to-School Tailgate

The Fury Club offers different levels of membership and is a major source of funding in support of the entire FCDS athletic program.

ATHLETIC AWARDS/RECOGNITION

Individual and team accomplishments at the Middle School and Junior Varsity level are recognized by coaches, parents, and administrators at the conclusion of each sports season in a general assembly typically held within a week of the season's end.

The entire school community is encouraged to celebrate the end of FCDS athletics at the annual Sports Awards Night held prior to graduation each spring. Sports Awards Night is sponsored by the Fury Club. The Most Valuable Player on each varsity team is recognized, and five special student awards for Student Spirit, Male Sportsmanship, Female Sportsmanship, Outstanding Male Athlete, and Outstanding Female Athlete are also presented. In addition, the Fury Club bestows specially designed awards to each senior athlete/manager and all state champions receive a distinctive gift.

All athletes, coaches, and parents are encouraged to attend Sports Awards Night, as it is truly a celebration of all FCDS athletics.

FURIES ONLINE – USE OF WEB SITE

The Furies Web site (www.furiesonline.com) is an excellent source of information and should be used to find the following:

- Latest scores from the continuously updated ticker
- Latest information regarding postponed or cancelled games
- Headlines and stories regarding the latest contests
- Latest schedules (practice and games) for each team available as a master schedule which can be filtered for select teams
- Directions to opponent schools
- Contact information for the athletic department and/or specific coaches
- Many other special features.

ACADEMIC ELIGIBILITY

Students participating in interscholastic athletics must maintain satisfactory academic progress. Student-athletes are responsible for all work missed in class due to athletic commitments, including class notes, homework, tests, quizzes, and papers. It is the student's responsibility to inform teachers, with adequate notice, of athletic trips so that proper arrangements for completing all assignments can be made.

Coaches, student advisors, and faculty are encouraged to pay attention to athletes' grades and if any abnormality is noticed, please bring it to the attention of the athlete, parent, and Athletic Director immediately. In addition, as noted in the school's suspension policy, a student who is suspended from school may not attend classes or any other school activity (including team practices or games) on the day(s) the suspension is enforced.

BEHAVIORAL EXPECTATIONS

Athletes are reminded that they are bound by all school behavioral policies described in this handbook, including those specifically relating to the use and abuse of drugs and alcohol, as well as those forbidding hazing, fighting, and harassment. In addition to the specific scope of the school discipline, athletes may be subject to team discipline as determined by the coach, Athletic Director, and/or Division Head.

MEDICAL ELIGIBILITY AND ATHLETIC TRAINING

The health and safety of FCDS students participating in interscholastic athletics requires the cooperation of students, parents, and the athletic department. All students must have the approval of their parents or guardians before reporting to practices or games in any sport. They are required to have an athletic physical exam administered by a physician within the past year on file with the athletic department. Students in Middle and Upper School must ensure that they receive the necessary pre-participation form for this medical examination and the parental release statement (included as part of the pre-participation form), which includes student/family insurance information and emergency phone numbers. Athletes will not be permitted to practice or participate on interscholastic teams and/or club sports until all necessary forms, completed and signed, have been received by the athletic department.

The Forsyth Country Day School athletic department has worked to improve and expand the athletic training program to provide preventive measures, emergency care and first aid, and rehabilitation of athletic injuries. The school has a well-stocked athletic training room with two full-time licensed certified athletic trainers (LAT, ATC) at the disposal of all athletes. The ATCs work directly with athletes and coaches to provide rehabilitation and assistance to injured athletes. The ATCs keep all physical examination records on file and alert coaches to any athlete's specific medical conditions.

A full-time strength and conditioning coach supervises the strength training room and also works directly with coaches in planning preventive conditioning and strength programs for all teams.

UNIFORMS AND EQUIPMENT

The FCDS athletic department purchases uniforms and equipment for each of the school's interscholastic teams and issues those items to team members. Exceptions to this policy are made in the rare cases when students purchase and then keep their respective uniforms and/or equipment.

Uniforms and equipment are to be cared for during the season by each athlete and are returned to the head coach immediately following the last home and/or away competition. A student who does not have his/her uniform and equipment ready for competition may not be permitted to compete on that day. Uniforms and equipment purchased and issued by FCDS may not be purchased or kept by individual team members at any time. Parents of athletes who do not return uniforms following the final home and/or away competition will be billed for the cost of replacing the uniform(s) and equipment.

RECRUITING

Forsyth Country Day School does not recruit athletes. Coaches, teachers, administrators, and other individuals affiliated with the school are expected to adhere to all NCISAA and PACIS standards regarding this policy statement. Any potential students who come to the attention of the coaching staff will be referred to the Director of Admission, who will then coordinate any further discussions or meetings. **Any financial aid offered to a student accepted for enrollment at FCDS is based solely on the family's financial need.**

PART 22: ADMISSION & FINANCIAL AID

ADMISSION

Forsyth Country Day School seeks students from all ethnic, cultural, racial, religious, and socio-economic backgrounds who can benefit from a challenging academic program and make positive contributions to the school community. Students are admitted on the basis of academic achievement, citizenship, academic testing, interviews, and teacher recommendations. In addition, co-curricular interests and talents are integral parts of the admission profile.

As an educational institution concerned with the development of the whole child, Forsyth Country Day School seeks to enroll students who are capable of achieving success inside the framework of a rigorous, college-preparatory curriculum. Although children of alumni, siblings of alumni, and siblings of students currently attending Forsyth Country Day School are given preference for admission whenever possible, the overriding consideration is what is best for the personal development of each individual student.

ADMISSION PROCEDURES

The Director of Admission, upon request, mails an information packet to the family. An appointment is scheduled for the family to tour the school. After receiving the completed application and fee, the office of admission establishes a file on the student. The applicant sends transcripts, previous school records, and teacher recommendations to the office of admission, which arranges testing and an interview with the applicant. The applicant's file is reviewed and the applicant is informed of the school's decision. Once the signed enrollment agreement and the enrollment deposit are returned, appropriate records are sent to the respective school Director's office. Each school division is responsible for scheduling, placement, and communication with the prospective students' families.

NEW STUDENT ORIENTATION

New students and parents should attend orientation sessions prior to the opening of school in August. Our counselors, student peer leaders, advisors, other faculty, and administrators are eager to assist new students and families as they adjust to life at Forsyth Country Day School. Letters are sent home to new families by August inviting them to these sessions.

TUITION

The payment of tuition is a condition of enrollment and a requirement for graduation from the Upper School. Parents may elect to pay tuition in one, two, or eight installments. The Chief Financial Officer is responsible for arranging payment terms and for collecting all tuition and fees associated with each student's account. For any student whose financial obligations to the school are not met in a timely manner, Forsyth Country Day School reserves the right to withhold grades, progress reports, and transcripts, or to deny admission to classes or limit a student's participation in school activities. Students who are enrolled in any program that necessitates their absence from the campus must pay the full tuition and meet the same tuition payment requirements as indicated in the enrollment agreement. Tuition payments should be mailed or dropped off at the business office.

FINANCIAL AID

Forsyth Country Day School is committed to admitting qualified students regardless of a family's ability to pay the full cost of education. All financial aid awards are based on a family's demonstrated need and are made available to students at any grade level. Financial aid is not awarded on the basis of academic,

artistic, or athletic performance. In other words, Forsyth Country Day School does not distribute merit scholarships; rather, all financial aid is need-based.

Forsyth Country Day School subscribes to the School and Student Service for Financial Assistance (SSS), a division of the Educational Testing Service. SSS provides independent schools with unbiased need analyses for families applying for assistance. In order to assess a family's financial need, the school requests specific information, including the previous year's federal tax returns with all attachments, and a Parent's Financial Statement (PFS). The PFS is the form issued by SSS and is available from Forsyth Country Day School as early as November.

All families applying for financial aid for the first time should contact the office of admission in November to receive an application for the following school year. Families currently receiving aid must submit a new application each year.

FINANCIAL AID PROCEDURE

- Applicants must complete the SSS forms and send the originals to Princeton and copies to Forsyth Country Day School.
- Applicants should send a copy of their most recent 1040 tax return to the school.
- Information should be submitted to the school by March 30. Applications received thereafter will be considered as they arrive, provided that resources are still available.
- All aid will be determined solely on the basis of the financial need of the family.
- Forsyth Country Day School will make awards in May based upon the recommendations of SSS, as well as its own analyses of the data submitted.

RE-ENROLLMENT

Students are re-enrolled on an annual basis subject to an evaluation of their academic achievement, conduct, influence on others, and industry. Re-enrollment agreements are mailed in late January or early February by the office of admission to all students deemed eligible for re-enrollment. A student's re-enrollment may be held for disciplinary, academic, or financial reasons. Parents will be notified by the appropriate division Director or the business office if re-enrollment is to be withheld.

PART 23: DEVELOPMENT

The development office is responsible for generating charitable financial support, volunteer involvement, and goodwill to benefit Forsyth Country Day School and its students. Its activities include fundraising, publications and public relations, alumni activities, and other constituent relations.

CHARITABLE GIFTS

As an independent school, Forsyth Country Day School relies on tax-deductible, charitable gifts to sustain and enhance its programs and facilities. The school receives private support through its Annual Fund, restricted gifts and grants from organizations and individuals, major gifts, and planned giving. The school also conducts periodic capital campaigns seeking multi-year commitments to build endowment, construct new facilities, and fund educational initiatives.

Gifts may be in the form of cash, appreciated securities, employer matching gifts, property, charitable trusts and annuities, and bequests. All non-cash and/or restricted gifts should be discussed in advance with the development office. The development office will provide advice and appropriate documentation for all charitable gifts, but donors should always consult their tax, legal, and financial advisors to determine the tax implications and deductibility of any gift.

PUBLICATIONS AND PUBLIC RELATIONS

Forsyth Country Day School publishes a comprehensive series of publications including this handbook, the school directory, periodic newsletters, the *Fury Times*, *Columns Magazine*, FCDS.org, and other publications. The school also uses its Web site and the news media to inform the community-at-large of important events and announcements.

To ensure the accuracy of all information released in school publications and to the media, all publications and publicity must be coordinated in advance with the Director of Communications.

ALUMNI RELATIONS

The development office supports the Forsyth Country Day School Alumni Association in its efforts to build relationships among alumni and utilize the time, talent, and resources of alumni in ways that help the school and its students. The Alumni Association, under the leadership of the Alumni Board, coordinates alumni activities (including homecoming, class reunions, and other events) and directs important volunteer initiatives to help the school in fundraising, admissions, college and career services, and more.

SCHOOL DATABASE

The admissions and development offices manage and maintain the school's central database, which includes names, addresses, phone numbers, and other information for all constituents. In order for the database to remain current and accurate, we ask current families to notify the admissions office and alumni and their families to notify the development office of any changes in your home or work contact information. Also, please be sure to send us any news you would like to share via school publications, including job changes, weddings, births, etc.

PART 24: THE FCDS PARENTS' ASSOCIATION

BACKGROUND AND MISSION STATEMENT

Since 1982, the Parents' Association at Forsyth Country Day School has made significant contributions to the school's programs and facilities. Every parent or guardian at FCDS is a member of the Parents' Association. Our success as a Parents' Association is dependent on parent volunteers who give unselfishly of their time and energy in order to make our school great.

The Parents' Association Board is comprised of four elected officers (President, Vice-President, Secretary, and Treasurer), 15 parent representatives from each grade (Junior Pre-K through grade 12), three faculty representatives (from each of the Lower, Middle, and Upper Schools), and one student representative from the senior class. This Board has voting authority for any Parents' Association decisions. Officers are elected in April.

In 2004, the Parents' Association adopted a Mission Statement that is listed below.

MISSION STATEMENT

The Forsyth Country Day School Parents' Association supports the school's academic, social, development, fine arts, performing arts, and athletic objectives by encouraging volunteerism, raising and disbursing funds, promoting communication within the school, and conducting events that increase school spirit and camaraderie.

PARENT REPRESENTATIVES

Parent Representatives serve a vital role in parent-school communications, meeting monthly with the appropriate school Director to discuss broad issues of interest and concern to parents, teachers, and administrators. Matters concerning individual students, parents, and teachers are not discussed at these meetings and should always be handled as outlined in the school's established policies and procedures. Parent representatives are elected at the April Parents' Association meeting.

GRADE PARENTS

Grade parents help coordinate parties and special events and assist with class trips or other group activities.

PARENTS' ASSOCIATION 2009-2010 GOALS

- Serve as a communication liaison among parents, faculty, staff, Board of Trustees, alumni, and students
- Plan and implement fundraising activities/events that will help support the fiscal initiatives of the school
- Plan and implement "fun" raising activities/events that will increase school spirit and camaraderie
- Ensure that new and current families are encouraged to participate in Parents' Association events
- Ensure that newly elected/appointed officers, representatives, grade parents, and committee chairs effectively represent Lower, Middle, and Upper Schools, as well as represent current and new parents
- Partner with the school Directors, admissions, athletics, development, performing arts, and the Library Discovery Center in order to implement these goals

- Serve as an “ambassador” to promote FCDS to prospective new families and encourage volunteerism for current families. Assist all families in making positive connections at FCDS and finding volunteer opportunities.

COMMITTEES

Auction and Carnival

The auction is a wonderful opportunity for parents, grandparents, alumni, and friends to gather for an evening of fun that helps make Forsyth Country Day School stronger. The auction attracts numerous parent volunteers who build community and camaraderie while raising funds to help finance important projects and initiatives at the school.

Back-to-School Tailgate Picnic

The entire FCDS community is invited to an evening of fun, food, and fellowship. Held at the beginning of each school year, this event is a Parents’ Association “fun” raising event for all FCDS families.

Book Club

Beginning in 2009, the Parents’ Association will host a number of book discussions. Details will follow.

Book Fair

The book fair offers students and parents the opportunity to purchase current bestsellers and award-winning books. All proceeds are used to support special programs of the Williams Library Discovery Center.

Faculty, Staff, & Administration Appreciation

This committee is responsible for providing a wonderful luncheon designed to honor all teachers, administrators, and staff members at FCDS.

Family Friends

This committee helps connect new families with our FCDS community by pairing them with veteran families.

Fundraising

This committee is responsible for investigating, planning and executing new events designed to raise funds for the Parents’ Association.

Gift Wrap Sale

Conducted in the fall, the Gift Wrap Sale generates income to fund a number of Parents' Association projects, including mini-grants for teacher enrichment, our annual Faculty, Staff, and Administration Appreciation Luncheon, and Grandparents’ Day Breakfast.

Graduation

All graduation events such as the senior picnic, banquet, and the baccalaureate reception are coordinated through this committee.

Grandparents' Day

Hosted by the Parents' Association, this Lower School committee plans a delicious breakfast and morning of singing to honor students' grandparents and special family friends.

Lost and Found

The members of this committee coordinate the handling of items at the various lost and found holding sites. Unclaimed items are ultimately donated to charity.

Nominating

The Nominating Committee meets in the spring of each year and suggests a proposed slate of Parents' Association officers and representatives for the upcoming school year.

Parent Network

This committee supports the efforts of the office of admission by assisting with Open Houses and other admission events and by contacting prospective parents.

Storytelling Festival

This committee is responsible for transportation for the guest storyteller and planning a small reception for this annual fall event.

Sunshine Committee

This committee sends cards and flowers to faculty, administration, staff, and school families when needed.

Volunteer Coordinator

This committee member assists the Parents' Association by working with families to find volunteer opportunities for parents who want to become more involved.

CONTACT US

The FCDS Parents' Association welcomes and encourages your participation. Parent volunteers are the key to our success! In order to learn more about the Parents' Association purpose, goals, events, and volunteer opportunities, please visit our Website at www.fcds.org, scroll over to the Intranet button on the home page, and click Parents' Association. If you have any questions or suggestions for the Parents' Association, please e-mail us at parentsassociation@fcds.org or contact us at (336) 945-3151 ext. 233.

Become involved! Meet other parents! Join us in making a difference!

APPENDIX A: STUDENT GOVERNMENT ASSOCIATION OFFICERS 2009-2010

UPPER SCHOOL OFFICERS:

Executive Board

President: Taylor Boone
Vice President: Stout Watson
Secretary: Kwame Seymour
Treasurer: Andrew Smith

Seniors

President: John Hewell
Vice President: Jed Helvey
Secretary: James Strickland
Treasurer: Mary Scott Neill

Juniors

President: Philip Waugh
Vice President: Kate Cavanaugh
Secretary: Ben Stallworth
Treasurer: Niland Daly

Sophomore

President: Speight Carr
Vice President: Will Whitehurst
Secretary: Kacy Rhyne
Treasurer: Sydney Hanes

Freshmen

President: Blake Bozymski
Vice President: Matt Thomas
Secretary: Connor Steppe
Treasurer: Hamilton Ross

MIDDLE SCHOOL OFFICERS:

President: McKinley Pollock
Vice-President: Tanner Beason
Treasurer: William Verwoerd
Secretary: Hannah Jung

JUDICIARY BOARD:

Chairperson

Stout Watson, SGA Vice President

Secretary

Kwame Seymour, SGA Secretary

Seniors

Tanner Holden
Kristen Orr

Juniors

William Overton
Jake Simon

Sophomores

Sarah Keiser
Steph Orr

Freshmen

Rachel Baker
Chase Beason

APPENDIX B: UPPER SCHOOL STUDENT GOVERNMENT ASSOCIATION CONSTITUTION

UPPER SCHOOL STUDENT GOVERNMENT ASSOCIATION

The Student Government Association is the official representative organization of the Upper School student body. It serves as a liaison between the students and the faculty. It is the means by which students may express their ideas and opinions, discuss problems of current interest in the school, and plan social activities and projects to benefit the school. The Student Government Association is made up of an Executive Board, a Legislative Board, and a Judicial Board. All boards have faculty members or sponsors.

CONSTITUTION

We, the members of the Student Government Association of Forsyth Country Day Upper School, Lewisville, North Carolina, in order to foster a sense of cooperation among the students and the faculty, maintain a high standard of personal conduct, promote and encourage activities for the best interests of our school and community, do hereby establish this Constitution.

ARTICLE I

Section 1

Upper School Students at Forsyth Country Day will live according to an Honor System. The basis of the Honor System is the Honor Code which states: As a member of the Forsyth Country Day School Community, I will maintain my honor and integrity at all times by creating and upholding an atmosphere of trust, respect, and consideration for all members of the school community.

Section 2

Students are bound by enrollment to uphold the Honor Code.

Section 3

Students may be asked by their teachers to pledge major assignments to be turned in. The full pledge is: "I pledge my honor that I have neither given nor received any unauthorized aid on this work."

Section 4

Forsyth Country Day students are also expected to abide by the individual rules of teachers as well as the laws of North Carolina and the United States.

Section 5

A breach of the Honor Code may result in a student being sent to the Judicial Board. Any breach in the Honor Code may be reported by a student or faculty member.

ARTICLE II

Section 1

The name of this organization shall be the Student Government Association of Forsyth Country Day Upper School.

Section 2

The Student Government Association shall be made up of the Executive, Legislative, and Judicial Boards.

ARTICLE III

Section 1

The officers of the Student Government Association shall be the President, Vice-President, Secretary, and Treasurer.

Section 2

In order to run for office in the Student Government Association, a student must have at least a C average for the first three quarters and have his/her enrollment contract in to the school for the next year. Any student receiving two or more days of out-of-school suspension during the current academic year will not be eligible for a Student Government Association position. The Upper School Director and SGA sponsor will screen the candidates.

Section 3

Officers of the Student Government Association will be elected by the rising Upper School student body. In the spring, each class will nominate the following:

Rising Senior Class

- Up to three candidates for President
- One candidate for Vice-President
- One candidate for Secretary
- One candidate for Treasurer

Rising Junior Class

- Up to two candidates for Vice-President
- One candidate for Secretary
- One candidate for Treasurer

Rising Sophomore Class

- One candidate for Secretary
- One candidate for Treasurer

Rising Freshman Class

- One candidate for Treasurer
- The election will take place in the spring. Election will be by majority (51 percent) of the votes cast by rising Upper School student body. If a majority is not reached, a run-off election will take place.

Section 4

The inauguration of Student Government Association officers will take place at the annual Awards Assembly in May. Members serve for one year.

Section 5

The duties of the President include:

- Preparing the agenda for each Executive and Legislative Board meeting with the assistance of other members of the Executive Board and the faculty sponsor.
- Presiding at all meetings of the Executive and Legislative Boards.
- Calling special meetings of the Executive or Legislative Board with the approval of the faculty sponsor.
- Representing students at school functions and representing the school at public and civic affairs that call for student representation.
- Making recommendations to the Executive and Legislative Boards as he/she may deem necessary for the efficiency of the Student Government Association.
- Appointing members and chairpersons of various standing and *ad hoc* committees.
- Issuing proclamations commemorating special days or events.
- Serving as an ex-officio member of all committees, the President votes only to break a tie; otherwise he/she has all the powers expressed in Robert's Rules of Order.

Section 6

The duties of the Vice-President include:

- Assuming the duties and responsibilities of the President if and when circumstances demand that he/she do so.
- Presiding over the Judicial Board.
- Performing any duties designated by the President.
- Supervising all Student Government Association elections, unless he/she is a candidate in the election.

Section 7

The duties of the Secretary include:

- Sending out proper notice for all special meetings.
- Publishing and distributing agendas for the Executive and Legislative Boards.
- Taking roll and minutes at all Executive, Legislative, and Judicial Board meetings.
- Keeping the permanent records of each board.
- Conducting all correspondence of the Legislative Board.

Section 8

The duties of the Treasurer include:

- Preparing an annual budget and monthly financial reports for the Student Government Association.
- Collecting all funds for the Student Government Association treasury and paying all bills provided that all expenditures over \$10 shall be approved by the Executive Board.

Section 9

An officer of the Student Government Association may be recalled from office if the students of the Upper School feel that the member is not performing the duties of his/her office properly. In order to instigate a recall, a member of the Executive Board must tell the member in question that a recall has been requested. At that point, a vote of the entire Upper School is held. If a two-third majority vote is returned against the officer, that member will be removed from office. The member in question will be allowed to vote.

The following procedure will take place within a month of the officer's recall:

- If the President of the Student Government Association is recalled, the Vice-President will have the choice of replacing the Ex-President. If the Vice-President replaces the President, the Judicial Board will then nominate an existing member of the Judicial Board to take the place of Vice-President. The Legislative Board must approve the selection of a new Vice-President who takes office immediately. The class of the new Vice-President will, elect a new representative to the Judicial Board at that time.
- If the Vice-President does not wish to assume the role of President, then the existing senior class will nominate three candidates for President. Election will be by majority vote of the Upper School. If the Vice-President is recalled, the same procedure will be followed. If the Secretary or Treasurer is recalled, an election of the Upper School will be held. All candidates for office must be qualified according to Article III, Section 2 of this constitution.

Section 10

In the event of the removal of or resignation of a member of the Executive Board, a school-wide election is to be held in order to fill the vacated position. The procedure for nominating candidates is to be identical to the guidelines set forth for the annual election of the position. A member of the Executive Board may not run for the vacated position. In the event that a class officer or Judicial Board member wins the election, the class affected is responsible for filling any vacancy.

Section 11

The Executive Board will meet at least once each month. Its main function is to prepare an agenda for Legislative Board meetings and otherwise plan for the smooth and efficient operation of that group.

Section 12

The Executive Board will be responsible for carrying out and enforcing all provisions of this Constitution as well as all motions enacted by the Executive and Legislative Boards. The Executive Board will also be responsible for helping to enforce all rules and laws enacted by the Legislative Board.

ARTICLE IV

Section 1

The Legislative Board shall be composed of the four members of the Executive Board, the President and Vice-President of each class, and the student representative of the Parents' Association. Members of the Executive Board serve as officers of the Legislative Board.

Section 2

In order to run for a position on the Legislative Board, a student must have at least a C average for the first three quarters and not have received two or more days out of school suspension during the current academic year.

Section 3

Elections for a President, Vice-President, Secretary, and Treasurer of each class will take place in the spring of each year, directly after the election of the Executive Board. Election will be by majority (51 percent) of the votes cast by members of each class with a run-off if necessary. Members serve until the inauguration of new class officers. Class advisors are responsible for running elections.

Section 4

The duties of the Legislative Board include:

- Undertaking fundraising projects. Spending the funds of the Student Government Association for purposes in line with its functions. Planning and coordinating social events and service projects for the benefit of the students, the school, and the community. Establishing specific dates for Executive Board elections and enacting rules regulating said elections.

Section 5

Any class officer may be recalled from the Legislative Board by any member of the class that officer represents. In order to instigate a recall, another class officer must inform the person in question that a recall has been requested. At that point, a recall vote is taken by the entire class. If two-thirds of those students vote in favor of the recall, the officer shall be recalled, and a new election will take place as soon as possible.

Section 6

A majority of the members of the Legislative Board shall constitute a quorum, and a quorum must be present at a meeting to transact any business. The Legislative Board will meet at least twice a month during each month school is in session for four weeks and at least once a month otherwise.

ARTICLE V

Section 1

The Judicial Board shall be composed of two elected representatives from each class in the Upper School. The Vice-President of the Student Government Association shall serve as Chairman of the Judicial Board but can vote only to break a tie. The Secretary of the

Student Government Association shall serve as the Secretary for the Judicial Board but has neither voice nor vote. There will be at least two faculty sponsors for the Judicial Board. They shall be appointed by the Upper School Director, and they have voice but no vote.

Section 2

In order to run for a position on the Judicial Board, a student must have at least a C average for the first three quarters and not have received two or more days out of school suspension during the current academic year.

Section 3

Members of the Judicial Board will be elected in May following Student Government Association elections. All members of the rising freshman, sophomore, junior, and senior classes will be able to vote for two representatives from their class to the Judicial Board. Election will be by majority (51 percent) of the votes cast. The Judicial Board takes office with the inauguration of the Student Government Association and serves for one year.

Section 4

The duties of the Judicial Board include:

Promoting visibility of and support for the Honor System. Reviewing the Honor System regularly and suggesting to the Legislative Board ways of making it more effective. Serving as a court for students accused of violating this Constitution, the Judicial Board By-Laws, or the rules of the school. Recommending to the Upper School Director and Headmaster a course of action for any student found guilty by two-thirds of the members present. Reviewing and amending each year as necessary the by-laws of the Judicial Board, providing that the by-laws and all amendments be approved by the Legislative Board.

Section 5

The Judicial Board will meet when called by its Chairman or one of the faculty advisors.

ARTICLE VI

Section 1

The Director of Student Activities or another member of the Upper School Faculty appointed by the Upper School Director, shall serve as Student Government Association sponsor. The sponsor shall be present at all meetings of the Executive Board and Legislative Board.

Section 2

The duty of the sponsor shall be to give advice and assistance when needed.

ARTICLE VII

Section 1

An amendment to this constitution may be presented in writing to the Legislative Board by any member of the Upper School.

Section 2

Proposed amendments must receive a favorable vote of two-thirds of all members of the Legislative Board at two successive meetings, provided that proposed amendments have been discussed in class meetings prior to these votes' being taken.

Section 3

A proposed amendment will be ratified and become a part of this constitution when it is approved by the Headmaster, the Legislative Board, and the Upper School Director.

ARTICLE VIII

This constitution will go into effect when it has been ratified by two-thirds vote of the Upper School Student Body.

APPENDIX C: TECHNOLOGY CODE OF ETHICS AND ACCEPTABLE USE

Forsyth Country Day School provides access to an extensive computer network and a wide range of electronic resources. The general behavioral expectations and the rules and Honor Code of FCDS apply to the use of all electronic resources in the same manner that they apply elsewhere at the school. In addition, students and FCDS employees are expected to abide by the following specific guidelines when using the school's electronic resources.

PRIVILEGE VS. RIGHT

Access to the network, which includes Internet access, is a privilege, not a right. Access entails responsibility; each user of the network must understand that he or she takes full responsibility for his or her actions. Inappropriate use may result in disciplinary action.

NETWORK ETIQUETTE

When using computer resources, including the Internet, all users are expected to behave in an ethical and legal manner. Users must respect the rights of other individuals and not use abusive, profane, or sexually offensive language. Users must abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

- Be polite. Do not be abusive in your messages to others.
- Use appropriate language. Do not swear or use vulgarities or any other inappropriate language.
- Do not reveal your own personal address or phone number or those of other students or colleagues.
- Do not engage in illegal activities. This includes, but is not limited to, threats, harassment, stalking, and fraud, whether on or off campus.
- Do not access, upload, download, or distribute pornographic, obscene, or sexually explicit material. Also, do not disseminate the addresses of such sites.
- Do not use electronic resources in such a way that you disrupt others' use of the network. This includes engaging in chat, Instant Messaging, or interactive games, unless directed and supervised by a member of the school staff.
- Assume that all information accessible via the network is private property. Do not open or access any file that is not your own.
- Respect intellectual property of others by crediting all sources and adhering to all copyright laws.
- Unless otherwise directed, do not save homework and project assignments on the FCDS faculty/student shared drive where it is available for anyone and everyone to access. All assignments should be kept in your my documents drive as described in the FCDS Technology Manual.

SPECIFIC SITUATIONS OR CONDUCT

The following specific situations merit special attention and reflect the school community's expectations.

- **Privacy**
Respect for individuals includes respect for their privacy. Students and employees are expected to read, print, or copy only their own files and not to attempt to access any files on a computer's hard drive or file server that belong to someone else. Users may not intentionally obtain copies of or modify files, passwords, or data that belong to anyone else. No one should represent him/herself as someone else by using another's

account. No student should reveal personal information about him/herself (such as name, address, or phone number). No one should reveal personal information about others.

- **Tolerance and Harassment**

In keeping with the school's policies forbidding harassment of all kinds, students may not use electronic resources to engage in any behavior that humiliates, embarrasses, demeans, or otherwise causes discomfort or harm to another.

- **Guest Books/Anonymous Postings**

Use of guest books or other anonymous postings to harass, demean, or otherwise slander any member of the FCDS community is strictly prohibited.

- **Network Security**

Users must respect the integrity of computing systems; for example, no one may develop programs that harass other users or attempt to infiltrate a computer or computing system. Infractions include, but are not limited to, viruses of all kinds, forging e-mail, hacking, and attempting to use administrative commands.

- **E-mail**

Students and employees are expected to respect the privacy of others' e-mail messages. At the same time, the people who operate the system do have access to all e-mail. Messages relating to or in support of illegal activities may be reported to authorities. Other than system administrators, no one may read another person's e-mail unless the recipient gives permission, and no one may share e-mail messages with a wide audience unless the author of the message has agreed to it. The sending of "chain letters" or mass-mailings is considered a misuse of the system. E-mail is provided for students in Grades 5 - 12 and for all school employees. For reasons of network security and efficiency, students may check only their school-provided e-mail accounts during the school day.

- **Posting of information to the WWW**

Web postings may not include personal attacks and must use acceptable and responsible public language. No materials relating to advertising, advocacy of causes, or campaigns for political office may be posted.

- **Plagiarism and Intellectual Property**

Students are specifically reminded to credit properly all electronic sources of information. The use of another's words or ideas, whether obtained in person, from a printed source or from a website or other electronic source, is plagiarism unless the source is properly credited. Likewise, students may never copy another student's work and submit it as their own, even if the file or work is modified before submission. Finally, all users are reminded that the use or installation of any pirated or unlicensed software is a violation of federal copyright law and may result in a disciplinary response. Users must obtain permission of the Tech Team staff member before installing any software or downloading any large file.

CONSEQUENCES

Violating any of the guidelines and procedures listed above may result in:

- Restriction or loss of network access; and/or
- Disciplinary or legal action, including, but not limited to, suspension, dismissal, or expulsion from school, and/or criminal prosecution under appropriate state and federal laws.

LIABILITIES

FCDS reserves the right to suspend or modify network and Internet access privileges, examine files, passwords, accounting information, printouts, tapes, and any other material that may aid in maintaining the integrity and efficient operation of a computing system. In addition:

- FCDS is not responsible for the accuracy, nature, or quality of any information transferred over the Internet. Use of any information obtained via the Internet is at the user's own risk.
- FCDS makes no guarantees of any kind, expressed or implied, with regard to the data connection. Service, including the FCDS Webportal and e-mail, is provided on an "as is, as available" basis.
- FCDS is not responsible for any costs, liabilities, or damages users may incur as a result of using the Internet, including--but not limited to--loss or corruption of data or damage to personal property used for FCDS-provided Internet access.
- FCDS is not responsible for unauthorized financial obligations resulting from FCDS-provided access to the Internet.
- It is the responsibility of the students, parents, and faculty to ensure that network and Internet access is used for educational purposes. FCDS reserves the right to establish such rules and regulations as may be deemed necessary and the right to change these rules at any time without notice.

All provisions of this policy are subordinate to local, state, and federal statutes and regulations.

ACCEPTABLE AND RESPONSIBLE USE OF ELECTRONIC MAIL (E-MAIL) AND OTHER WEB TECHNOLOGIES

When using e-mail and World Wide Web online services at FCDS we want our students to be:

- **Responsible:** Users who have individual accounts must use their real names (as opposed to pseudonyms) and may not share passwords with one another. They also need to accept responsibility for the content of their communications, recognizing that Internet access is a privilege that can be taken away.
- **Ethical:** Users may not interfere with other people's work or with the overall performance of the network. They may not, for example, attempt to hack passwords, gain entry to off-limits areas of the network, or introduce computer viruses.
- **Efficient:** Users understand that the network is a shared resource and use it in efficient ways.
- **Polite:** Users live by common rules of behavior.
- **Legal:** Users respect issues of copyright. They do not use network resources to promote illegal activities.

I (the student):

- Agree to uphold Forsyth Country Day School community values and represent FCDS positively as I use electronic communications at FCDS.
- Agree to use appropriate language in all communications that I may send over the network. I will not use obscene, abusive, or threatening language nor will I store or print obscene or pornographic text or images.
- Agree not to engage in activities which are prohibited under state or federal law.
- Agree not to reveal the personal address or phone numbers of students or faculty.
- Understand that electronic mail (e-mail) is not guaranteed to be private. People who operate the system do have access to all mail. Messages relating to or in support of illegal activities will be reported to the authorities and may result in the loss of user privileges.

- Agree to act responsibly to help ensure safe computing both at home and at school and I will not intentionally introduce a virus on a workstation or on the FCDS Network.
- I understand that I am an Ambassador for FCDS in all my online activities. I understand that what I do on social networking Web sites such as (but not limited to) MySpace and Facebook (even when anonymously posting) should not reflect negatively on my fellow students, teachers, or on Forsyth Country Day School. I understand that I will be held responsible for how I represent myself and my school on the Internet.
- Agree not to use electronic communications to annoy, hinder, or harass other users on the FCDS Network or in electronic communications outside of FCDS. I understand that I am using the FCDS Network at my own risk. FCDS assumes no responsibilities for:
 - the content of any advice or information received by a user from a source outside the FCDS Network, or any costs incurred as a result of seeing or accepting such advice.
 - any consequences of service interruptions or changes, even if these disruptions arise from circumstances under the control of the FCDS.
- Agree not to authorize any other person to use my account.
- I understand that masquerading, spoofing, or pretending to be someone else is forbidden. This includes, but is not limited to, sending out e-mail, creating accounts, or posting messages or other online content (e.g. text, images, audio or video) in someone else's name as a joke.
- I will follow all guidelines set forth by FCDS and/or my teachers when publishing schoolwork online (e.g. to a Web site, blog, wiki, discussion board, podcasting or video server).
- Agree not to give out my password or attempt to discover or use someone else's login name or password.
- Understand that FCDS has the right to monitor student accounts, as necessary, to ensure smooth network operations and acceptable use. The system administrator(s) may set quotas for and monitor disk usage and access time. Furthermore, they reserve the right to remove files if, after appropriate warnings, disk space quotas are not maintained.
- Agree not to use my account or the network for financial or commercial gain.
- Agree to surrender my electronic mail account and network privileges under the following conditions:
 - graduation or departure from FCDS.
 - as requested by the educational technology specialist and school administration as a result of a violation of the FCDS Acceptable Use Policy.

APPENDIX D: FORSYTH COUNTRY DAY SCHOOL DRESS CODE

UPPER AND MIDDLE SCHOOLS

All students are expected to follow the dress code while school is in session (including review days, exam days, senior internship, etc.). The faculty and administration will enforce the dress code daily, and when needed may deem attire inappropriate on a case-by-case basis.

Boys:

- Collared shirts are required at all times, (dress shirts, polos, oxfords, turtlenecks, etc.) regardless of the clothing item that a student may choose to wear over the collared shirt.
- All shirts must remain tucked in throughout the day.
- Pants and shorts must be worn above hip level; pants may not drag on the ground.
- Sweaters, solid colored sweatshirts, hooded sweatshirts, and sweatshirts bearing only the name of a college or FCDS may be worn only with a collared shirt underneath. Sweaters and sweatshirts do not need to be tucked in.
- Dress slacks (khakis, etc.) and solid-colored jeans are permitted.
- Shoes that have straps designed to be worn between the toes are not permitted. Also, 'soccer slides/shower shoes' are not acceptable.
- Pierced jewelry of any kind may not be worn.

Girls:

- Shirts or blouses with conservative, non-revealing necklines are required, regardless of the clothing item that a student may choose to wear over her shirt or blouse.
- Shirts or blouses may not be too tight and no undergarments may be visible at any time.
- Shirts or blouses must be tucked in or long enough so that no area of the midriff is exposed at any time.
- Tank tops, tube tops, spaghetti straps, and halter tops are not permitted.
- Skirts, shorts, and dresses may not be shorter than five inches above the top of the knee.
- Pants and shorts must be worn above hip level; pants may not drag on the ground.
- Skirts, shorts, and pants that are frayed, torn, or otherwise altered are not permitted.
- Leggings/tights/pantyhose may be worn only if the outer garment is no shorter than five inches above the top of the knee.
- Sweaters, solid-colored sweatshirts, hooded sweatshirts, and sweatshirts bearing only the name of a college or FCDS may be worn with an appropriate shirt underneath. Sweaters and sweatshirts do not need to be tucked in.
- Shoes with a strap designed to be worn between the toes are not permitted unless the shoe also features a heel strap. No shoes may be amended by the student to meet this requirement. Also, 'soccer slides/shower shoes,' flip-flops, and any other form of recreational sandals are not acceptable (Reefs, Rainbows, Texas, etc.).
- Other than earrings in earlobes, pierced jewelry may not be worn.

A student found in violation of the FCDS dress code must immediately correct his/her dress in one of the following ways:

- **Student may change into dress-code appropriate clothing that is in their possession on campus.**
- **Dress-code appropriate clothing may be brought to the student from off campus.**
- **Dress-code appropriate clothing may be purchased from the Fury Limited at a cost to the student.**

LOWER SCHOOL

Junior Pre-K, Pre-K, and Kindergarten

While there is no formal dress code for our students in Junior Pre-K, Pre-K, and Kindergarten, they should be dressed in clothing that is neat, clean, and appropriate for the weather and their daily activities.

Grades 1-4

Boys:

- Collared shirts (dress shirts, polos, turtlenecks, mock turtlenecks, etc.), or FCDS T-shirts only.
- All shirts should remain tucked in throughout the day.
- Sweaters, solid-colored sweatshirts, and sweatshirts bearing only the name of a college or FCDS may be worn only with a collared shirt underneath (sweaters and sweatshirts do not need to be tucked in).
- Jeans, shorts, and overalls are acceptable
- Screen-printed apparel is not acceptable.

Girls:

- Collared shirts (dress shirts, polos, turtlenecks, mock turtlenecks, etc.), crewneck/jewel neck tops or FCDS T-shirts only.
- All shirts/tops should *easily* reach the waist and shirts meant to be tucked in are expected to be.
- Sweaters, solid colored sweatshirts, and sweatshirts bearing only the name of a college or FCDS may be worn only with a collared shirt underneath (sweaters and sweatshirts do not need to be tucked in).
- Jumpers, dresses, and skirts are permitted.
- Long tops with leggings are permitted.
- Jeans, shorts, and overalls are acceptable.
- Screen-printed apparel is not acceptable.

ALL-SCHOOL

The following are not acceptable for FCDS students:

- Clothing which refers to alcoholic beverages, tobacco, illegal substances, or that includes derogatory or obscene language.
- T-shirts, including long-sleeved, and overalls (except as noted above for Lower School).
- Clothing that has silk-screened or stenciled lettering, images, logos, or brand names. (Small, embroidered logos are acceptable.)
- Clothing which is excessively baggy, too short, too tight, or too revealing. (Tank tops, tube tops, spaghetti straps, halter tops, and bare midriffs are not permitted.)
- Clothing which is ripped, torn, patched, or is otherwise visibly damaged or altered.
- Cut-offs, pants, or shorts made of spandex, nylon, or other knits.
- Athletic apparel of any kind (i.e. jerseys, warm-up suits, headbands, wristbands, etc.).
- Hats and sunglasses.
- Any visible undergarments.
- Any shoe with a strap between the toes, unless accompanied by a support strap around the heel.
- Flip-flops and recreational sandals (Reefs, Rainbows, Tevas, etc.).
- Sloppy or unkempt hairstyles. Hair may not be worn in a fashion that prevents clear eye contact with faculty.

Formal Dress

On certain designated days during the year, and for all off-campus trips (including away games), students will be expected to wear formal dress unless otherwise notified. Formal dress is a shirt and tie for boys, a dress or a dress blouse with a skirt or dressy pants for girls.

Dress Down Days

With permission of the faculty and administration, students may take advantage of periodic dress down days on which T-shirts, hats, jerseys, etc. may be worn. In addition, athletic teams and clubs may be given permission to dress in a manner to identify themselves as a group.

APPENDIX E: DIRECTIONS TO ATHLETIC OPPONENT SCHOOLS

Please visit www.furiesonline.org to access driving directions. Directions are provided by individual schools using MapQuest.

APPENDIX F: ASBESTOS DISCLOSURE

In order to best be in compliance with the EPA's guidelines on "local education agencies" that either have or have had asbestos in their building materials, FCDS would like to make the following disclosures to its wider community:

- We have had our buildings inspected multiple times over the last three decades to locate asbestos.
- What has been found inside our buildings (generally any that were built before the mid-1980s) has been removed.
- There is paneling around the outside of the Founders' Building that contains asbestos. It does not pose a health hazard to anyone in our community given its location on the building and that it is outdoors.
- Any outdoor paneling that the school suspects has asbestos will be removed as the school undertakes construction or projects involving the affected area.
- Anyone concerned that material on campus 1) contains asbestos, and 2) is broken and thus would allow for fibers to become airborne and inhaled, should notify Tom Westmoreland immediately at extension 384. Anyone concerned that someone is possibly disturbing or damaging a panel with asbestos should notify the nearest administrator.
- Community members who wish to view the school's formalized asbestos management plan may stop by the Headmaster's office and request to view a copy.