

Upper School Student & Parent Handbook 2026-2027

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MISSION STATEMENT

The mission of First Presbyterian Day School is to educate and equip children to change the world for God's Glory.

FPD CORE VALUES

- **Glorify God:**
  We believe the chief end of man is to glorify God and, therefore, we seek to bring glory to Him in everything we do, whether in thought, deed, or action.

- **Biblical World Life View:**
  We believe God has given the Holy Scriptures as His authoritative and infallible rule for faith and life. God's truth revealed in the Bible provides the frame of reference or lens through which we view all of life. It is the foundation and integrating point for all truth. Thus, our curriculum and instruction, our programs and administration, our communication, every aspect of our school will be founded in a biblical understanding of the world and life.

- **Advancing God's Kingdom:**
  As Christians we are called to be redemptive agents in the world, acting as stewards of creation and having an impact on our culture that glorifies God and advances His kingdom. We will seek to strengthen believers and the church, profess the Gospel of Jesus Christ, relieve those in need, and stand against ideas and initiatives of the ungodly—in all, bringing glory to God and acknowledging with gratitude that He accomplishes the work.

- **Excellence:**
  We strive for excellence in all aspects of our program. We pursue excellence in our curriculum, our faculty and staff, our Board of Trustees, our athletic programs, our fine arts programs, and our plant, property, and equipment. We aim to provide an education that enables our graduates to attend and succeed in any college and university they choose to attend.

- **Integrity:**
  We desire to exhibit complete honesty and integrity in our interactions with parents, students, faculty, staff, vendors, and all others whom God may put in our path. We also seek soundness in our financial condition, business practices and policies. We understand that honesty and transparency does not mean disclosing some things that must necessarily be treated with confidentiality. Our desire is to be beyond reproach in everything we do and say.

- **Serve Families:**
  We acknowledge that God has given the responsibility of raising and training a child to the parents. We view our role as one of supporting parents and assisting them as they seek to fulfill God's command to "train up a child in the nurture and admonition of the Lord." Our policies and actions are intended to support parents first. We believe that serving families means being financially responsible and making an FPD education within the financial reach of as many families as possible.

PROFILE OF A GRADUATE

A graduate of First Presbyterian Day School will be –

A LIFELONG LEARNER –
academically prepared with knowledge, skills, and habits of mind to succeed in university studies, preparation for career, and as an independent lifelong learner,

CHALLENGED BY THE GOSPEL –
grounded in the Gospel and its implications, with the tools to grow spiritually and understand and apply a Biblical worldview and ethic,

EQUIPPED FOR WELLNESS –
equipped with skills, knowledge, and habits of mind and body to live a healthy and responsible lifestyle,

SELF-AWARE AND GROWING –
confidently developing academic, artistic, and/or athletic gifts and interests and using them in fulfilling and impactful ways while appreciating the gifts and interests of others,

ENGAGED AND PERSUASIVE –
able to winsomely participate in the public marketplace of ideas as a listener and communicator – understanding, critiquing, and challenging worldviews and their implications – working effectively with others of diverse viewpoints and backgrounds while maintaining integrity of beliefs, and

SENSITIVE TO OTHERS –
cognizant of the needs of others and the community and challenged to participate in meeting those needs.

Guiding Principles of Curriculum and Instruction for First Presbyterian Day School

To educate and equip students to change the world for God's glory –

The faculty and staff of First Presbyterian Day School seek to enable students to develop and embrace a biblical view of the world, to integrate that view into every area of life, and to act responsibly to redeem our culture for the glory of God. Our whole educational program is carefully designed to prepare students for the challenge of a strong university education.

Our philosophy of curriculum and instruction assumes:

I. Children are created in the image of God with unique personalities and gifts.
   A. Our students are treated with dignity in all situations as rational and purposeful individuals.
   B. We understand that the best learning combines direct instruction with active learning by doing.
   C. We emphasize making meaning at all ages as well as developing skills.
   D. We employ varied instructional techniques to address students' unique interests, gifts, callings, needs, and learning styles.
   E. We provide a range of opportunities for students to develop their gifts and interests through the arts, a variety of academic endeavors, athletics, other extra-curricular activities, and service both in the regular school day and through off campus experiences.

II. Children are created with God-given responsibilities in this world.
   A. We emphasize conceptual understanding and the applications and implications of knowledge for all students.
   B. We see all learning as an exercise to succeed in problem solving and expect students to develop the ability to solve problems, including similar or more advanced problems and in different contexts than those taught.
   C. We expect students to be able to explain how they arrived at a response/interpretation/solution/ conclusion.
   D. We stress that students have not truly learned until they have committed to and acted on knowledge.
   E. We regularly involve students in service to our community and world.
   F. We expect students to understand current community and world issues and apply their knowledge and abilities to addressing issues from a biblical perspective.
   G. We expect students to clearly communicate orally and in writing across the curriculum and outside of the classroom.

III. Children are dependent and in need of support, discipline, and restoration.
   A. We desire that all students come to a saving knowledge of Jesus Christ.
   B. We understand that children need discipline, instruction, and loving support restoring them through Jesus Christ to the dignity of an image-bearer of God.
   C. Our faculty understands that the teacher is very important for development and takes seriously the decisions made in leading students to truth, commitment, and action. They understand that the teacher is a mentor and model.
   D. Our discipline system stresses the redemptive activity of Christ as well as the student's responsibility. We hold students accountable to norms, apply appropriate consequences when norms are violated, and the application of all norms and consequences are directed toward redemption and restoration.
   E. We provide support services and policies to allow restoration for students who are at risk spiritually, socially, and academically.

IV. All truth is God's truth and God's truth is best represented in an integrated curriculum founded in the traditional liberal arts and responsive to the needs of society and the individual.

A. The curriculum reflects the existence of and the ability to know and understand absolute truth evident in God's Word and creation.
B. The various disciplines all reflect important but different ways of understanding and dealing with the world around us.
C. It is important that, while students have different interests and abilities, they receive a strong foundation in each area of the traditional liberal arts, so they have the cultural knowledge to understand our world and society.
D. The curriculum, however, is more than the sum of its parts. Thus, we strongly emphasize integrated curriculum, including significant reading and writing requirements across the curriculum.
E. As society changes, the curriculum must also be progressive to meet new needs that arise.
F. To understand our culture, students must engage in our culture under the careful guidance of a redeemed teacher.

REFORMATION IDEALS

The Reformers were concerned that people be able to read the Scripture themselves and then teach others. They also promoted a broad education including the Liberal Arts, history, languages, the arts, and a trade that would in turn create competent citizens who would impact society and culture. We honor these ideals by providing a comprehensive curriculum and extra-curricular program. We expect all students to

- have a strong knowledge of Scripture,
- to be able to reason from and be informed by history,
- use mathematical and scientific modes of thinking,
- express themselves well and analyze others' expression (both classical and contemporary),
- appreciate the arts,
- live a healthy lifestyle, and
- understand and participate redemptively in society.

COLLEGE PREPARATORY EDUCATION

We assume our students are preparing for a four-year college experience. Many will pursue selective colleges and universities both in and out of state. Others will attend regional schools of the University System of Georgia. Our minimum curriculum expectations reflect the admissions advice of selective state universities like the University of Georgia. Beyond these minimal standards, students have the opportunity through honors and Advanced Placement courses to meet the expectations of any university in the country. Current college expectations that inform our curricular decisions include

- the importance of strong written expression and reading comprehension,
- the fact that more fields require more mathematics and science,
- the assumption of technology proficiency, and
- the expectation that students make significant commitment to activities outside of the classroom, including to the community.

FPD FACULTY/PARENT/STUDENT PLEDGES

As a faculty and staff, we promise to

- Provide a high-quality Christ-centered college preparatory education from a biblical world and life view.
- Give students advantages necessary to succeed as God calls them academically, aesthetically, athletically, socially, and spiritually.
- Offer a safe and disciplined learning environment to support students' development.
- Treat all students and parents with respect and support.
- Communicate in a clear and timely fashion following the example of Matthew 18 in dealing with conflict.
- Be a positive representative and advocate of Christ, my family, and FPD in the community.
- Be mindful of our calling to serve Christ, families, and the community in keeping with our Mission and Core Values in all of our policies, procedures, and actions.

As parents we promise to

- Make sure our students are on time and prepared for school and their extracurricular activities daily.
- Provide a home environment that is supportive of our students' development and achievement in a college-preparatory educational program.
- Make sure our student understands and follows the school's rules and procedures as outlined in the Student Handbook and support the school's disciplinary procedures.
- Treat all school personnel with respect and support.
- Communicate in a clear and timely fashion following the example of Matthew 18 in dealing with conflict.
- Support FPD to the best of my ability through such means as volunteering, attending school functions, meeting financial commitments, and giving to the annual fund and capital campaigns.
- Be a positive representative and advocate of my family and FPD in the community.

Grades PreK – 3 Students

I promise to

- Work hard and do my very best at school.
- Help others and treat them kindly.
- Take care of my school buildings and play areas.
- Help others see that it is great to be a Viking.

Grades 4 – 12 Students

I promise to

- Work hard and do my best in all of my responsibilities.
- Treat others with respect and support.
- Be a good steward of our resources and facilities.
- Live as a positive representative of my school and family in the community.

Faculty/Staff Commitment to FPD and Students

I promise to

- Work hard and do my best in all of my responsibilities.
- Treat others with respect and support.
- Be a good steward of our resources and facilities.
- Live as a positive representative of Christ, my school, and my family in the community.

SCHOOL HOURS

Grades 6-12

The school day is from 8:15 a.m. to 3:10 p.m. Class periods meet according to the following schedules. Occasionally variations will occur with the bell schedules below to allow for pep rallies, exams, and other special events. The school calendar announces school holidays and specific dates of early dismissals. (Early dismissal is 12:15 p.m.)

Monday/Tuesday/Thursday/Friday	
Warning Bell	**8:10**
1st Period	8:15 - 9:03
2nd Period	9:07 - 9:52
Activity Period	9:56 - 10:31
3rd Period	10:35 - 11:20
4th Period	11:24 - 12:09
M.S. Lunch	12:09 - 12:38
H.S. 5th Period	12:13 - 12:58
M.S. 5th Period	12:42 - 1:32
H.S. Lunch	12:58 - 1:32
6th Period	1:36 - 2:21
7th Period	2:25 - 3:10
Tutorial	3:10 - 3:30**

Wednesday (late Start)	
Warning Bell	**8:45**
1st Period	8:50 - 9:38
2nd Period	9:42 - 10:27
3rd Period	10:31 - 11:16
4th Period	11:20 - 12:05
M.S. Lunch	12:09 - 12:38
H.S. 5th Period	12:09 - 12:56
M.S. 5th Period	12:42 - 1:32
H.S. Lunch	12:56 - 1:32
6th Period	1:36 - 2:21
7th Period	2:25 - 3:10
Tutorial	3:10 - 3:30**

**** Tutorial available for students needing additional assistance immediately following school dismissal**

A/B Week for Grades 7-12

The Upper School implements a Modified Rotating Schedule, referred to as "A" week or "B" week, which will alternate periods 1 and 7 on weekly basis.

"A" Week	"B" Week
1st Period	7th Period
2nd Period	2nd Period
3rd Period	3rd Period
4th Period	4th Period
5th Period	5th Period
6th Period	6th Period
7th Period	1st Period

INCLEMENT WEATHER

The closing of school due to weather conditions or other situations will be announced as soon as possible (including delayed opening or early closing due to inclement weather). The administration will notify parents of the approximate time for the decision if adjustments to the school day are necessary for student safety. The announcement that school will be closed or that the daily schedule will be altered will be sent out through the school's emergency texting system, via email, posted on the school's website and FPD's social media pages - including Facebook and Instagram - and reported to local media outlets.

In the event of a weather-related closing, students should use their 1 to 1 device for that day's instructional plans unless power outages prevent completion of expectations.

ACADEMIC EXPECTATIONS

High School Graduation Requirements

DEPARTMENT	COLLEGE PREP TRACK	UNITS	ACCELERATED TRACK (Minimum of 4 AP courses required for a total of 10 Honors/ AP courses)	UNITS
BIBLE	All students must complete 7 one semester Bible courses.	3½	All students must complete 7 one semester Bible courses.	3½
ENGLISH	English 9-12	4	English 9-12	4
FOREIGN LANGUAGE	Two years of study in a single language during grades 9-12	2	At least two years of study in a single language during grades 9 -12 including a third level course.	2
MATH	Four years of mathematics, Algebra I and above, must be completed in grades 9-12	4	Four years of mathematics, Algebra I and beyond, including Precalculus	4
SCIENCE	Four science courses (may include 8th grade Physical Science)	4	Four science courses including at least one of AP Chemistry, AP Physics I or II, or AP Biology	4
SOCIAL STUDIES	World History (1) Government (½) Economics (½) US History (1)	3	World History (1) Government (½) or AP US Government (1) Economics (½) US History (1)	3
HEALTH	Health	½	Health	½
PHYSICAL EDUCATION	One semester physical education course	½	One semester physical education course	½
FINE ARTS		½		½
GENERAL ELECTIVES		2		2
TOTAL	**24 Units**		**24 Units**	

*H.S. Coursework taken prior to 9th grade is included in the HS transcript but is not included in GPA calculations.

Honors and Advanced Placement Courses

Honors Courses	Advanced Placement Courses	
Honors Algebra 2	Calculus AB*	Studio Art -2D
Honors Geometry	Calculus BC	Studio Art - 3D
Precalculus	Statistics*	Studio Art- Drawing
Honors Biology	Biology*	Computer Science A
Honors Chemistry	Chemistry*	Computer Science Principles
Advanced Chemistry	Physics 1	
Honors English 9	Physics 2	
Honors English 10	English Language & Composition	
Honors World History	English Literature & Composition*	
Spanish 3,4,5	US History	
Latin 3,4,5	European History	**Represents the classes we currently provide DC credit.*
	US Government & Politics	
	Latin	
	Spanish Language & Culture	

HOPE SCHOLARSHIP

The Georgia Student Finance Commission determines eligibility for the HOPE Scholarship. To be eligible, a student must have a 3.0 GPA on a 4.0 scale. All English, Mathematics, Social Studies (including Comparative Religion), Sciences (including Computer Science), and Foreign Language courses taken in high school are used to calculate the GPA. Any school weighting for Honors and AP is removed, and the school grade is transformed to a 4.0 scale (with no fractional parts). AP course grades on this 4.0 scale have 0.5 points added before calculating the GPA. (0.5 will not be added if the grade in a class remains a 4.0 after the weighting is removed.)

To be a Zell Miller Scholar for HOPE, a student must have a 3.7 HOPE GPA and a score of 1200 (2-part SAT) or 25 ACT on one test administration.

GRADUATION HONORS

Internal weighting for AP / Honors courses will be used in calculating the GPA for graduation honors.

Valedictorian / Salutatorian

The Valedictorian is the student who has the highest academic average in core courses taken above the eighth grade and who has earned credit or is enrolled in a minimum of five Advanced Placement and twelve total Honors and/or AP courses at First Presbyterian Day School. The Salutatorian is the student who has the second highest academic average in courses taken above the eighth grade and who has earned credit or is enrolled in a minimum of five Advanced Placement and twelve Honors and/or AP courses at First Presbyterian Day School. The Valedictorian and Salutatorian are named after 3rd quarter grades are posted in the senior year. This selection is not subject to change at the end of the academic year. Only those students who enter as tenth graders or earlier are eligible to be Valedictorian and Salutatorian. The internal weighting of grades for AP and Honors classes will be used in the determination of class standing.

Honor Graduate

An Honor Graduate must have an overall average of 90 or above in core courses (Bible, English, Foreign Language, Math, Science and Social Studies) taken above the eighth grade at First Presbyterian Day School. A student pursuing the Accelerated Track (on previous page) who earns a 90 or above cumulative GPA earns recognition as an Honor Graduate with Distinction.

In order to qualify for graduation honors, a student must have been in attendance at First Presbyterian Day School for a minimum of two years. This means that a student who transfers to First Presbyterian Day School for the 11th grade can be named for Honors or Honors with Distinction at graduation.

GRADING SCALE

A 90-100
B 80- 89
C 74- 79
D 70- 73
F Under 70

HONOR ROLLS

An "A" (90% or better) in each course qualifies a MS/HS student for the High Honor Roll.

HIGHEST ACADEMIC AVERAGE

Certificates will be presented to those students who have the highest-grade point average in each grades 6-12.

STANDARDIZED TESTING

In October, all underclassmen (grades 9, 10, 11) will take standardized testing. The 9th grade students will take the Pre ACT. The 10th and 11th grade students will take the Preliminary Scholastic Aptitude Test (PSAT), which is also used as the National Merit Scholarship Qualifying Test (NMSQT) junior year.

FPD students are encouraged to begin taking the SAT and/or ACT in the spring of their sophomore year and continue as a junior and as a senior. (Seniors are strongly encouraged to take the SAT and/or ACT in the fall.)

For more information on standardized testing, please reference page 16 in the current Curriculum Guide.

COURSE WITHDRAWAL

A student may withdraw from a course and enroll in another course, dependent on availability, during the first week of the school year or semester (semester-length courses only) with the permission of his or her parent. Neither the name of the dropped course nor any grade earned in that course will appear on the record. An e-text fee may be assessed to the student's account for dropping an Advanced Placement (AP) or dual enrollment course to cover the cost of the e-textbook license.

After the first week of the school year or semester (semester-length courses only), a student may drop a course providing he or she has the written approval of the parent, the approval of the teacher and/or the approval of the principal.
The student may enroll in another course after the first week of a semester course or the first week of a full unit course providing the work can be made up, another class is available, and the size of the proposed class permits an additional student. A teacher may recommend, or a student may request that he or she be placed in an appropriate alternative. (Example- courses in math or foreign language.) In the event a student is placed in another course, the grades earned will transfer to the new course (for example, a student in Algebra II who wishes to return to Algebra I will transfer grades from Algebra II to the Algebra I unless the teacher and student agree on additional assignments which can be substituted for the original grades.)

If a student is permitted to drop a course before the end of the first nine weeks of a semester or year-long course, neither the name of the course nor the grade will be recorded on the permanent transcript. However, if a course is dropped after the first nine weeks' grades have been recorded, the record will indicate the name of the course and either a WP or a WF for the course for the second semester and final grade. No average will be recorded in the student's GPA for the year.

Within the last week of school, a student with a failing average may seek to be excused from the final exam with the written approval of the parent and the approval of the teacher and/or principal. A failing average is determined by calculating the numerical grade average of the third and fourth nine weeks as well as the second semester grade and the average of the first and second semester grades. This average is recorded as the final grade.

GRADE REPORTS

School and home communication is a crucial part of school life. Teachers complete progress reports at the midpoint of each quarter and quarter/semester grades at the end of each quarter. Grade reports will report numeric averages only. Dates for online Progress Reports and Report Cards are provided on Viking Connect. Parents may monitor student progress and completion of work on Viking Connect. Contact the school office if you need help logging in to Viking Connect.

High School (grades 9-12) semester averages are calculated based on each quarter grade representing 40% and semester exam 20%. (2 x 1st quarter grade + 2 x 2nd quarter grade + 1 exam grade) / 5 = semester average.
Each semester grade represents 50% of the final grade.
(1st semester grade + 2nd semester grade) / 2 = final average.

For 7th & 8th grades, the semester exam counts as 10% of the grade for that semester. The exception being that any high school level course taken by an 8th grade student will have that course's final calculated as 20% of the semester average.
For 6th grade, semester exams count as 6% of the semester average.

SUMMER SCHOOL

First Presbyterian Day School allows students who have failed a course to make up that course with a passing mark at a fully accredited summer school program, which must be approved by the Upper School Principal.

Students desiring to take a new course in summer school must do so under the supervision of an FPD faculty member and approval of the Upper School Principal.

If a student fails more than one course for the year, the school cannot guarantee that the course work can be made up in one summer session. If these failures should cause the student to fall behind his grade in terms of progressing toward graduation, then the student may be forced to withdraw from FPD.

DUAL ENROLLMENT POLICY

We have carefully considered how dual credit opportunities might enhance our respected Advanced Placement program and provide a value- added opportunity for our students and families. It is important that we protect the integrity of an FPD education as (1) a Christian education founded in a biblical world and life view and as (2) a rigorous college preparatory education with a strength of schedule acknowledged by selective universities.

Toccoa Falls College Dual Credit

Some FPD courses (may vary from year to year) may earn dual credit through Toccoa Falls College. FPD will enroll all students in the AP course for dual enrollment class unless a student opts out by the first week of class. The state of Georgia pays for students to participate in these dual enrollment classes. To receive college credit, students will be required to take a final dual enrollment exam at the end of the course AND the AP Exam.

Approved Courses:

AP Biology
AP Chemistry
AP Literature
AP Statistics
AP Calculus AB

Georgia-Funded Dual Enrollment

With permission from the Upper School Principal, a completed application, and a meeting with the College Counselor juniors and seniors may participate in Georgia's Dual Enrollment program by taking courses at participating colleges. To be eligible, students must have a minimum FPD GPA of 3.5. For FPD approval, these courses (1) may be taken during the summer, or students may take one class each semester beyond FPD dual enrollment courses, and (2) should not be equivalent to courses offered by FPD. These courses will be listed on the high school transcript as general electives and will not satisfy core FPD graduation requirements.

Advising Students:

- Individual colleges set their own policies on the use of AP scores and Dual Credits, and these policies vary widely. Some colleges do not accept or limit dual credits and some only accept 5's on AP exams. The use of the credit also varies – general education, major, elective, advanced standing, course exemption without credit.
- Scoring an appropriate score on an AP exam is still the most widely accepted source of college credit based on high school work.
- Taking an AP course and exam protects one's strength of schedule for admission purposes, while signing up for dual credit may increase the opportunities for actual college credit.
- The best advice is taking FPD's AP classes and the Dual Enrollment option, if offered in that class.

Early Graduation for Collegiate Athletic Participation

First Presbyterian Day School believes that the senior year is a significant part of the educational experience. Leadership opportunities, advanced coursework, spiritual formation, and participation in the life of the school are valuable aspects of a student's final year and should not be forfeited lightly.

Accordingly, requests for early graduation will be considered only in extraordinary circumstances. Meeting graduation requirements alone does not guarantee approval.

Because every circumstance is unique, the Head of School reserves the right to approve or deny any request based upon the best interests of the student and the mission of First Presbyterian Day School.

COLLEGE ADMISSIONS ASSISTANCE

The FPD College Counselor establishes structure and communication to assist students and parents through the college application process and provides support throughout. Parents and students are encouraged to be actively involved in this process and to take full advantage of the help available. Timely completion and submission of college applications greatly enhance admissions opportunities.

The College Counselor is available to meet students and parents to discuss college admissions and to assist in the selection of the best colleges and universities in terms of interest, ambitions, and ability. Students are regularly reminded to register for necessary testing, such as the SAT, ACT, etc. An SAT preparation class is offered in the winter/spring to sophomores and juniors. Other test prep advice can be given upon request.

Admissions to college is based on how successfully a student has used his secondary school experience (grades 9-12). Major factors in candidate selection include the transcript (grades earned and courses selected) and the SAT and/or ACT. Other factors that may be evaluated could be the school's recommendation, teacher recommendations, community service, intellectual interests and achievements, essay, extracurricular participation, evidence of leadership, personal interview, character, and personality. All colleges will receive a listing of our most advanced courses in each discipline. Competitive colleges like to see deep progression in each discipline. Check out the college counseling portion of our website for more details on college selection process https://www.fpdmacon.org/counseling.

COLLEGE GUIDANCE POLICIES

It is the student's responsibility to notify the College Counselor once they have applied to a college. The student will need to request that a transcript be sent to that college through their Naviance account. This process will be discussed at a senior meeting and with informational emails. If he or she wishes additional information, such as new grades and/or an updated transcript, that information will be sent to a particular college as the year goes along. Students are also responsible for requesting a teacher or school recommendation.

FPD is a member of the National Association of College Admission Counselors (NACAC) and supports their "Statement of Principles and Good Practice." Therefore, the school will, when appropriate, notify colleges of any significant changes in a student's academic or personal status between the time of application and graduation. This can include, but is not limited to, a significant drop in grades, honor violations, probation, suspension, dismissal, and expulsion. FPD will provide appropriate information requested by college admissions offices to the colleges which a student applies. Most colleges also require that we let them know if a student drops a class after an initial transcript has been submitted on that student's behalf.

COLLEGE VISITATION

Many college representatives visit the FPD campus regularly to meet with interested students. Meetings are open to juniors and seniors. If a meeting takes place during a class, students must have a teacher's permission to attend the meeting.

Students are encouraged to begin visiting colleges early in their high school years, utilizing vacation periods and family trips as good opportunities. By the beginning of the junior year, students should be giving serious thought to college selection and should be planning college visitations for spring break and for the summer. Please see the College Visit Information under the College Research and Planning section of our website.

In addition, students are encouraged to visit colleges to which they plan to apply while they are in session, so that they may schedule interviews with an admissions officer, attend classes, stay in a dorm, and obtain an accurate picture of life on the particular college campus. Overnight visitations are ideal if made in the spring of the junior year and/or the fall of the senior year.

Please see College Counseling on the FPD website for more college related information. https://www.fpdmacon.org/counseling

MEDICAL AND NURSE'S OFFICE PROCEDURES

HEALTH GUIDELINES

Our goal at FPD is to keep all students healthy and in class school. However, there are times when students may need to stay home and/or see their doctor.

When to stay home from school:

- Vomiting during the night.
- Fever of 100.0 or higher.
- Head lice to include nits and live lice.
- Tested positive for Flu, Strep, etc.
- Suspicion of pink eye due to redness, itching, or drainage of the eye.

When can a student return to school after being sick?

- Strep throat diagnosis- After antibiotics have started AND fever-free for 24 hours without needing medications.
- Flu diagnosis- Fever-free for 24 hours without needing medication and symptoms have improved.
- Positive Covid test- Fever-free for 24 hours without needing medication and symptoms have improved.
    - Covid exposures- use normal illness precautions for monitoring symptoms. No exclusion from school is required.
- Pink eye- after evaluation and treatment started by a physician or nurse practitioner.

When might a student get sent home from school?

- Vomiting- any episode of vomiting while at school will require a parent/guardian to pick up the student.
- Uncontrolled coughing- we do not administer cough medications during school hours therefore if a student's cough cannot be managed with cough drops and water, a parent/guardian will be called for pickup.
- Continued complaints of pain or not feeling well- after several visits to the nurse's clinic, a parent will be called.
- Suspicion of conjunctivitis (pink eye)- any concern of possible pink eye will be sent home until evaluated and cleared by a physician or nurse practitioner.

**A doctor's note of clearance for school may be appropriate for certain situations. **

SELF-CARRYING/MEDICATING

FPD does not allow students to carry medications or self-medicate except for students who require rescue medications. Rescue medications include EpiPens, inhalers for asthma, and medications required for students with diabetes. Students may carry and/or self- medicate as needed only after their healthcare provider or parent/legal guardian and school nurse have deemed it appropriate.

MEDICAL EQUIPMENT

FPD does not supply personal medical supplies/equipment. In the event a student runs out or experiences an equipment malfunction, students may have access to certain supplies in the nurse's clinic.

CERTIFICATE OF IMMUNIZATIONS

Georgia schools are required to have an up-to-date Certificate of Immunizations on file for each student enrolled. Certificates will be pulled from the Georgia Registry of Immunizations Transactions and Services (GRITS). A religious or medical exemption may be filed. Please notify the school nurse to receive the proper documentation to file any exemption to immunizations.

MEDICATION ADMINISTRATION

FPD strongly encourages all medications to be taken at home. In the event a student needs medication during school hours, over-the- counter medications will be administered per manufacturer's labeled instructions only when parental/guardian consent has been given through the *Consent for OTC Medications* form in Viking Connect.

The following over-the-counter medications are available in the nurse's office:
Acetaminophen (Tylenol), Ibuprofen (Motrin), antacid (Tums), antibiotic ointment, hydrocortisone cream, and cough drops.

For administration of prescription medications during school hours or on field trips, a *Medication Authorization and Release Form*, must be completed by both the parent/legal guardian and the prescribing healthcare provider. This form states that all prescription medications must be brought to the front office or clinic by an adult, in the properly labeled original prescription container. Please communicate with the school nurse about obtaining this form.

MEDICATION DOCUMENTATION

All medications administered to students will be documented in the student's medical profile in Viking Connect which will include date, time, name of medication, dosage amount given, route of administration, and details of assessment.

MEDICATION STORAGE

All medications will be kept in the nurse's office in a locked medication cabinet. EpiPens and Inhalers may be kept in the classroom if deemed appropriate with the school nurse, teacher, and parent/legal guardian of the student. Medication requiring refrigeration will be stored in the medication refrigerator in the nurse's office.

FIELD TRIPS

Parents/guardians or other drivers for school sponsored Field Trips must possess a **current Driver's License, proof of insurance** for the vehicle, and **proper Registration** of that vehicle. Records of these documents must be on file in the Upper School Office prior to trip.

THE HONOR CODE

Grades 6-12

"A good name is to be more desired than great riches." Proverbs 22:1

The Honor Code at FPD rests squarely on Biblical principles. Moral uprightness must be diligently taught and nurtured in a Christian school committed to the Lordship of Jesus Christ. The Honor Code requires that students act honorably in all phases of student life. The Honor Code rests on the premise that lying, cheating, and stealing constitute a breach of the spirit of honor and mutual trust and are not tolerable within the FPD community.

The Honor Code at FPD provides valuable aid to student life, as it seeks to encourage students to develop as individuals by accepting responsibility for their own actions. As Scripture says, "Each one of us shall give an account of himself to God" (Romans 14:12). The Honor Code also provides tangible benefits. In a school dedicated to learning, it is an obvious advantage for the students to know that their work will be accepted as their own and their word accepted as the truth. The Honor Code expects individuals to think beyond themselves and to realize that any infraction threatens the privileges of the rest of the student body and undermines the trust upon which the system is built.

With this belief in mind, FPD prescribes policy in accordance with the following student-initiated, student-administered Honor Code for grades 9-12. The Upper School Principal will administer the Honor Code for grades 6 through 8.

HONOR VIOLATIONS

Honor violations are lying, cheating, stealing, and other breaches of the student pledge.

- Lying is the intentional falsification or denial of fact, the intentional creation of a false impression, or the breaking of a pledge.
- Cheating is the giving or receiving of unauthorized information in schoolwork. It is also the representation of another's work as one's own. This unauthorized help may include, but is not limited to, the following: copying another student's work, turning in the work of someone else as one's own, using AI generated material as one's own, and plagiarism- intentional or unintentional. **Note: FPD's AI Policy is included in back of this handbook.**
- Stealing is the taking of anything without the permission of the owner.

STUDENT RESPONSIBILITY TO THE HONOR CODE

All students entering FPD should realize that the Honor Code prescribes three major responsibilities.

- The Honor Code requires that each student refuse to participate in lying, cheating, or stealing.
- The Honor Code urges each student to discourage one's fellow students from violating this Honor Code.
- The Honor Code urges that each student should counsel with and/or report any other student(s) who is/are guilty of these offenses.

All teachers are required by administrative policy to report honor offenders to the Honor Advisor or Upper School Principal in writing. They may request that action be taken; for a first-time offense, the teacher may report that action has been taken where the offense has been admitted to by the student involved.

All students and teachers involved in Honor Code procedures are honor bound to maintain strictest confidentiality within both school and surrounding communities.

THE HONOR CODE PLEDGE

I pledge to abide by the FPD Honor Code and, accordingly, not to lie, cheat, or steal. I agree to do whatever possible to discourage lying, cheating, and stealing around me. I pledge to maintain strict confidentiality about honor offenses. I pledge, "On my honor I will not offer nor receive unauthorized help on any of my work, and I will not discuss my work with anyone."

THE HONOR COUNCIL (Grades 9-12)

The Honor Council is composed of students: 5 seniors, 3 juniors, 2 sophomores, and 1 freshman. Once a student has been elected to the Honor Council he/she continues to serve on the Council as long as they are a student at FPD and qualified for office. The Honor Council will elect a president, vice-president, and a secretary from among its members. The President will moderate meetings. The Secretary will act as clerk and record all meetings, and the Vice-President will act as the President in the President's absence. A Faculty Advisor will serve as a liaison between the Honor Council and the Administration. The Faculty Advisor may make recommendations to the Council regarding any facet of the Honor Code. The Faculty Advisor is charged with presenting all Honor Council recommendations for punishment to the administration.

THE PROCEDURES

There will be parental notification and placement in Discipline Record for any Honor Code offense. The Honor Code is administered by the Honor Council under the leadership of the Honor Council President and advisement of the faculty advisor. All recommendations for disciplinary action are subject to the oversight of the school administration.

	PROCEDURES	**PENALTY OPTIONS** (Any or All)
First Offense	**A first Honor Code offense is handled between the student, faculty member and administration if a student admits to the violation. If a question of honor is in dispute, an accused student is required to appear before the Honor Council which determines conviction by majority vote.** Appeal to the Honor Council must be made in writing and turned into the HS Principal within 24 hours if there is new evidence to present.	**Including, but not limited to:** - Warning - 5 Demerits - Make up all work missed - Zero grade for particular assignment - Major grade "0" in subject of offense - Counseling - 1 or more days work detail - 1-2 day(s) suspension - Other appropriate penalties with administrative approval - *Loss of privileges
Second Offense	Accused student is required to appear before Honor Council which determines conviction by majority vote. Appeal to the Honor Council must be made in writing and turned into the HS Principal within 24 hours if there is new evidence to present.	**Including, but not limited to:** - 5 or more Demerits - Major "0" in subject of offense - Counseling - 2 or more days work detail - 2-5 days suspension - Other appropriate penalties with administrative approval - *Loss of privileges
Third Offense	Same as Second Offense	**Including, but not limited to:** - 5 Demerits - 1-2 week suspension - Expulsion - Other appropriate penalties with administrative approval

*** Loss of privileges MAY include but are not limited to:**

- Extracurricular privileges or participation
- Leadership roles, temporarily or permanently
- Eligibility for awards
- Suspended from National Honor Society

GENERAL DISCIPLINE POLICY

A Philosophy of Christian Discipline

Discipline is the foundation upon which orderly society rests. This is clearly seen in the entire Bible, both the Old and New Testaments. The Scriptures explicitly teach that God requires obedience to laws which He reveals. Further, it is equally evident that man has the responsibility to teach and enforce these laws which govern human relationships.

The first instance of this is seen in the relation which God established with Adam, in which laws were revealed and obedience required. It is continued in the story of Noah when more specific instructions were given, requiring obedience to the law and specific discipline for offenses. Finally, in the Covenant with Israel, both general laws (Ten Commandments) and detailed explanation and application of specific laws were given by God as the basis for national life. History as seen in the Old Testament, is the record of Israel's success or failure based on their obedience or disobedience to these laws and their willingness to discipline themselves.

The role of discipline in the New Testament Church is just as vital. In fact, the words "disciple" and "discipline" come from the same root word indicating that a Christian by definition is one whose life is under the discipline of the law of God.

No institution, school, or church, which does not conform to the biblical mandate of godly discipline, can lay claim to being Christian. To do so is to misuse the name Christian and is a violation of the Third Commandment.

A Biblical view of discipline within a Christian school rests on two fundamental truths. Children are created in the image of God to glorify, enjoy, and serve Him (Gen. 1:26) and second, they are fallen and by nature rebel against God and seek independence from Him (Rom. 3:23). As image-bearers, we see children as possessing inestimable worth to be treated with great dignity. As fallen, we see children as needy ultimately of redemption, but also of instruction, guidance, and correction (Prov. 23:13) that calls the child back to the restoration of God's image through Jesus Christ.

Our fallen nature leads us to forget we are creatures wholly dependent on a creator. We thus turn our image---bearing attributes – our reason, communication and social nature, capability to rule, tendency to morality – toward seeking autonomy and independence from God. We understand and strongly teach that our restoration rests in Christ alone and not in the keeping of the law (Eph. 2:8,9). God has, however, used authority, rule, and discipline to point out our helpless sinfulness and to restrain the effects of sin in the world (Rom. 5:20; 13:1-5; 1 Cor. 10:1-11; Matt. 18:15-17). Furthermore, discipline is a means in the sanctification of believers (Heb. 12:4-13; recurring theme in Proverbs).

The unique roles of the male and female are clearly defined in Scripture. Genesis 1:27 provides the definitive statement: "So God created man in his own image, in the image of God he created him: male and female he created them." FPD has always upheld the Biblical view of gender and will adhere to a Biblical view of gender in its admissions, hiring, teachings, curriculum, administration, and policies. Consequently, FPD expects its students to similarly reflect and uphold this Biblical view of gender.

Thus, we establish a system of discipline that recognizes and protects a child's dignity, provides accountability for, and restrains sin, ultimately calls the student to repentance and faith in Christ, and promotes growth in Godliness.

It is our position that Christian education is impossible without the foundation of biblical discipline. FPD is unequivocally committed to both and requires the same of its students.

School Discipline is intended to hold students accountable for actions that fall short of expected student behaviors or are in conflict with school policies. The purpose of discipline is to change behavior and when possible, provide an opportunity for the offending student to be restored and continue as part of the FPD community. In some cases, behavior may be so egregious that separation from the student body is the only appropriate result. This does not mean we are giving up; however, a change in school environment may be best for all involved.

POLICY LIMITS

This discipline policy applies to students at all times. This policy includes inappropriate conduct or postings on social media. This also includes the use of cell phones in texting, sending and/or receiving inappropriate texts or inappropriate pictures or video. While behavior at other times and places is an individual and parental responsibility, behavior that impairs the testimony of the school cannot be ignored.
Therefore, student behavior outside of school that brings discredit to themselves, and the school is not inherently outside the concern of the school. Students may be held accountable by the school and may be suspended, dismissed, or expelled. Although the school's intent is not to monitor conduct off campus, FPD students will be expected to act in a manner that brings credit to themselves, their families, the school, and our Lord.

DISCIPLINE PROCEDURES

At First Presbyterian Day School, there are definite steps in the discipline process which should aid in student progress regarding behavior. The first opportunity in the discipline process involves classroom teachers and their relationship with the students. A goal of the school is to work toward a consistent approach on the part of teachers in regard to student discipline. What is acceptable behavior and what is not should be reinforced throughout the school. As necessary, additional steps in the discipline process will be instituted in accordance with the following policy, under the direction of the Upper School Principal and Head of School. Corporal punishment is not administered at First Presbyterian Day School. All disciplinary measures are carried out through non-physical, restorative, and developmentally appropriate practices aligned with our school's mission and Christ-centered values.

EXPECTATIONS

First Presbyterian students are expected to do the following:

1. Give positive support to the Honor Code.
2. Show genuine respect and always adhere to school personnel, fellow students, yourself and guests. Adhere to general school policy on and off campus and on social media.
3. Be respectful of the rights and property of others.
4. Be attentive to their teacher while in class.
5. Be positive, polite, and gracious.
6. Adhere to the dress code.
7. Be punctual.
8. Demonstrate morally good conduct (consistent with biblical principles).

BASIC RULES

1. Students are not to leave campus without permission. Permission will be given only when a written note or email signed by one of the student's parents or guardian is submitted to the office. The student must come to the office to sign out prior to leaving campus or sign in when arriving on campus.

2. Students are not to be in any classroom, gym, weight room, locker rooms, etc. without permission by one of the staff members of the school or a person designated by the Head of School or Principal.

3. No eating or drinking (other than water) allowed in hallways. Students may eat a small snack during 3rd period when the Viking Hall is closed for snacks per the teacher's guidance (examples: carrots, small cookie, or piece of fruit).

4. No food delivery services of any kind will be allowed during the school day. Food delivered to the Upper School Office will not be accepted.

5. During the school day, students are not allowed in certain restricted areas, such as the parking lots and the wooded areas around the school campus without expressed permission of admin. or faculty.

6. Outside of school hours, middle school students will not be allowed to roam the campus. After 3:45pm, MS students must be picked up or attend an afterschool activity, such as practice or rehearsal. The library will remain open till 3:30pm.

7. The expression of feelings of affection toward others is a personal concern between two individuals and not of others surrounding them. God's Word sets an extremely high standard for purity in relationships. Therefore, public display of physical affection is not appropriate at school or at school related activities. Students should refrain from holding hands, hugging, kissing, or any other display of affection as we preserve a community where all feel included and comfortable.

8. Restricted substances include illegal drugs, alcohol, mood or mind-altering chemicals, tobacco products, vaporizers or e- cigarettes. Students at First Presbyterian are forbidden to use, possess, consume, distribute, or sell any of these substances on the school premises or at any school-related function. Infraction of this code will, in almost every case, result in suspension, or dismissal from school. Students are restricted from off campus use of controlled substances as monitored by FPD's random drug testing program. For detailed information, please refer to the student Substance Abuse Policy https://www.fpdmacon.org/substance_abuse_policy.

9. Firearms: It is a violation of federal law to bring a weapon on campus. Students are not to bring firearms, knives, tasers, pepper spray or other weapons (including fake weapons), or explosive substances (including fireworks) or facsimiles of any of the above to school or on school campus. Any such item will be confiscated until a conference with the student's parents can be arranged and appropriate action initiated. Infraction of this code will, in almost every case, result in suspension or dismissal from school.

10. The defacing or damaging of school property which is malicious or careless in nature, and which results in destruction or damage to any school property will result in the replacement of such property by the student and/or his parents or legal guardian and appropriate disciplinary action, which could result in suspension or dismissal. This includes the school-issued tablets, please see the 1-to-1 Student Tablet Agreement https://www.fpdmacon.org/device-agreement.

11. Dishonesty in the form of lying, cheating, or stealing will not be tolerated. All such incidents are Honor Code violations and will be addressed by admin and/or Honor Council.

12. First Presbyterian Day School reserves the right to search any person, personal articles, locker, vehicle, electronic devices, or other items brought onto First Presbyterian's property. The use of dogs may be utilized in any such search. Refusal by a student to consent to a search will be considered admission of guilt.

13. A student is truant if he/she, without advance permission from a parent, is tardy or absent from school for the day or from a class or leaves school early. In such cases the school will assign both attendance and behavioral demerit points and academic work, in affected classes, may not be made up. (In most cases, 3-5 demerit points will be assigned depending upon whether the student was truant for a portion of the day or the whole school day. If circumstances warrant, a higher number of points may be assigned.)

14. **Off-campus lunch is a SENIOR privilege reserved for SENIORS *only*. Underclassman cannot be checked out by parents to go off campus for lunch unless they are picked up by the parent.**

THREATENING LANGUAGE

A student who threatens harm to oneself or another person will be removed from class immediately and reported to the Head of School office. The Head of School will review the information and make a judgement which could include work detail, suspension, or dismissal.

SCHOOLWIDE OFF & AWAY PERSONAL TECHNOLOGY POLICY

Personal Technology is not necessary in a school setting and disrupts the learning environment.
Personal Technology includes, but is not limited to, the following:

- Cell Phones
- Smartwatches
- Headphones or Earbuds
- Personal Laptops
- MP3-Players
- Any non-school issued personal technology

Personal Technology items are not allowed to be used or visible by students nor on their person (including pockets, small handbags, and purses) during the time a student enters school until the final bell rings. Use of personal technology in restrooms or locker rooms is strictly prohibited. Students must have the personal technology items in their backpacks, lockers, or vehicles, and they must be off (powered down) during the school day.

We do understand individual students may need to use their phones for logistical or medical reasons. Students may be permitted to utilize the front office to make a call with permission from a staff member. Some students may be eligible to receive a medical exemption (e.g. diabetes monitoring or other health monitoring applications).

Failure to comply will result in the following:

First Offense	- Staff member takes up the device, brings the item to the office & documents the offense. - Warning is issued via email. - Student talks with Dean. - The student may retrieve the item at the end of the day.
Second Offense	- Staff member brings the item to the office & documents the offense. - Detention is issued. - Student talks with the Dean. - Email sent home to inform the parents (for 2nd offense). - The student may retrieve the item at the end of the day in the school office for a $10 fine (cash only- all money goes to school charity).
Third Offense and beyond	- Staff member brings the item(s) to the office and documents the offense. - Work detail is issued. - Student talks with the Principal. - Email sent home to inform the parents. - Phone will be returned to parent only. - Student must turn in the item to the front office every day indefinitely.

DISCIPLINARY REFERRALS

As faculty or administration deems necessary, Disciplinary Referrals (also known as Pink Slips) will be written for students who violate school rules or policy. Such behaviors will be assigned varying Demerit Points depending upon the severity of the offense.
Disciplinary Notes will be sent to the Dean of Students to be recorded. Total Demerit Points will be reviewed by the Upper School Principal.

Work Detail and, when necessary, additional actions will be instituted according to the following schedule. Parents will be notified by letter and/or call at each step by the Dean of Students.

UPPER SCHOOL DEMERIT POINT SYSTEM

Step 1	1-9 Points	45-minute detention per infraction
Step 2	10 points	Four (4)-hour Saturday work detail and Conference with parents and student. **$20 fee will be assessed to provide supervision for Saturday work detail.**
	11-14 points	Discipline at discretion of principal and dean
Step 3	15 points	One (1)-Day suspension, Parents contacted by letter and/or call, Conference with parents and students may be required, and placement on a Plan of Success
	16-19 points	Work Detail- **$20 fee per student will be assessed to provide supervision for Saturday work detail.**
Step 4	20 Points	Three-Day suspension, Conference with student, parents and Administration to determine future enrollment at FPD
Step 5	Failure to comply w/ Behavior Contract	Potential withdrawal from FPD

For major violations, students may be assigned points, which will place them at any Step, 2-5.

PROBABLE DEMERIT POINT ASSIGNMENTS

1 point infractions: Chewing gum, Dress Code violations
2- 3 point infractions: Class disruptions, General rule breaking, Inappropriate language
5+ point infractions: DisrespectfūĻtowards a faculty or staff member or other major violations

**Repeated infractions will result in higher demerit point assignments. **

WORK DETAIL

Work Detail will be assigned to students according to demerit points accumulated and infractions of school rules and policy. Students will be notified at least two days in advance of the date they will be required to attend work detail. Students attending work detail will be supervised by a faculty member and are required to work at the school and complete one or more specific projects designed to fit a specified time frame. A $20 work detail payment per student must be made to the supervising faculty member. Work projects may include activities such as cleaning floorboards, bathrooms, hallways, lunchroom, or outside work on campus. Parent's signature and Pink Slip are required for admission into work detail. Writing activities may be assigned.

Work Detail takes precedence over any other activity except school-related competitions and performances and confirmed medical or dental appointments or job. A student must get permission in advance from the Dean of Students in order to be reassigned work detail. **If a student misses an assigned work detail without being excused beforehand, an additional demerit and an additional hour of work detail will be assigned.** Repeated misses could result in suspension or dismissal.

SUSPENSION/DISMISSAL

On a day when a student is suspended for disciplinary reasons, a reduction of 0.55% will be subtracted from the semester average for each day suspended. Suspension may also include assignment to a campus work project. All suspensions are recorded in the student's cumulative file. When possible, students will be assigned to an In-School Suspension. He/she will be in monitored isolation on campus. Teachers will send appropriate schoolwork to do when possible. If a sub teacher is required to monitor the student, the student's parents will bear the cost.

The school reserves the right to suspend any student for the transgression of its code of conduct. All suspensions will be handled by the Principal or his appointed administrative representative. The following are examples of infractions which could lead to suspension: cheating, fighting, vaping on school grounds or at school functions, using flagrantly abusive language and/or demonstrating disrespectful conduct. Suspension or dismissal from school will occur when the following behavior takes place during school, on the school grounds, or at school sponsored activities:

1. Students found to be consuming, distributing, selling, or possessing illegal drugs, alcohol, mood- or mind-altering chemicals, tobacco products, vaporizers or e-cigarettes.
2. Students having repeatedly violated certain school rules despite warnings.
3. The assault or battery of a teacher, staff member, or student.
4. Stealing or other serious moral offenses.
5. Leaving school, cutting class, cutting school on second offense.
6. Vandalism.

In selecting suspension, dismissal, or expulsion, the administration will take into consideration the extent the infraction falls short of expectations to FPD's Code of Conduct. Considerations will include the following in determining corrective action:

- Whether the event was on or off campus.
- The impact on others or on the FPD Community.
- The public nature of the infraction.
- The student's responsibility for others.
- Level of participation in the infraction, i.e. provider vs. participant
- Individual students and family's response to the infraction (transparency, acceptance of responsibility, sense of remorse, willingness to partner with the school, etc.)
- Any other relevant circumstances

No dismissal or expulsion will be made except upon the unanimous recommendation of the Head of School and Principal. A dismissed student may reapply for admission after a designated period of time and other stipulations are met. An expelled student does not have the option of future admissions. Suspension or readmission after dismissal may require counseling or some other form of ongoing accountability and/or likely include restriction from school activities as outlined by the behavior probation policy below.

OCGA 20-2-670: State law requires that students in grades 7 and higher transferring from one Georgia public or private school to another Georgia school must have a "disciplinary record" along with the usual transcript of grades, credits, test scores, etc., forwarded to the receiving school. This law, while general in its writing, references disciplinary actions involving suspensions, dismissal, and expulsion. FPD will forward a "disciplinary record," notifying any Georgia school of a transfer's suspension, dismissal, or expulsion record, if requested. (FPD will request such record of transfer students.)

STUDENT PLAN OF SUCCESS

At the discretion of the administration or upon accumulation of 15 points, a student is placed on a Plan of Success.
Placement on a Plan of Success is recognition of a student's need for special concentration on behaviors or attitudes which must be improved. The length of the Plan will be set by the administration, during which time certain privileges may be withheld until it is deemed that sufficient progress is evident. The length and terms of the Plan will be stated in a written contract. A student who does not successfully remove himself from the Plan of Success by the end of the specific period will be asked to withdraw from FPD.

During the Plan of Success Period, the student may:

1. Attend a conference with parents, administrator & faculty advisor. At this meeting, the terms of the Plan of Success will be discussed.
2. Meet regularly with a faculty mentor/counselor for encouragement, planning, and progress reports.
3. Be ineligible for all extracurricular activities. Students may be allowed to practice but not play.
4. Require outside counseling with the school having the authority to consult with outside counselor.
5. Be asked to take a drug test.

END OF THE YEAR STUDENT REVIEW

At the end of the school year, the FPD faculty will review the behavior/attitude of all students. Special attention will be given to any student who accumulates 20 demerit points during the year. A favorable review will be necessary for the student to be re-admitted for the next school year. Some students may be required to begin the following school year on a Plan of Success.

HUMAN DIGNITY POLICY

FPD provides its staff members and students with a safe environment, one that seeks to be free from offensive kinds of behavior. Conduct, whether intentional or unintentional, that subjects another person to unwanted attention, comments, or actions because of race, national origin, age, gender, physical characteristics, or disability is not permitted. Instead, we expect all persons to treat each other with respect because they are created in God's image.

- Students (and faculty) should realize that their commitment to living a life of integrity and following the standards set forth in God's Word (the Bible) is ongoing, not limited to the school day.
- FPD does not condone or allow harassment of others by teachers, administrators, support staff, students, or other persons either at school, during school events, or online, particularly related to social media and text messaging.
  Any person who believes he/she has been subjected to harassment should report it immediately to an appropriate superior:
  - Students may report to a teacher, administrator, or counselor.
  - Teachers should report an offense to his/her administrator; or if it is the administrator, he/she is reporting, to the Head of School; or if it is the Head of School, he/she is reporting, then and only then to the Chair of the Board of Trustees.

  Each report will be given serious consideration and investigated appropriately.
- Reports of harassment and subsequent investigations will be handled as discreetly as possible to avoid embarrassment of the person making the report or a person who may be unjustly accused.
- Persons engaging in harassment will be disciplined according to disciplinary procedures for a major violation, according to the discipline policies. Harassment includes but is not limited to:
  - Making unwelcome sexual advances.
  - Using AI to demean, manipulate, or impersonate others. This includes but is not limited to – generating inappropriate or misleading images, writing, speech, voice or video.
  - Cyberbullying, which includes intimidating harassment or creating a false profile on Facebook®, Snapchat®, Instagram®, Twitter® or any other social media outlets.
  - Engaging in improper physical contact.
  - Making improper sexual comments.
  - Writing a note to someone else, either electronically, by hand, through digital or social media, with content that may be construed as sexual, or "unwholesome" as defined in Ephesians 4:29.
  - Using words (written or spoken), pictures, objects, gestures, or actions relating to sexual activity (or sexting) to create a sexually promiscuous, intimidating, hostile, or offensive learning or working environment. This can be intentional or unintentional.
  - Any other form of ridicule of others based on race, physical characteristics, ability, family background, or similar feature is harassment.
  - Intimidation/bullying of any kind intentionally or unintentionally through joking. Joking is not an excuse for harassment or bullying.
  - Destruction of personal property.
- Any suspected cases of child abuse or neglect are required by law to be reported to the proper state agency which protects the rights of individuals in such cases. (FPD faculty, staff and other adult volunteers who regularly supervise students are mandatory reporters.)
- All students are expected to conduct themselves with respect for the dignity of others.
- If a student or parent feels any part of this policy has been violated, they should immediately report it to a principal or appropriate administrator to ensure correction can take place.

Any person who is determined to have violated this policy
will be subject to disciplinary action including the possibility of expulsion.

UPPER SCHOOL DRESS CODE POLICY & APPEARANCE STANDARDS

	GIRLS	BOYS
General (Monday through Thursday)	• FPD students may only wear Lands' End Uniform clothing and approved outerwear in the classroom. • When wearing uniform compliant outerwear in the classroom, the student's Lands' End uniform shirt collar must still be visible. • Uniform apparel must not be too tight and/or too short. It will be the responsibility of the Administration to determine whether a uniform adheres to policy. • Uniform colors are red, white, gray, and black.	
Tops	• All shirts must be Lands' End uniform only • If wearing a short sleeve or long sleeve shirt under a uniform shirt, the undershirt must be solid white, red, black, or gray and must be tucked in.	
	• Oversized shirts (hanging over shoulders or longer than skort or shorts) are NOT allowed.	• All shirts must be tucked in and worn with a belt.
Bottoms	• All pants, skorts, and shorts must be Lands' End uniform only. • Shorts and skorts must not be shorter than 4" above the top of the kneecap. • Rolling the skorts to make shorter is a dress code violation.	• All pants and shorts must be Lands' End uniform only. • Shorts cannot be shorter than 4" above the top of the kneecap and fit appropriately. • Underwear and spandex should not be visible. • Pants and shorts must be worn at the natural waistline, defined as the top of the hip bones.
Outerwear	• In the classroom, students must wear FPD uniform outerwear from Lands' End or uniform compliant outerwear from The Viking Store. Compliant outerwear from The Viking Store includes non-hooded sweatshirts, pullovers, and jackets, including letter jackets. • Hooded sweatshirts and hooded jackets are not allowed to be worn in any building Monday through Thursday and will be taken up from students that are not dress code compliant. • Hooded sweatshirts or hooded jackets may only be worn in the classroom on Spirit Fridays & Dress Down Days. • For rainy days, raincoats must be taken off upon entering the building and stored in one's bookbag.	
Shoes	• Flip flops, croc-styles shoes, or house slippers are not allowed • Dress sandals are allowed.	• Flip flops, croc-styles shoes, and house slippers are not allowed
Accessories	• Leggings, tights, and knee socks may be worn in plain solid opaque red, white, black, or gray. Patterns should not be worn. • Leggings must be ankle or full length only, No Flares or ankle warmers. • All accessories (scarves, hair bows, etc.) and rain boots for girls MUST be in uniform colors. • Body piercing is not allowed, except for pierced ears for girls. • Administrators may ask for tattoos to be covered.	• Hoods, hats, or caps should not be worn inside school buildings. • Boys' socks are to be predominately school colors. • Jewelry that is considered a distraction will be asked to be removed. • Earrings, makeup, eyeliner, and fingernail polish are not allowed. • No body piercing allowed. • Administrators may ask for tattoos to be covered
Hair	• Extreme hair styles are not allowed • Hair must be a natural hair color.	• Boys should be clean shaven every day; facial hair is not permitted. • Hair should be neat and be a length that would not cover the eyes, ears, or collar. • Extreme hair styles (mohawks, mullets, unnatural hair color, ponytails or man buns) are not allowed. • Boys are not allowed to wear headbands
Spirit Fridays	**Fridays are designated as Spirit Days**. • Students may wear FPD spirit wear such as FPD jerseys, t-shirts, sweatshirts, and outerwear. FPD must be indicated on shirt or outerwear. • Non-FPD shirts and outerwear are not allowed. **Hooded items may be worn on Spirit Fridays**. • Uniform bottoms must be worn unless otherwise specified on Dress Down Days.	
Dress Down Days	**Select Fridays are chosen as Dress Down Days**, which are ways FPD raises money for specific charities chosen by the students and overseen by the Community Service Office. In exchange for a donation to the select charity, students may wear an FPD spirit shirt and jeans, or other administration approved items instead of uniform bottoms.	

Failure to dress in accordance with the allowed Spirit Day or Dress Down Days apparel will result in a students' loss of this privilege.

Should a dress code violation be documented, loaner items will be provided.
First Offense: Dean of Students gives the student a loaner shirt, short, or skirt. Student returns the loaner to Dean upon entering the building the next day and has his/her uniform checked. **A female administrator will check the girls who received a skirt loaner.**

Second Offense and all offenses following: Dean escorts the student to the school store where the student will buy a new piece of uniform clothing. The student must wear the new properly fitting uniform item. The student is responsible to check in with the Dean or respective Principal the next day for a uniform check.

Please label all items so that the owners of misplaced items can easily be identified.

GENERAL ATTENDANCE POLICY

Regular attendance is essential to the success of a student's school experience and is expected of every student. We expect each student to arrive on time and to remain at school for the entire school day. The parent's insistence that this policy be strictly followed will greatly enhance the probability of academic success for the student. A written note from the parent should be sent to explain an absence.

Parents of high school students should be aware that accurate attendance information is increasingly requested on college admission and scholarship applications.

ABSENCES

A written excuse (physical note or an email) from the parents stating the specific reason is required for all absences, tardies, or requests to leave early. Communication should be received within 2 weeks of the absence. Excuse notes become documentation of reasons if attendance limits are exceeded. Only notes submitted at the time of the absence are reviewed and considered significant when decisions for withholding credit for course work is at stake. Any request for a student to be excused for a doctor's appointment should state the name of the doctor. All absences, tardies, and requests to leave early will be verified daily by the office staff. Requests, in writing, or parent's email to leave early must be presented in the office **by 8:30 a.m**.

Work missed due to an absence must be made up by the student. When a student is absent, the student should access his/her course work online to get assignments or meet with his/her teacher following an absence for missed work. Faculty members are expected to have assignments posted daily.

EXTRACURRICULAR PARTICIPATION

Before participating in any athletic event, cheerleading, or in the Fine Arts, all students must be aware of rules 1, 2, and 3 of the Attendance Requirements stated in the Eligibility section of the First Presbyterian Day School Handbook, page 31.

DOCTOR, DENTAL, AND ORTHODONTIST APPOINTMENTS

Whenever possible, medical, and dental appointments should be made outside of regular school hours. If this is not possible, parents/guardians should notify teachers affected by the student's absence in advance. The note should be presented to the office before first period for verification. The student will need to sign out before a student leaving school.

EXCESSIVE ABSENCES and ACADEMIC PENALTIES

Ten absences are allowed each semester from a class. A student must be in class at least ½ the period to be counted present. Parents will be notified by the administration in writing when their student has missed class 5 times. A conference will be held with the parents and the administration on the 7^{th} absence. The 8^{th} and 9^{th} absences may be a phone conference, text, or email (determined in parent conference). Upon the 10^{th} absence, the student will be placed on Attendance Probation. Students will be penalized for each class missed after 10 with one point subtracted from their semester average for each absence (i.e. 11^{th} absence=1 point, 12^{th} absence=1 point, etc.)

Failure to comply with the Attendance Contract OR upon the 15^{th} absence a student will receive no credit for the course for that semester. Specific written reasons for each individual absence submitted by the parent within two weeks of the absence become key in considering contract expectations and restoration of credit. Long-term illness will be handled case by case. An appeal of any penalty may be made in writing to the administration. Appeals will be based on notes on file, not at the time of appeal.

TARDY/ LEFT SCHOOL EARLY SENIOR EXAM EXEMPTIONS

Because school is the equivalent of a job for students, it is vital that they learn the importance of the work ethic of being at work daily and on time. Occasionally tardiness is unavoidable; however, tardiness to class will always be disruptive. Attendance records will be kept by the High School Office. The following expectations and consequences are in place to address the disruption of tardies and early dismissals. (Early dismissals for school sponsored activities and competitions will not count toward the totals below.)
No penalty is given for a total of three or fewer tardies or for leaving school early, in a Semester. Every four tardies will be counted as an absence. Tardies beyond will be assigned according to the following table.

SENIOR EXAM EXEMPTIONS

Seniors with more than 5 absences or more than 4 tardies in a class will not be eligible to exempt that exam at end of course.

Penalties for Excessive Tardies or Leaving Early are as follows:

	1 to 3 tardies	After 3 tardies, tardy will require a 45-minute Detention
Step 1	4 tardies (= 1 absence)	45-minute Detention
	5 - 9 tardies	Work detail for each infraction
Step 2	10 tardies	1 day suspension
	11 - 14 tardies	Work detail for each infraction
Step 3	15 tardies	3-day suspension with Attendance Contract
	Failure to comply with attendance contract	Dismissal from FPD

Attendance totals accumulate by semester.

School missed due to illness that causes a student to leave school or be tardy to school that is confirmed in writing or by phone from the parent will not be counted toward the above total. (Notice should be received from a parent/guardian within five school days after the student returns to school.)

COMMUNITY SERVICE REQUIREMENT (GRADES 9-12)

"The student body at FPD is truly blessed with amazing talents, and an important part of our mission here at FPD is to help you develop these talents to change the world for God's glory. We are all fortunate to live in a great community and as good citizens and as Christians, it is our responsibility to learn how to utilize our talents to help others through community service. We feel so strongly about this part of our school's mission that we have developed a comprehensive community service program to help you learn, not just how to serve, but how to lead others in service. The following memorandum explains our vision and the particulars of this exciting and important program."

The Vision

- We believe that one way to support our school vision—to educate and equip students to change the world for God's glory—is to have students working in the Macon community and around the world, to help make changes in the community.
- We believe the Bible calls Christians to serve others— "whoever wants to become great among you must be your servant" (Mark 10:45)—and that that service should include "looking after orphans and widows" (James 1:27) and others in distress.
- We believe meeting real community needs and having face-to-face time with an underserved or distressed population would greatly enhance the equipping of our students to change the world for God's glory.
- Our desire is that the community service program at FPD be **student led, student motivated and student generated**. Students may apply to be part of our Project LEAD team at the end of their sophomore year, for which students will lead community service projects. Students who desire to begin a charitable organization on their own are encouraged to come to the community service office to discuss this opportunity.

The Requirement

Graduation requirements include thirty hours of community service per year, with a total of 120 hours required for graduation. If a student goes beyond 30 hours in one year, he/she may carry hours over from one year to the next. A community service form must be completed for each project. Each form should be signed by someone from the agency that is served, signed by a parent, signed by the student, and then uploaded on their community service reporting site on Mobile Serve. The number of hours served should be filled out by the agency, not the student.

All documented and verified forms must be returned by March 1st for seniors and by the last day of school for underclassmen each school year to the High School Community Service Office. Any hours submitted after the above dates must be approved by the Community Service Office before submitting the form for credit.

General Definitions:

- **What does count**: Community Service (CS) may be defined as unpaid work performed to benefit the community—whether emotional, material, or spiritual. CS is to be completed through a non-profit agency or event and to a group in the community who would be considered distressed, such as the elderly, sick, impoverished, disabled or widows and orphans.
- **What Does NOT count:** Activities completed for profit-making businesses/services, individuals who can pay for services rendered, and for family members (including family-owned businesses) are not considered CS.

Specific Requirements:

1. **Students shall donate 50% or more of their CS hours in direct service to distressed people and/or groups**. These hours will be recorded as "direct service" hours. Distressed people groups may be defined as the poor, elderly, disabled, sick, widows, orphans, and homeless. Direct service involves students engaging directly with distressed people. Preparation for service to the distressed is essential, but it shall not be included within the 60 "direct service" hours (50% of the total hours) of the service requirement. All hours can be given to direct service, but students may choose to complete up to half of their 30 hours to indirect service (see #2 and #3 below).

2. ALL CS hours should benefit a non-profit organization involved in relief, care, or conservation, but they do not have to be "direct service" hours. Up to 15 hours toward animal rescue may also be included in the indirect category. (For example, a student feeding the homeless counts as direct hours, but preparing a sack lunch for the homeless, and not going to feed them would count as indirect hours.) These CS hours must take place outside of a student's normal daily experience.

3. Of a student's required 30 hours of community service, up to 10 hours per year may be given to the FPD community (school events, CFD camps, etc.) or towards a local church, towards nonpolitical civic engagement or at a museum promoting the arts or sciences. These hours are limited to 10 per year TOTAL, including FPD, church, etc. NOT ten for each of the above.

4. CS hours may be completed for each year from June 1st to May 31st. The summer is a grace period in which to complete hours from a previous school year.

5. Inclusive in the 120 hours of CS hours, students must complete one extended service-learning experience, otherwise known as a mission/service trip. These must be completed with a mission team. Students must complete this project by February 1st of their senior year. Mission/service trips will be provided through FPD both in Macon and beyond. This requirement may also be met by participation in a church-sponsored mission trip with the approval of the CS office. Hours counted are those in which the student is engaged in direct service/ministry. Hours not counted are travel, sleeping, eating, social time, and recreation with the team. A reflection piece must be submitted to the CS Office upon completion of the trip. This should include keeping a daily journal during the trip, a reflection describing your excitement / apprehensions / expectations before the trip, and your reflections on what you learned after the trip. The forms outlining what should be included in the reflection piece can be found in the high school office or on the student's Mobile Serve Dashboard.

6. Students lacking thirty hours of CS for each academic year will NOT be eligible to compete in any school-sponsored co- curricular activities until hours are completed and documented in the CS Office. Students must complete hours for eligibility AT LEAST 48 hours before the first game, match, or performance. Any hours completed with 48 of the first official event will result in a student's not being permitted to participate in the event.

7. Seniors should have completed and submitted ALL community service hours by March 1st of their senior year. Should a student return from Spring Break without all hours completed and approved, he/she will lose senior privileges until all hours are complete. Seniors with incomplete hours shall have their diplomas and transcripts withheld until the hours are complete. Seniors will not be able to participate in Senior Honors Night or walk in graduation unless the sufficient number of hours have been completed.

8. Summer hours must be submitted to the CS office by October 1st, or they will not count.

9. Students may not compete in spring extracurricular activities unless they have completed at least 10 of the required 30 hours by the time the first match, game or performance occurs.

Extra-curricular Purpose and Guidelines for Parents & Students

Statement of Purpose and Philosophy: Each human being is created by God to praise and serve Him. This encompasses every activity and every part of our being. In extracurricular activities then, as in anything else, our ultimate purpose is to glorify and honor God.

THEME VERSE:
"Whatever you do, work at it with all your heart as unto the Lord, not for men, knowing that you will receive an inheritance from the Lord as a reward. It is the Lord Christ you are serving." Colossians 3:23-24

There is nothing of greater importance for all individuals than that we confess with our mouth, "Jesus is Lord," and believe in Him with all their heart. Nothing we do or accomplish in extra-curricular participation has any *eternal* value apart from the Lord Jesus.

OUR OBJECTIVES

Relationships
We want our participants to learn more and more every day what it means to serve Christ and to reflect that openly. Although it is not a prerequisite that every participant who competes for FPD bear the name of Christ, Christ-like characteristics are emphasized, practiced, and tested under the pressures of training and competition, building eternal values which can be applied to all types of life situations.

Competition
We want our teams to win! Yet, we do not want to win at the expense of ethics, respect, or discipline. There are two types of victories at each competition, the spiritual and the physical. Sacrificing the Christ-like qualities to attain the physical victory is work done in vain. It is our desire to attain the physical victories while upholding the school's core values.

Motivation
We want to "give back "to God, who has given so graciously to us. So much individual ability can be attributed to a gracious God, and we want our students and coaches/directors to participate and coach in such a way as to offer "Thanks" to God for those abilities. The Bible is full of practical illustrations and examples of Godly motives in different situations. Devotionals and times of prayer are demanded of our coaches/directors and athletes/participants for spiritual motivation.

Teamwork
We want to be the epitome of "family." That requires faithful and loyal service to ALL of our athletes, musicians, thespians, directors, coaches, student-helpers, etc. We spur each other on to excellence; we cheer for each other; we encourage those who are struggling; and we conform personal goals to team/group goals. We hope to offer to all involved the joy of being a part of something bigger than themselves alone, something that matters, something in which they feel tremendous pride for having been a part.

Role Models
Participation in FPD extracurricular activities is an honor and privilege. These students not only represent the school to surrounding communities but attain high visibility and influence with our own student body as well. Hand in hand with this privilege goes responsibility. More is expected of our representatives than of the average student. They will be expected to meet the challenge of additional demands on their time and energy without compromising the primary calling to be students. They are to be a positive influence. Theirs is a privilege not owed but earned.

Character Goals & Expectations
The following are some of the character qualities we are seeking to build in our students through First Presbyterian's extracurricular program. Parents and fans are encouraged to model these qualities as we seek to demonstrate character as a school family. Each is drawn from God's Word. Our expectation is not that of achieving perfection but of growing in conformity to Christ in very visible and very practical ways.

Respect for Authority - Obey and cooperate with your coach/director; honor the official. Do not disobey, degrade, berate or argue with officials. Recognize that they are placed in their positions of authority by God and as such are owed your respect. (Hebrews 13:17; Romans 13:1-5)

Humility - Don't boast; don't be haughty. Show forth the attitude that God is the one who is ultimately responsible for our abilities and successes. (James 4:6, 10)

Endurance - Persevere in the face of pressure, hard work and discouragement. Keep your eyes fixed on the higher goals. Don't quit; don't let up. (Galatians 6:9)

Intensity - Play/perform on the edge of your limits. Give everything you've got at all times. Focus your total attention on the job at hand and put forth every effort to execute it perfectly. Don't be content with mediocrity; strive for excellence. (Colossians 3:23)

Enthusiasm - Carry out each task promptly and eagerly. Enjoy the competition! (Colossians 3:17) Cheer *for* your team but never *against* the other team**.**

Faith - Show that you know the Lord is in control of every situation and is carrying out His will in your life - even when things don't seem to go your way. (Romans 8:28)

Respect for the Opposition - Be courteous. Don't let up on them; they deserve your best effort, regardless of the score. Commend an opponent's excellence. Shake a hand. (Matthew 5:16)

Responsibility - Be *where* you need to be *when* you need to be there. Do what is expected of you even without direct supervision. Choose to work and to make wise decisions on your own initiative. (Philippians 2:12)

Integrity - Be honest! Earn a good name as one who is trustworthy. Play by the rules of the game. Have a sense of fair play that comes from a real commitment to the truth. (Titus 2:7)

Self-control - Know yourself. Know how you tend to act under stress. Recognize areas of weakness, and train yourself how to respond in a godly way. (Philippians 1:27; Titus 2:11,12)

PARTICIPATION GUIDELINES (SPECIFIC TO STUDENTS)

Participation in extracurricular activities is an integral part of the educational program at FPD. Each student is encouraged to participate in as many extracurricular activities as is feasible. Lessons learned through team sports, performing groups, and clubs provide valuable life lessons beyond the academic course work. Students involved in the extracurricular offerings at First Presbyterian must maintain the appropriate perspective that they are students first. The primary objective of their schooling is to gain an education; thus, participation in extracurricular activities will not be allowed to significantly undermine academic performance. Due to the time commitment involved and the scheduling of games, performances, and competitions, students need to be especially diligent in their utilization of study halls and in taking advantage of advance notice regarding assignments and tests.

Students involved in extracurricular activities should strive to be leaders in the classroom as well as in their respective arenas.

As role models, behaviors on the field, in the classroom or off-campus may result in lost playing time, forfeiture of leadership role(s), and/or eligibility for awards/recognition. Additionally, egregious actions that are contrary to FPD's code of conduct may also hold disciplinary consequences by school.

ACADEMIC PROBATION

Grade-check periods are every four and one-half weeks. If any athlete involved in the extracurricular program has below a 2.0 GPA or has one or more F's, he/she will be placed on academic probation. Students will be monitored by Principal and coaches. This may include monitoring by the student's coach/director to ensure daily work is being done. Failure to do so may result in extra time in study hall, help sessions or other possible team/group disciplinary actions. Extreme cases (as determined by the principal, athletic director, and head of school) may warrant suspension or dismissal from the activity.

Middle School students must be passing all core academic classes at end of each quarter. Core classes include Bible, Science, Math, Language and Social Studies. Academic Probation may include remediation and/or restrictions on extra-curricular activities as determined by administration.

The GIAA eligibility requirements listed below address the minimum eligibility requirements for all GIAA schools, but do not include FPD's conduct and/or academic policies that may exceed the GIAA rules for eligibility. As a college preparatory school, FPD believes that extra-curricular (or interscholastic) activities are a privilege, and therefore, students may be ruled ineligible for participation in extra-curricular activities for numerous disciplinary and academic reasons, including but not limited to - truancy, accumulation of demerits, major violation of the discipline policy, and poor academic performance. Failing multiple core courses, failing make-up summer remediation, or falling behind in regard to graduation credits. For more details, please see page 11 (Summer School) and page 29 (Participation Guidelines and Academic Probation).

GIAA ELIGIBILITY (Georgia Independent Athletic Association, an ancillary division of the GISA)

1. To be eligible to participate, practice, and/or try out in interscholastic activities, a student must be academically eligible. A student is required to pass classes that carry at least 5 credits (per semester) counting toward graduation the semester immediately preceding participation.
   Exception: First-semester ninth-grade students.
   - Passing in all GIAA member schools is determined by the school by awarding a credit.

2. For schools offering courses with year-long grading, eligibility will be determined at the end of each individual semester. Yearly averages will not be used for determining eligibility unless half credits are issued each semester.

3. Students gain or lose eligibility on the first day of the subsequent semester. The first day of the Fall semester will be interpreted as the first date of practice for the first sport.
   Exception: Students who successfully complete summer school to maintain eligibility become eligible on the last day of summer school. Summer school is an extension of the previous semester and courses may be:
   - Remedial in nature where a previously-taken course is repeated in its entirety with a new grade being given.
   - Enrichment in nature where a new course is taken that results in new credit being earned.

4. A maximum of two (2) unit credits earned in summer school may be counted for eligibility purposes. NOTE: Additional credits may be earned.

5. Summer school credits earned in non-accredited home study programs or non-accredited private schools may not be used to gain eligibility. Accreditation recognized under the rule will be from the Georgia Independent School Association (GISA), Georgia Accrediting Commission (GAC), or a regional accreditation agency (such as COGNIA or SAIS-COGNIA).

6. An independent study course taken in summer school must be regionally accredited and accepted by the school for graduation credit.
   - Courses completed after the beginning of a new semester may not be used to gain eligibility for that semester. Example: night school classes, correspondence courses, etc.
   - Independent study courses taken during the school year must meet the criteria of #2 above.

7. A student who has passed 5 unit subjects for the first semester (approximately one-half of the academic school year) is eligible for the second semester. A student who passes in 5 unit subjects, or their equivalent, for the second semester or for the year is eligible for the following year. If a school is on the quarter system, a student must pass 5 unit subjects, or their equivalent, for the first quarter (approximately one-third of the regular academic year) in order to be eligible for the second quarter. A student must pass 5 unit subjects, or their equivalent, for the second quarter to be eligible for the third quarter. A student must pass 5 unit subjects, or their equivalent, for the third quarter or for the year in order to be eligible for the first quarter of the following year. Of the 5 unit subjects, 3 units MUST be in the following subject areas: English, Foreign Language, Science, Social Science, Mathematics, and Religion.

8. Students failing to pass the required 5 unit subjects for the first semester may become eligible at the end of the 3rd nine weeks grading period if they are passing the required 5 unit subjects at that time, pending the approval of the Upper School Principal and Athletic Director. Students must have passed at least three (3) subjects at the semester to be eligible to gain eligibility in this manner.

9. 8th grade students may have the opportunity to be promoted to JV or Varsity team with the approval of the Upper School Principal and Athletic Director.

ATHLETIC TRYOUTS

Eligibility:

1. Before a student may practice with any athletic team, he/she must fill out, sign, and turn in the Assumption of Risk form and an approved Physical form available in the trainer's office.

2. All students who meet FPD's conduct and/or academic policies and GIAA requirements are eligible except a student who has quit or been dismissed from a team during the previous season. An ineligible student can become eligible only when he/she is granted a release from the previous team's coach and approved by the athletic director, principal, and head of school.

Procedure:

1. Try outs will be announced in a timely manner to all FPD students eligible for athletic teams.

2. Each coach will offer an explanation of tryout procedures and criteria to each athlete trying out for the team.

3. Upon selection of a team, the coach will gather parents of team members for a meeting. Team goals, needs, and schedules will be shared with the parents and/or guardians.

ATTENDANCE REQUIREMENTS

School:

1. Students involved in extracurricular activities must attend school the day of a practice or game/performance/competition in order to participate. Missing more than three hours of a school day disqualifies the individual from the day's activity. (Exceptions will be made in the case of medical appointments and family emergencies or preapproved extenuating circumstances.)

2. Students involved in extracurricular activities, are expected to attend the full school day following a week-day game.

3. Failure to comply with No. 2 above twice during the school year will result in the individual's referral to the Dean of Students for disciplinary action.

Practices and Games/Competitions:

1. Attendance at all practices and games in their entirety is mandatory.

2. An excused absence from practice, or *any part* of a practice, consists of the following:
   a. An excused absence from school conforming to the guidelines in the Student Handbook.
   b. Prior permission sought and received from the coach/director.
   c. Attendance at another school function when cleared by the Athletic Director/Principal. Note: The coach/director is still to be notified in advance.

3. Excused absence from a game must be approved by the coach/director in advance. Emergencies will be dealt with on a case-by-case basis.

4. Results of first and second unexcused absences will be up to the individual coach/director. A third will result in dismissal from the team/group.

5. The coach, director or trainer is to be notified of any injury or health condition restricting physical participation. Attendance at practices and games/performances is still expected.

6. A participant "benched" as a disciplinary measure is still required to dress out and attend the game/performance, unless otherwise directed.

COMMUNITY SERVICE REQUIREMENT

Students may not participate in spring extracurricular activities unless they have completed at least 10 of the required 30 hours by February 1st. (for details- see Community Service section).

UNIFORMS & EQUIPMENT

Loss or Damage:

Any loss or damage of equipment / property due to irresponsibility or carelessness will be paid for in full by the participant to whom it was issued.

Policies specific to athletics:

1. Proper attire for both practices and games will be determined by the individual coach.

2. Uniforms are to be worn for games and specified school events only (i.e., they are not to be worn at practices, for casual attire, etc.).

3. Lost or damaged uniforms will be paid for in full by the athlete to whom it was issued.

4. Uniforms are to be returned, cleaned and folded, within the time specified by the Head Coach once the final game has been played. Students will be subject to disciplinary referral each day thereafter.

5. No student may participate in a sport if he/she has not turned in a uniform or uniform equipment from a previous sport, or if he/she has an outstanding debt for lost or damaged items.

DISCIPLINE

On the Team/Group

Inappropriate language, lack of respect for authority, or taunting of teammates and opponents will not be tolerated on any team at FPD. Participants are expected to adhere to the rules and requirements of each team/group on which they participate. No team/group will have requirements inconsistent with the policies set forth in this handbook.

In Games/Performances

Participants are expected to exercise self-control and sportsmanship decorum during contests or performances. A player/performer behaving in an unacceptable manner will be removed from the contest/performance until he/she can regain a proper focus. In a contest or competition, any speech or action directed against the opposing team or the official resulting in a call for un-sportsmanlike conduct, or a warning of inappropriate behavior may result in the player's immediate removal for a time seen fit by coach/director.

Suspension

A suspension may result in the individual becoming ineligible to participate in practice and/or contests/performances for the duration of the suspension. The decision will be made by the coach, principal, or director.

Dismissal

Flagrant or repeated disregard for team, group or school policies will result in suspension from the team/group by the coach/director and, if necessary, dismissal from the team/group by the athletic director, principal, and headmaster.

TRANSPORTATION

On - Campus Events

Players are responsible for making their own arrangements to and from on-campus events, unless otherwise instructed.

Off - Campus Events

Local: The on-campus events policy stands true for the local away competitions/performances, except in the instances where the participants will be leaving during the school day. In such cases, travel permission forms, issued by the head coach/director, will be obtained from each student, describing his/her parents' wishes for their student's travel arrangements.

***Out of Town*:** Participants ride to and return from out-of-town events in transportation designated by the coach/director, unless explicitly directed otherwise with parental consent. Examples of transportation might include buses, vans and carpools.

LETTERING

Qualification for earning a Varsity Letter: Completion of the season/year as a team member in good standing and meeting lettering requirements designated by each individual coach/director. A student earns only one letter regardless of the number of years or the number of lettering activities in which he or she participates. A pin or bar is awarded for subsequent achievements. Jackets may be purchased through the athletic department.

CONFLICT RESOLUTION

Suggestions for helping students handle their concerns about school:
If a student and/or parent have a concern or complaint regarding a specific teacher and/or administrator, it is essential that communication begin with that teacher and/or administrator. When a student brings a complaint home, take the time to advise him as to how to approach the teacher and/or administrator to begin the resolution of this conflict. Although sometimes difficult, this approach will provide an important learning opportunity. Conflict resolution is a skill that needs development and training just as self- discipline, attention to detail, self-control, and so many other quality personality characteristics. (With younger students, or if a major conflict or problem exists, it is appropriate to accompany the student when meeting with the teacher and/or administrator.)

As a school we believe all conflicts should be resolved at the lowest level possible. An administrator's first question when approached with a conflict concerning a staff member will normally be to ask what discussion concerning the conflict has already taken place. If the above process has not been initiated, parent and student will be encouraged to approach the teacher and/or administrator with the problem. If resolution does not occur, the student and/or parent should approach the Principal in matters concerning academics, the Dean of Students in matters concerning discipline, the Headmaster in matters concerning an administrator.

If the conflict is still unresolved, the parents should submit a written APPEAL to the Head of School. The Head of School will review the case and determine whether school policy and/or procedures were applied appropriately and notify the parents. If the parents feel that the issue is still unsettled, they can forward the appeal to the Executive Committee of the Board through the Head of School for further review. The Head of School and/or Board Chair will notify the parent of the committee's decision and/or actions taken.

At all stages, it is the hope of the faculty, administration, and Board of Trustees that the entire process be undertaken in a spirit of reconciliation. All involved are expected to treat the complaint with confidentiality, involving only those directly involved in the process. Only those who have a true need to know should be made aware of any complaint or inquiry filed by student or parent.

FPD Artificial Intelligence (AI) Policy

Purpose and Biblical Foundation
FPD exists to educate and equip students to change the world for God's glory. Artificial Intelligence (AI) tools can support learning, creativity, and efficiency when used wisely and ethically. This policy establishes clear expectations for AI use that promote integrity, critical thinking, and Christ-centered character.

"Whatever you do, do all to the glory of God." — 1 Corinthians 10:31

AI should never replace learning, thinking, or moral responsibility. Instead, it should be used as a tool that supports the development of knowledge, wisdom, and discernment.

Definition of AI
Artificial Intelligence (AI) refers to digital tools or systems that can generate text, images, audio, video, code, or analysis; summarize or translate content; tutor or provide feedback; or automate tasks (e.g., chatbots, image generators, adaptive learning platforms).

Guiding Principles for AI Use
All AI use at our school should align with the following principles:

- Integrity – Student work must honestly reflect their own thinking and effort.
- Stewardship – Technology is a gift to be used wisely, not abused.
- Accountability – Users are responsible for verifying accuracy and appropriateness.
- Human Dignity – AI should never be used to harm, deceive, bully, or dehumanize others.
- Learning First – AI supports learning but does not replace it.

Alignment with the FPD Portrait of a Graduate
Appropriate use of Artificial Intelligence should support, not replace, the qualities we seek to cultivate in every FPD graduate. When used wisely, AI can serve as a tool that strengthens student learning and formation in the following ways:

- *A Lifelong Learner*
  AI may support students in developing the knowledge, skills, and habits of mind necessary for academic success, career preparation, and independent lifelong learning by encouraging inquiry, reflection, and evaluation rather than passive consumption.

- *Challenged by the Gospel*
  Students are expected to engage AI through a Biblical worldview and ethic—discerning truth, exercising wisdom, and honoring God in all academic and creative work. Integrity, honesty, and responsibility must guide all AI use.

- *Engaged and Persuasive*
  AI can assist students as they learn to understand, critique, and challenge ideas, but it should never replace original thinking or authentic voice. Students should refine their own ideas, communicate winsomely, and engage thoughtfully with diverse viewpoints while maintaining the integrity of their beliefs.

- *Equipped for Wellness*
  Students should use AI in ways that promote healthy and responsible learning habits, balancing efficiency with perseverance, self-discipline, and personal growth.

- *Self-Aware & Growing*
  AI may help students explore and develop their academic, artistic, and athletic gifts, while requiring them to reflect on their own contributions and recognize areas for growth. Students should be able to clearly articulate how AI supported their learning and what they personally contributed.

- *Sensitive to Others*
  Students should use AI responsibly and ethically, remaining cognizant of its impact on others and the broader community, and using technology in ways that serve, respect, and uplift others.

Expectations by Role:

Students
- Follow the FPD Guidelines for AI Use
- Ask teachers when unsure
- Use AI honestly and responsibly
- Take ownership of learning

Teachers
- Clearly communicate AI expectations for assignments
- Model ethical and effective AI use
- Teach AI literacy, discernment, and citation
- Design assessments that value thinking and process

Parents & Guardians
- Encourage responsible technology use at home
- Discuss integrity and learning with students
- Partner with the school to reinforce expectations

Best Practices for Using AI in Learning
- Always ask: *Does this help me learn, or does it replace learning?*
- Verify facts using trusted sources
- Use AI to support thinking, not avoid it
- Maintain your own voice and ideas
- Always Cite or disclose AI use
- Use discernment rooted in Biblical principles

Middle & High School Guidance

Middle School (Grades 6–8)
Focus: Developing discernment and responsibility: AI use may be permitted with clear boundaries provided by the teacher.
Allowed Examples: Study guides generated from class notes and review questions given by teacher; Writing feedback on improving content, but NOT editing support involving grammar and usage (chat logs must be submitted); Research organization.
Not Allowed: Getting AI help with Editing and Revision without teacher permission or guidance; Submitting AI-generated work as final products; Using AI during assessments.

High School (Grades 9–12)
Focus: Ethical leadership and real-world readiness; Increased independence with accountability; Emphasis on citation, evaluation, and ethical use.
Allowed Examples: Research synthesis support; Draft feedback and improvement; Career and college exploration
Not Allowed: Replacing original analysis or thinking; Undisclosed AI use

Teacher Quick-Reference: AI Use by Assignment Type
- **Homework & Practice:** Green or Yellow use permitted with Teacher Permission.
- **Writing Assignments:** Feedback only; revision, editing, and final work must be student-generated.
- **Projects & Presentations:** AI allowed if Teacher guidelines are explicitly followed and cited
- **Assessments:** Red Shield unless explicitly approved