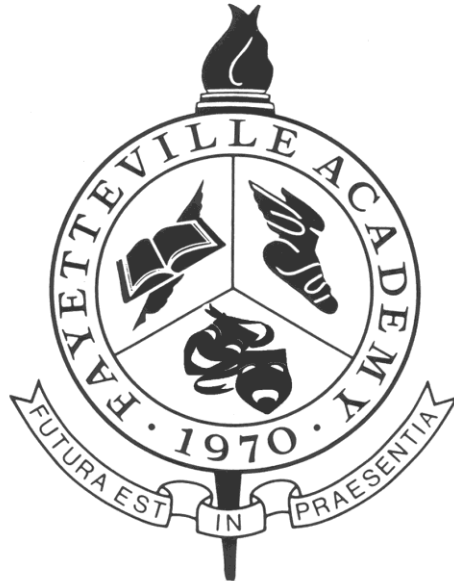


FAYETTEVILLE ACADEMY
STUDENT-PARENT HANDBOOK

LOWER SCHOOL

2017-2018



3200 CLIFFDALE ROAD ~ FAYETTEVILLE, NC 28303

(910) 868-5131 ~ FAX (910) 868-7351

WEB: [HTTP://WWW.FAYETTEVILLEACADEMY.COM](http://www.fayettevilleacademy.com)

LENGTH OF SCHOOL DAY IS 8:20 A.M. - 3:10 P.M.

MISSION STATEMENT

FAYETTEVILLE ACADEMY IS AN INDEPENDENT, COLLEGE PREPARATORY SCHOOL THAT ENCOURAGES STUDENTS TO ACHIEVE THEIR FULL POTENTIAL BY OFFERING EXCEPTIONAL OPPORTUNITIES IN ACADEMICS, FINE ARTS, AND ATHLETICS. THE ACADEMY EMPHASIZES SCHOLARSHIP, HONOR, LEADERSHIP AND CITIZENSHIP.

FAYETTEVILLE ACADEMY ADMITS STUDENTS OF ANY RACE, COLOR, NATIONAL AND ETHNIC ORIGIN TO ALL THE RIGHTS, PRIVILEGES, PROGRAMS, AND ACTIVITIES GENERALLY ACCORDED OR MADE AVAILABLE TO STUDENTS AT THE SCHOOL. IT DOES NOT DISCRIMINATE ON THE BASIS OF COLOR, NATIONAL AND ETHNIC ORIGIN IN ADMINISTRATION OF ITS EDUCATIONAL POLICIES, ADMISSIONS, FINANCIAL AID, AND ATHLETIC AND OTHER SCHOOL-ADMINISTERED PROGRAMS.

THE POLICIES AND PROCEDURES CONTAINED IN THIS HANDBOOK ARE EFFECTIVE FOR THE 2015-2016 ACADEMIC YEAR AND SUPERSEDE ALL OTHER PUBLICATIONS. THE CONTENTS HEREIN ARE SUBJECT TO CHANGE AS DEEMED APPROPRIATE BY THE HEAD OF SCHOOL AND BOARD OF TRUSTEES.

Dear Students and Parents:

The Student/Parent Handbook is a valuable resource for all constituents in the Fayetteville Academy community. It serves as a preliminary source of communication between the school and the students/parents. In this capacity, it is very important that teachers, students, and parents are very familiar with its content; hence, We strongly encourage you to read this Handbook carefully. Each year there are revisions and updates; therefore, even if you have been associated with the school for many years, it is important that you review the Handbook.

Consistency and predictability are critical to the tone of a school. A clearly written handbook and the consistent enforcement of the policies and procedures it contains are essential in establishing a predictable environment. Teachers should expect students to follow the rules in the Handbook and students should expect uniformity in the application of these rules. However, we do not want the Academy environment to be so rigid that we lose sight of individuality and the uniqueness of a particular situation. In other words, the Handbook should be both a useful guide and a clear statement of school policies.

If you have questions or concerns about the current policies and procedures, please contact the appropriate division director first. We thank you for the opportunity to work with your children.

Respectfully,



Ray Quesnel
Head of School



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WHOM TO CALL FOR ASSISTANCE OR INFORMATION

Head of School's Office

Head of School: Mr. Ray Quesnel..... rquesnel@fayacademy.org ext. 3303
Executive Assistant and Registrar: Mrs. Melissa Intini mintini@fayacademy.org..... ext. 3302

Main School Office - 868-5131

Receptionist and Administrative Assistant: Mrs. Wanda Siewers wsiewers@fayacademy.org ext. 3301

Lower School Campus

Head of Lower School: Mrs. Dawn Burt dburt@fayacademy.org ext. 3322
Administrative Assistant and School Nurse: Mrs. Lauren Jenkins ljenkins@fayacademy.org..... ext. 3323
After School Care: Mrs. Tina McLaurin tmclaurin@fayacademy.org..... 910-286-8621

Middle School Campus

Head of Middle School: Mrs. Virginia Satsky..... vsatsky@fayacademy.org ext. 3321

Upper School Campus

Head of Upper School: Mr. Andrew Wright awright@fayacademy.org..... ext. 3320

Counseling

Director of College Counseling: Mrs. Pam Darden..... pdarden@fayacademy.org..... ext. 3305
Assistant Director of College Counseling: Mrs. Joanna Frady jfrady@fayacademy.org..... ext. 3315
School Counselor: Mrs. Christie Rains crains@fayacademy.org..... ext. 3329

Admissions

Director of Admissions: Ms. Barbara Lambert blambert@fayacademy.org ext. 3311

Athletics

Director of Athletics: Mr. Chip Bishop..... cbishop@fayacademy.org..... 910-868-8055

Advancement

Director of Academic Technology: Mr. David Tisdale dtisdale@fayacademy.org ext. 3317
Director of Alumni Relations and Publications: Mrs. Sonya Bruffey... sbruffey@fayacademy.org ext. 3312

Financial Matters - Business Office

Director of Finance and Operations: Mrs. Sue Holden.....sholden@fayacademy.org ext. 3310

Bookkeeper: Mrs. Pat Williford pwilliford @fayacademy.org..... ext. 3308
Business Office Assistant: Mrs. Tina McLaurin..... tmclaurin@fayacademy.org ext. 3309
Business Office Assistant: Mrs. Bonnie Lutynski blutynski@fayacademy.org..... ext. 3327

Buildings and Grounds

Director of Facilities: Mr. Rob Weel.....rweel@fayacademy.org..... ext. 3561

I. HISTORY AND OVERVIEW

HISTORY OF FAYETTEVILLE ACADEMY

The original Fayetteville Academy was established in 1791 as the Fayetteville Academy for males and females. It was the goal of the original founders to establish a private school within the community that would offer its students a program encompassing the best in academic, cultural, patriotic, and social ideals. The current Fayetteville Academy, although not an heir to the original Fayetteville Academy by continuous charter, was re-established in 1969 as a school that would live up to the rich heritage of the original Fayetteville Academy.

In 1970, the Academy opened with one building for grades 1-10. In 1972, the Norris Gymnasium was completed, and with the addition of the high school building, the school accommodated grades 1-12. In the spring of 1973, the former Lafayette School merged with the Academy. During the following school year, two campuses were maintained while the middle school building was being completed. The same year, the gymnasium building was enlarged to include a lunchroom and more physical education facilities. Between 1973 and 1975, a baseball field, soccer field, and track were constructed. In 1979, the Barbour tennis courts were built. In 1981, the administration and media center buildings were completed, and in the fall of 1993, the Jones Science and Math Center was added. The new gymnasium and Jordan Physical Fitness Center (consisting of varsity team dressing rooms, weight room, training room, and coaches' offices) were completed in August of 1997. In May 2001, the Alumni Center for Fine Arts opened housing the art, choral, and band studios. The Wood Technology and Learning Center was opened in the fall of 2002.

The Fayetteville Academy (as we now know it) began operation in the fall of 1970 under the direction of Oscar L. Norris, Chairman of the Board of Trustees, and Joseph J. Lassiter, Headmaster. In that first year, the Academy had 104 students and a 17 member staff. Today, with enrollment around 400 students and a staff of 60, the school is guided by Head of School, Ray Quesnel, and Chair of the Board of Trustees, Jim Keener.

Today, Fayetteville Academy is an independent, college preparatory, coeducational day school for grades pre-kindergarten through twelve that enrolls students who possess average to above average academic ability. The Academy emphasizes key characteristics of the independent school tradition: rigorous academics, interscholastic athletics, creative fine arts, and a commitment to high moral standards with emphasis upon respect for self and others.

The student body is diverse and represents a broad socioeconomic basis. The students reside primarily in Fayetteville and Cumberland County. Approximately 25% of the students in a given academic year are from military families.

Fayetteville Academy takes pride in the fact that traditionally 100% of its graduates attend a four-year college or university. Seniors have received acceptances at a variety of selective colleges and universities including Brigham Young University, Brown University, Clemson University, College of William and Mary, Cornell University, Davidson College, Duke University, Emory University, Johns Hopkins University, George Washington University, Massachusetts Institute of Technology, NC State University, Princeton University, Stanford University, UNC-Chapel Hill, University of Pennsylvania, US Air Force Academy, US Military Academy, US Naval Academy, Vanderbilt University, Virginia Tech, University of Virginia, University of South Carolina, Wake Forest University, Wellesley, and Yale University.

STATEMENT OF PHILOSOPHY

The philosophy of Fayetteville Academy is that each student reaches his or her fullest potential through developmental experiences and challenging academic, athletic, and artistic opportunities. The Academy is committed to excellence in the intellectual, personal, social, and physical spheres, seeking to guide and nurture each student in his/her pursuit of high achievements in these areas.

The Academy attempts to address the needs of all students within the parameters of a liberal arts college preparatory school. The realities and ideals of each student are respected in order to promote mutual understanding in a complex world. Learning is a continuous process in which formal education provides each individual with the opportunities necessary to mature and develop intellectual skills. Sequential teaching materials and a variety of learning media, technology, and community resources are integral parts of the curriculum.

The Academy faculty and staff who guide students try to understand each student's world and context. Within limitations, every effort is made to provide for individual student differences because these differences enhance the students'

intellectual and social development as well as the school community. The Academy believes that students and faculty should learn, explore, and discover wisdom and understanding in a shared learning community that respects diversity in its many forms.

Fayetteville Academy assists students in becoming productive and responsible citizens by fostering their social development, promoting their physical and mental well being, building their moral and ethical values, and giving them democratic attitudes and a sense of civic duty and school pride.

STATEMENT OF OBJECTIVES

Intellectual—The Academy is dedicated to developing the basic tools needed for a lifelong acquisition and application of knowledge. Each student is encouraged to:

- communicate written and oral thoughts effectively
- think and reason critically
- express ideas creatively
- develop a sense of curiosity
- aspire to the highest level of achievement
- analyze and synthesize information
- explore individual interests
- organize and manage time and resources
- prepare for the rigors of a college education

Personal—The Academy strives to provide a positive, productive, creative, and safe environment in which each individual student may fully grow and develop. For wholesome personal growth, each student is encouraged to:

- develop a positive self-image
- practice self-discipline
- respect individual differences
- build moral and ethical values
- exercise good judgment that builds upon good character
- develop an aesthetic appreciation of the many forms of art, music, literature and nature
- uphold and respect honesty and integrity
- accept responsibility for one's actions
- develop a sound work ethic
- practice good habits of personal health

Social—The Academy attempts to assist students in developing positive relationships with peers, adults, and society, striving to become positive, productive, and responsible students and citizens. Each student is encouraged to:

- develop appreciation for and respect for the democratic way of life
- understand that democratic participation is essential for responsible citizenship
- respect the cultural and ethnic backgrounds and values of others
- understand and adapt to an ever-changing society
- participate in service projects and activities designed to nurture compassion and concern for others

Physical—The Academy believes that there is a strong correlation between physical fitness and intellectual development. Physical fitness forms an integral part of any sound educational program and each student is encouraged to:

- recognize that physical fitness promotes mental well-being
- develop a sense of individual and group responsibility to foster qualities of leadership and sportsmanship
- accept the physical limitations of self and others
- understand the consequences of violating the integrity of the human body in any way

CORE COMPETENCIES

As educators, it is our responsibility to be aware of the research regarding the skills necessary for success in the 21st century world and use this research to provide the best possible education for our students. The Academy has been, and will continue to be, a successful college-preparatory institution because our focus is on preparing students for college and life beyond college. In order to maintain this focus, we must be willing to adjust to the needs of our students.

The purpose of the core competencies is to adopt current educational research and adapt it to compliment our emphasis on a strong liberal arts education which remains critical to the future success of our students. However, we also recognize that our students need certain skills to compliment this core knowledge. Enlightened by our commitment to a rigorous liberal arts education and competent in the skills identified as necessary for success in the 21st century, our students will graduate with an advantage over other high-achieving students.

Our first competency is core knowledge because that is the basis of our strong liberal arts curriculum, and within this curriculum, the other six competencies can be taught. We feel that the core competencies will help us continue to provide exceptional opportunities in our academic program. The core competencies are:

- **Core Knowledge** – the basis of a strong liberal arts education which consists of the courses and content we teach.
- **Communication** – encompasses written, oral, and non-verbal communication, as well as learning to effectively use technology and media tools.
- **Collaboration** – involves the intricacies of working with others, including accountability, leadership, and flexibility.
- **Critical thinking** – encourages students to consider the specific steps of problem solving and to reflect upon and adapt their decisions.
- **Creativity** – fosters curiosity, innovation, and imagination.
- **Character** – taken in the context of the classroom, involves the choices students make about the learning process, including how to face challenges and develop initiative.
- **Cultural and Global Awareness** – helps develop a world view and exposes students to civic responsibility.

ADMINISTRATIVE STRUCTURE AND RESPONSIBILITIES

Board of Trustees: The Academy is an independent, not-for-profit school directed by a Board of Trustees. Each year in June, some members retire and new members are elected. The Board meets with the Head of School on a regular basis for the purpose of discussing finances and institutional policies. Board members are often Academy parents who are dedicated to the mission and purpose of The Fayetteville Academy.

Head of School: The Head of School is the chief administrative officer who is responsible for overall coordination of the day-to-day operations of the Academy. He is responsible for the implementation and quality assurance of all activities, programs, and policies established by the Board of Trustees that exist within the school. The Head of School answers directly to the Board of Trustees. The Head of School is the representative of The Fayetteville Academy, both on and off campus.

School Division Heads: The school division heads are the chief administrative officers within their respective divisions and work cooperatively with one another. They are responsible for the implementation and quality assurance of all activities, programs, and policies that take place within the division as determined by the Board and the Head of School. Each school division head answers directly to the Head of School and is The Fayetteville Academy's representative of that division.

Department Chairs: The department chairs are responsible to the Head of School and to the division heads of the lower, middle, and upper schools for the curriculum offerings, staffing, supervision, and budgetary responsibilities of their respective departments. Department chairs meet regularly with their respective departments to discuss school and departmental matters, as well as other areas of professional interest. They are responsible for the evaluation of instructors within their respective departments and for recommendations to the Head of School with respect to interviewing and evaluation of teacher candidates. Department chairs of core academic subjects apply only to the middle and upper schools.

Faculty: The faculty of Fayetteville Academy is expected to be more than just the communicators of a specific body of knowledge and is, therefore, selected on the basis of its ability to meet responsibilities beyond those of the classroom. The faculty should be models of professionalism. Faculty members are responsible to their department chair and division head with respect to the quality of instruction.

Athletic Director (middle and upper schools): The athletic director is the chief administrative officer of the athletic department. This includes supervision of all coaches. He is responsible for the implementation and quality assurance of all activities, programs, and policies, as determined by the Board and Head of School. Answering directly to the Head of School, the athletic director is the Academy's representative of our athletic department both on and off campus.

Business Manager: The business manager is responsible for managing the financial affairs of the school within the policies established by the Head of School and the Board of Trustees. The business manager directs the school's daily operations of the business office and reports directly to the Head of School.

Director of Admissions: The director of admissions serves as the school's official contact and liaison in all aspects of the Academy's admissions process. The director of admissions reports directly to the Head of School.

Director of College Counseling: The director of college counseling is responsible for guiding students through the college admissions process. This director reports directly to the Head of School.

School Counselor: The school counselor is responsible for offering guidance to students in all three divisions. The counselor reports to the Head of School.

II. ACADEMIC INFORMATION

GRADING SCALES

Grades Pre-K - 1

S =Satisfactory

N =Needs To Improve

Grades 2-5

90–100 = A

80–89 = B

70–79 = C

60–69 = D

59–below= Failure

ACADEMIC WARNING AND PROBATION

Academic Warning: Any student in grades 2-5 who has a report card containing two D's or lower, in the core subjects, will be placed on academic warning. The student will have a specified amount of time, determined by the Lower School Head, to raise their grades. If a student still has two D's or lower, they will then be placed on **Academic Probation**.

Academic Probation: Once again, the student will have additional time, to be determined by the Lower School Head, to raise their grades. If a student in grades 2-5 continues to earn two D's or lower, in the core subjects, they may be offered a conditional re-enrollment contract or may not be offered an invitation to enroll for the next academic year.

Core academic subjects are language, social studies, reading, spelling, science, and math.

HOMWORK OVERVIEW

Homework is an integral part of the academic learning process in a college preparatory environment. Homework offers the student a chance to acquire self-discipline, practice lessons, and acquire proficiency or greater understanding of a particular subject or topic. Creativity and independent learning is enhanced as well as time management skills through homework assignments. It also provides a means for a student to make up work missed while absent or finish assignments not completed in school.

Pk – 5 minutes

K – 10 minutes

1st – 10 minutes

2nd – 20 minutes

3rd – 30 minutes

4th – 40 minutes

5th – 50 minutes

It is highly recommended that each student practice recreational reading each night.

Time needed to complete homework will vary by grade levels and assignments, as well as by abilities of individual students. If a student is unable to complete an assignment due to lack of understanding of the work, the parent is

encouraged to write a note/email to the teacher explaining why the assignment was not completed. The teacher will explain further, after which the student can be expected to complete the assignment.

Homework assignments will be posted on RenWeb each Friday evening for the following week. This will allow students to plan ahead and in case of illness or early dismissal, provides an opportunity to keep up with assignments. However, sometimes teachers may deviate from the posted assignments. Students, therefore, are encouraged to listen carefully during class and make note of last minute changes.

HOMWORK AND STUDY SKILLS

Organization is one of the most useful tools for homework and study. Not only does organization help students keep up with assignments, it also means they will have more free time. When school work is organized, children can relax in knowing they are prepared.

- Write down assignments. Parents should check daily and weekly assignments, noting upcoming tests and projects. Make “TO DO” lists.
- Study for tests well in advance of the test day. Study for tests and preparation for projects should be scheduled so children are working on them each day, building up to the due date. Schedule study time several days prior to the test, divide materials into logical sections, review notes and use flash cards, take a practice test, and always get a good night’s rest and have a healthy breakfast before the test.
- Homework should be done independently by the student. However, parents should feel free to clarify confusing concepts or work one-on-one with particular problem areas, and to help your child prepare for tests.
- All work should be done at a quiet, comfortable, well-lit desk or table, free from distractions. Permit your child to hang up a “Do Not Disturb” sign if needed to keep distractions to a minimum. The homework area should be neat and well stocked with any needed supplies.
- To support progress in reading, parents should make at least 15 minutes available each night to listen to your child read aloud. Asking comprehension questions to check understanding is also important.
- Parents should determine if and when a short break from homework is needed.
- Parents should monitor to see that assignments are completed, organized, and packed for the following school day.
- Parents should not bring homework assignments, books, or other materials to school during the school day. Children should learn to be responsible for bringing their materials and homework to school daily. Sometimes it helps to put the packed book bag by the door.
- For long-term projects, break the project into small parts. Put the steps on a calendar, and check the calendar every day, checking off parts of the project that are completed.
- Older students need to acquire note-taking skills, such as outlining, using abbreviations or symbols, and being neat.
- **Please remember, that the work completed at home should be the student’s work, not the parents. We realize there are times when it is difficult to let incorrect work leave the house, but if parents make the corrections, then the teachers will not know where to help the student.**

Children are routinely assigned homework and other tasks that involve taking materials home and returning them to school (e.g., papers to be signed by parents, homework folders, etc.) In order to help instill in children a sense of responsibility and self-reliance, it is important that they be permitted to “own” this responsibility without being “bailed out” regularly by parents bringing the child back to school to pick up forgotten materials or papers after the teacher has left for the day. Teachers establish classroom policies regarding materials that are required to be taken home and returned to school, and their systems of rewards/consequences involve increased responsibilities from one grade level to the next (i.e., the older children are expected to be more responsible for such tasks than are younger children). Of course, there are exceptions, times when it is appropriate to assist children by bringing them back to pick up something they have forgotten. The wrong lessons are learned, however, when such actions are routine.

PARENT-TEACHER COMMUNICATION AND CONFERENCES

Parent-Teacher communication is important. Questions or concerns may be addressed by telephone, email, or conferences. Individual conferences can be pre-arranged at the request of the parent, teacher, or appropriate division head. Please do not simply arrive at the teacher's door in anticipation of an unscheduled conference.

REPORT CARDS

The school year is divided into three trimesters. A report card will be completed for each trimester for grades Pk – 5 and posted on RenWeb. The classroom teacher may send additional communications to parents on an individual basis any time there is marked improvement or deterioration in a student's grades or behavior. Student performance is continually updated on RenWeb and may be accessed at any time.

PROMOTION/RETENTION POLICY

Lower school students may be retained at the same grade level for the subsequent school year upon the discretion of the head of lower school in consultation with teachers and the Head of School.

SCHOOL COUNSELING OFFICE

The school counselor provides a comprehensive counseling program for all students and families at Fayetteville Academy. The school counseling office is open for individual, group, and/or family counseling and also assists with character education and wellness. It is the goal of the school counseling office to help students become successful in their academics, relationships, and life outside of Fayetteville Academy. Additionally, the school counseling office works to provide students with appropriate academic accommodations to increase student success. If parents believe their child qualifies for extended time or other academic accommodations, they should review the accommodations policy and direct their inquiry to the school counselor as soon as possible. Students and parents who wish to make an appointment with the counselor should do so in advance, when possible. In addition, the counselor administers a club called the USA Club, which is open to students with a parent/legal guardian in the military in grades PreK-5. Meetings will be held by grade, once a month, after school from 3:15-3:45 (day to be determined).

ACCOMMODATION POLICY

To ensure that programs, activities, and services are accessible to all students, Fayetteville Academy is committed to providing reasonable accommodations for students with documented disabilities. Documented disabilities may include a learning disability, attention deficit disorder, a visual, hearing, or mobility impairment, or a physical or mental illness. A reasonable accommodation is one that is consistent with the academic standards of Fayetteville Academy and does not require substantial course or program alteration. Final authority for determining the most appropriate and effective accommodation rests with Fayetteville Academy and is based on the nature of the individual student's disability-related need.

Current documentation, as described in item 2 below, will be required. Neither a 504 Plan nor individualized educational plan (IEP) will constitute sufficient documentation but may be submitted along with a diagnostic report. If documentation is not current or relevant, Fayetteville Academy will require an updated evaluation, the cost of which will be covered by the family. Teacher recommendations and rater forms required to be completed by the school, will be mailed directly to the testing organization. This procedure ensures the school, rather than the parents, assumes responsibility for the whereabouts of this information should any issues arise. The information you provide will be kept as confidential as possible. Relevant faculty and staff will be informed if they are expected to provide accommodations or if emergency treatment might be required.

Students who wish to make a request for an accommodation based on a disability must:

1. Identify themselves to the School Counseling Office and request accommodations. A student (or their guardian) may identify themselves at any time and should do so immediately following an injury or illness with permanent or long-term implications. The request will become part of the student's personal file.
2. Provide, at the family's expense, current (within 3 years) relevant documentation of a disability that limits the student's ability for academic success in our school environment. Documentation must be completed by a qualified, licensed professional. Upon receipt of required documentation, the school counselor and/or division head will consult with the student, parent and other appropriate individuals in determining reasonable accommodations.

Criteria for Diagnostic Documentation

- Documentation for a learning disability, ADD/ADHD, or a psychological illness should be recent (within 3 years). It must provide evidence of a substantial limitation to learning. The evaluation must be conducted by a licensed professional with training and experience in the assessment of children and adolescents. It must be submitted on the evaluator's letterhead.
- Documentation may include a complete diagnosis and a description of the disability. This diagnosis should be based upon a comprehensive clinical interview and the results of comprehensive testing (when testing is clinically appropriate).
- Documentation must include a description of the impact of the disability on academic functioning and recommended accommodations supported by specific test results and clinical observations.
- Documentation should include, depending on the nature of the disability, a recommended re-evaluation time period.

After a review of the student's documentation, and any necessary consultation with outside specialists, the school counselor and respective division head will determine what accommodations are reasonable and appropriate. They will communicate with the instructor of the classes involved regarding specific accommodations. The student should speak with the instructor to confirm the accommodations. Accommodation requests should be expected to take up to six weeks for the school to make a decision.

Fayetteville Academy accommodations are separate from any accommodations for standardized testing issued by the College Board. Fayetteville Academy is not responsible for the results of the accommodations granted and there is no guarantee the testing service will give the same accommodations as Fayetteville Academy. In order for the school to request accommodations, we have to be able to demonstrate that the student has requested and used the same accommodations that he or she is requesting from the testing agency for at least four months in school. The student also has to have an evaluation completed, and we suggest that you collect as much documentation as possible, such as teacher recommendations and doctor's notes. Once the application process is submitted, it will take at least seven weeks to hear back from the testing services. They will send confirmation to the school and to the parents. Specific information about what steps to take with College Board can be found here: <http://professionals.collegeboard.com/testing/ssd/application/apply>. If there are any questions or concerns about requirements and policies for accommodations for these standardized tests, please contact the School Counseling Office to set up a meeting.

If a student is enrolled in an AP course, they *must* receive College Board approval for accommodations to receive those accommodations throughout the entirety of the class. A copy of recent documentation and at the least, paperwork reporting that your accommodations request is in the process of being reviewed by College Board, will need to be on file in the School Counseling Office to receive accommodations in AP classes. If the College Board denies accommodations for the AP class, accommodations at Fayetteville Academy will be removed.

** Fayetteville Academy is an independent, college preparatory school that is exempt from many of the provisions outlined in the Americans with Disabilities Act (ADA), the Individuals with Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1973*

TUTORIAL ASSISTANCE AND EXTRA HELP

Extra academic help is normally available each **afternoon from 3:15-3:45 p.m.** Teachers are frequently available at other mutually agreeable times. Please make arrangements with your child's teacher ahead of time for extra assistance. This availability is not intended to replace long term tutoring, not to be considered as tutoring, or to be used as a time for students to complete their homework unless an individual teacher allows homework to be completed during this time period.

The Academy faculty and administration, upon request, will also attempt to provide the names of tutors who may be helpful for students for some remediation problems.

III. STUDENT GUIDELINES AND INFORMATION

ARRIVAL/DEPARTURE

1. Students are to go to their classrooms immediately upon arrival at school (exceptions: media center visits, school store visits, office visits).
2. Parents are asked to drop off children between 8:00 and 8:20 at the appropriate lower school entrance (front main entrance for grades 2-5; primary wing entrance for grades PK-1). Parents who need to enter the school should park in a marked parking space rather than on the grass near the driveway. Carpools that pick up older and younger children must do so at the two designated pick up points rather than having children leave to join younger or older carpool riders.
3. **Children not enrolled in the Before-School Care program who arrive before 8:00 a.m. must report to Before-School Care (Lower School Library). Parents will be billed for the drop-in service.**
4. Parents are asked to leave classrooms by 8:20 at which time daily instruction begins.
5. Children are not permitted to cross the school driveways anywhere other than at designated crosswalks with the assistance of a security guard, or other adult. Adults should avoid "jaywalking," too, as we should model the safe way of crossing for our children. Children must be picked up at designated crosswalks.
6. Children must wait with their class and campus duty teacher under one of the covered kiosks, either the front entrance kiosk or the primary wing entrance kiosk, depending upon grade level (see #2).
7. Students are to wait for rides after school in an orderly manner. In the interest of safety, this is not the time or place for running, playing ball, etc. Children are not permitted to run down the lawn and cross the driveway to board vehicles. In the interest of safety, children must walk to their vehicles and cross the driveway only at designated crosswalks.
8. Bicycles may not be ridden on campus; riders must dismount and walk their bicycles on campus.
9. The driveway in front of the Academy is one-way, two lanes, during pick-up time. Please do not drive around a stopped car in front of you; to do so creates a dangerous situation since small children may be hidden from view by the vehicle you are passing.
10. **Please remain in your vehicle.** If you must leave your vehicle, please park only in a designated parking space. Do not leave the engine running when you leave your vehicle. Parents who have an appointment with a teacher after school should park in a designated parking space and come into the building.
11. Please do not sound your horn to summon children to your vehicle at dismissal; doing so can entice children to run to the car, ignoring safety procedures for walking safely, crossing the driveway with assistance, etc.
12. Parents are asked to pick up their children promptly after the 3:10 p.m. dismissal. At 3:20, students who have not been picked up will be taken to After-Care. Students should not re-enter the building unless there is a legitimate reason to do so (e.g., to use the telephone, to see a teacher, etc.). **Grades 2-5 should use the front lower school entrance** and parents are encouraged to use the Cliffdale Road entrance. **Grades PK-1 should use the primary entrance** and parents are encouraged to use the Morganton Road entrance. Students and parents should not enter classrooms after school hours or when teachers are not present.
13. If entering the building to pick up your child, parents are requested to wait outside of the lower school office and not at their child's classroom door.
14. A note from parents is required whenever children plan to ride with someone other than their parents or their regular carpool. For safety reasons, L.S. students may not be sent to the gymnasium parking lot to join carpools or older siblings, since there are no crossing guard assistants or L.S. faculty on duty in this area of the campus after

school. With parent permission, L.S. children may be picked up by older siblings (middle or upper school age) or carpool drivers and escorted to the gym parking area.

15. Children not enrolled in the After-School Care program who are not picked up by 3:20 p.m. must report to After-School Care.

CODE OF CONDUCT

Fayetteville Academy expects all students and parents to abide by and support the school's standards of conduct. Standards of conduct means adherence to the Honor Code, Dress Code, and specific standards of conduct, as well as adherence to the Statement of Philosophy and Statement of Objectives of Fayetteville Academy, all of which are set forth in this handbook. The Head of School reserves the right to discipline or dismiss a student when, in his judgment, the welfare of an individual student or the school community is best served.

1. Students are expected to always exemplify respect, courtesy, and consideration for other students, teachers, administrators, parents, and visitors to the Academy.
2. Students are expected to show respect for school and individual property.
3. Students are expected to refrain from eating and drinking in the hallways and commons except by permission of the appropriate school division head.
4. Students are expected to be punctual to classes and activities.
5. Students are expected to refrain from using personal entertainment devices and cell phones when in an educational setting. Cell phones will be turned in to the teachers, daily, and will be handed back at the end of the day.
6. Students must avoid lewd or otherwise inappropriate behavior at school or school-sponsored events.
7. Gum chewing is not permitted on campus at any time (before, during, or after school).
8. Students must refrain from discriminatory behavior or harassment of students, staff, or faculty due to race, color, sex, national origin, religion, age, or disability. Prohibited behavior includes: obscene or suggestive remarks or jokes; verbal or written abuse and insults; display of explicit, offensive or demeaning materials; physical or verbal hazing; or threats or comments which are demeaning with respect to race, religion, ethnic origin, gender, sexual orientation, socio-economic class, or physical appearance.
9. Students are strictly prohibited from possession, distribution, use, or being under the influence of illegal substances, including alcohol and tobacco, while on campus or at school sponsored functions. Fayetteville Academy reserves the right to require any student at any time to submit to searches of personal property and drug testing procedures as a condition of continued enrollment.
10. Students may not carry or have in their possession knives, guns, and pyrotechnics of any description (including toys or reproductions). Student violators may be reported to law enforcement agencies.
11. Fighting, or inappropriate language will not be tolerated at the Academy. Students involved in fights or using inappropriate language will be referred to the head of lower school for disciplinary action. Violations may result in suspension or expulsion from school.
12. Students are expected to adhere to the Technology guidelines to avoid unethical or criminal behavior.
13. Fayetteville Academy reserves the right to discipline or dismiss any student who is involved in an activity on or off campus that reflects in a negative way on the school. Any conviction in court subjects a student to possible disciplinary action, including dismissal.

Conduct Probation/Disciplinary Policy

Any student who, in the opinion of the faculty and division heads, demonstrates behavior that is unacceptable and in violation of the Code of Conduct will be placed on conduct probation. On certain occasions, student behavior may require disciplinary action resulting in student suspension including in-school and/or home suspensions. All suspensions will be at the discretion of the Head of School and the appropriate division head.

Upon the student's return to classes, missed work may be made up with no academic penalty. The classroom teacher will determine the final date as to when the work must be completed. If the work is not completed by this final date, a zero may be assigned. Suspended students may not participate in any school-sponsored activities.

If the problem causing conduct probation is not corrected by the conclusion of the following reporting period, the student will remain on probation and may be offered a conditional re-enrollment or may not be offered an invitation to enroll for the next academic year.

General Clause: The school's division heads and Head of School reserve the right to enforce disciplinary procedures when, in their judgment, the welfare of an individual student or the school community is best served. Final authority and all appeals in disciplinary matters shall rest with the Head of School.

Discredit Clause: Fayetteville Academy reserves the right to discipline or dismiss any student who is involved in an activity on or off campus that reflects in a negative way on the school. Any conviction in court subjects a student to possible disciplinary action, including dismissal.

DRESS AND APPEARANCE CODE

As a college preparatory school we strive to encourage a "dress for success" appearance. Dress for school should always be tasteful, clean, neat, and unexaggerated.

It is difficult to address all potential modes of dress, so we ask that parents use discretion in helping their children choose suitable attire for school. Listed below are guidelines to which students are expected to adhere.

General:

1. Students in pre-kindergarten through grade 2 may wear clothing that is appropriate for children of these ages (including shorts).
2. Shorts may be worn in grades 3-5 also, but care must be taken to assure that the length and fit reflect modesty.
3. **Students should refrain from wearing excessively short or tight garments, torn or ripped clothing, pants that are too long, sagging trousers or shorts.**
4. Athletic wear is permitted with the following exceptions:
 - a. Shorts must be conservative in nature, in good taste, and non-revealing
 - b. Shorts that are high-cut – such as running shorts – are not permitted
 - c. Tight fitting shorts such as biker shorts, spandex, and tight fitting shirts such as dry-fit workout clothing are not permitted
 - d. Not permitted on special assembly days such as Veterans Day, Thanksgiving, Christmas, and Grandparents/Special Friends
 - e. Not permitted on certain field trips (teachers will let students know in advance)
5. Hats and sunglasses are permitted outside only.
6. Parents should label all outer garments for easy identification and return of lost items.
7. No clothing is permitted that contains **messages or illustrations that are lewd, indecent, vulgar, violent**, or that advertise any product or service not permitted by law to minors.
8. Visible body piercing with jewelry and permanent body art are not permitted (exception: girls may wear earrings).
9. For safety reasons, students may not wear shoes that have rollers or wheels (e.g. "heelys").
10. For all grades, Shoes and socks must be worn. Flip flops and open toe shoes are not permitted, for safety reasons.

Boys:

1. Corduroy pants, khakis, and neat jeans are acceptable dress.
2. Belts are required with pants that have belt loops.
3. T-shirts of appropriate taste (i.e., no slogans, names of musical groups, product names, alcoholic beverages, etc.) and collared shirts are acceptable. Sleeveless shirts and tank tops are not permitted.
4. Extremes in hair length, hair color, or hairstyles are not permitted (Boys may not wear ponytails and hair should be neatly cut and off the collar. Hair color for boys and girls must be within the natural hair color palette.)
5. Shoes and socks must be worn. Flip flops and open toe shoes are not permitted, for safety reasons.

Girls:

1. Skirts, dresses, neat slacks or jeans, and shorts are acceptable dress. Shorts and skirts must be no shorter than four inches from the crease of the back of the knee.
2. Low-cut blouses and off-the-shoulder wear are unacceptable.

3. Sundresses are appropriate. Sundresses with spaghetti straps must be worn with a shirt underneath or jacket over the dress. Sleeveless tops are acceptable provided that the strap is at least as wide as two fingers (no spaghetti straps without a shirt underneath.)
4. Crop tops or tops that reveal the stomach are not permitted. Tops that reveal undergarments are not permitted.
5. Leggings are permitted as long as a pair of shorts or skirt is worn, too.
6. Shoes and socks must be worn. Flip flops and open toe shoes are not permitted, for safety reasons.

HARASSMENT, INTIMIDATION, AND BULLYING POLICY

Fayetteville Academy is committed to a safe educational environment for all students that is free from harassment, intimidation, or bullying. Harassment, intimidation or bullying refers to any intentional written, verbal, or physical act that:

- physically harms a student or damages the student's property,
- has the effect of substantially interfering with a student's education,
- is severe, persistent, or pervasive that it creates an intimidating or threatening educational environment, or
- has the effect of substantially disrupting the orderly operation of the school.

Harassment, intimidation, or bullying can take many forms including: slurs, rumors, jokes, innuendos, demeaning comments, sarcasm, drawing cartoons, pranks, gestures, physical attacks, threats, or other written, verbal, or physical actions. Intentional act refers to the perpetrator's choice to engage in the act rather than the ultimate impact of the action(s).

Counseling and/or corrective discipline will be used to change the behavior of the perpetrator(s) and remediate the impact on the victim. False reports or retaliation for harassment, intimidation, or bullying also constitute violations of this policy.

When a child reports that a classmate has said or done something inappropriate, the teacher will investigate by speaking privately with both parties in the same room and making a determination as to what really happened. If the teacher needs to speak with other students to help in determining what happened, s/he will do so in a timely manner and then meet again with the parties involved to inform them what s/he believes has taken place. In meeting with the students involved, the focus should be on determining what happened through honesty, offering counsel on how feelings could have been hurt, and advising how to respond when someone hurts your feelings.

In general, the following guidelines will be used but may not necessarily be adhered to depending on the severity of the offense:

First Offense:

No consequences - no parental involvement.

Second Offense:

A minor consequence and their parents will be notified via e-mail or telephone.

Third Offense:

The child will be sent to the head of lower school. The head of lower school will call a parent immediately and speak with both the child and the parent(s). The head of lower school will determine the appropriate consequence, which could include the child being suspended. Referral to the school's consulting psychologist may be recommended or required by the head of lower school.

Subsequent Offenses:

If subsequent offenses occur, the child will be reported to the head of lower school, who will determine the appropriate consequence, which could include additional suspensions or expulsion.

Finally, frequency and seriousness of such offenses are considered during annual student review to determine if students will be invited to return to Fayetteville Academy the following school year.

HONOR CODE

Of utmost importance to Fayetteville Academy community is the principle of individual honor and integrity. The Academy believes that, along with a sense of pride in one's own work, a strong sense of personal **honor and integrity is a basic human responsibility** and one of the most vital assets that a person can have throughout life. Although it would be convenient and less complicated to concern ourselves solely with honor as it applies to academic work and testing, we clearly must recognize that trust, respect, and consideration of others pervade all of our actions and relationships at The Fayetteville Academy. We are able to minimize school rules, extend certain privileges, and grant a high degree of freedom because of the Honor Code. It is our desire that the spirit of the Honor Code may continue to grow and become a significant force in the life of every student. For such a system to be effective, every member of the school community must believe in and support the Honor Code.

The following definitions and guidelines shall direct the operation of the Honor Code at the Academy:

Every student is honor-bound to refrain from lying, cheating and stealing.

- Lying is the intentional falsification or denial of fact, the intentional creating of a false impression, or the breaking of a pledge.
- Cheating is giving, receiving, or attempting to give or receive, unauthorized help that could result in an unfair advantage in completing schoolwork. It is also the representation of another's work as one's own, including plagiarism.
- Stealing is the taking of anything without the consent of the owner.

Every student should, when aware of an infraction of the Honor Code, report the infraction to a member of the faculty, or to the division head. A student found guilty of a violation of the Honor Code may be subject to suspension or dismissal from the Academy. The degree of the judgment varies with the age and grade of the student and the seriousness of the offense. All records of honor and disciplinary violations will remain in a student's permanent and confidential file.

TECHNOLOGY GUIDELINES FOR COMPUTERS, INTERNET, CAMERAS, AND CELL PHONES

1. Students may not alter any 'setup' on the school's computers including desktop icons, wallpaper, any of the computer operating systems, fonts, extensions, software, or software upgrades. Hardware, including but not limited to earphones and mice, may not be removed from school computers.
2. Students may not download, copy, rename, alter, examine, delete, destroy, or otherwise tamper with another student's or teacher's passwords, disks, files, programs, or printouts. Such tampering is the same as stealing or damaging property.
3. Students may use school computers only for curriculum-related activities. Non-curriculum activities such as gaming and social networking sites (Facebook, Twitter, etc.) are inappropriate in our school environment.
4. Students should make every effort to honor copyrights of all digital material. If in doubt as to whether this material can be used for educational purposes, students must not print or copy digital material including software or music CDs.
5. Students may not create, disseminate, or run a self-replicating program ("virus") regardless of whether or not it is destructive.
6. Students may not create anything on the computer that is untrue, threatening, profane, racist, derogatory of gender or religion, or otherwise demeaning to another person. A student should avoid creating, sending, or keeping anything on a computer, that if found, would cause embarrassment to him/herself or anyone else. Even true statements that contain private facts about another person violate that person's right to privacy.
7. Students may not use another person's Internet password or email address without the permission of that person.
8. Students may not use computers to view or listen to any material that is obscene, vulgar, sexually explicit, or inappropriate in any way.
9. Students must cite all information retrieved from the Internet and use good judgment as to the validity of that information.
10. Students may not use the computers in any teacher's classroom without the teacher's express permission each time.
11. Taking a picture with a computer, camera, or cell phone of another individual without their permission is strictly prohibited. Offenders may have their device confiscated and returned only to their parent.

Since every possible misuse of technology cannot be envisioned in advance, we stress attention to the Honor Code and Code of Conduct in areas which may not be addressed in these policies. Students will be furnished a detailed set of rules regarding use of computers and the internet. This information will also be forwarded to parents for their information and signature.

Students in grades 3-5 will be asked to sign a pledge that they have read the Honor and Conduct Codes and the Technology Guidelines, that they understand the process, and that they pledge to abide by the Honor and Conduct Codes while a student at Fayetteville Academy. Thereafter, a student's signature is their bond, and no other written pledge is required on any academic work submitted for credit.

IV. ABSENCE & TARDY INFORMATION

ABSENCE POLICY

Fayetteville Academy emphasizes the necessity of regular school attendance. All students should be in attendance each day that they are physically able. **For student safety and security, it is imperative that parents notify the main office prior to 8:10 a.m. each day of a student's absence.** Notification may be made by email or by voicemail.

Students who have more than 20 total absences per school year, for any reasons including but not limited to illness, doctor appointments, extended family vacations, are in jeopardy of not passing their grade level. School-sponsored absences do not count towards each student's 20 days.

1 absence = missing 3 or more hours of a school day

After missing 10 days of school, a note will be sent home to the parents.

After missing 15 days of school, a second note will be sent home to the parents and the student and parents will be required to meet with the Division Head.

After missing more than 20 days of school, the student is in jeopardy of not passing their grade level.

Provision for make-up work and tests, following all absences, is the responsibility of the student. Students who are absent from school are expected to arrange make-up work timelines with the teacher on the day of their return to school.

Parents who wish to pick up make-up work assignments during the child's period of absence may do so between 3:10 and 3:30 p.m.; teachers should not cease instruction in order to prepare makeup work assignments for pick up during class time.

To protect the health of all students, it is requested that children be allowed to stay at home when they are sick with a virus, flu, abnormal temperature, or any other infectious ailment. Students returning to school after having had an infectious ailment such as pink eye may require a physician's note indicating that the child is no longer infectious. Children should be free of fever without medication at least 24 hours prior to returning to school. **In addition, children should have not experienced incidents of throwing-up for at least 24 hours before returning to school.**

Students must bring a note to school the first day back after an absence. The note should state the reason for and the dates of the absence and must be signed by a parent.

PLANNED ABSENCES

Any planned absence for two or more days must have the acknowledgment of the appropriate division head at least two days prior to the trip. A request for Planned Absence Form (Blue Slip) must be picked up from the appropriate division head. The division head will see that a copy of this form containing appropriate faculty remarks and advance class assignments is given to the student before leaving. RenWeb can also assist in keeping up with homework; students are encouraged to check assignments on RenWeb before returning to school in the event changes have been made in their absence. Be advised that days missed for family trips will be included as a part of the 20 absences per year limit.

TARDY POLICY

Promptness is essential to a student's success in school. Late arrival to school presents a problem for teachers and students in the form of classroom interruptions. Please make every effort to have your child at school prior to the 8:20 a.m. start of school.

All students who are not present in their classroom by 8:20 will be marked tardy. The following are the guidelines for excessive tardies.

Four tardies per trimester = note home
Eight tardies per trimester = Conference/contact with Division Head
12 tardies per trimester = Conference with Head of School

LATE ARRIVALS AND CHECK-IN / CHECK-OUT PROCEDURE

School doors will be locked at 8:20. If arriving at school later than the 8:20 start, the parent and student must report to the LS office to be checked-in. The LS office will enter and record all students who are late to school on RenWeb. After the parent has signed the child in, the office will admit the student to class by issuing a late slip. Students are not to go directly to their classroom without first receiving a late pass from the lower school office.

All students leaving the school prior to dismissal must be checked-out through the office by the parent. Parents are encouraged to notify the lower school office by 8:30 a.m. if the student will be leaving during the day. The student must then go to the LS office to be checked-out. **Upon returning to school on the same day, the student must check-in at the LS office.** When checking-in from a doctor's appointment, the student should present a note/card from the doctor's office. **It is imperative that students follow check-in and check-out procedures so the school is always aware of where the student can be located.**

DELAYED OPENING OR SCHOOL CANCELLATION

In the event that inclement weather necessitates a delayed school opening or cancellation, an announcement regarding the school's schedule will be placed on the school's answering/voice mail system. Additionally, a Parent Alert phone message and a text/email message will be sent via RenWeb. If school is to start at 10:00 a.m. (for example), all lower school students will report first to their regular homeroom classroom and will then begin to follow the regular schedule for the day. The rest of the day's schedule will be normal, and school will be dismissed at 3:10 p.m. as usual.

Before-School Care will not operate on delayed opening days.

V. GENERAL INFORMATION

ACCIDENT AND TUITION INSURANCE

Student accident insurance is available from a commercial insurance company. Parents must consider if this insurance would be beneficial for their child. Details are available from the Academy business office.

Tuition Refund Insurance is available and recommended, but not required for all returning students. Tuition insurance is required, however, for all new families enrolling a child at the Academy for the first time (including students who may be enrolling after an absence of one year or more) and for those who do not pay the full tuition by the opening date of school. The option to select tuition refund must be selected on the enrollment contract prior to 1st day of school or, in the case of late enrollees, on the first day of attendance. Payment is due with the first tuition payment.

BICYCLES ON CAMPUS

Safety is of utmost importance. Therefore, no bicycles are to be ridden on campus from 8:00 a.m. to 3:30 p.m.. Students riding to school from the Cliffdale Road or Morganton Road areas must use their respective crosswalks. This also applies to those walking to school. Bicycle riders should dismount as soon as they reach school property. The bicycles are to be parked in the racks located behind the lower school.

BIRTHDAY PARTIES

With the teacher's permission, birthdays may be celebrated at school to some extent, particularly in the primary grade levels. When parents wish to have their child's birthday celebrated at school, they must **first** contact the teacher in advance of their child's birthday in order to determine a convenient time that will not disrupt the school program. The "party" must be limited to cake (or cupcakes, etc.) and beverage and also include any needed paper products. Birthday gifts may not be given at school.

Classroom Rosters

As professional educators, we take great pains in the development of homeroom class rosters. Our goal is to provide the optimum learning environment for individual students and the class as a whole. It is not possible to construct balanced classes if parent requests for a pupil assignment with a particular teacher, or not with a particular teacher, are considered.

CLASS TRIPS AND FIELD TRIPS

School-sponsored field trips with an educational purpose may be scheduled by faculty with prior approval of the division head.

1. Permission slips signed by parents must be returned to school in order for children to be allowed to participate in field trips away from the campus.
2. Emergency Information forms must be on file with the teacher escorting the group before a student will be allowed to travel away from campus. In loco parentis (of a parent's authority) prevails in emergency situations.
3. Due to liability considerations, parents who transport students on field trips may not make unscheduled stops to or from the destination (for example, stops for food or drink that were not planned as part of the field trip, including drive through vendors). For grades PreK – 3rd, two unrelated adults must be in each car used for transportation.
4. Please note that if you permit passengers to watch DVD movies during the drive, only G rated movies may be shown.
5. Brothers and sisters attending Fayetteville Academy are not permitted to miss their classes to join their sibling's class field trip. Grade related field trips are designed for each particular grade, not for students from other grades.
6. All students, regardless whether their parent is or is not a chaperone, must follow the teacher's format and directions, unless instructed otherwise by the teacher. The teacher has primary responsibility for all students.

There will be no gift buying or visiting gift shops during field trips.

FORGOTTEN ITEMS

Parents are asked not to interrupt classes to deliver forgotten lunches, money, homework, etc. These items should be delivered to the lower school office. Parent cooperation here is greatly appreciated, as it helps to minimize unnecessary classroom interruptions.

Students who have forgotten to bring their lunch or lunch money will be allowed to purchase lunch on credit from the cafeteria. The loan must be repaid the following day. Students who fail to repay the loan cannot be allowed to buy on credit again until the debt is settled. Debts not settled by the end of the school year will be handled as any other unmet school obligation.

LOST AND FOUND

Lost and Found is located in the faculty workroom in a locked closet. Students wishing to visit Lost and Found should see the lower school assistant. Please mark all personal items with the child's name.

LUNCHROOM (GRADES 2-5)

Lunch may be purchased through the lunch program. Students who bring a bag lunch may purchase drinks. Students in grades 2-5 must eat their lunches, whether purchased or brought from home, in the lunchroom, except by special permission, and must remain in the lunchroom for the first 20 minutes of the lunch period.

1. For children who have special dietary requirements, parents are responsible for assuring that their children's requirements are met. This applies for regular lunches as well as for special events that include refreshments.
2. Students are expected to display appropriate table manners in the lunchroom.
3. Talking must be held to a conversational volume level and limited to the people at one's own table.
4. Sharing or trading food is allowed only with the teacher's permission.
5. Return trips to the serving line are requested by raising one's hand (limited to one return trip each day).
6. No additional purchases may be made during the last ten minutes of the lunch period.
7. Each class should leave tables and chairs clean. Trash or food that has been dropped during lunch must be picked up.
8. Should a student forget to bring lunch or lunch money to school, there is a charge system through which lunch may be paid for the next school day (see "Forgotten Items").
9. Parents are discouraged from delivering fast food lunches to children at lunchtime.
10. All food must be consumed in the lunchroom.
11. Students who fail to display proper table manners in the lunchroom will be seated away from their peers.
12. Each child's lunch box must be labeled with the child's name.
13. Carbonated soft drinks and energy drinks, of any kind, are not served in the cafeteria. Parents are discouraged from sending carbonated soft drinks and energy drinks from home.
14. Microwave ovens are available for heating food, but may not be used to pop popcorn.
15. We discourage sending candy and sweets for snacks or with lunches; some children simply eat the sweets and will not eat their lunches when candy and sweet treats are available.
16. For safety reasons, restroom visits during lunch in the cafeteria require the "buddy system" to visit the downstairs restrooms.

MEDIA CENTER AND LIBRARY

Students are enthusiastically encouraged to use the lower school media center which is open from 7:45 a.m. until 3:15 p.m. on school days. Books may be checked out for one week with renewals permitted. Students should return books weekly for check in or renewal during their scheduled library time, before or after school, during lunch, or at other times with teacher permission. Students must pay for lost or damaged books.

MEDICAL AND HEALTH POLICIES

Fayetteville Academy has the responsibility to ensure, within its limitations, the general health and emotional well-being of all students attending the Academy. Realizing this, the Academy reserves the right to review, on a case-by-case basis, the medical status or history of any individual seeking admittance or presently enrolled.

In accordance with state law, all students entering Fayetteville Academy for the first time are required to provide proof of vaccination (Certification of Immunization) on the first day of school. You will have 30 calendar days from the first day of school to provide the immunization record. If proof of vaccination is not provided by the end of 30 days, your child will be suspended from school until proof of immunization is provided, as required by law, or you can show that your child has begun the immunization process. Please remember to bring your child's shot record for school entry. You can get your child's shot record from his/her doctor or the local health department. If a medical reason exist that prevents your child from receiving a certain vaccine, a doctor's letter is required by the first day of school.

In the event of an accident or illness, every effort will be made to immediately contact parents. In emergency cases when a parent cannot be contacted, it will be the responsibility of the Head of School or the designated assistant to decide on the course of action appropriate to the situation. A power of attorney and emergency information form filled out and signed by the parent must be on file in the main office. Additional forms are available from the main office or on RenWeb.

While Fayetteville Academy discourages the possession of prescription medications at school, students in grades 4-5 may, with written parental permission, have in their possession and take according to doctor's orders, prescription medications that necessarily must be taken during the school day. The following guidelines are applicable:

- The student must not have in his daily possession more medication than is necessary for one school day.
- The student's name, medication name, frequency of dosage and prescribing doctor's name must be with the medication.
- A written and signed statement by the parent providing permission for the student to possess and take the prescription medication while at school must be presented by the student, if requested by any member of the Academy faculty or staff.
- For students in grades Pk-3, parents must send a note and the medicine to the teacher.

For students taking prescription medications for an extended period of time, special arrangements should be discussed with the appropriate division head. Over-the counter-medications may only be given to students with prior written permission from the parent or guardian, and they may only be given by Mrs. Jenkins or Mrs. Sappington (or the respective division head in the absence of Mrs. Jenkins or Mrs. Sappington). No other faculty or staff members are allowed to dispense any medications – either over-the-counter or prescription – while the student is on campus. The school reserves the right to investigate any use of medications whether over-the-counter or prescription.

MONEY

Students are not to loan or borrow money from other students. Students should not bring to school more money than is needed for the day for lunch, etc. Parents are asked to send a check or correct change for lunches, field trips, supplies, etc. whenever possible.

MONTHLY CALENDAR AND *THE ACADEMY REPORT*

An official Academy calendar announcing dates and upcoming events is available on the school's website for viewing and printing. While every effort is made to publish up-to-date and accurate information, changes may occur due to unavoidable circumstances. *The Academy Report*, which features articles and photographs of school activities, is published yearly and is also found on the Academy website.

OFF-CAMPUS PARTIES

1. Parents may occasionally wish to arrange off-campus parties (Christmas party, Easter Egg Hunt, end-of-year picnic, etc.).

2. When invitations are to be distributed at school for any party (e.g., weekend or after-school birthday parties), every child (or every boy or every girl) in the class must receive an invitation.
3. Whenever off-campus parties are held which include most, but not all, students in one class (or most of the boys or girls), gifts, etc. are not to be brought to the classroom to be kept during the day.
4. When invitations are sent home from school by the teacher, they are usually included with or attached to other school papers. While we are happy to send invitations home to parents, we suggest that parents consider mailing them instead, since the packet of papers from school might not be reviewed by parents immediately when received, resulting in discovering the invitation too late, after the party has already occurred.

PHYSICAL EDUCATION

For an occasional absence, a note from the parent or a doctor's note is sufficient. For extended absence for longer periods of time, a physician's statement is required.

1. Excused absences which do not result in loss of points or lowered grades will be addressed only by a doctor's note. If a child is not feeling well due to a previous day's absence or immediately preceding P.E. class, the P.E. instructor will work carefully with the child to modify the day's expectations. The child may be asked to assist in other ways provided that this is in the student's best interest.
2. Students who do not participate in P.E. class will not be left in the gym alone. The P.E. teacher is responsible for supervision of each student.

PLAYGROUND SAFETY GUIDELINES

1. Bicycle racks are off limits except to park bicycles in the morning and to pick them up after school.
2. No student is to touch or remove another student's bicycle unless he/she has written permission from the parents of the owner of the bicycle.
3. Students must have locks on their bicycles.
4. Students are not allowed to be in the parking areas around the playground.
5. Sliding boards are "one way" only! To avoid collisions, students are not to climb up the sliding board (i.e., use the ladder). Sit up on the slide, and do not lie down and slide head first. Toys are not permitted on the slides.
6. Stay clear of moving swings.
7. Students are not to stand on the picnic tables.
8. Do not throw pine cones, sticks, snowballs, gravel or rocks on campus.
9. Due to safety concerns, children are not to play on the lower school playground before or after school unless they are attending the After-School Care program.
10. Students are not to climb on top of the monkey bars. They are designed for moving across under the bars hand-over-hand; a fall from atop the monkey bars could result in serious injury. Do not sit or stand on the high bars of the climbing structures; only hang by the arms from any bars. Hanging by the legs is not permitted.
11. Buckets and shovels may be used only in the sandboxes. Likewise, digging may be done only in the sandboxes.
12. Eating is not permitted while playing on any of the equipment.
13. Children are not to play near, around, or on the brick transformer enclosure near the walk way. The enclosure surrounds high voltage electrical transformers, and even though it is totally enclosed, it is considered an off-limits area.
14. To prevent injuries, children may not jump off moving swings.

SAFETY POLICY

The safety of students, employees, and the public is paramount. Unsafe conditions must be reported to the administration immediately and will be addressed as quickly as possible. In the event there is the potential for a campus-wide emergency situation, the school's Emergency Response Action Plan will be implemented.

TELEPHONES/CELL PHONES

The lower school office telephone is intended for emergency use only. Calls home to parents to bring forgotten items to school are discouraged. Parents are encouraged to make pick-up arrangements before 2:30. Students are not allowed to call parents during the school day to negotiate after-school social plans. Teacher permission is required to use the telephone.

During the academic day, use of cell phones for LS students is prohibited anywhere in school buildings and on school grounds. Cell phones must be turned off and turned in to the teacher each morning. Cell phones that are visible, ringing, or in-use will be confiscated and given to the lower school head who will keep it until the end of the day.

TOYS

Children are not permitted to bring toys to school except on special occasions (e.g., Show and Tell day for the primary grades, games or toys for bus trips, etc.). The school cannot accept responsibility for lost or damaged toys.

VISITORS ON CAMPUS

Parents are welcome to observe their child's class in progress or to visit the cafeteria during lunch as long as the practice is not abused by visiting too frequently. Parents wishing to observe their child's class must see the head of lower school to set a convenient day and time for the visitation. Student visitors during the school day are to be admissions applicants or potential admissions applicants. All requests to visit classes are to be made through the admissions office or must be approved by the lower school head.

VI. BEFORE/AFTER SCHOOL CARE

OVERVIEW

1. Before-School Care is a service available to parents who need to bring their children to school prior to 8:00 a.m. Children enrolled in the program may arrive as early as 7:00 a.m. Children stay in the Before-School Care room until 8:00 a.m., at which time, they are escorted to their regular classrooms. Space is limited and is available on a first come, first served basis.
2. After-School Care is for parents who cannot pick up their children immediately following the 3:10 p.m. dismissal. Children enrolled in the program may remain at school as late as 5:30 p.m. Space is limited and is available on a first come, first served basis.
3. Children not enrolled in the Before-School Care program who arrive before 8:00 a.m. must report to Before-School Care (Lower School Media Center-Tina McLaurin). Parents will be billed for the drop-in service.
4. Children not enrolled in the After-School Care program who are not picked up by 3:20 must report to After-School Care. Locations will be determined at the start of school. Parents will be billed for the drop-in service.
5. On special days such as parent/teacher conferences, faculty workdays, and early dismissal days prior to vacations, the Care programs will operate all day as a service to working parents. Children not enrolled in the Before- or After- School Care programs will be accommodated on a space-available basis.
6. Students enrolled in the After-School Care program may not leave the room to attend athletic events. If a parent desires that a child attend an athletic event rather than After-School Care, the parent must advise the After-School Care supervisor in writing that their child will not attend on the particular day. In order for any lower school student to attend an athletic event, he or she must do so in keeping with the guidelines noted under "Gymnasium Safety Guidelines" (items #1 and #6).
7. Parents should provide a change of clothes for emergency use. Please place the clothes in a paper bag labeled with the child's name.
8. An afternoon snack will be provided by the school.
9. Parents must come to the room to pick up their children.
10. If your child will not attend on a particular day, please send a note to school or call to let us know.

11. All children must be picked by 5:30 p.m. **For children picked up after 5:30, a \$2.00 per minute charge will be assessed.** If an emergency arises, which prevents picking up your child by 5:30, please call Tina McLaurin (910-286-8621). School time will be considered correct time.
12. If someone other than a parent is to pick up your child, we must have a note from you granting us permission to release your child.
13. If you find that you need the After-School Care program service on a particular day, please contact the lower school office in advance. We attempt to accommodate parents of children not enrolled in the program who need the service on a day for an unforeseen circumstance or emergency that prevents pick-up from school at the regular 3:10 dismissal time. Unless there is an emergency which prevents parents from contacting us, children are not permitted to report to After-School Care unless they are enrolled in the program or unless we have been contacted in advance by the child's parent. We will make every effort to accommodate such requests for one time use of the program whenever possible.

FACULTY WORKDAYS AND EARLY DISMISSAL DAYS (FEES)

1. On early dismissal days, both those prior to holidays as well as for parent/teacher conferences, and on teacher workdays, there will be no additional hourly charge for children who are presently enrolled in After-School Care. Parents sign up for the additional care service through the After-School Care supervisors.
2. For children not enrolled in After-School Care, the fee for "occasional use" of the service is **\$5.00 per hour**. The fee is applicable on regular school days, early dismissal days, and faculty workdays.
3. ***On school holidays, Before- and After-School Care is not available.***

VII. ACTIVITIES AND ORGANIZATIONS

Extracurricular Clubs and Activities

The lower school operates numerous clubs and extracurricular activities for children who wish to join and participate. Children are offered opportunities to join the clubs in October of each school year, and they meet monthly or bi-weekly with their faculty advisors. Club offerings vary year to year based on student interests and the availability of faculty advisors. In past years, the clubs have included Art Club, Storytelling Club, Lower School Newspaper, Soccer, International Cooking Club, Drama Club, and Library Aide Club. Parents and students will receive details about the clubs and extracurricular offerings after we complete the first month of school.

VIII. PARENT INVOLVEMENT AT FAYETTEVILLE ACADEMY

Parents have played a key role in Fayetteville Academy's success since the school first opened its doors in 1970. They volunteer in classrooms, libraries, and science labs, organize fundraising projects, help with planning committees, and serve on the Board of Trustees. Their voluntary financial contributions have provided funds for the operating budget, new buildings, computer equipment, playground equipment, and their time and donations created the Writing Center in the upper school. Simply put, Fayetteville Academy would not be where it is today without the active involvement and financial support of parents. At Fayetteville Academy, we are proud of this tradition of generosity of time, talent and treasure. We will continue to depend on the commitment of our families so that we can ensure the best possible education for our students. Parental involvement is strongly encouraged, but is completely voluntary; financial contributions are tax deductible.

There are several opportunities for parents to be involved at the Academy as noted below:

Board of Trustees: Volunteers may be nominated and elected to the Board of Trustees. Board members give an incredible amount of time, interest, and energy to the school. The Board is made up of 17-19 members, with a maximum of six members being elected each year. Board members typically serve a three-year term.

Classroom Volunteers: Volunteers are often needed to assist with projects, parties, field trips, etc. Each teacher individually coordinates his or her classroom needs.

Fayetteville Academy Parents Association (FAPA): Fayetteville Academy Parents Association (FAPA): This association serves the very essential function of liaison between parents and the school. Monthly meetings are held the first Tuesday of every month from 8:15-9:15 A.M. in the lunch room. The purpose of these meetings is to increase communication between the school and parents and to discuss school-wide projects. The Executive Committee of FAPA consists of the FAPA President, President-Elect, Secretary, and Treasurer. All parents are members of FAPA.

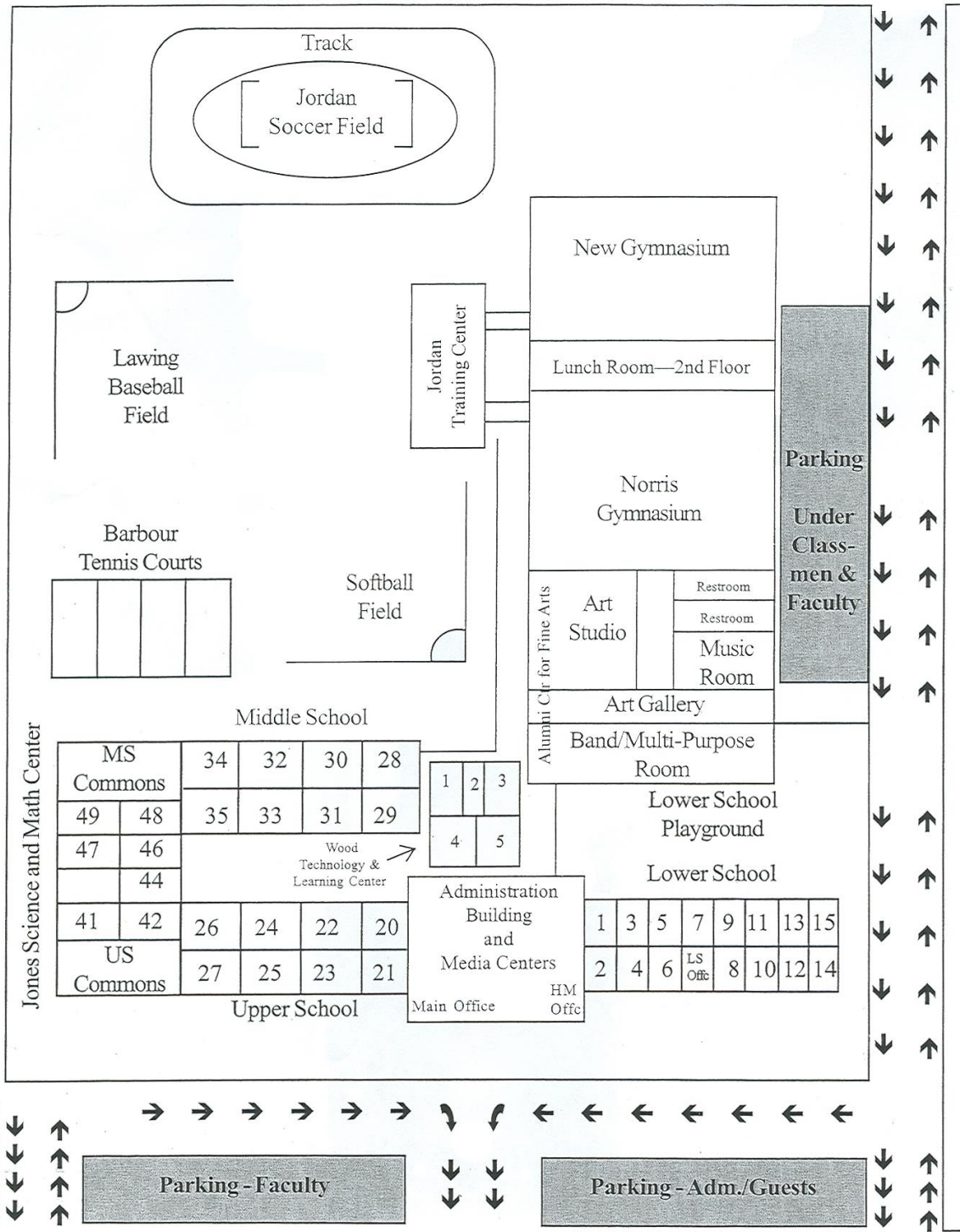
Eagle Club: The Eagle Club is the support organization for Fayetteville Academy athletics. Members raise money to pay for uniforms, equipment, video communications, awards, and trophies. Eagle Club fundraising mechanisms include membership, gate receipts, and concessions. The Eagle Club also organizes the annual athletic banquet.

Annual Fund: Fayetteville Academy sponsors an Annual Fund through a direct mail and telephone solicitation to parents, friends, and alumni. Gifts to the Annual Fund are important because they go directly to support students and teachers.

Fundraising Programs: Fayetteville Academy is committed to prudent financial planning and a balanced budget. As an independent school, we receive no financial support from state or local governments. The sole sources of income are tuition, charitable gifts, income from invested reserves, and income earned by special events. Tuition provides only a portion of the school's operating budget. Additional financial support is crucial for the Academy to grow and prosper. All gifts and financial contributions are tax deductible; the school is classified as a 501(c)(3) not-for-profit organization.

IX. CAMPUS MAP

Morganton Road



Cliffdale Road