# TABLE OF CONTENTS

Statement of Community ................................................................. 1

Part 1: GENERAL INFORMATION .................................................. 2

Part 2: ORGANIZATION ................................................................. 3

Part 3: HOURS OF OPERATION ...................................................... 4

Part 4: STUDENT ARRIVAL AND DEPARTURE ................................. 7

Part 5: SERVICES FOR STUDENTS AND PARENTS ......................... 11

Part 6: THE JOHNSON ACADEMIC CENTER .................................... 12

Part 7: ADDITIONAL INFORMATION .............................................. 15
Upper School Academic Requirements for Graduation: ..........................................................49
Upper School Academic Policies: ..........................................................................................50
Summer Coursework ..................................................................................................................50
Incomplete Grades ......................................................................................................................50
Dropping/Adding a Course ........................................................................................................50
Advanced Placement ................................................................................................................50
Class Standing ............................................................................................................................50
Accelerated Departure ...............................................................................................................51
Special Testing Issues ..............................................................................................................52
Test Days ....................................................................................................................................52
Final Examinations ....................................................................................................................52
Part 17: PROGRAM OF ACADEMIC CONCENTRATION (PAC), CAPSTONE EXPERIENCE, SCHOOL-WIDE
HONORS, EXAMS, AND GRADUATION..................................................................................53
Program of Academic Concentration .....................................................................................53
Graduation Honors Determination ............................................................................................53
Graduating Seniors .....................................................................................................................53
Academic Recognition ..............................................................................................................54
  Middle School ..........................................................................................................................54
  National Junior Honor Society .................................................................................................54
  National Junior Art Honor Society ........................................................................................54
  Upper School ...........................................................................................................................55
Academic awards and designations in the Upper School ............................................................55
  Forsyth Scholars .......................................................................................................................55
  High Honors ............................................................................................................................55
  Honors ......................................................................................................................................55
  Cum Laude Society ...................................................................................................................55
  National Honor Society ............................................................................................................55
  Mu Alpha Theta .......................................................................................................................56
  Science National Honor Society ..............................................................................................56
  Foreign Language Honor Societies ..........................................................................................56
  National Art Honor Society ......................................................................................................56
  Junior Marshals .........................................................................................................................57
  Departmental Awards ..............................................................................................................57
Awards Given at Graduation .......................................................................................................57
  Hagerman Award .....................................................................................................................57
  Pattie Williams Stoltz Director’s Award ....................................................................................57
  Carolyn P. Spencer Faculty Award ..........................................................................................57
  Founders’ Award ......................................................................................................................57
Part 18: FINE ARTS AND PHYSICAL EDUCATION ................................................................58
Fine Arts .......................................................................................................................................58
  Fine Arts Mission Statement .................................................................................................58
  Lower School ..........................................................................................................................58
  Middle School .........................................................................................................................59
  Upper School ...........................................................................................................................59
  Giving or Donating to the Fine Arts Department ...................................................................59
Physical Education/Activity Credit ............................................................................................59
  Lower School ..........................................................................................................................60
  Middle School ........................................................................................................................60
  Upper School ..........................................................................................................................60
Participating in an organized and supervised off-campus physical activity. Pre-approval is required by the Athletic
Department and pre-approval forms are available on the FCDS website. Final approval is dependent on the nature
of activity and duration of involvement.
Part 19: STUDENT ACTIVITIES ............................................................................................61
Lower School ............................................................................................................................62
Middle School ...........................................................................................................................62
Activities .......................................................................................................................................62
  Middle School Student Government Association ................................................................62
Lower School Field Day ..................................................................................................................77
New Family Committee ..............................................................................................................77
Nominating ..................................................................................................................................78
Parent Network ............................................................................................................................78
Storytelling Festival ....................................................................................................................78
Wonderful Wednesday ..................................................................................................................78
Contact Us ....................................................................................................................................78
Appendix A: Student Government Association Officers 2016-2017 ...........................................79
Appendix B: Upper School Student Government Association Constitution ..............................80
Appendix C: Technology Code of Ethics and Responsible Use Policy ..........................................85
Appendix D: Forsyth Country Day School Dress Code ..................................................................90
  EAP ............................................................................................................................................91
  Grades Kindergarten-4 .............................................................................................................91
Dress-Down Days .........................................................................................................................91
Appendix E: Directions to Athletic Opponent Schools .................................................................93
Appendix F: Asbestos Disclosure .................................................................................................94
Appendix G: Upper School Graduation Requirements ..................................................................95
  Senior Events ............................................................................................................................95
  Requirements for Participation in the Baccalaureate and Graduation Ceremonies ....................95
  Behavioral Expectations .........................................................................................................96
STATEMENT OF COMMUNITY

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, kindness, 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 Head of School.

Part 1: GENERAL INFORMATION

Forsyth Country Day School strives to offer one of the finest college-preparatory educational experiences in the nation. Our inspiring, innovative curriculum is led by an exceptional, nationally recruited faculty who work with students in small classes to ensure close, nurturing relationships, spirited discourse, and content mastery.

Our rigorous course offerings are enriched by a global focus in which foreign languages, cultures, and histories are explored, allowing students to develop their skills, perspectives, and sensitivities in order to be both productive and comfortable in a highly competitive global economy.

Throughout the school, we value honor and personal integrity, and our actions are guided by the belief that each individual is worthy of respect and deserving of kindness. As we seek to train the next generation of leaders, excellence is our expectation, the world is our focus, and character is our norm.

Established in 1970, Forsyth Country Day School offers families an independent, nonsectarian, coeducational educational experience for students age 2 through Grade 12. The school is comprised of about 700 students drawn from the more than 10 North Carolina counties including the communities of Winston-Salem, Greensboro, Clemmons, Lewisville, High Point, Statesville, Lexington, Mt. Airy, and Kernersville.

The school’s 85-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. It also features the Johnson Academic Center; the Pike Math and Science Center; the Childress Activities Center; the Kuhn 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; Taylor Soccer Field; the Nancy K. Rea Soccer Stadium; the 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; a free-standing weight room; and remodeled arts classrooms.


The Early Advantage Program (EAP) a component of Lower School begun in school year 2014-15, is accredited by SAIS and Advanced-Ed. For school year 2016-17, the EAP will serve 120 children ages 2 to 5 and has grown to a vibrant component of the FCDS program.
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 Head of School. 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 the Head of School 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 Head of School and the staff.

Forsyth Country Day School is divided into three main academic divisions: the Lower School (Early Advantage Program through Grade 4), the Middle School (Grades 5-8), and the Upper School (Grades 9-12), each with a Director who administers the affairs of the division and reports to the Head of School. 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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms Open</td>
<td>7:45 a.m.</td>
</tr>
<tr>
<td>The Early Advantage Program</td>
<td>8:05 a.m. to 1:00 p.m.</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>8:05 a.m. to 3:00 p.m.</td>
</tr>
<tr>
<td>First to Grade 12</td>
<td>8:05 a.m. to 3:30 p.m.</td>
</tr>
</tbody>
</table>

### Before- and After-School Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before-School Activities Program</td>
<td>7:00 a.m.-7:50 a.m.</td>
</tr>
<tr>
<td>Early Advantage After-School Activities Program</td>
<td>1:00 p.m. - 5:45 p.m.</td>
</tr>
<tr>
<td>After-School Activities Program (Grades K-4)</td>
<td>3:30 p.m.-5:45 p.m.</td>
</tr>
</tbody>
</table>

### Administrative and Academic Resources

<table>
<thead>
<tr>
<th>Resource</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Switchboard</td>
<td>7:45 a.m.- 4:00 p.m.</td>
</tr>
<tr>
<td>Administrative Offices</td>
<td>8:00 a.m.- 4:00 p.m.</td>
</tr>
<tr>
<td>Clay Library for Upper &amp; Middle Schools</td>
<td>7:30 a.m.- 4:00 p.m.</td>
</tr>
<tr>
<td>Smith Lower School Library</td>
<td>8:00 a.m.- 4:00 p.m.</td>
</tr>
</tbody>
</table>

(Note: Third and fourth graders may use the library until 4:00 Monday through Thursday. Younger students must be accompanied by an adult. At 4:00, Lower School students will be escorted to the After School Activities Program, and parents will be billed accordingly.)

<table>
<thead>
<tr>
<th>Resource</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Johnson Academic Center</td>
<td>8:00 a.m. - 4:15 p.m.</td>
</tr>
<tr>
<td>Classroom Tutorials</td>
<td>3:30 p.m. - 4:00 p.m.  (Monday-Thursday)</td>
</tr>
</tbody>
</table>

### Summer Hours

<table>
<thead>
<tr>
<th>Resource</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Offices</td>
<td>8:30 a.m.- 3:30 p.m.</td>
</tr>
<tr>
<td>Williams Library Discovery Center</td>
<td>9:00 a.m.- 3:00 p.m.</td>
</tr>
<tr>
<td>Johnson Academic Center</td>
<td>8:30 a.m.- 3:30 p.m.</td>
</tr>
</tbody>
</table>
**CAMPUS HOURS**

Campus gates open daily on weekdays at 7:00 a.m. and close at 10:00 p.m. On weekends and holidays, the gates open at 8:00 a.m. and close at 6:00 p.m. The campus is only closed on Thanksgiving and Christmas.

**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, and science), mid-morning snack, lunch, and recess.

All Lower School students have snacks twice each day. Each child who wishes to eat a 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. Please note that the entire Lower School and the Brown Lower School Dining Hall has instituted a peanut- and tree nut-free policy. Find full details on this policy on Pages 15 and 16.

*Lower School lunch schedule (in the Brown Lower School Dining Hall) begins at 11:30 and lasts until 12:30. Please check with your child’s homeroom teacher for more specific information.*

For students in grades K-4, 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. Students enrolled in the Early Advantage Program should bring a complete lunch including a drink or purchase the food plan available through the school. EAP students eat lunch in their classrooms where microwaves are not available.

**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 5-12 have the same three classes at the beginning of each day (8:8-9:11, 9:15-9:58, and 10:12-10:55).

- A common break time runs from 9:58 a.m. -10:12 a.m. 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. The Middle School has lunch from 11:42-12:26.

- The Upper School has lunch from 12:29 p.m. to 1:13 p.m.

- The class day ends at 3:30 p.m.

Tutorial is held from 3:30 p.m. to 4:00 p.m. Monday through Thursday. Students and teachers can also schedule mutually agreed upon times to meet when personal schedules conflict with these daily tutorial times.

**SCHOOL DELAYS, CLOSINGS, AND EARLY DISMISSALS**

In the event of inclement weather, utility failure, or other unforeseen events, members of the school administrative team may either close or delay the opening of school. A decision will be made as early as possible. *Once a decision to close or delay the opening of school is made, that decision will be posted to our website immediately and the phone tree will be activated.* 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 that many students drive, and the safety of the FCDS community 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 website, information concerning school closing or delay will be communicated as quickly as possible to radio stations WSJS and WFDD, 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 website typically is a better source for immediate information. The absence of an announcement means that school will open as usual.

In the event that inclement weather, utility failure, or other unforeseen events occur during the school day, the administrative team may dismiss school early pursuant to the FCDS Early Dismissal Procedure. Once a decision to dismiss school early is made, all families will be contacted via the e-mail distribution list, the phone tree, and the website to detail the event and the procedure to be followed, and each student will be released pursuant to the options selected by his/her parents on the Early Dismissal Permission Form on file at FCDS.

A few additional notes:

- Information on delays, closings, or early dismissals may be obtained using the FCDS Weather Line, available through the school voice mail system at 336-945-3151 ext. 444.

- If school opening is delayed, buses may run on a delayed schedule, and normally all classes will meet.

- If school is dismissed early, all after school programs and events for the remainder of the day, including ASAP, will be cancelled. Parents are asked to make arrangements for the departure of their children from campus as soon as it is possible to do so safely. Because the ultimate decision regarding student travel arrangements rests with parents, the school urges parents to require students who normally drive or ride with other students to confirm their arrangements with their parents before leaving campus following an early dismissal.

- The school uses an automated phone tree system whereby each Forsyth Country Day School family can receive a voice mail indicating that school has been closed, delayed, or dismissed early. 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 or pick them up early rests with parents, and the school administration will support parent decisions on this subject. Secondly, the school may close, delay opening, or dismiss early when other schools in the area have not made similar decisions. 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, 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 primary concern in establishing these policies.

All students are expected to be in their homerooms or classrooms and prepared to begin the academic day at 8:05 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. After 4:00 p.m., any students not participating in one of the activities mentioned above must report to their respective Division pick-up area or After-School Activities Program. These are the only appropriate locations 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.

CELL PHONE USE BY DRIVERS

Cell phone use by drivers on campus is expressly prohibited at all times unless the vehicle is parked in a designated parking space.

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 7:45 each morning. Arrival time begins at 7:45 and classes begin promptly at 8:05. 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. The safest way to unload cars in the morning is to have only one lane of traffic. This one lane is the right lane of the semicircle at the Lower School entrance. Please use this lane only if you would like to stay in your car and have your child get out without your help. Please use the lane to the south of the crosswalk for this drop-off.

If you would like to park and walk in with your child, please use one of three places for such parking: (1) a space in the Lower School lot itself, the cross at the crosswalk, (2) the right-hand lane to the north of the crosswalk, or (3) in the left-hand lane to the north of the crosswalk.
Dismissal

Dismissal time for students in the Early Advantage Program can occur at several points. The ‘intentional instruction’ portion of the day ends before lunch. Lunch is over by 1:00, so this is a good pick up time. Nap is over at 2:30, another good pick up time. K to 4 grades dismisses at 3:30, another good pick up time. Pick up times after 3:30 are completely flexible, ending at the 5:45 closing time.

The 2:30 and 3:30 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. During dismissal, it is helpful for 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.

2. As soon as all cars are loaded, a signal will be given by one of the faculty for the cars to move. The middle lane will be the first lane to go, the right-hand lane will be next, and the left-hand lane will be last. You may turn right or left from any of the three lanes as you leave the Lower School circle area.

3. 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.

4. If you have an appointment and need to pick up your child from the classroom, please do this before carpool dismissal. Lower School children not picked up by 3:50 p.m. will be taken to ASAP; parents will be billed for the daily drop-in fee.

5. 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.

MIDDLE SCHOOL

Arrival

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

Dismissal

The only designated areas for students awaiting carpool pickup are the Middle School lobby and the sidewalk area at the Middle School-Upper School drop-off area near the Dining Room.

- 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 an 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 Dennis Tate, the Transportation Coordinator, for further information. The drop-off point for students is in the front of the Lower School. No consumption of food or drinks is allowed on buses. In the afternoon, students board the buses at 3:30 outside the Kuhn Building of the Lower School. All buses leave campus at 3:35 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**

**Arrival**

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

**Dismissal**

Students may be picked up from the pick-up area near the Dining Room (the same area as the drop-off area).

• 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.
**Student Drivers**

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

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. **The campus speed limit is 10 mph and must be observed at all times.** Students 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, Upper School 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 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 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 the Early Advantage Program through Grade 4.

AFTER-SCHOOL ACTIVITIES PROGRAM

The After-School Activities Program (ASAP) is available for students in the Early Advantage Program through Grade 4. The EAP after-school program begins at 2:30 and is provided for children who need an all-day school experience. ASAP for students EAP through Grade 4, begins at 3:30 p.m., or 2:30 p.m. for students in the EAP Program. 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 3:50 p.m. will be taken to ASAP and parents will be billed for the daily drop-in fee. ASAP 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. Any Middle School student staying past 4:00 p.m. must register in the Middle School After-School Activities Program, which is available until 6:00 p.m. For registration information and details, please call the Middle School Office Administrative Assistant at 336-945-3151 ext. 341.

CLASSROOM TUTORIAL

Classroom Tutorial is available at no extra cost Monday through Thursday from 3:30 p.m. 4:00 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. 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 (JAC) 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 JAC serves as a safety net of support. In the event that advancement or enrichment beyond our rigorous, college-preparatory curriculum is necessary, the JAC becomes a springboard to propel a student to higher levels of learning.

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 Program provides individualized, multidisciplinary, diagnostic-prescriptive services 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. At the end of each academic year, Language Development Specialists use three different diagnostic assessments to evaluate student progress in the program. These assessments include: the Woodcock Johnson Assessment, the Gates-MacGinitie, reading comprehension and vocabulary assessment, and an informal writing assessment. The results of these evaluations are placed in the student's Language Development folders for future use in identifying areas of instruction needing greater emphasis, guiding future remedialinstruction, and clarifying instructional objectives for the student being served by the program. This monitoring improves educational progress over time, provides parents with an independent source of information, and help to 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.

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.

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 Vocabulary Workshop or material for upcoming tests and quizzes. A portion of daily homework is also completed and students are instructed about the remaining time needed at home to complete homework for the next school day. Students meet for individual sessions with a JAC teacher, and the sessions occur from 3:35 –4:00 p.m. Monday through Thursday.
**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. The five-week summer learning program 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 in March for the upcoming summer program of 2015.

**Speech and Hearing Services**

The Speech, Language, and Hearing Program at Forsyth Country Day School offer several services for students at FCDS. 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. Therapy with the speech-language pathologist is available to students who need assistance in speech and/or language areas.

**The Coordinate Program**

The Coordinate Program of Forsyth Country Day School provides a unique opportunity for students with diagnosed learning disabilities to receive an education within a college preparatory environment. This program is designed to transition students from a modified classroom setting to full inclusion in a traditional classroom setting before entering ninth grade. 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.

Language Arts, math, and social studies are taught by teachers in small groups of up to three students, while classes in science, art, music, technology, and physical education are in the traditional classroom.

**Academic Coaching**

The Academic Coaching program is designed to meet the needs of students who have difficulty keeping track of assignments and keeping school materials organized. Students are scheduled to meet with an academic coach one to five times per week on a regular basis throughout the school year. The academic coach oversees management of assignments and focuses on academic goals for the year. The coach serves as an advocate and lends help with studying, reviewing, note-taking, test preparation and other academic needs. Weekly updates of the student’s progress must be provided to parents by the academic coach, and teacher updates are forwarded to parents as well. Academic coaching allows students to organize their academic life, prepare more effectively for tests, and complete assignments in a timely manner.

**Single Courses**

Single Courses are regular-level courses taught in a one-on-one setting and designed for students who experience significant difficulties with course material as delivered in the regular classroom setting. The course material in Single Course classes utilizes the same curriculum as the regular classroom. Eligibility in these courses is only for those students who have a recommendation from a teacher, a medical condition that prohibits them from completing the requirements of the regular classroom, or a documented learning disability. Mid-year enrollment in a Single Course will only be considered for students who have exhausted all available resources including but not limited to regularly attending tutorial, having subject tutoring, and complying with teacher expectations. Both the directors of the Upper School and the Johnson Academic Center must approve these students to take a Single Course.
Only regular level (no Honors or AP) courses can be taken in a Single Course and 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.

**SUBJECT TUTORING**

Each weekday, the JAC provides hourly tutoring in a one-on-one setting, which 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. Tutors have weekly communication with teachers and families to ensure that continued progress is being made in the subject area.

**SCHEDULING**

*The Johnson Academic Center is open 8:00 a.m. to 4:00 p.m. Monday through Thursday and 8:00 a.m. to 3:30 p.m. on Fridays. To inquire about JAC services, please call the JAC Office at 336-945-3151 ext. 431.*
Part 7: ADDITIONAL INFORMATION

CONTACTING THE SCHOOL

Switchboard and Voice Mail

The switchboard is open Monday through Friday during the school year from 7:45 a.m. to 4:00 p.m. Callers may reach the receptionist by dialing (336) 945-3151. After hours, a recording with an automated phone directory will list extensions for faculty or staff. A caller can then leave a message to be received the next school day. Extensions are also listed in the school directory.

Contacting Teachers

During the school day, the receptionist will connect a caller directly to a teacher’s voicemail so as not to disturb classroom instruction. Please inform the receptionist if the call is urgent and appropriate measures will be taken to contact the teacher. E-mail is often the most efficient way to make contact, as teachers frequently check their e-mail messages throughout the day. E-mail addresses are listed in the school directory but generally follow the form of firstnamelastname@fcds.org (janedoe@fcds.org).

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 student’s 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 School Telephones

Students in the Middle and Upper Schools should use the designated student phones for all phone calls. Students in the Lower School should seek assistance from Lower School teachers or the Lower School office for all calls. Middle School students may not use cell phones in any academic area. All phones 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 website. 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).

LOWER SCHOOL PEANUT- AND TREE NUT-FREE POLICY

The Lower School has adopted a policy in regard to foods that are to be served to Lower School students. Because we are serving younger children and because there is a rise in the number of children who have peanut or tree-nut allergies, no food containing peanuts or tree nuts of any kind may be served in the Lower School. Food served in our dining hall has been peanut- and tree nut-free for several years.

This means that all foods (snacks and lunches) sent in by parents and foods provided by teachers for the children to consume must be peanut- and tree nut-free. Fresh fruits and vegetables are always a good option. Foods that are intended to be shared with classmates for parties or birthday celebrations cannot be home-baked, because most of us use nuts in foods we prepare at home from time to time. This means that our equipment has been compromised for a child with a peanut or tree-nut allergy.
Most local bakeries do not label ingredients, and many items coming from local supermarket bakeries have ingredient labels with disclaimers stating there may be traces of peanuts or tree nuts. Any items shared with any class in Lower School must be made in a facility that is peanut- and tree-nut free.

While FCDS cannot guarantee that the Lower School will be 100% peanut- and tree-nut-free, this policy will drastically diminish the possibility of a child getting sick due to coming in contact with peanuts and tree nuts.

A list of peanut/nut-free snacks can be found on the FCDS website.

**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 Niki Vogler at 336-945-3151 ext. 378 or nikivogler@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, PHOTOS, AND/OR VIDEOS**

As part of our efforts to recognize our students’ many talents and achievements, the school may occasionally include student names, photos, and/or videos in various school publications, both print and electronic. Some examples might include classroom instructional materials, admission materials, magazines, or newsletters, sports announcements, our website, e-newsletters, 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 & Marketing, at 336-945-315 ext. 428 or via e-mail at priscillastjohn@fcds.org.
Part 8: 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 will need to fill out the Medication Administration form found on the Magnus website. All health room and athletic forms can be found on the Magnus website (https://secure.magnushealthportal.com/).

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. These forms are easily accessible via the Magnus Website.

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, on the Medication Administration form, by the student’s physician and parent. 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 on the Magnus Website.
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. All health forms are available Magnus website. Each parent will receive an e-mail with their user name and password from the Forsyth Country Day School Admission Office. Magnus will send out reminders every week until all forms are up to date. **Students may not attend school unless all forms are on file.**
Part 9: 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 tennis courts.

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 10: 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 & Marketing.

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 at least a day in advance. Classroom visitations will be determined by the appropriate Division Director, the 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.

POSITIVE SCHOOL ENVIRONMENT

Forsyth Country Day School is excited to partner with parents, students, and faculty to create a positive school environment for everyone. Because every adult in our school community serves as a role model for our students, it is imperative that we conduct ourselves in a professional and courteous manner when on campus or when representing the school in the community at large. Consideration and discretion are expected when speaking or writing to and/or about school personnel, other parents, students, or the school in general. Raised voices or language that is abusive, disrespectful, or otherwise offensive will not be tolerated on campus at any time. A parent or guest who cannot abide by the school’s parameters for acceptable interactions may be denied access to campus or re-enrollment in school. In any interaction, please be guided by our school’s Statement of Community. 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, kindness, and consideration for all members of the school community.

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 Upper School administration. 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 when it deems necessary, including without limitation when there is suspicion of drugs, theft, or weaponry. The lockers are the school’s property and students should harbor no expectations that the contents of their lockers, whether in the open or self-contained, are free from a reasonable search by school officials in their presence.
PROPERTY SEARCHES

FCDS reserves the right to search backpacks, cell phones, personal computers, or other personal items on campus if FCDS has reasonable grounds for believing that the search will uncover evidence that the student has violated or is violating either the law or the rules of the school.

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 11: 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 33,000 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.

THE JEANETTE M. SMITH LOWER SCHOOL LIBRARY

The Jeanette M. Smith Lower School Library is a place of learning and enjoyment for students in EAP through Grade 4. Its colorful “Big Top” is the site of many wonderful stories and events. The library offers more than 14,000 volumes of books and other materials for use by the school community. Students come to the library once a week for check-out and have a book read to them in collaboration with what they are learning in their classroom. With 12 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 24,800 books and other resources as well as its 14 computers. Middle School and Upper School classes are scheduled in collaboration with faculty to meet students’ needs.

Study Hall Guidelines

Middle School

Middle School students are encouraged to use the library during study hall only when they have research or printing needs that cannot be accomplished through the use of their Chromebooks. Middle School students may only go to the library during study hall with a pass issued prior to the study hall by an academic teacher; study hall teachers will not issue passes to the library. Any Middle School student who goes to the library during study hall must return to study hall by the end of the period with a pass signed by the librarian. Additionally, there should be no eating in the library at any time; however, students are permitted to have water in closed containers.

Upper School

Students are encouraged to use the library during study hall only when they have research or printing needs that cannot be accomplished through the use of their Chromebooks. Students wanting to use the library during a study hall period may do so with the permission of the Study Hall teacher. Students are expected to use the library for academic reasons only and most students can achieve their needs in 15 minutes. If a student, however, needs to use the library for more than this time, then the study hall teacher can grant this at their discretion. Additionally, there should be no eating in the library at any time. Drinking in the library is limited to drinks in closed containers.
**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 librarian to integrate the students’ learning experience.

**The Williams Library Discovery Center Website**

The extensive Williams LDC website 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 website 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.

**SPECIAL EVENTS AND TRADITIONS**

**Middle School Reading Club**

Open to students in grades 5 – 8 and offers the opportunity for fellowship, reading books by prominent young adult authors and discussion of book types and genres.
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.

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 12: INSTRUCTIONAL TECHNOLOGY PROGRAM

LOWER SCHOOL

Technology instruction for students in EAP through Grade 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. Students in the seventh and eighth grades may also choose to take a computer science elective course.

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 with an emphasis on how to use digital tools to solve complex problems.

1:1 INITIATIVE

Students in grades 5 through 12 are each issued a Google Chromebook. The Chromebook is a tool that students use in the classroom, but is also a tool for students to use in their daily lives and work at FCDS. To be successful in the 21st century, students need to develop skills in the areas of technology, collaboration in groups, organization, and more. Honing these skills takes practice and access to a device is critical to their development. From an educational technology perspective, we desire for our students to be savvy digital consumers and – more importantly – digital creators. The Chromebook is a device that will give students access to organizational tools, research sites, communication tools, and collaborative features that have not been easily available in the past. In addition, each classroom and subject will, from time to time, find innovative and practical ways to use this digital tool in the classroom. FCDS expects the Chromebook to be a device that will give students such things as: more access to Haiku class information, easier ability to email classroom teachers, faster access to digital documents, ability to organize with Google calendars, ability to collaborate with their peers through shared documents, conferencing and much, much more.
Part 13: STUDENT COUNSELING

Counselors are available for individual, small group, and family support in the Lower, Middle, and Upper Schools. The counseling program is designed to meet the changing personal and academic needs of students at each development stage of their school lives. The counselors provide individual, small group, family counseling, or classroom guidance sessions as needed. To the extent which legal and ethical guidelines permit, confidentiality is strictly upheld in all cases and instances.

Our counselors meet 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. Values such as honesty, kindness, responsibility, trust, and respect are promoted. The counselors develop specialized proactive programs dealing with current societal issues for students, parents, and faculty.

The counselors may receive referrals from parents, faculty, and/or students and have an “open door” policy for the entire FCDS community. Also, the counselors serve as a point of contact for any parent or faculty member with questions regarding a student’s developmental or personal well-being. When appropriate, the counselors work with families and students to transition to outside counseling and mental health support.

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. 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, Sophomore College Visit Day, College Night for Juniors, College Tours for Juniors, College Night for Senior Parents, the College Application Workshop Series, Parent Coffees, 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 website, 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 for EAP do meet on conference days, but classes do not meet for students in K to 12. 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.

**FCDS Character Program**

At FCDS, we are training and equipping future leaders of not only America, but the world. In order to shape strong students of academics and character we must instill ethical values through integrated curriculum, modeling, and intellectual discussion. This program places emphasis on exploring and modeling character traits, problem solving, and social/emotional skill development. Our intention is to integrate valuable character traits that focus on the attitudes and personal qualities that build a foundation for success in life and work into the total school environment (K - 8), as well as into the community. The following words and definitions will be embedded throughout the curriculum as a daily focus for students and faculty:

- Respect: recognizing the importance of people and property and treating them accordingly
- Responsibility: acting honorably and holding oneself accountable for one’s actions and words
- Integrity: choosing to do what is right, especially when it is difficult, even if no one is looking
- Compassion: understanding and sharing another person’s experiences and emotions with the desire to help them
Part 14: GENERAL SCHOOL POLICIES

ATTENDANCE

Forsyth Country Day School students are required to attend all classes unless excused by the appropriate 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 Lower or Middle School offices by 10:00 a.m. to report an absence and to request homework. Parents are asked to report an absence and to request homework from the Upper School by 8:00 a.m. 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. Students who spend the majority of the day in the Health Room may not be allowed to participate in after-school activities on that day.

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.

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 8:10 a.m. All Lower School students arriving tardy to school must sign 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 children when they are picked up from ASAP.

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 must be signed in by the student’s parent 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 a mark. If a student misses school due to illness, parents need to contact the Middle School administrative assistant on the day(s) of absence and provide a note or e-mail upon his/her return to school.

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 at 8:05 a.m. with their Advisors, and attendance will be taken at that time. 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 8:00 a.m.** Parents should call Mrs. Nugent in the Upper School Office to communicate the absence. 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 8:05 a.m. MUST provide parental permission in the form of a 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 is ill and wishes to leave school during the day must first go to the Health Room.** A school official will then contact a parent for the necessary permission. Parents should not pick up children or give them permission to leave school without speaking to a school official. Sign-out in the division office is also required unless the student is too ill to do so, in which case the school official will notify the office.
• Any student who needs to leave school earlier than 3:30 p.m. MUST provide parental permission in the form of a 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.**

• 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 one day for every day absent to make up tests and papers and to complete class work. It should also be noted that in a school with our student-teacher ratio, patterns of absence on major due dates become conspicuous and will be addressed appropriately.

• Any student who is tardy to any class after Advisor Group 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 class 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 the school year may not receive credit for a course. Parents will be notified at the tenth absence and a conference with the Middle School 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 Middle School Director will meet with parents to establish academic guidelines and expectations.

**Upper School**

Success in the FCDS Upper School depends heavily upon experiencing the course content firsthand from our faculty as they have planned. For this reason, every student is required to attend every class, except when excused for illness, religious observance, or other reasons deemed acceptable. School vacations and holidays are planned to
provide both maximum convenience in observing traditional holidays and maximum benefits to the educational process.

In the Upper School, it is very difficult, and in certain situations virtually impossible, to make up work missed due to absence. A coordinated effort between the student and teacher is the best approach for putting the student in a position possible to move ahead with his or her peers in the event of an excused absence. The classroom experience cannot be duplicated and teachers cannot re-teach entire lessons to students during teacher prep periods or tutorial.

We plan our academic calendar carefully to afford our faculty the necessary time to deliver our curriculum to students. Students who attend as expected and perform to an acceptable standard earn the course credit they seek by enrolling in each course. Students repeatedly absent from school may not be able to fulfill the requirements of their courses. Should a student’s absences—both excused and unexcused—grow to a problematic level, the Upper School must consider whether course credit is due. The following is an outline of the Upper School policy related to course credit and absences:

- After the tenth absence in a full-year course, a letter from the Upper School will be sent home noting that milestone and reviewing the attendance policies and their implications.
- After the fifteenth absence in a full-year course, a meeting with the Upper School administration will be scheduled to discuss excessive absences and to discuss immediate solutions to the absenteeism.
- **After the twentieth absence in a full-year course, students are liable to lose credit in that course, whether the absences are excused or unexcused.**
- The Upper School will work with students with extended illnesses to secure credit where possible, but families must be aware that the need to retake a course in a future year or semester may be the only option.
- Absences due to school-sponsored or school-related activities (i.e. sports and field trips) are not counted against the 20-absence limit.

Semester courses will follow a similar procedure as one for year-long courses, albeit with different milestones:

- After the fifth absence in a semester course, a letter from the Upper School will be sent home noting that milestone and reviewing the attendance policies and their implications.
- After the eighth absence, a meeting with the Upper School administration will be scheduled to discuss excessive absences and to discuss immediate solutions to the absenteeism.
- After the tenth absence, students are liable to lose credit in that course, whether the absences are excused or unexcused.
- The Upper School will work with students with extended illnesses to secure credit where possible, but families must be aware that the need to retake a course in a future year or semester may be the only option.
- Absences due to school-sponsored or school-related activities (i.e. sports and field trips) are not counted against the 10-absence limit.

Distinguishing between absences is important for the Upper School community to understand as it pertains to the ability to make-up missed work and or assessments. It is the responsibility of students who have excused absences to make up all work missed. Make-up work should be completed as soon as possible (on occasion, outside tutoring may be necessary). For the excused absences listed in the section entitled “Excused Absences” above, students will have the opportunity to make-up missed work and assessments.

For the unexcused absences listed below, students will not be able to make-up missed work or assessments, and subsequently will receive a grade of zero on any missed work or assessments.
The following are considered unexcused absences:

- Absence due to student skipping a class
- Absence due to a student being off campus without permission, even if missing a free period, an assembly period, an activity period, a lunch period, etc.

**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 15: 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. The Head of School shall have the sole and absolute discretion when making any final determination regarding the interpretation and enforcement of any provision of this Part 15.

GENERAL EXPECTATIONS – LOWER SCHOOL

In the lower grades, the teachers and the Lower School administrators 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, five areas of conduct warrant special attention in the Forsyth Country Day School Community:

- Adherence to the Statement of Community;
- Adherence to laws prohibiting the use of alcohol and other drugs as well as the abuse of other substances;
- Individual commitment to support a positive learning environment at Forsyth Country Day School;
- Respect for the diverse backgrounds of all members in our school community; and
- Ethical use of technology (see Appendix C).

Statement of Community (Honor Code) Forsyth Country Day School established the Statement of Community (Honor Code) because it expects the members of the FCDS community 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 member of the FCDS community is expected to guard that privilege diligently.

FCDS STATEMENT OF COMMUNITY

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, kindness, and consideration for all members of the school community.

FCDS HONOR CODE

Plagiarism, cheating, stealing, and lying are violations of the Statement of Community’s honor and integrity expectations.

To instill the meaning of the Statement of Community (Honor Code), each school division seeks ways for students to learn its value in their daily lives. In the lower grades, the administrators, teachers, and guidance counselors help students to learn the meaning of honesty and kindness, and the ways in which people are expected to be honest and kind. As the students mature, more specific areas of the Statement of Community (Honor Code) are discussed along with the consequences of their violation. At all grade levels, students experience both the privileges associated with adherence to the code and the consequences of violating the code. All announced assessments (tests and quizzes), and major writing assignments and projects in the Upper School will include a cover page with the Honor Code and students must read the code and sign their names to attest that they have read the code.

The Honor Code clearly declares lying, cheating, plagiarizing, stealing, and violations of the of appropriate student conduct, including the Statement of Community’s honor and integrity expectations. Although violations can encompass many forms of misbehavior, lying, cheating, bullying, plagiarizing, and stealing, 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. Additionally, the use of cell phones (calling, texting, accessing the internet or stored data, etc.) is strictly prohibited in all testing situations, and any such use will then be considered cheating. Students are also prohibited from using cell phones as time pieces during testing.

**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, most violations of the Honor Code are submitted to the Judicial Board. Final decisions in all cases rest with the Head of School and the Division Director, in consultation with any others whose insight is requested.

**LOWER SCHOOL**

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

**MIDDLE SCHOOL**

The Middle School Director and faculty handle Honor Code issues on a case-by-case basis. 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. National Junior Honor Society status, National Junior Art Honor Society status, and Student Government offices may 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 marks or points, 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 involving a possible breach of the Honor Code 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. Class representatives, the chairperson, and faculty sponsors each have a vote.

Upon report of a possible honor offense or other significant behavioral misstep the primary Judicial Board sponsor and SGA Vice President will meet with the student suspected of violating the Honor Code to discuss the allegations. If the case is deemed valid, the student will be informed that he or she must appear before the Judicial Board. The student, his or her parent(s), the student’s advisor, and the student’s college counselor will be notified of the charge. A student involved in an Honor Code case should follow these simple guidelines:

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

The Judicial Board makes recommendations for punishment to the Director of Upper School. The Board’s comments hold considerable weight with the Director as he or she makes 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 is called before the Judicial Board. The student may be accompanied into the proceeding by a faculty advocate of the student’s choosing, who may speak on the student’s behalf during the proceeding. 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, if so, 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 Director of Upper School. The Vice President of Student Government informs the Director of the Judicial Board’s recommendation. The Director then makes the final decision about punishment and informs the accused student and his/her parents. To bring the process to conclusion, the Director 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 Judicial Board proceedings and/or is found guilty of an honor offense should expect to resign from the Board and may also be subjected to additional disciplinary action.

**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 the EAP, 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
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 Head of School.

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, and electronic cigarette-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. This prohibition also includes the use of electronic cigarettes and personal vaporizers, whether or not they contain nicotine. 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 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 hallways or classroom areas, unless permitted by a supervising faculty member. Carbonated beverages are restricted to the Dining Hall, the gym foyer, the senior lounge, 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 administrator or 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 P.E. 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.

Spirit Rock

The Spirit Rock is the property of Forsyth Country Day School, and any use or modification of the rock must be approved in advance by the Upper School administration. Any modifications, painting, writing on, or alteration of the Spirit Rock not authorized by the Upper School administration will be considered defacement and/or destruction of school property. Any such act shall be deemed a violation of School policy, and when perpetrated by a student, shall constitute a serious violation of the student discipline code.

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 Head of School. 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 School**

FCDS prides itself in providing a warm and supportive community. Students; however, at times, will make missteps and need to be held accountable for their actions. Accordingly, minor infractions of school rules, commonly referred to as “teachable moments,” such as dress code violations, use of inappropriate language, gum chewing, tardies, and eating outside the Dining Hall etc., may result in earning a suspension of privileges or a “mark.” Any faculty member (EAP-12) can give marks to a student who is in violation of the rules. Students who earn a mark must be notified by the faculty member in person. If a student feels as though he or she has received a mark unjustly, he or she may ask the Middle School Director to intercede.

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 mark 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 Middle School, a point will be earned when a student has received two marks within the academic year.

When a student earns the equivalent of **two points**, parents will be called and the student will report to school for a weekday work detail at 7:15 a.m. Students should report to the Middle School office for guidance on the chores for the morning. Students will be expected to complete various tasks, such as washing windows, cleaning desks, scraping gum from desks, etc. in order to allow the student the opportunity to better the school community. For any infractions after a student has already earned the equivalent of two points, the student may receive additional
disciplinary consequences including but not limited to a 3-hour Saturday morning work detail, in-school or out-of-school suspension, disciplinary probation, dismissal, or expulsion depending on the circumstances surrounding the infraction.

If a student’s behavior violates the school’s Statement of Community, the student and his/her parents may be required to meet with the Middle School Director to re-evaluate the student’s placement at school and the student may be placed on disciplinary probation. Students who have violated the Statement of Community may not be permitted to attend special class functions and/or trips.

*Please Note:* The Middle School Director and the faculty 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 ability to participate in or attend school activities.

**Daily Infractions – Upper School**

FCDS prides itself in providing a warm and supportive community; however, sometimes students misstep and need to be held accountable for their actions. Accordingly, minor infractions of school rules, such as dress code violations, use of inappropriate language, gum chewing, tardies, and eating outside the Dining Room etc., may result in earning a suspension of privileges or a “point.” Any faculty member (EAP-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 Upper School administrator to intercede.

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 story to purchase one.

In the **Upper School**, a student will be subject to a work detention after accumulating six (6) points (in total, for the year). The parents will be contacted by the Dean of Students after the fourth point. At nine (9) points, a student will serve an out-of-school suspension, and at twelve (12) points a student will be subject to dismissal from the school.

**Work Detention**

If a student amasses six (6) points, a work detention will be assigned to take place between the hours of 8:05 am and 3:30 pm on the next day of classes. On the day of the work detention, students are permitted to attend before and/or after school tutorial, but during normal school hours the student will perform labor on campus. During work detention a student will not have the opportunity to complete coursework; however, the student will be responsible for making up all work missed while serving a work detention. In the event that a student reaches nine (9) points, the ensuing suspension will become a permanent entry on his or her record, marking a persistent pattern of misconduct during a single academic year.

Because the school is committed to allowing students some opportunity for grace, after a student reaches six points and has served a work detention, he or she may elect to work off one point. Work detail will take place before, during, or after the completion of the school day; a student is required to work for one hour every day for a week to erase the point.
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 ability 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 School

Suspension is a separation from the school community imposed for a significant violation of school rules. Serious disciplinary 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, whether in-school or out-of-school, may not attend classes or participate in any other school-related or extracurricular activities on the day or days the suspension is enforced, including but not limited to, musical/dramatic performances and rehearsals, athletic games and practices, and school-sponsored social activities such as dances. 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 except as noted earlier.

A suspension does not itself 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. Offenses that are academic in nature, such as plagiarism or cheating, will 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 8:05 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. The student is responsible for gathering the assignments missed during the day and for completing the work before returning to school the next day. 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. A parent may be asked to meet with the appropriate school Director to reinstate the student the morning after an out-of-school suspension.

Upper School

Suspensions in the Upper School are served out of school. Suspension is a separation from the school community imposed for a significant violation of school rules. Serious disciplinary 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 Co-Directors 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. Offenses that are academic in nature, such as plagiarism or cheating, will 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.

During a 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 Director to reinstate the student the morning after a suspension.

**DISMISAL AND EXPULSION**

Students may be dismissed or expelled for conduct including, but not limited to: breaches of the Honor Code or Statement of Community, violation of a probationary status, or any other serious behavioral incident or excessive lesser incidents 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 Head of School 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 Head of School 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 16: ACADEMICS

LOWER SCHOOL GRADING

Grades in the Lower School, Kindergarten to fourth grade, are communicated at the end of each of the school-year’s four quarters. Teachers identify appropriate standards within each subject area and evaluate a student’s developmental progress based on those standards. Each standard each quarter will be marked as one of the following values:

4- Exceeding Proficiency
- Mastered complex, targeted knowledge of standards
- Consistently completes work independently that demonstrates understanding
- Routinely uses inferences and applications that go beyond what is explicitly taught in class

3- Demonstrating Proficiency
- Understands the foundational material that supports the targeted learning
- Consistently completes work independently that demonstrates understanding
- Consistently demonstrates ability to understand concepts and standards after teacher explanation and guided practice

2- Developing Proficiency
- Demonstrates an understanding of the foundation material with help from the teacher, but struggles to complete work independently
- Routinely needs additional instruction and/or support
- Demonstrates partial knowledge of concepts but does not show consistent understanding of concept
- Demonstrates an ability to understand the concept but needs more guidance

1- Lacking Proficiency
- With assistance from the teacher, the student demonstrates little understanding of the concept
- Does not demonstrate an ability to understand the concept or standard without consistent teacher intervention

The marked value is based on an integrated evaluation of class work, written assignments, oral participation, tests, and quizzes. Grades also are assigned for effort, work habits, conduct, and citizenship.

MIDDLE AND UPPER SCHOOL GRADING
### Grading Scale

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

Grades in Upper School AP classes are weighted 10 points and grades in honors courses are weighted five points for calculating grade point average and honor rolls. Transcript grades are not weighted.

### Effort Grading Scale

5- Exceptional effort
- The student has a positive and constructive influence on the classroom environment on a daily basis.
- The student exhibits clear evidence of preparation for class on a daily basis.
- The student exhibits clear evidence of intellectual engagement throughout the class period on a daily basis.
- The student maximizes the opportunities to enhance learning during and beyond class and tutorial in an appropriate manner whenever needed and through the student’s own initiative.

4- Strong effort
- The student usually has a positive and constructive influence on classroom environment.
- The student exhibits clear evidence of preparation for class the majority of the time.
• The student exhibits a clear level of intellectual engagement during class periods the majority of the time.
• The student will routinely take advantage of opportunities to enhance learning during class and tutorial in an appropriate manner through both his/her initiative and teacher direction.

3- Moderate effort
• The student has an influence on the classroom environment that is not necessarily positive or negative.
• The student exhibits a satisfactory pattern of preparation for class.
• The student exhibits a satisfactory level of intellectual engagement during class periods.
• The student will take advantage of opportunities to enhance learning during class and tutorial and usually when directed to do so by a teacher.

2- Poor effort
• The student has a minimal influence on the classroom environment
• The student exhibits minimal preparation for class.
• The student exhibits a minimal level of intellectual engagement during class periods.
• The student may occasionally take advantage of opportunities to enhance learning during class and tutorial and only when directed to do so by a teacher.

1- Unacceptable effort
• The student has a consistently negative influence on the classroom environment
• The student exhibits little to no evidence of preparation for class.
• The student exhibits an unacceptable level of intellectual engagement during class periods.
• The student does not take advantage of opportunities to enhance learning during class and tutorial, even when directed to do so by a teacher.

Using a numerical scale ranging from 1 (unacceptable effort) to 5 (exceptional effort), the effort grade will provide feedback on qualitative elements of student performance that are not factored into the traditional letter grade: (1) influence on the classroom environment, (2) preparation for class, (3) intellectual engagement, and (4) opportunities to enhance learning. The presence of an effort grade within our approach to grading will provide our faculty with a greater ability to assess and provide meaningful feedback to our students and parents. Moreover, the effort grading concept provides our community with an additional means of supporting the third component of our school’s vision regarding character. This grade is viewed as an internal feedback measure for the benefit of student academic development. As such, the effort grade students receive in each course will be provided on progress reports (when applicable) and quarter comments, but will not appear on student transcripts. It will appear at the end of the narrative as simply as this example: “Effort Grade: 4”.

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. Additionally, an Upper School
student may be required to attend mandatory tutorial class when academic difficulty exists. 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**

We value good communication with our parents throughout the school year and welcome questions/input at any point.

For formal reporting, EAP parents will conference with teachers on assigned school-wide conference days (end of 1st and 3rd quarters). In addition, teachers will prepare and mail home written comments at the end of 2nd and 4th quarters.

Grades K to 4 will receive Standards Based Grades at the end of each quarter. Parents are invited for conferences on school-wide dates after 1st and 3rd quarters.

**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 report cards. 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, progress reports are sent home for all ninth graders, all new students, and all students with a 70 average or lower. 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**

All Lower School students should plan for at least 20 minutes of pleasure or “take home” reading each night. General guidelines for homework 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. Students who effectively use their study hall periods may reduce the amount of time spent on homework at home each night.
Upper School

Students should expect to spend an average of 2 1/2 to 3 hours on homework each evening if enrolled in a schedule of regular-level courses. Students enrolled in honors and/or AP courses should expect the aforementioned average to increase, given the additional demands of those courses.

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/or write about summer reading selections in some of their classes. In nearly all cases, some form of graded assessment related to the summer reading will be given at the beginning of the school year. 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 include Modern World History and U.S. 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)*
- 1 credit of fine arts (1/2 credit of visual art, 1/2 credit of performing art)
- 2 activity credits
- 1 credit of elective
- Capstone Experience: Internship, Research Paper or Project (see Section 17)
- 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.)
- 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. Coursework may be used for enrichment, but not to replace the opportunity of taking the course at FCDS. 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 teacher, faculty advisor, parents, and college counselor; if the change is approved, a drop/add form may be requested in the Upper School Office. If a student is requesting a drop in a course to be replaced by a course in another subject, the request must be made within the first ten days of the class. A student requesting a course level change (i.e., dropping from either Honors or AP) within a subject must do so by the end of the first quarter. A course dropped by the approved deadline will not appear on the student's transcript. Students are not permitted to drop a course after the deadline 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 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 Human Geography. 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 may be asked to 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

Our academic team has carefully developed curriculum scope and sequence to prepare our students to gain entrance to the most prestigious schools in the world. The courses are rigorous, yet have been carefully balanced so that they do not overwhelm our students. This thoughtful approach considers what students need academically, socially, and developmentally to be successful while at FCDS and beyond. We believe it is not ideal for student success to attempt to consolidate four years of our program into less than that. For this reason, our policy is to provide a four-year high school experience for each student.

FCDS recognizes that colleges and universities provide high school students early admission opportunities for academic and athletic reasons. These early admission/entry programs can afford our students post-secondary educational and athletic opportunities that are beneficial to their academic and/or athletic development. Given that these opportunities are provided by colleges and universities, FCDS is inclined to support the accelerated departure of a student, as we are inclined to support the development of our students during their time here. School policy differs depending on the situation presented by the opportunities.

Some of these opportunities do not require a student to have completed the FCDS graduation requirement or to have received a diploma to gain admission to the post-secondary program. Examples of opportunities supported by FCDS include, but are not limited to, the following:

- Standard early admission programs where a student applies for college admission during their junior year and is granted admission for the following fall term.

- Special academic programs that permit entry after a student’s junior year of high school.

These opportunities assume the student will fall short of their high school’s graduation requirements and thus will not earn a diploma. For these programs, FCDS will not consider university course credit earned in the program retroactively for the purposes of graduating from FCDS. As such, a student pursuing such a program must acknowledge in writing that he/she forfeits the privilege of receiving a diploma, unless the student is accepted for re-admission and re-enrolls as a full-time student at FCDS.

Other opportunities mandate that the student have completed the same graduation requirements and have received a diploma to be eligible for admission. Examples of opportunities supported by FCDS include, but are not limited to, the following:

- Intercollegiate athletic participation requiring enrollment in the spring semester of what would be the student’s senior year at FCDS.

- Special academic programs that permit entry after a student’s junior year of high school, but require a student to be considered a graduate of his/her high school.

These opportunities assume the student will have developed a curriculum plan early in the Upper School years to make accelerated departure realistic, without compromising the prescribed sequence of our academic program and the confines of our academic schedule. Coursework from online providers or from other schools may not be used for transfer credit once the student has enrolled at FCDS; transfer credits will be accepted from accredited schools if earned prior to entering FCDS and while enrolled in ninth grade or higher (high school credits earned as a middle school student will not transfer). The curriculum plan developed for the student will require the student to complete all of the FCDS graduation requirements, including the community service and senior internship expectations prior to receiving an FCDS diploma and having the final transcript mailed. A student completing the plan may receive his/her diploma in a private ceremony or in the May graduation ceremony.
Requests for accelerated departure for non-academic or athletic reasons or for a destination other than a college or university will not be granted.

In all cases, requests for accelerated departure must be submitted in writing to the Upper School Director as early as possible and must be approved by the Head of School.

**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 SSD Coordinator in the Johnson Academic Center.

**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 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 for the semester. There are no exam exemptions for students in grades 9-11 unless they are in an Honors Course that requires a SAT Subject Test or AP Exam. Any deviation from the exam schedule must be approved in advance by the Upper School Director.
Part 17: PROGRAM OF ACADEMIC CONCENTRATION (PAC), CAPSTONE EXPERIENCE, SCHOOL-WIDE HONORS, EXAMS, AND GRADUATION

PROGRAM OF ACADEMIC CONCENTRATION

The Forsyth Country Day School Program of Academic Concentration (PAC) is a course of study and focused experiences offered in the last two years of high school culminating in a specialized diploma. Five concentration areas are offered to students allowing them to select a diploma program that aligns with their future goals, interests, and potential academic study at the college and university level. Although all graduating students have the same number of graduation credits and requirements, the PAC allows students to focus their electives in a targeted area. If a student does not wish to choose a specific PAC diploma, then they will naturally obtain a regular FCDS diploma through the standard graduation credits and requirements. A Capstone experience is the only aspect of the PAC that is a graduation requirement.

The PAC components include:
- A minimum of three electives in the chosen focus area.
- A Senior Seminar in current topics and issues on the chosen focus area
  *(The Senior Seminar beings with the Class of 2017, Spring 2017)*
- Capstone Experience: Internship, Senior Thesis or Project

The Five PAC Diplomas offered are:
- Science, Technology, Engineering and Math (STEM)
- Business and Entrepreneurship (B&E) *(Begins with the Class of 2017, Fall 2016)*
- Performing and Visual Arts (PVA)
- Global Studies (GS)
- Humanities & Social Sciences (HSS)

CAPSTONE EXPERIENCE

**Internship:** By completing 40 hours of internship, students have the opportunity to have real-world experience as an intern in their PAC-related field. Working alongside professional and engaging daily activities, students will gain an authentic view of a PAC related career.

**Project:** Students have the opportunity to explore an approved PAC related topic of their choosing and create a product as a demonstration of their experience and learning.

**Thesis:** Students have the opportunity to explore an approved PAC related topic of their choosing and write a research thesis as a demonstration of their gained understanding.

GRADUATION HONORS DETERMINATION

Cumulative averages will be used to determine honor graduates and valedictorian. Only students who have attended Forsyth Country Day School for tenth grade and beyond consecutively are eligible to be valedictorian. To ensure equity in determining graduation honors, only grades from tenth grade and beyond will be used; grades from ninth grade are not used.

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, 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 Requirements (Appendix G) may result in the withholding/revocation of a student’s diploma and/or the withholding of his/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). “Special” area 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 and complete 10 hours of community service by the end of the eighth grade.

Prospective members of the fifth and sixth grade must achieve a minimum 93 cumulative average based on fifth, sixth, seventh, and eighth (when applicable) grade years to meet the scholarship requirement for consideration. Foreign language classes are not used in calculating the cumulative average. Prospective members of the seventh and eighth grade must achieve a minimum 91 cumulative average based on fifth, sixth, seventh, and eighth (when applicable) grade years to meet the scholarship requirement for consideration. Foreign language classes are not used in calculating the cumulative average. The first three quarters for the year in consideration will be used in calculating a prospective member’s cumulative average in that year. 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 just achieved the necessary cumulative average may be considered for membership. 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.

Prospective members must not have had a detention or in- or out-of-school suspension, and may not have committed any flagrant violations of school rules or the Honor Code. 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. Thus, any students not adhering to the FCDS Honor Code or Statement of Community forfeit their eligibility for induction. Failure to maintain standards of admission for scholarship, leadership, service, character, and citizenship may also result in removal from the Society.

The NJHS Advisor maintains a detailed set of bylaws governing the activities of the FCDS NJHS Chapter.

**National Junior Art Honor Society**

The criteria for membership in the National Junior Art Honor Society emphasize outstanding artistic scholarship and service to the school and community through development of artistic endeavors together with a strong moral character. By exemplifying these standards, the individual student members of the society promote an awareness of art and become active participants in the education process at their school and their community. Students must maintain an A (no lower than a 90%) in art class and maintain a B cumulative average (nothing less than an 83%) in all other subjects throughout the year. Students are hand selected by the current art instructor and are announced in the spring each school year followed by an official induction ceremony.
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

Students are considered for induction into the Cum Laude Society—the independent school equivalent of Phi Beta Kappa—once and only after the first semester of their senior year. Students must be in the first quintile (20%) of the senior class at that time and must have attended FCDS since the beginning of their sophomore year. To ensure equity in determining Cum Laude honors, only grades from tenth grade and beyond will be used; grades from ninth grade are not used. The primary criterion for consideration is weighted cumulative grade point average that incorporates only grades earned at FCDS.

Additionally, the Regents of the Cum Laude Society assume “Chapters will elect to membership only students who have demonstrated good character, honor, and integrity in all aspects of their school life” (The Cum Laude Society website - www.cumlaudesociety.org). As such, FCDS students with an Honor Code violation for academic misconduct occurring in grades 10-12 are not eligible for induction and are subject to removal from the society if a violation occurs after induction.

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. For the Class of 2019 and beyond, the Faculty Council requires a cumulative grade point average of 10.0 and above (12-point scale) based on ninth, tenth, eleventh, and twelfth (when applicable) grade years to meet the scholarship requirement for consideration. For the Classes of 2016, 2017, and 2018, the academic requirement is 9.0 and above, on the 12-point scale. 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, 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 a second application in September of their senior year.

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.

Additionally, any senior whose cumulative grade point average falls below the required 9.0 on a 12.0 scale may be subject to probation and/or removal from the Society.

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 in a traditional classroom setting. The student must also have completed the first semester of an Honors or Advanced Placement mathematics 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 in good standing 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 so as to remain a member.

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, Advanced Placement Chemistry, or Advanced Placement 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, Advanced Placement Chemistry, or Advanced Placement 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 $15.00 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 since the beginning of tenth grade consecutively are eligible. To ensure equity in determining Junior Marshal honors, only grades from tenth grade and beyond will be used; grades from ninth grade are not used. Given the timing of when Junior Marshals are determined, it may be possible for a Junior Marshal to fall out of the first quintile of his/her class at the end of the junior year. In that instance, the student does not lose the Junior Marshal designation. 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

Members of the graduating class are eligible for only one of the 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 since tenth grade consecutively.
Part 18: 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.*

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 always been at the core of the educational process. Our fine arts faculty have a significant impact in the academic setting by offering a comprehensive and sequential education in the visual arts, music, and dramatic arts.

Integrating the arts at all levels of education nurtures creative minds and every division at FCDS can boast of award-winning programs. In the Lower and Middle schools, we provide students with opportunities to experience the visual arts, chorus, instrumental music (to include orchestra in the Middle School and band and orchestra in the Upper School), 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

In the Lower School, children experience music and art instruction as part of the curriculum beginning in the Early Advantage Program. 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 have many new opportunities to explore fine arts. Beginning in the fifth grade, students have the option to participate in orchestra. The rotating curriculum features visual arts, chorus, and a theatrical production or musical production.

Private and group lessons in the arts are further available through the Community School of the Arts.

Upper School

In order to meet the FCDS fine arts credit required for graduation, students in the Upper School program must successfully complete at least one semester of performing arts and one semester of visual arts. In addition, at the entry level, students who wish to pursue the arts as a serious course of study in the Upper School may elect to take year-long courses in Band, Dramatic Arts, Orchestra, or Vocal Workshop prior to graduation. While students are encouraged to complete the fine arts course requirements in the ninth grade year, the classes are open to all students in grades 9-12. In addition, sophomores, juniors, and seniors may also choose additional electives in the arts ranging from semester to year-long honors classes in band, chorus, dramatic arts, orchestra, and the visual arts (AP courses are offered in the visual arts only at this time). Fall and spring theater productions are also offered after school for further arts enrichment. Our Upper School students have won countless regional and national awards in the fine arts 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. All giving should be coordinated through the development office where donors can request to designate money specifically to the Arts Alliance. All monies donated to the Arts Alliance directly benefit our teachers as they continue to build 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, art embossing tools, banners, music tools, costume storage, shrink wrap machinery, specialized camera lenses, written music, a cello, a tuba, specialized music software, stands for the lower school music students, a specialized cutting board for the middle school visual arts classroom, new stands and chairs for the orchestra room, and computer systems and software. The Fine Arts Department is appreciative of every gift.

Physical Education/Activity Credit

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. Students in the seventh and eighth grades and the Upper School students who take physical education 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 kindergarten 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. While fifth and sixth grade students are required to participate in physical education class, students in the seventh and eighth grades must instead earn two Activity Credits per year. The purpose of the Activity Credit is to give students an incentive to enroll in the PE/Fitness elective available to students in the seventh and eighth grades and encourage greater participation in the FCDS athletic and other campus programs.

- The following are the available ways for students to earn the necessary number of Activity Credits:
  - Playing or managing for an FCDS athletic team (1 Activity Credit per season);
  - Enrolling in and passing the one-semester PE/Fitness course (2 Activity Credits);
  - Participating in an FCDS stage production as a member of the cast or crew (1 Activity Credit per performance); and
  - Participating in off-campus athletic/physical activities (a maximum of 1 Activity Credit per year may be obtained in this manner; credit dependent on nature of activity and duration of involvement; subject to Athletic Department approval; students are advised to consult the school prior to beginning the activity to determine if credit is possible for the given activity).

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

To obtain the 2 credits of PE required for graduation, Upper School students may earn credits in the following ways:

- Playing or managing for an FCDS athletic team (1/2 credit per season; may be repeated);

- Enrolling in and passing the Strength and Conditioning course (1/2 credit per semester; may be repeated);
PARTICIPATING IN AN ORGANIZED AND SUPERVISED OFF-CAMPUS PHYSICAL ACTIVITY. PRE-APPROVAL IS REQUIRED BY THE ATHLETIC DEPARTMENT AND PRE-APPROVAL FORMS ARE AVAILABLE ON THE FCDS WEBSITE. FINAL APPROVAL IS DEPENDENT ON THE NATURE OF ACTIVITY AND DURATION OF INVOLVEMENT.
Part 19: 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, field trips, Colonial Day, State Fair, and 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, community service projects, math competitions, National Junior Art Honor Society, National Junior Honor Society, and some JV or varsity athletic teams.

ACTIVITIES

- Student Ambassadors
- Chess Club
- Middle School Reading Club
- Orchestra
- Chorus
- Gardening Club
- Math Counts
- Foreign Language Clubs
- Fury Writers Roundtable
- Spirit Ambassadors

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). 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 advisor will screen the candidates.

**Middle School Social Activities**

When activities are open to guests, no guest may be older than the students in eighth grade 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. A list of recent school activities/clubs is available from the Upper School Administration.

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.

**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 participate 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 for Lower School students have included 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. 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.

**Spring Discovery and Summer Discovery Travel:**

Through international travel, Discovery Travel will provide exciting opportunities for students to explore, experience different cultures, and build relationships with each other. As an annual tradition, Discovery Travel will offer enhanced educational and experiential opportunities for all students. In addition to the unique aspects of each trip, all trips will have four underlying purposes and each experience is designed so that students will:

- discover, learn, and embrace the opportunity for new experiences beyond FCDS.
- become closer and supportive of one another. By traveling together, students get to know one another well and form lasting bonds.
- grow in self-awareness, self-confidence, and independence. By traveling in a group away from home without parents, students will get to know themselves better, gain confidence through new experiences, and make decisions that will increase their sense of self-reliance and independence.
- appreciate each other and their teachers in new ways. Through the common experiences of traveling, eating, and living, students and teachers will experience camaraderie not possible in the classroom.

These trips are to take place over the spring break and summer vacation. Destinations are determined by the Upper School Discovery Coordinator and the Upper School Director and are announced a year in advance.
Part 20: ATHLETICS

Athletics Mission Statement

The FCDS Athletic Department’s mission is to provide athletic opportunities to challenge and develop Middle and Upper School students. As a co-curricular offering, athletics provides an environment for learning valuable life lessons in teamwork, leadership, perseverance and sportsmanship. While academics are the priority for our students, athletics supports the mission of the school by facilitating the personal, social, moral and physical development of our students.

Teams

FCDS offers more than 45 teams that participate in 20 different sports including, baseball, basketball, soccer, field hockey, lacrosse, swimming, volleyball, softball, track and field, cross-country, cheerleading, tennis, and golf. More than 83 percent of FCDS students in grades six through 12 take part in at least one interscholastic sport. When numbers permit, the FCDS athletic department will offer Middle School, junior varsity, and varsity teams in each of our sports. There may be occasions when less than three teams are offered in a sport.

Fall


Winter

Girls’ Basketball / Boys’ Basketball / Girls’ Swimming / Boys’ Swimming / Cheerleading

Spring

Baseball / Boys’ Golf / Boys’ Lacrosse / Girls’ Lacrosse / Girls’ Soccer / 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 16 varsity and JV sports within the Piedmont Athletic Conference of Independent Schools (PACIS), which also includes Greensboro Day School, High Point Christian Academy, 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 VALUES

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 an official 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.
• FCDS students displaying poor sportsmanship as spectators at home or away contests may be subject to disciplinary action, which may include loss of entry privileges for future athletic events.

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.

Except in sports where only a varsity team is offered the entire process below will be followed. In sports where only varsity teams are offered include Boys’ and Girls’ Cross Country, Boys’ and Girls’ Swimming, Boys’ and Girls’ Track and Field, Field Hockey and Girls’ Lacrosse.

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 Head of School for final approval or denial. If approved, the coach or the 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.

**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.

1. 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.
2. 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 after the conclusion of state play-offs
- 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 to 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:

1. Special projects such as Weight Room Field House, renovation to baseball and softball fields, and refurbishing of gymnasium floor
2. Lower School, Middle School, and Upper School Spirit Nights
3. Homecoming festivities
5. Corporate sponsorships
6. FCDS Fall Golf Classic
7. Sports Awards Recognition Banquet
8. College athletic scholarship recognition ceremonies
9. Funding of varsity, junior varsity, and Middle School uniforms and equipment
10. Sports information for local media
11. Athletic roster cards
12. Co-Sponsor of All-School Tailgate Picnic

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 junior varsity and varsity levels are recognized by coaches, parents, and administrators at the conclusion of each sports season in a general assembly or at an end-of-season team function typically held within a week of the season’s end.

The entire school athletic community is encouraged to celebrate the end of the FCDS athletic year at the annual Athletic Awards Banquet held each spring. The athletic awards given at that ceremony are sponsored by the Fury Club. The Most Valuable Player on each varsity team, all athletes who have received NCISAA All-State or All-American designation in their respective sports, and all athletes who were either an individual state champion or a member of a state champion team are recognized. Additionally, five special student awards for Outstanding Spirit, Outstanding Sportsmanship, and Outstanding Athletes, as well as one special coach’s award for Outstanding Coaching, and one special faculty award for Outstanding Spirit are also presented.

FURIES ONLINE – USE OF WEBSITE

The Furies Website (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, 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

Coaches, teachers, administrators, and other individuals affiliated with the school are expected to adhere to all NCISAA and PACIS standards regarding recruiting. 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. The school does not offer athletic scholarships.
Part 21: 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 Admission Office, upon request, mails or e-mails information to the prospective family. Families are encouraged to visit the school and tours are scheduled by appointment. A file is considered complete after the school has received a completed application and fee, along with transcripts (grades), teacher recommendation forms, standardized testing, and conducted an interview. The completed file is reviewed by the Admission Committee and families are notified of the decision. In order to enroll in the school, accepted students must have their parents sign the enrollment contract and return it with a non-refundable deposit to secure a place. Once enrolled, the appropriate divisional office is responsible for scheduling, placement, and communicating with the newly enrolled family.

New Student Orientation

New students and parents should attend orientation sessions prior to the opening of school in August. Our counselors, student ambassadors, 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

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. The payment of tuition is a condition of enrollment and a requirement for graduation from the Upper School. Tuition payments should be mailed or dropped off at the business office.

NEED-BASED 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.

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 an online form issued by SSS and is available on the Forsyth Country Day School website as early as November.

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

**THE ACADEMIC COMMUNITY SCHOLARSHIP PROGRAM** Inspired by our goal to offer one of the finest college-preparatory programs in the nation, FCDS is motivated to make its exceptional educational program available to an increasing number of families. To that end, the school has created a new Academic Community Scholarship Program.

The Academic Community Scholarship Program is available to newly enrolling students entering grades 3-12 who demonstrate good character and outstanding academic credentials. Scholarships will range from 25 to 75 percent of total tuition and are renewable annually with continued academic success and excellent character.

**FINANCIAL AID PROCEDURE**

- Applicants must complete the SSS forms and submit them online.
- Applicants should send a copy of their most recent 1040 tax return to SSS.
- 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 Admission Office 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.

**PUBLICATIONS AND PUBLIC RELATIONS**

Forsyth Country Day School publishes a comprehensive series of publications including this handbook, the school directory, *Worldview*: the E-zine of Forsyth Country Day School, the *Fury Flash*, FCDS.org, and other publications. The school also uses its website 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 & Marketing.
PART 22: 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, 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 the Forsyth 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.

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, admission, college and career services, and more.

SCHOOL DATABASE

The Admission 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 Admission 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 23: 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, energy, and resources to make our school great.

The Parents’ Association Board is comprised of seven officers (President, Vice-President of Lower School, Middle School, and Upper School, Executive Secretary, Treasurer, and Past President), 15 parent representatives (one from each grade EAP Explorers through Grade 12), three division secretaries (LS, MS, and US), and one faculty/development liaison. This Board has voting authority for any Parents’ Association decisions. Officers are elected in late spring of the previous year.

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 in April for the following year.

CLASS PARENTS

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

PARENTS’ ASSOCIATION 2016-2017 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 within the school community
- Ensure that new and current families are encouraged to participate in Parents’ Association events
- Ensure that newly elected/appointed officers, representatives, class parents, and committee chairs effectively represent Lower, Middle, and Upper Schools, as well as represent current and new parents
- Partner with the Division Directors, Admission Office, Athletics, Development, Fine 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 FOR 2016-2017

All-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.

Auction

Held every other year, the FCDS Auction will be held during the 2017-2018 school year, and initial planning and committee establishment will occur this year.

Book Fair

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

Faculty, Staff, & Administration Appreciation Luncheon

This committee is responsible for providing a wonderful luncheon designed to honor all teachers, administrators, and staff members at FCDS. The luncheon is typically held in the spring.

Graduation

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.

Lower School Field Day

A Lower School parent or group of parents works closely with Lower School staff to help execute a fun-filled day for all Lower School children and parents at the end of the school year. This event is a celebratory morning with outdoor games, face painting, and a picnic for all.

New Family Committee

Parents’ Association leadership will take special steps to include new families with the FCDS community, integrating new families into all Parents’ Association activities.
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.

Parent Growth

This committee creates avenues to learn more about child development and childrearing through training and texts.

Storytelling Festival

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

Welcome Wagon

This committee will be working with integrating and orienting new families to help learn about the school and the many opportunities, activities and policies at the beginning of the school year and throughout the year.

Wonderful Wednesday

Each grade (EAP through 12) has a Coordinator who helps coordinate a monthly feast for each division (LS, MS, and US) designed to thank faculty for the amazing job they do. Parents from each grade host a week and make treats to feed the faculty. Each grade hosts two to four times per year.

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.

Get involved! Meet other parents! Join us in making a difference!
APPENDIX A: STUDENT GOVERNMENT ASSOCIATION OFFICERS 2016-2017

Upper School

Executive Board SGA Officers:
President – Ben Merrick
Vice President – Sutton Blanchard
Secretary – Victoria Parker
Treasurer – Trevor Poppe

Senior Class:
President – Ben Burnett
Vice President – Paarvv Goel
Secretary – Lauren Do
Treasurer – Jacob Jung

Junior Class:
President – Kate Rollins
Vice President – Kevin Wang
Secretary – Carrie Semke
Treasurer – Zoe Kurtz

Sophomore Class:
President – Cason TeVault
Vice President – Yasmin Horner
Secretary – Noah Chmil
Treasurer – Giovanna Hutchins

Freshmen Class:
President – TBD (Fall 2016)
Vice President – TBD (Fall 2016)
Secretary – TBD (Fall 2016)
Treasurer – TBD (Fall 2016)

Middle School SGA Officers:
President: Jack Hutcherson
Vice-President: Joshua Howard
Secretary: Ben Schomberg
Treasurer: Kaeden Palmer

Judicial Board Members:
9th:
TBD (Fall 2016)

10th:
Maddie Smith
David Craig
Hannah Spencer (alternate)

11th:
Jack Dew
Logan Welborn
Daniel Snyder (alternate)

12th:
Rahul Krishnaswamy
Turner Malmo
Nicholas Emken (alternate)
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 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 will be required to read and sign the Honor Code prior to submitting major assessments as described by the Student/Parent Handbook.

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 due to the confidentiality of the vote.

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 if 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 Judicial Board shall be composed of three elected representatives from each class in the Upper School. Two members will actively serve on the Board, while the third will serve as an alternate representative. The Vice-President of the Student Government Association shall serve as Chairman of the Judicial. 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 the Head of School 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 V

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 VI
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 Head of School, the Legislative Board, and the Upper School Director.

Article VII
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 Responsible Use Policy

Purpose
The technology at Forsyth Country Day School exists to facilitate teaching and learning. The Responsible Use Policy (RUP) and all of the rules and regulations listed below are designed with that end in mind. 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.

Scope
All of the rules and regulations apply to every computer and electronic device under all circumstances, unless otherwise exempted by Forsyth Country Day School’s Director of Information Technology. Additions may be made to this RUP at any time by Forsyth Country Day School, either in revisions of this document or through written or verbal announcements to students.

In order to achieve this purpose we understand that both the individuals using technology and the School have certain responsibilities.

Right to Monitor
Forsyth Country Day School retains the right to monitor network use as well as use of individual computers, data and files, and e-mail accounts. Students should not have any expectation of privacy when using school networks, systems, electronic communication resources, or personal electronic devices. This includes, but is not limited to, monitoring, viewing, and accessing:
- Internet sites
- E-mail activities and accounts
- Network activities and accounts
- All data and software stored on desktops, Chromebooks, disks, and flash drives.
All students agree to this condition in consideration for the ability to use the school’s computer networks and resources and attach to them with personal electronic devices.

Expectations & Rules
Responsible use of FCDS’s technology resources is ethical, respectful, academically honest and supportive of the school’s mission. Some activities are expressly prohibited by law; other activities are inappropriate as defined by the administration of the school. The following rules are intended to clarify expectations for conduct, but should not be construed as all-inclusive, as we cannot outline every possible permutation of student behavior with technology. We require students to use technology in accordance with general expectations for appropriate student behavior as outlined in this document and the honor code.

Violating any portion of this agreement may result in disciplinary review, including possible suspension or expulsion from FCDS and/or legal action. FCDS will cooperate fully with law enforcement officials in any investigation related to any potentially illegal activities conducted through our network. The school reserves the right to apply disciplinary consequences for computer-related activities conducted off-campus if such activity adversely affects the safety or well-being of students or other members of our community or constitutes behavior embarrassing to the school.

Internet and E-mail
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 must use it in efficient ways.

**Polite:** Users abide by common rules of behavior.

**Legal:** Users respect issues of copyright. They do not use network resources to promote illegal activities.

- Internet access is provided for the facilitation of teaching and learning and not for any other purpose. The Internet resources of Forsyth Country Day may not be used for personal or entertainment purposes.
- Forsyth Country Day uses an Internet filter. No attempts may be made by students to circumvent this filter including using proxy servers.
- Students may not access any sites that do not have a teacher-sanctioned educational purpose (even if they are not blocked) at any time.
- Students may not register for or subscribe to any Internet site unless specifically directed by a teacher or the Technology Department.
- There are many circumstances where class projects will use third party resources on the Web. When using external Web sites and services for class projects, students must follow all behavioral expectations of this RUP. Students may only use their FCDS e-mail when registering accounts on third-party Websites for class projects. Students are reminded that information posted may be accessible to “non-FCDS” users on the Web; therefore, they must NOT post personal information that could be used to track or identify them or other FCDS students or faculty. This includes but is not limited to information such as a student’s full name, address, social security number, etc. Students should ask their teacher in situations where they are not sure of the implications of posting Web content.

### Online Behavior

- Using abusive language in your messages to others
- Swearing or using vulgarities or any other inappropriate language
- Browsing, retrieval, display, or distribution of vulgar, offensive, or inflammatory language, material, or images, including sexually explicit materials, language, or pictures
- Revealing your own personal address or phone number or those of other students or colleagues
- Engaging in illegal activities. This includes, but is not limited to, threats, harassment, stalking, and fraud, whether on or off campus
- Using FCDS technology to support communications that are addressed to another user in any manner that could reasonably cause him or her distress, embarrassment, or unwarranted attention, as this may constitute harassment
- Accessing, uploading, disseminating, or storing pornographic, obscene, or sexually explicit material. Also, do not disseminate the addresses of such sites.
- Using electronic resources in such a way that you disrupt others’ use of the network. This includes engaging in chat, instant messaging, social networking sites like Facebook or interactive games, unless directed and supervised by a member of the school staff.
- Accessing or opening any file that is not your own
- Advertising for personal benefit
- Disobeying copyright laws.
- Saving 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 unless otherwise directed by your teacher or technology department staff.
- I will not install or boot to non-approved operating systems on FCDS computers.
Cyber Bullying
Cyber Bullying is when the Internet, cell phones or other devices are used to send or post text or images intended to hurt or embarrass another person. I will not intentionally hurt or embarrass another person or group with my technology use as described above. I will notify a counselor, teacher, or technology department member immediately if I become aware of any behavior that may hurt or embarrass another person or group through the use of technology.

Email Accounts
Any Network Administrator between the origin and the destination may view e-mail that is sent over the Internet. Personal information (e.g., personal addresses, credit card numbers) should not be transmitted through e-mail and non-secure Web sites. Notify a teacher immediately if, by accident, you encounter materials that violate the rules of appropriate use or if you suspect any inadvertent lapses in data security. Don’t write anything you wouldn’t want repeated. E-mail can be forwarded to hundreds of people, in and out of our school. Once you have sent the message, it is out of your control. Be especially careful about material that would violate a student’s, parents, or employee’s privacy. Be aware that even messages or documents that you consider “informal,” “casual,” or “personal” may need to be retained by the school and shared in any litigation matters, as required by federal regulations.

Students are strictly forbidden to use their school e-mail address as a contact on Facebook, Twitter, or any other form of social networking.
All e-mails and e-mail attachments are subject to inspection at any time without notice or warning to students.

School e-mail may only be used for communications that relate to legitimate educational purposes. Personal communications between students and their parents are the only exceptions allowed.
Students may not forward e-mails from another person without that person’s consent, make group broadcasts, send out invitations to anything other than school-related events when approved by the appropriate division’s administrative team, or use e-mail for any purpose that violates any law or provides for financial gain.

Students may not use e-mail during any class, even if such communication is educationally legitimate, without the expressed consent of the teacher.

Obscene or Inappropriate Materials
I will not search for (or download) any material that is offensive, lewd, or pornographic. (Offensive material is pro-violence, hateful, discriminatory, or anti-social. An exception to this policy is granted for teacher-assigned research projects.)
If I mistakenly access inappropriate information, I will notify a teacher or staff person immediately.

Copyright
Students may not violate copyright provisions when printing or producing original works.
Students should be aware of proper citation requirements before printing materials for classroom use.
Please be aware that Forsyth Country Day School cannot knowingly assist you in illegal activity, such as making unauthorized copies or sharing copyrighted materials without authorization. To do so would be to participate in violating federal law, and in acting as agents of Forsyth Country Day School, Help Desk and other Forsyth Country Day School staff are forbidden to do so.

Network Bandwidth Resources
Students may not use their Chromebooks or other personal devices to stream or continuously download large amounts of data.

Printing Resources
FCDS strives to be a green campus. Printing documents unnecessarily wastes paper and toner as well as money.
Color printouts are especially wasteful as it is many times more expensive to produce a color document. Consider first if black and white will satisfy the requirements for your teacher. Also, consider that creating a digital PDF color version may also meet those requirements.
Tracking of Print Jobs
FCDS maintains a log of print jobs by user account. Students may not print multiple copies of documents unless required by a teacher for a class or approved by a faculty member for an FCDS-sponsored activity. Students must check with the Technology Department before sending any print job longer than ten pages. Students may not print personal documents, pictures, or anything else not required for legitimate educational purposes.

Personally Owned Computer Equipment & Devices • Connecting to non-FCDS networks while on campus is prohibited. This includes using cell phones to connect FCDS laptops/tablets to the Internet.

Care of Chromebooks
Protection/Security
Students are responsible for the safety and security of the Chromebook issued to them. Chromebooks cannot be left in cubbies, at the gymnasium entrance, in the cafeteria, in hallways, outside, or in any public place during lunch, between classes, or before and/or after school. Chromebooks and laptops left unattended will be turned in to the appropriate division director and/or Technology Department for disciplinary action. The Chromebooks must be carried properly and safely at all times. Chromebooks must not be placed in positions (such as on the floor in classrooms, hallways, or common areas) where other students may accidentally step on them.

Limitation of Liability
FCDS takes precautions to restrict access to objectionable material online, but it is not possible to have full control over access to resources and materials on the internet. FCDS reserves the right to block content that negatively impacts the academic performance of students. FCDS cannot guarantee that network services will be without error. The school will not be responsible for any lost data or interrupted service caused by malfunction, negligence, or omission. FCDS is not responsible for the accuracy or quality of information obtained through the network. The school will not be responsible for financial obligations arising from unauthorized use of the network.

Please note: Any concerns regarding student or faculty use of technology may be confidentially reported to Megan Martin Wall or the Director of Technology in addition to the resources mentioned above.

I (the student):
- Agree to uphold Forsyth Country Day School’s community values, this Responsible Use Policy and represent FCDS positively as I use electronic communications as an FCDS student.
- 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 while on the Internet or while using electronic communications.
- 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.
- Agree not to intentionally introduce a virus on a workstation or on the FCDS Network.
- 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 responsibility 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.
- Agree not to give out my password or attempt to discover or use someone else’s login name or password.
• 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.
• 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:
  o graduation or departure from FCDS.
  o as requested by the educational technology specialist and school administration as a result of a violation of the FCDS Acceptable Use Policy or where applicable in the Student Handbook and/or school Honor Code
• 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).
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. 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 (dress shirts, polos, oxfords, etc.) are required at all times, unless the student is wearing an acceptable sweater or sweatshirt as described below. All shirts must be tucked in throughout the day.
- Screen-printed T-shirts of any type or sleeve length are not permitted (with the exception of FCDS T-shirts, which may be worn on Fury Fridays).
- Sweaters, solid-colored sweatshirts, hooded sweatshirts, and sweatshirts bearing only the name of a college, FCDS, college or professional sports team, or club sports team may be worn as long as any shirt worn underneath is tucked in. Sweaters and sweatshirts do not need to be tucked in.
- Dress slacks (khakis, etc.) and solid-colored jeans are permitted.
- Pants and shorts must be worn above hip level; pants may not drag on the ground.
- Clothing that is frayed, torn, or otherwise altered is not permitted.
- Belts must be worn with pants and shorts.
- Shoes must have a hard sole (leather or man-made). Shoes must have at least one strap across the top of the foot (near the ankle) and/or one across the back of the heel. Shoes with a strap only above the toes are not permitted. No shoes may be altered by the student to meet this requirement. Soccer slides and shower shoes are not acceptable. If you have questions about your shoes, please ask a teacher before wearing them to school.
- Pierced jewelry of any kind may not be worn.

Girls:

- Clothing must cover a student’s body between the tops of one’s shoulders and the bottom of one’s fingertips (when arms are straight against one’s sides).
- Shirts, blouses, or dresses with conservative, non-revealing necklines are required, regardless of the clothing item that a student may choose to wear over her shirt, blouse, or dress.
- Shirts, blouses, or dresses without straps are not permitted, regardless of the clothing item that a student may choose to wear over her shirt, blouse, or dress.
- Tank tops, tube tops, halter tops, racer-back tops, and one-shoulder tops are not permitted, unless they are completely covered by an acceptable sweater or shirt.
- Shirts, blouses, or dresses may not be too tight and undergarments may not 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.
- Screen-printed T-shirts of any type or sleeve length are not permitted (with the exception of FCDS T-shirts, which may be worn on Fury Fridays).
- Sweaters, solid-colored sweatshirts, hooded sweatshirts, and sweatshirts bearing only the name of a college, FCDS, college or professional sports team, or club sports team may be worn as long as any shirt worn underneath is tucked in. Sweaters and sweatshirts do not need to be tucked in.
- Pants, shorts, and skirts may not be too tight and no undergarments may be visible at any time.
- Pants and shorts must be worn above hip level; pants may not drag on the ground.
- Non-athletic leggings are permitted if the garment worn over the leggings (whether a shirt, skirt, or dress) is fingertip length.
- Clothing that is frayed, torn, or otherwise altered is not permitted.
- Shoes must have a hard sole (leather or man-made). Shoes must have at least one strap across the top of the foot (near the ankle) and/or one across the back of the heel. Shoes with a strap only above the toes are not
permitted. No shoes may be altered by the student to meet this requirement. Soccer slides and shower shoes are not acceptable. If you have questions about your shoes please ask a teacher before wearing them to school.

- 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 his/her possession on campus.
- Dress-code appropriate clothing may be brought to the student from off campus.

**FURY FRIDAY AND EXAM DAYS**

To show school spirit, students are encouraged to wear FCDS t-shirts (untucked is acceptable) on Fridays and during Semester Exams. All other dress-code requirements apply.

**Game Day Dress**

On game days, athletes and managers of the team are expected to wear either formal attire or their sport jersey or warm-up top in keeping with Fury Friday dress code requirements.

**LOWER SCHOOL**

**EAP**

*While there is no formal dress code for our students in the Early Advantage Program, they should be dressed in clothing that is neat, clean, and appropriate for the weather and their daily activities.*

**Grades Kindergarten-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; however, shirts, sweaters, and sweatshirts that have screen printing are acceptable if bearing the name of a college or FCDS. (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-off shorts or pants.
• Athletic apparel of any kind (i.e. jerseys, warm-up suits, headbands, wristbands, etc.).
• Hats or sunglasses (indoors)
• Any visible undergarments.
• Sloppy or unkempt hairstyles. Hair may not be worn in a fashion that prevents clear eye contact with faculty.
• Visible tattoos – any tattoos must be covered and remain covered during all school functions, including athletic practices and contests.

Dress-Down Days

With permission of the faculty and administration, students may take advantage of periodic dress down days (e.g., during Spirit Week) on which T-shirts, hats, jerseys, etc. may be worn. Approval for a dress-down day must be given by the Division Director.
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 Steve Darcy immediately at extension 324. 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 Head of School’s office and request to view a copy.
APPENDIX G: UPPER SCHOOL GRADUATION REQUIREMENTS

OVERVIEW

Graduation provides a time for ceremony, recognition and celebration. While participation in the Baccalaureate and Graduation Ceremonies (the “Ceremonies”) is not mandatory for graduating seniors, it is FCDS’s desire that graduation be a dignified experience for all.

Senior Events

1. Senior Class Picture
2. Cap and Gown Picture
3. Last day of school for seniors
4. Baccalaureate rehearsal
5. Baccalaureate ceremony
6. Graduation rehearsal
7. Graduation ceremony
8. Graduation reception

Requirements for Participation in the Baccalaureate and Graduation Ceremonies

Participation in the ceremonies is a privilege and not a right. In order to participate in the ceremonies, seniors must be in good standing and must have fulfilled all of the requirements for graduation from FCDS. Seniors who have insufficient credits at the end of the spring semester or have failed to complete their obligations to the school, including community service hours, physical education requirements, senior internships, or disciplinary consequences may not be allowed to participate in the ceremonies. In order to participate in the ceremonies, seniors must also comply with each of the following requirements.

1. All participants in the Baccalaureate ceremony must attend the Baccalaureate rehearsal at the place and time specified above.

2. All participants in the Graduation ceremony must attend the Graduation rehearsal at the place and time specified above and verify pronunciation of their names and the colleges they plan to attend.

3. All participants in the ceremonies must comply with the dress code outlined below.

   a. Senior boys must wear dress shoes, dress socks, dress pants, a dress shirt and a tie. Participants in the Baccalaureate ceremony must also wear a sport coat or a suit. Senior boys may not wear pierced jewelry of any kind at the ceremonies.

   b. Senior girls must wear dress shoes and either (1) a dress, (2) a skirt and a blouse, or (3) dress slacks and a blouse. Other than earrings in earlobes, senior girls may not wear pierced jewelry at the ceremonies.

   c. Seniors must wear their FCDS caps and gowns properly and may not alter or decorate them.

   d. Jeans, tennis shoes, flip-flops, shorts, T-shirts and other inappropriate attire will not be permitted.
e. Any senior who has a question about what constitutes appropriate attire should contact an Upper School administrator.

Behavioral Expectations

In order to ensure that each graduate experiences the same courtesy, pride, recognition, attention, and respect, participants in the ceremonies must meet certain expectations of responsibility and decorum. In that regard, each participant in the ceremonies is required to conduct himself or herself so that the ceremonies proceed in a dignified manner. The use of cell phones, noisemakers, balloons, or other items that might detract from the Ceremonies is strictly prohibited. Any behavior that detracts from the ceremonies or any other senior events may result in (1) the revocation of the student’s privilege to attend and participate in the ceremonies, (2) the withholding or revocation of a student’s diploma, and/or (3) the withholding of the student’s final transcript. The student may also be required to attend a conference with the student’s parents and the Upper School Administration.