



STUDENT-PARENT HANDBOOK

LOWER SCHOOL

2023-2024

3200 CLIFFDALE ROAD ~ FAYETTEVILLE, NC 28303

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

WEB: WWW.FAYACADEMY.ORG

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, IN A SAFE AND INCLUSIVE ENVIRONMENT.

FAYETTEVILLE ACADEMY ADMITS STUDENTS OF ANY RACE, COLOR, NATIONAL AND ETHNIC ORIGIN, GENDER IDENTITY, OR SEXUAL ORIENTATION 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, GENDER IDENTITY, OR SEXUAL ORIENTATION 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 2023-2024 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.

Friends,

Welcome back to the 53rd year of educational excellence at Fayetteville Academy! We are delighted that you have entrusted your children to our care and will work diligently to reward that trust by providing the best educational experience possible. Our students learn and grow to their potential when we operate in close partnership, and I encourage you to be fully engaged in both your child's education and the school community as a whole.

A hallmark of partnership is clear and transparent communication. The Student/Parent Handbook is an important communication resource, as it serves to outline the School's policies, procedures, and guidelines for families in creating a safe, predictable, consistent, and productive learning environment for all students at Fayetteville Academy.

As with all educational institutions, the policies and procedures of Fayetteville Academy contain revisions and updates as best practice within the field advances. To that end, whether you are a new family within the Fayetteville Academy community or if you have been here for many years, I ask that you sit down with your student(s), review the handbook carefully together, and ensure your children understand its guidelines and expectations.

If you have any questions, concerns, or suggestions about the School's policies and procedures, please feel free to contact me at bfisher@fayacademy.org or at 910/868-5131 ext. 3303. We thank you again for the honor and privilege of working with your children and for your faith, trust, and partnership.

Respectfully,

N. Blair Fisher
Head of School

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WHOM TO CALL FOR ASSISTANCE OR INFORMATION

Head of School's Office

Head of School: **Mr. N. Blair Fisher** bfisher@fayacademy.org ext. 3303
Executive Assistant and Registrar: **Mrs. Melissa Intini** mintini@fayacademy.org ext. 3302

Main School Office

Receptionist and Administrative Assistant: **Mrs. Wanda Siewers** wsiewers@fayacademy.org 910-868-5131
ext. 3301

Lower School Campus

Director of Lower School: **Mrs. Dawn Burt** dburt@fayacademy.org ext. 3322
Administrative Assistant /School Nurse: **Mrs. Katherine Vanias** kvanias@fayacademy.org ext. 3323
After School Care: **Mrs. Amanda Young** ayoung@fayacademy.org 910-818-1584

Middle School Campus

Director of Middle School: **Mrs. Simone Dennison** sdennison@fayacademy.org ext. 3321

Upper School Campus

Director of Upper School: **Dr. David Guidi** dguidi@fayacademy.org ext. 3320

Counseling

Dir. of College Counseling & Advising: **Mrs. Carly Fagan** cfagan@fayacademy.org ext. 3315
Director of Student Support Services: **Dr. April Sikes-Brown** asikes-brown@fayacademy.org ext. 3329
Middle/Upper School Counselor: **Mrs. Janelle Lloyd** jlloyd@fayacademy.org

Admissions

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

Athletics

Director of Athletics: **Mr. Chip Bishop** cbishop@fayacademy.org ext. 3549
Assistant Director of Athletics: **Mr. Andrew McCarthy** amcarthy@fayacademy.org ext. 3550

Advancement

Director of Marketing and Communications: **Mrs. Alison Jones** ajones@fayacademy.org ext. 3312
Director of Academic Technology: **Mr. David Tisdale** dtisdale@fayacademy.org ext. 3317

Financial Matters - Business Office

Director of Finance and Operations: **Mr. Jim Pittman** jpittman@fayacademy.org ext. 3310
Business Office Assistant: **Mrs. Donna Dillard** ddillard@fayacademy.org ext. 3309
Business Office Assistant: **Mrs. Bonnie Lutynski** blutynski@fayacademy.org ext. 3327

Buildings and Grounds

Director of Facilities: **Mr. Kevin Dennison** kdennison@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. In 2018, the school added the HLT SmartLab, a STEAM activity-based classroom. In August 2020, the LEAP SmartLab and the Systel SmartLab were opened, and the Barbour tennis courts were replaced by the Harrison Family Tennis Center.

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 of approximately 400 students and a staff of 71, the school is guided by Head of School, Blair Fisher, and the current Chair of the Board of Trustees, Josh Barkman.

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.

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.

SCHOOL MEMBERSHIPS AND ACCREDITATIONS

Fayetteville Academy is accredited by the Southern Association of Independent Schools and Advance Ed (the parent company of the Southern Association of Schools and Colleges). The Academy is a member of the National Association of Independent Schools, the North Carolina Association of Independent Schools, the National Association for College Admission Counseling, the Southern Association of College Admission Counseling, the North Carolina Independent School Athletic Association, The College Board, and the Fayetteville Chamber of Commerce.

KEY FACTS ABOUT FAYETTEVILLE ACADEMY

Currently, Fayetteville Academy enrolls approximately 400 students. The student body is diverse and represents a broad socioeconomic basis. Fayetteville Academy families reside primarily in Fayetteville and Cumberland County. Fayetteville Academy is proud to serve its military families, who make up approximately 20-30% of the student body in a typical academic year.

Over 35% of students receive need-based financial aid. Over 75% of the students in grades 6-12 participate in athletics. Last year's graduating class received offers of nearly \$3 million in college scholarships and grants. The student-teacher ratio is typically 13:1.

STATEMENT OF PHILOSOPHY

Fayetteville Academy believes that students reach their 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 achievement 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 recognizes that students must be known in order to thrive; thus, faculty and staff who guide students seek to build close positive relationships with their students and to understand each student's world and context. Within the scope of its mission, every effort is made to provide for individual student differences, talents, and needs. The Academy believes that students best learn and grow in a safe and nurturing environment that respects diversity in its many forms and invites all families to fully participate in our community life..

Fayetteville Academy assists students in becoming productive and responsible citizens by fostering their social development, promoting their physical, mental, and emotional well-being, building their moral and ethical values, and developing a democratic attitude, 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 themselves creatively;
- Develop a sense of curiosity;
- Aspire to the highest level of achievement personally possible;
- Analyze and synthesize information;
- Explore individual interests;
- Organize and manage time and resources; and
- Prepare for the challenges and opportunities 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 maximum personal growth, each student is encouraged to:

- Develop a positive self-image;
- Practice self-discipline;
- Respect the differences and intrinsic value of each member of our community;
- 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; and
- 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 an appreciation of 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; and
- Participate in service projects and activities designed to nurture compassion and concern for others.

Physical—The Academy recognizes the strong correlation between physical health, intellectual development, and emotional well-being; research also makes clear that participation in athletic competition is highly predictive of future life success. Thus, physical fitness forms an integral part of any sound educational program and each student is encouraged to:

- Recognize that physical fitness promotes mental and emotional well-being;
- Participate in athletic competition in order to gain its many benefits;
- Develop a sense of individual and group responsibility to foster qualities of teammanship, leadership, and sportsmanship;
- Recognize the physical abilities and limitations of self and others; and
- Understand the value and importance of living a healthy lifestyle free from harmful habits and substances.

CORE COMPETENCIES

Research makes clear that success in the 21st Century requires a wide range of skills and personal attributes. The “Core Competency” conceptual model supports the Academy’s commitment to developing those skills and attributes in our students. We do so by using educational research and best practice to complement our emphasis on a strong, classic liberal arts education. However, we also recognize that our students need certain skills to complement 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, including the effective use of technology and media tools.
- **Collaboration** – involves the intricacies of working with others, including building and maintaining positive relations, accountability, leadership, and flexibility.
- **Critical thinking** – students learn to analyze and synthesize information, consider the specific steps of problem solving and reflect upon and adapt their decisions.
- **Creativity** – fosters curiosity, innovation, and imagination.
- **Character** – the development of a student’s personal traits, including how to take initiative, face challenges, overcome setbacks, make good choices, and treat both themselves and others with respect.
- **Cultural and Global Awareness** – helps develop a world view respectful of different perspectives and develops in students a sense of civic responsibility.

ADMINISTRATIVE STRUCTURE AND RESPONSIBILITIES

Board of Trustees: As an independent, not-for-profit school, Fayetteville Academy is governed by a volunteer Board of Trustees. They are tasked with setting the School’s strategic vision and execution upon its mission; they do not become involved with day-to-day operations or decision-making. Additionally, the Board meets regularly with the Head of School to discuss finances, institutional policies, and progress in strategic initiatives. Many Board members are Academy parents themselves, so they are deeply dedicated to the mission and purpose of Fayetteville Academy.

Head of School: The Head of School is the chief executive and administrative officer of Fayetteville Academy, responsible for the overall execution of its mission, staffing, financial and organizational health of the School, and coordination of its daily operations. The Head 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 is the formal and legal representative of Fayetteville Academy, both on and off campus.

Division Directors: The division directors 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 director answers directly to the Head of School and is Fayetteville Academy’s representative of that division.

Department Chairs (Middle and Upper Schools): The department chairs are responsible to the Head of School and the division directors of the 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 contributions to the evaluation of instructors within their respective departments and for recommendations to the Head of School with respect to the interview process and evaluation of teacher candidates.

Faculty: The faculty of Fayetteville Academy are the primary deliverers of content instruction to the students of the Academy. They are carefully selected for not only subject area expertise but also for mastery of pedagogy, for professionalism and character, and for their ability to contribute to the School beyond the classroom. Faculty members are responsible to their department chair, their division director, and ultimately the Head of School regarding the quality of instruction.

Athletic Director: The Athletic Director is the chief administrative officer of the athletic department, to include overall athletics policies, scheduling, and supervision of all coaches. Answering directly to the Head of School, the Athletic Director is the Academy's representative of our athletic department both on and off campus.

Director of Finance and Operations: The Director of Finance and Operations is responsible for managing the financial and operational affairs of the school within the policies established by the Head of School and the Board of Trustees. The Director of Finance and Operations 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 and Academic Advising: The Director of College Counseling and Academic Advising is responsible for guiding students through the college admissions process and assisting students with course planning during their time in the upper school. The Director of College Counseling and Academic Advising reports directly to the Head of School.

Director of Student Support Services: The Director of Student Support Services is responsible for offering academic and social-emotional guidance to students in all three divisions. He/she reports directly to the Head of School.

Director of Marketing and Communications: The Director of Marketing and Communications is responsible for coordinating all marketing and communication activities of the Academy, including the school's website, social media content, and branded/outgoing communications. This Director reports directly to the Head of School.

Director of Advancement: The director of advancement is responsible for coordinating all fund-raising and development activities of the Academy. The Director of Advancement reports directly to the Head of School.

Director of Academic Technology: The director of academic technology is responsible for all technology including hardware, software, and curricular needs on campus. The Director of Academic Technology reports directly to the Head of School.

Director of Facilities and Grounds: The director of Facilities and Grounds is responsible for the oversight and upkeep of all issues pertaining to buildings and grounds. The Director of Facilities and Grounds reports directly to the Head of School.

II. ACADEMIC INFORMATION

GRADING SCALES

Grades Pre-K - 1

S =Satisfactory
P=Progressing
NI =Needs to Improve

Grades 2-5

90–100 = A
80–89 = B
70–79 = C
60–69 = D
0-59 = 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 Director, 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 Director, 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.

HOMEWORK 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 subject or topic. Creativity and independent learning are 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. Students and parents should recognize that the amount of actual time spent on homework will vary for every individual and may fluctuate throughout the year. The Academy makes a concerted effort to ensure that homework loads are reasonable and age-appropriate.

Target nightly homework time:

PreK – 5 minutes
K – 10 minutes
1st – 20 minutes
2nd – 20 minutes
3rd – 30 minutes
4th – 40 minutes
5th – 50 minutes

It is highly recommended that each student practice recreational reading for at least 15 minutes each night, in addition to any assigned homework.

Time needed to complete homework will vary by grade levels and assignments. 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 FACTS 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 and time management skills are one of the most important things we can impart to our students. Not only do good organizational skills help students keep up with assignments, it also means they will have more free time. With these skills in place, children, knowing they are prepared, are happier and less stressed.

Tips:

- 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 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.
- While it is hard to see one's child is upset about facing consequences for forgetfulness or lack of organization, humans learn best from natural consequences, and they should be allowed to occur. Thus, 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. These should be rare occurrences, however; the wrong lessons are learned 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 division director. Please do not simply arrive at the teacher’s door in anticipation of an unscheduled conference. Formal parent-teacher conferences are scheduled in the fall.

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 FACTS. For grades 3-5 grade weights are: 50% Classwork, 40% Tests/Projects, and 10% homework. Homework may be graded for completeness, accuracy, or both. 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 FACTS 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 Director of Lower School in consultation with teachers and the Head of School.

SCHOOL COUNSELING OFFICE

Fayetteville Academy provides a comprehensive counseling program for all students and families at the school. The Director of Student Support Services is available for short-term individual, group and/or family counseling and provides social-emotional learning, and wellness, as well as resources for long-term counseling. The Director of Student Support Services facilitates small groups for Lower School students that meet at lunch once a month, including the USA Club (open to active duty military dependents PreK-5), and discussion groups for students in grades 2-5. It is the goal of the Director of Student Support Services to work with the whole student, helping students become successful in their academics, build positive self-images, and develop interpersonal skills to build positive relationships with peers, adults, and community.

Additionally, the Director of Student Support Services works to provide students with appropriate academic accommodations to increase student success. If parents believe their child qualifies for academic accommodations, they should review the accommodations policy and direct their inquiry to the Director of Student Support Services as soon as possible. Students and parents who wish to make an appointment should do so in advance, when possible.

ACCOMMODATION POLICY

While Fayetteville Academy does not modify its curriculum or methodology, any student with a documented learning difference that adversely impacts the child's educational performance, such as a specific learning disability and/or attention related disorder, may request reasonable, necessary, and appropriate accommodations that are consistent with the academic standards of Fayetteville Academy and do not require substantial course or program alterations. In grades PreK through 5, teachers work with students in the classroom to adjust material and make modifications when necessary to help support students. Requests for additional support and accommodations should be submitted to the Director of Lower School, Ms. Dawn Burt dburt@fayacademy.org, and the Director of Student Support Services, Dr. April Sikes-Brown, asikesbrown@fayacademy.org.

To qualify for support students must meet the following criteria:

- Documentation, within the past three years, of a complete psycho-educational evaluation completed by a licensed psychologist or educational therapist.
- Diagnosis of a learning disability, and/or ADHD, or identified area of significant weakness.

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.** upon teacher request. 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.

The Academy faculty and administration, upon request, will also attempt to provide the names of tutors who may be helpful for students for remediation. Note that due to liability concerns, the Academy does not recommend individual tutors.

III. STUDENT GUIDELINES AND INFORMATION

ARRIVAL/DEPARTURE

1. Students should go to their classrooms immediately upon arrival at school (exceptions: media center 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.
3. Children not enrolled in the Before-School Care program who arrive before 8:00 a.m. are not permitted in the building. We are not able to accommodate drop-ins for Before-School Care. Exceptions to this policy may be made on a case-by-case basis; in such situations, the parent/guardian should contact the division director to explain the need and gain approval.
4. Children are not permitted to cross the school driveways anywhere other than at designated crosswalks with the assistance of an adult on duty. 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.
5. 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.
6. Both pick-up lines (Cliffdale Road and Morganton Road) are 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.
7. **Please remain in your vehicle.** If you must leave your vehicle, please park only in a gym 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.
8. Please do not sound your horn to summon children to your vehicle; doing so can entice children to run to the car, ignoring safety procedures for walking safely, crossing the driveway with assistance, etc.
9. Parents are asked to pick up their children promptly after the 3:10 p.m. dismissal. At 3:20 pm, 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.
10. Carpools that pick up older and younger children must do so at the designated pick up points. For families with multiple children, the oldest L.S. student will walk to the youngest L.S. student to be dismissed together at the youngest student’s designated location. If siblings are in M.S. or U.S., the L.S. student should be picked up first and then proceed to the designated M.S. or U.S. pick up area.
11. 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.
12. Children not enrolled in the After-School Care program who are not picked up by 3:20 p.m. will wait at the Lower School Office, if not enrolled in After-School Care. While we understand that on rare occasions a parent may not be able to pick up his/her child on time, **Fayetteville Academy reserves the right to charge \$3.00 per minute for late pickups should it become an ongoing issue.**

CODE OF CONDUCT

Fayetteville Academy expects all students, parents, and faculty/staff members to abide by and support the school's standards of conduct as set forth in this handbook. Standards of conduct includes 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. The Head of School reserves the right to discipline or dismiss a student when, in his or her judgment, the welfare of an individual student or the school community is best served. Behavioral expectations are in place during any school-related activity, both on or off campus.

1. All members of the Fayetteville Academy community are expected to always exemplify respect, courtesy, and consideration for other students, teachers, administrators, parents, and visitors to the Academy.
2. All members of the Fayetteville Academy community are expected to use appropriate language that is devoid of profanity or other derogatory commentary at all times.
3. All members of the Fayetteville Academy community are expected to show respect for school and individual property.
4. Students are expected to refrain from eating and drinking in the hallways and commons except by permission of the appropriate school division head or a faculty member.
5. Students are expected to be punctual to classes and activities.
6. Students are expected to refrain from using personal entertainment devices, earbuds, headsets, and cell phones when in an educational setting. These items must be turned off and not visible during the school day.
7. Students must avoid lewd or otherwise inappropriate behavior at school or school-sponsored events.
8. Gum chewing is not permitted on campus at any time (before, during, or after school).
9. Students must refrain from discriminatory behavior or harassment of students, staff, or faculty due to race, color, sex, national origin, religion, age, gender identity, sexual orientation, 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 demeaning comments.
10. 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.
11. Students may not carry or have in their possession weapons of any kind, including but not limited to knives, guns, and pyrotechnics of any description (including toys or reproductions). Student violators may be reported to law enforcement agencies.
12. Fighting will not be tolerated at the Academy. Students involved in fights or using inappropriate language will be referred to the Director of Lower School for possible disciplinary action. Violations may result in suspension or separation from school.
13. Students are expected to adhere to the Internet Safety and Digital Citizenship guidelines to avoid unethical or criminal behavior.
14. 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. This type of activity may also include but is not limited to harassment that occurs off campus but may contribute to a contentious environment at school. Any conviction in court subjects a student to possible disciplinary action, including dismissal.
15. The Fayetteville Academy administration reserves the right to not publish any photos submitted to the yearbook or any other school publication if the photo is judged to be in poor taste, too suggestive, or otherwise represents the Academy in a manner that is not in keeping with the way we wish the school and our students to be represented.

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-related 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 directors 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.

HONOR CODE

Of utmost importance to the 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.
- **Academic Dishonesty:** *Cheating* is giving, receiving, or attempting to give or receive unauthorized help that could result in an unfair advantage in completing school work. This includes, but is not limited to, using Google Translate, purchasing academic assignments and calling them your own work, using previously graded academic work for a grade in another class, copying homework, etc. It is also the representation of another's work as one's own, including plagiarism. *Plagiarism* is the act of presenting and claiming words, ideas, data, programming code, or material without proper in-text citation constitutes plagiarism, as does patching together paraphrased or summarized statements without in-text citation.

- 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 director. The division director, after a thorough review of the facts, shall make a determination as to the appropriateness of bringing the case before the Honor Council. Any case brought before the Honor Council will then be presented to that division director for a final decision. The Head of School will hear all appeals.

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.

DRESS AND APPEARANCE CODE

As a college preparatory school, we encourage a "dress for success" mentality for several reasons. Research clearly demonstrates that how we dress impacts our self-concept, our mental framework, and our performance, while also messaging that our work is serious and important. At Fayetteville Academy, we are committed to preparing students for the competitive landscape of college admissions and the adult workplace. The standards we uphold are to ensure a welcoming and safe environment that is supportive of all students and designed to foster an atmosphere for current and future success.

Whether on campus or at any school-related event, our baseline expectation is that clothing should be in good condition, free from multiple stains, rips, or holes. Accompanying this clothing should NOT:

- include messages or imagery that is lewd, indecent, vulgar, violent or denigrates others
- feature weapons of any kind, violence, alcohol, tobacco, drugs, or that advertise any product or service not permitted by law to minors

Additionally, clothing should fit well, as intended, and cover areas from one armpit to the other armpit, down to mid-thigh, with no exposed undergarments. We believe that the following attire supports these efforts:

- Shirts, tops, and dresses that have a minimum 3-inch fabric width that covers the shoulders. Examples of inappropriate attire include halter tops, tank tops or shirts with sleeves cut off, tops with spaghetti straps, racer-back tops, strapless and/or backless tops and dresses.
- Pants, shorts, skirts, or dresses that are not excessively short (above mid-thigh), sagging, or provide only partial coverage.
- 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. Not permitted on special assembly days such as Veterans Day, Thanksgiving, Christmas, and Grandparents/Special Friends.
 - d. Not permitted on certain field trips (teachers will let students know in advance).

Accompanying our dress code, students should present themselves within the natural hair color palette.

Hats, head coverings, and sunglasses should not be worn inside the buildings (exceptions include hats worn in either gym during athletic events/recess or for religious reasons; sunglasses may be worn for medical reasons).

With the exception of earrings, visible body piercing with jewelry should not be seen.

For all grades, shoes and socks must be worn. Shoes that have rollers or wheels (e.g. "Heelys") are not permitted. Flip flops and open toe shoes are not permitted, for safety reasons.

If a student's attire or presentation is deemed inappropriate, the student will be sent to the appropriate division director. The division director will review the student's presentation, and if the student is determined to be out of Dress Code, the student will be required to make immediate changes to their attire, which may or may not include requiring a change of clothing be brought to school or assigning the student to in school suspension for the remainder of the day.

Special dress:

At certain times throughout the school year, the Head of School and division directors will designate that "Special Dress" should be worn. The guidelines for special dress are: ties and dress shirts with long pants, dresses, skirts, dress pants or pants suits with dress tops and dress footwear. No shorts or jeans.

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). According to the Anti-Bullying Alliance, "Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online."

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.

Complaint Process: Incidents of harassment, intimidation, or bullying should be reported by the complainant (victim), concerned individual(s), or staff member to the division director who will investigate and, if merit is found to the complaint, assign counseling and/or corrective discipline to the perpetrator(s). In general, the following guidelines will be used by not necessarily be adhered to depending on the severity of the offense when an offense is determined to have occurred:

- *First offense:* The division director will have a conversation with all involved parties and clearly explain why the behavior was wrong and that it must not recur. A minor consequence may be

assigned. There may or may not be parental involvement. The Head of School will be notified of all incidents of harassment.

- *Second offense:* The violator may be subject to suspension and will be expected to write both an apology letter and a reflective essay. Parents will be contacted.
- *Third offense:* The violator will be subject to suspension or dismissal. Parents will be notified.

Proper support and guidance for the complainant will be a priority which may include an opportunity for the complainant(s) to explain to the perpetrator that the conduct is unwelcome, disruptive, or inappropriate either in writing or face-to-face. Additionally, the division director may consider the educational value of making a general statement to various individuals or groups in order to raise awareness and improve school climate.

Fayetteville Academy reserves the right to question any student in a timely manner as required during a disciplinary investigation. Such questioning will be conducted in a respectful manner. In some serious cases, a school counselor may be present in order to ensure the emotional well-being of the student being questioned.

When the investigation is completed, and if merit is found to the complaint, the division director will prepare a written report of the incident and the result of the investigation. If the matter is not resolved to the complainant's satisfaction, the Head of School may be asked to take further action on the report. The school will fully expect no retaliation of any manner in an effort to protect complainant(s) and witness(es); should retaliation occur, additional discipline will be assigned. As such behavior constitutes a major breach of our community standards, false reports of harassment, intimidation, or bullying are serious offenses and will result in equal consequences.

Students will be provided with age-appropriate information on the recognition and prevention of harassment, intimidation or bullying, and their rights and responsibilities under this policy. This handbook constitutes notification to parents/guardians of this policy, and the Academy encourages each family to review and discuss to ensure understanding.

TECHNOLOGY GUIDELINES FOR SCHOOL AND/OR PERSONAL DEVICES

Students who wish to use the school's technology devices (iPads, computers, cameras, Chromebooks, etc.) must be in an educational manner. Students are expected to refrain from using personal entertainment devices when in an educational setting. Cell phones and/or other personal devices will be turned off and not visible until the end of the school day (this is to include After-School Care and After School Enrichment Classes).

1. Students must keep their network/email password confidential. School resources are monitored with software that tracks the activity of the students. Students will be held responsible for all negative activity that occurs on their account.
2. 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.
3. Students may not attempt to circumvent security settings and services implemented on campus/school devices (firewall, Chromebook web filtering programs, using a cell phone to hot spot around the firewall, etc.)
4. Students may not log into websites or services as other students, or download data from other student's accounts.

5. Students may use school computers only for curriculum-related activities. Non-curriculum activities such as gaming and social networking sites (YouTube, InstaGram, etc.) are inappropriate in our school environment.
6. 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.
7. Students may not create, disseminate, or run a self-replicating program (“virus”) regardless of whether or not it is destructive.
8. 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.
9. Students may not use computers to view or listen to any material that is obscene, vulgar, sexually explicit, or inappropriate in any way.
10. Students must cite all information retrieved from the Internet and use good judgment as to the validity of that information.
11. Students are forbidden from using a teacher’s computer without the direct supervision of the teacher.
12. Students may not use any technology device in a teacher’s classroom without the teacher’s express permission each time the device is used.
13. 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 parents.

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.

INTERNET SAFETY AND DIGITAL CITIZENSHIP GUIDELINES

Fayetteville Academy is dedicated to the safety of our students both on campus and online. With the ever-increasing influence of technology in our society, it is our duty to educate students on internet safety and digital citizenship. Therefore, Fayetteville Academy has developed policies regarding online content, conduct, and safety.

Online Content: While on the school network or a school-managed device, students are prohibited from visiting websites or running applications that have inappropriate content. Such content would include (but is not limited to):

•pornography, •obscene or explicit images or language, •violence, •gambling, •racism, •drugs

Fayetteville Academy complies with the Children’s Internet Protection Act (CIPA) and therefore provides monitored and filtered internet access to all students while on campus (whether on school-owned devices or personal devices). To provide a safe online environment for our students we are taking the following measures: • Blocking websites known to display inappropriate content (pornography, obscene language, explicit content, etc.). • Blocking websites known to generate malware, phishing scams, etc. • Blocking social networking applications and websites. •Monitoring all activity (online and offline) on school owned services (email, etc.) and devices.

If a student finds that access to a website needed for legitimate school work has been blocked, the student can request access from the helpdesk.

Online Safety: The digital world is vast and not everyone in it has good intentions. There are individuals online that prey on the innocence and naivety of our youth. Students should be aware that what they post online can compromise their safety. Fayetteville Academy has developed the following guidelines to help students stay safe online.

- Never post personal information in a public, online area (i.e. portraits, name, address, phone number, email address, school, grade level, sports played, etc.) This type of information can be used to locate you.
- The person you are chatting with online, may not be who they say they are. People frequently impersonate others to gain information and influence.
- Pictures that you post online, stay there forever and can be shared with anyone. Never post pictures of yourself that are inappropriate.

Online Conduct: With the increase of internet technology and social media, we now live in a world without borders. Citizens that used to only interact with others in local, face-to-face settings are now communicating with people in different countries, cultures, and languages. The advent of social technology has truly changed our lifestyle, both positively and negatively. The relative anonymity of the online world sometimes promotes malicious conduct and a lack of empathy toward others. Instead of praising the good works of others, people are often quick to denigrate, criticize, and bully others from behind the safety of a fictitious screen name. Therefore, Fayetteville Academy has developed the following policies regarding the online conduct of students and staff. Students and staff shall NOT:

- Engage in online activities that are malicious and derogatory toward others.
- Ridicule, tease, or bully others online (<https://www.stopbullying.gov/laws/north-carolina/index.html>)
- Post false information about others.
- Post inappropriate or unwanted pictures of others.
- “Like” social media posts involving other students/staff that violate these policies.
- Produce, possess, or transmit pictures containing nudity or graphic content.
(<https://statelaws.findlaw.com/north-carolina-law/north-carolina-child-pornography-laws.html>)
- Engage in “Hacking” or other unlawful activities.
(https://www.ncleg.net/EnactedLegislation/Statutes/HTML/ByArticle/Chapter_14/Article_60.html)
- Attempt to circumvent campus network security measures.
- Engage in Cyberstalking
(https://www.ncleg.net/EnactedLegislation/Statutes/HTML/BySection/Chapter_14/GS_14-196.3.html)

IV. ABSENCE & TARDY INFORMATION

ABSENCE POLICY

To help its students gain the full benefit of its educational programs, Fayetteville Academy emphasizes the necessity of regular school attendance. If physically able, all students should be in attendance for the entirety of each day. **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 via telephone to the front office (910/868-5131 x 3301) or via email.

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 Director.
- 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 to prepare makeup work assignments for pick up during class time.

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 director at least two days prior to the trip. FACTS can also assist in keeping up with homework; students are encouraged to check assignments on FACTS 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 creates a classroom interruption that impacts the teacher and other students in the class. 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 Director
- 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. Anyone arriving on campus after this time MUST report to the Main Office for entry into the Lower School. The parent and student must report to the Main Office to be checked-in. The tardy will be entered and recorded in FACTS. 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 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 Main Office to be checked-out. **Upon returning to school on the same day, the**

student must check-in at the Main 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

If 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, and updates will also be disseminated through the Academy's social media accounts. 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.

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. Specific details are available from the Academy business office.

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 Academy cannot accept responsibility for any damage or loss of student bicycles; they should be locked securely upon arrival.

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 to determine a convenient time that will not disrupt the school program. The "party" must be limited to a lunch, cake (or cupcakes, etc.) and beverage and include any needed paper products. Birthday gifts may not be given at school.

CLASS 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 teacher, or not with a 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 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, all students will be transported via Fayetteville Academy transportation. If students leave with a parent or designated person, written permission must be given to the teacher prior to dismissal from the field trip.
4. Grade related field trips are designed for each grade; therefore, **no siblings are permitted to attend Fayetteville Academy field trips.**
5. 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.**
6. Any adult family members attending as chaperones, must notify the teacher of their intent and have their ID scanned through our Raptor visitor management system in the main office.

FORGOTTEN ITEMS

Parents are asked not to interrupt classes to deliver forgotten lunches, money, homework, etc. These items should be delivered to the main 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 will be billed through FACTS. 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 in the hallway of the Lower School. Please mark all personal items with the child's name. Any items not labeled or picked up at the end of the school year will be donated to a local charity.

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 30 minutes of the lunch period.

1. For children who have special dietary requirements, parents are responsible for ensuring 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. Each class should leave tables and chairs clean. Trash or food that has been dropped during lunch must be picked up.
5. 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").
6. Parents are discouraged from delivering fast food lunches to children at lunchtime. This is a breach in our contract with our lunch vendor program.
7. All food must be consumed in the lunchroom.
8. Students who fail to display proper table manners in the lunchroom will be seated away from their peers.
9. Each child's lunch box must be labeled with the child's name.
10. For packed lunches please provide the appropriate utensils and plates needed.
11. 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.
12. Microwave ovens are **NOT** available for heating food for L.S. students.
13. 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.
14. 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 8:00 a.m. until 3:30 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. 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 or religious reason exists that prevents your child from receiving a certain vaccine, a doctor's letter and/or clergy letter is required by the first day of school. The immunization record or letter has a deadline 30 days after the start of school.

For students entering Kindergarten, a physical assessment is required. The Health Assessment must be completed no earlier than one year prior to school entry by a licensed healthcare provider. This Assessment is due the first day of school with the deadline 30 days after the start 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. An 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 online.

If prescription medications are required for school dispensing, the following guidelines are applicable:

- 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 take the prescription medication while at school must be presented by the student to the school nurse and/or teacher.

For students taking prescription medications for an extended period, special arrangements should be discussed with the appropriate division head. Each student that requires the prescription medication should have a school medication form completed by the prescribing physician and filed by the school nurse. Medications must have the pharmacy label attached. 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. Vantias or Mrs. Sappington (or the respective division head in the absence of Mrs. Vantias or Mrs. Sappington). No other faculty or staff members can 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.

To protect the health of all students, it is requested that children stay at home when they are sick with a virus, flu, abnormal temperature (100.4 or higher), questionable rash, or any other infectious ailment. Students who are assessed by the school nurse and have a temperature (100.4 or higher), a questionable rash, vomiting, diarrhea, flu like symptoms, strep throat symptoms, lice or any other potential infectious ailment will be sent home from school. The student may return 24 hours after treatment and/or symptoms are gone, or with a doctor note.

Students returning to school after having had an infectious ailment such as pink eye, strep throat, or impetigo must require a physician's note indicating that the child is no longer contagious. If an antibiotic is prescribed for an illness your child must be on the antibiotic for 24 hours before returning to school as well. **Children should be free of fever without medication for at least 24 hours prior to returning to school.** In addition, children should have not experienced incidents of throwing-up or diarrhea for at least 24 hours before returning to school.

MONEY

Students are not to loan or borrow money from other students. Parents are asked to send a check or correct change for field trips, supplies, etc. whenever possible.

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

1. Excusals 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, if 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.
3. Students must wear appropriate clothing and tennis shoes during P.E. class.

PLAYGROUND SAFETY GUIDELINES

1. Students are not allowed to be in the parking areas around the playground.
2. Slides are "one way" only! To avoid collisions, students are not to climb up the sliding board (i.e., they should use the ladder). Sit up on the slide, and do not lie down and slide head first. Toys are not permitted on the slides.
3. Stay clear of moving swings.
4. To prevent injuries, children may not jump off moving swings.
5. Students are not to stand on the picnic tables.
6. Do not throw pine cones, sticks, snowballs, gravel or rocks on campus.
7. 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 and/or supervised by an adult parent or guardian.
8. 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.
9. Buckets and shovels may be used only in the sandboxes. Likewise, digging may be done only in the sandboxes.
10. Eating is not permitted while playing on any of the equipment.
11. Children are not to play near, around, or on the brick transformer enclosure near the walkway. The enclosure surrounds high voltage electrical transformers, and even though it is totally enclosed, it is considered an off-limits area.
12. 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.
13. Students are expected to lock their bicycles.

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, the school's Crisis Plan will be implemented.

SERVICE

Fayetteville Academy encourages students to pursue service opportunities outside of Fayetteville Academy, and we invite you to submit service hours so we can begin tracking student involvement in service in the community. Students will have access to a fillable Google form that will be submitted to the Service Committee for approval. Once the service activity is approved, a member of the committee will log the hours in FACTS. For yearly tallies, service hour forms must be submitted by **May 1** to allow for enough time to calculate for all students.

The following scale has been set for end of the year recognition for approved hours:

- 25 hours per year for Upper School students (grades 9-12)
- 10 hours per year for Middle School students (grades 6-8)
- Any logged service hours for Lower School students (grades PK-5)
- Upper School students who log 100 or more approved cumulative hours during their upper school years (grades 9-12) are eligible to receive a service honor cord to be worn at graduation.

Questions should be directed to the Service Committee at service@fayacademy.org.

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 generally not emergencies. Parents are encouraged to make pick-up arrangements before 2:30 pm. Students are not allowed to call parents during the school day to negotiate after-school plans. Teacher permission is required to use the office telephone and/or personal cell phones.

During the academic day, use of cell phones/smartwatches for LS students is prohibited anywhere in school buildings and on school grounds. Cell phones must be turned off and not visible during the school day. Cell phones/smartwatches that are visible, ringing, or in-use will be surrendered and given to the Lower School Director who will keep them until the end of the day. The parent may be required to retrieve the phone at the director's discretion.

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 wishing to observe their child's class must see the teacher 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; students from other schools are not authorized except with pre-approval from the administration. All visitors must enter at the main office and check in at the LS office upon arrival.

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. Drop off for Before-School Care services will be in the Lower School Library. Parents will be responsible for walking their student(s) into the main entrance of the school (Administration building) for check in at the library.
3. 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. Enrollment is limited and is available on a first come, first served basis.
4. If a student leaves campus and returns for After-School Care, the student must be checked back into school prior to our 3:10 dismissal time. In addition, a parent must notify the After-School Care Director either by text and/or email.
5. Once a student is in the process of signing out by a parent/guardian, a student cannot return to After-School Care. This ensures our student:teacher ratio is maintained.
6. Students enrolled in the After-School Care program may not leave the room to attend athletic events.
7. 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. (See Faculty Workdays and Early Dismissal Days below)
8. Parents of young children should provide a change of clothes for emergency use. Please place the clothes in a bag labeled with the child's name.
9. There will be a designated snack time each afternoon for students. Students who wish to have a snack, will need to pack their own snack daily. Snacks will NOT be provided by the ASC program.
10. The first twenty minutes of ASC will be allotted each day for students in first through fifth grades to complete their assigned homework or projects. After-School Care instructors ensure an environment conducive for homework completion only and do not serve as tutors during that time.
11. Cell phones and/or other personal devices will be turned in to the teachers daily and/or kept in book bags until the end of the school day (this is to include After-School Care). For more information, please see the section under: Technology guidelines for school and/or personal devices.
12. Pick up for After-School Care will be at the Lower School kiosk (Cliffdale Road side). Parents must sign-out their child with the appropriate After-School Care employee to pick up their children. Children will not be released until signed out and visual identification is confirmed.
13. All children must be picked by 5:30 p.m. **For children picked up after 5:30, a \$3.00 per minute charge will be assessed.** If an emergency arises, which prevents picking up your child by 5:30, please call Amanda Young (910-818-1584) or Tanya Anderson (910-214-4683). School time will be considered the correct time. If tardiness in pick ups persist, the academy reserves the right to revoke after school care privileges.
14. For the safety of our students, 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. Any person picking up a child from After-School Care will need to have a valid picture ID ready to present to an After-School Care employee, when asked.
15. In order to maintain appropriate teacher:student ratios, **no drop-ins will be permitted.** All students must be registered in Before-School Care and/or After-School Care to attend. Any student that wishes to attend Before-School Care and/or After-School Care that is not enrolled must contact the Director(s).

FACULTY WORKDAYS AND EARLY DISMISSAL DAYS (FEES)

1. On all day teacher workdays, as well as for parent/teacher conference days, there will be an additional fee of \$7.00 per hour charged for care.
2. Only students enrolled in the Before-School Care and/or the After-School Care program will be permitted to attend on those days.
3. Sign up for all day care will be required for staffing and planning purposes. A \$25 non-refundable deposit will be billed through FACTS when you sign up. This charge will be credited to your daily total if the student(s) is in attendance.
4. *All day care will be offered on the following days: October 5, October 6, January 12, and February 23.* Sign-ups for care services will be sent prior to the dates via email.
5. *On early dismissal days, After-School Care is not available.*
6. *On school holidays, Before- and After-School Care is not available.*

VII. ACTIVITIES AND ORGANIZATIONS

AFTER-SCHOOL ENRICHMENT 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 August/September 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, Karate Club, Soccer, Spanish Club, Drama Club, and Yoga Club. Parents and students will receive details about the clubs and extracurricular offerings at the beginning of the school year. Clubs will begin after the Labor Day holiday and end the week before Memorial Day.

If a student is absent or sent home during the school day due to an illness the student is not permitted to attend the After-School Enrichment club on the day of the absence. (Please refer to page 23 for Medical and Health Policies). No refunds will be offered for missed days for any reason.

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. Meetings are scheduled and held every month.. 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.

Eagle Arts and Entertainment Club: The Eagle Arts and Entertainment Club is the support organization for Fayetteville Academy arts and entertainment. Members raise money to pay for any number of items to support those activities. Membership is the primary Eagle Arts and Entertainment Club fundraising mechanism.

Annual Targeted Fundraising: The Annual Targeted Fundraising is our school's focused fundraising endeavor. Each year, money is raised for a specific project, predetermined by the school administration and board of trustees. The Annual Targeted Fundraising Campaign runs from July 1 through June 30 of each school year. Donations can be made by mailing them directly to the school or visiting www.fayacademy.org and clicking "Donate Now".

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

