

# **DEERFIELD-WINDSOR**

**Middle/Upper School**

**Student and Parent  
HANDBOOK  
2008-2009**



## **Message from the Headmaster...**

*Dear Parents and Students,*

*The intent of this book is to provide you with information regarding policies, procedures, and educational opportunities on this campus of Deerfield-Windsor School. This handbook is offered because it is important to the Middle/Upper School faculty and staff to provide open and clear communication with parents and students. The policies and procedures contained within have been established to foster the self-respect, self-control, and personal responsibility that are necessary for success within these walls and in the world beyond.*

*As we begin a new school year, I challenge parents and students to maintain the highest goals in personal conduct and academic achievement, and to forge new talents through the numerous athletic, civic, and artistic outlets on campus.*

*It is an exciting time to be part of the DWS family. I look forward to working with you on another successful year.*

*W. T. Henry  
Headmaster*

**Deerfield-Windsor  
Middle/Upper School Campus**

**2500 Nottingham Way  
Albany, GA 31707**

**229-435-1301**

**[www.deerfieldwindsor.com](http://www.deerfieldwindsor.com)**

## Summary of Handbook Changes for 2008-2009

### POLICIES SECTION

#### **Student Dismissal**

A student may be dismissed from DWS if he/she is not considered to be taking advantage of the opportunities of the school or is considered to undermine the mission of the school. Students' academic and behavioral developments are regularly reviewed and poor performances may be cause for dismissal, denial for re-enrollment, or placement on probationary status. A student will be dismissed for a third honor violation, second stealing offense, significant infractions of alcohol or drug policies, conduct that is determined to be counterproductive to the mission of the school, violation of probationary requirements or other situations considered unacceptable by school administration.

*This addition provides a statement on what the school's practice has always been.*

#### **Excessive Absences**

A student who is absent from class 15 (fifteen) school days for other than school related activities during a semester must show unusual circumstances to the Academic Committee to receive credit for course work.

*This change in policy reduces the number of days absent from 20 (twenty) to 15 (fifteen) to provide better accountability on the student's and school's part to better insure for adequate instructional time.*

#### **Technology Acceptable Use Policy**

Consequences for the misuse of telecommunications technologies on or off campus, school or personal accounts, may include restriction of one's network account, loss of one's privileges to use telecommunications technologies, and/or disciplinary action.

*The addition to the technology acceptable use policy was made to cover misuse off campus and/or personal accounts of all telecommunications technologies.*

### ACADEMICS SECTION

#### **Challenged material or methods**

The school annually reviews its curriculum and instruction as part of the overall educational experience. DWS values the diversity among its families and therefore realizes that viewpoints may vary on appropriate materials, methodologies, trips, or other components of the schools curriculum and activities. If a student, or parent, objects to a component of a class, or student life, the parent should contact the instructor for clarification. If satisfaction is not acquired then the parent should contact the academic dean for further inquiries. The school will handle each concern on an individual basis to allow for sensitivity in each situation. However, students are responsible for all grades regarding materials even in the case of an objection by the student or family. The school does not promote any certain political, religious, or philosophical approach but desires to expose its students to appropriate experiences to be successful after graduation.

*This addition provides a statement on what the school's practice has always been.*

#### **Class Rank**

DWS does not publish its class rank and only calculates its class rank for scholarships, specific Senior honors, or outside groups. The class rank is determined by calculating the students' grade point average using the 4.0 scale for each class completed in their high school career. Classes not calculated are

physical education, study hall, and office assistants. An additional quality point (1.0) is awarded for completion of advanced placement courses, and an additional half quality point (0.5) is awarded for completion of an accelerated or advanced course. The following is the grade scale used for the conversion when calculating the class rank:

Grade	GPA	One Quality point weighted GPA
90 – 100	4.0	5.0
80 – 89	3.0	4.0
70 – 79	2.0	3.0
69 and below	0.0	1.0

Grade	GPA	Half Quality point weighted GPA
90 – 100	4.0	4.5
80 – 89	3.0	3.5
70 – 79	2.0	2.5
69 and below	0.0	0.5

*This change in policy provides clarity in how we calculate class rank and how we use class rank. This change establishes a calculation that acknowledges a more rigorous course selection.*

### **Senior Top Honors**

Each graduating class has a Valedictorian and a Salutatorian to be determined by the highest and second highest quality weighted GPA. If two or more students tie for Valedictorian or Salutatorians, the class has co-valedictorians/salutatorians.

*This change in policy accounts for the new calculations of class rank.*

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## THE DEERFIELD-WINDSOR MISSION STATEMENT

*Deerfield-Windsor School exists to inspire in its students  
a passion for learning,  
a commitment to personal integrity,  
and a sense of social responsibility.*

This mission is executed in the following ways:

- We provide a college preparatory education of unsurpassed quality by providing students with individual attention while sustaining a wide range of academic, athletic, and extracurricular activities.
- We support an excellent, dedicated faculty and ensure that these stewards of Deerfield-Windsor's mission are the ablest leaders and teachers.
- We achieve both the power of unity and the stimulation of diversity by attracting students from among the most accomplished and promising young people from a variety of racial, national, religious, and economic backgrounds.
- We affirm our strong belief in the value of a college preparatory education, by preparing our students for the most demanding universities and by equipping them to assume leadership in our society.
- We foster the intellectual and moral development of our students in every area of the School's program by stressing the fundamental values of integrity, honesty, self-discipline, community responsibility, compassion, love of knowledge, and respect for freedom and law.
- We provide the quality facilities necessary to support the best efforts of teachers and students, as we seek to keep the promises of yesterday while fostering the dreams of tomorrow.

### **Deerfield-Windsor School Alma Mater**

*We will cling to Deerfield-Windsor, to memories gathered here.*

*The friendships made will last the years and enrich our lives.*

*Alma Mater, Alma Mater, you will always hold us close.*

*Though the days divide us, we will still be one!*

## I. SCHOOL POLICIES

**ABSENCES** - To gain maximum benefit from the Deerfield-Windsor program, a student must not be absent from school except in the case of an emergency.

**Excessive absences from school can have a detrimental effect on the student's academic progress;** therefore, family trips and medical appointments should be planned during vacations or after school hours. The school asks parents to assist in this matter by not planning trips and other activities at times which conflict with the school's academic program.

The school realizes that dental and medical appointments cannot always be made after school hours; however, parents are urged to make these appointments for after school hours whenever possible. If a student does have to miss school during the school day, he/she should try to make these appointments during a study hall or lunch period. Prior to the appointment, the student must bring a note from home, signed by a parent, indicating the time and nature of the appointment.

Notes must be turned in to the Secretary to the Assistant Headmaster by 8:15 a.m. Any notes after 8:15 a.m. will require parents' confirmation. When checking out for an appointment, students should pick up a Return to School Pass that must be signed by the doctor and returned to the Secretary to the Assistant Headmaster.

Parents who make a request for a special absence, i.e. an educational family trip, college days for Juniors and Seniors, or religious holidays, should contact the Assistant Headmaster or School Counselor (for college days) **at least a week in advance of the absence. College days should be taken by March 31<sup>st</sup>.**

**Students who are absent from school the day prior to and/or the day following a school holiday may be unexcused.**

If such a request is granted, the student will be issued an advance homework request sheet. It is the student's responsibility to show this advance homework sheet to each teacher involved **at least three (3) days prior to the absence.** Each teacher will write class assignments on the sheet and initial it.

The decision about when work is to be made up is left to the discretion of the teacher. Some teachers might require the work before the absence. Any questions concerning this procedure should be addressed to the Assistant Headmaster. Students failing to follow this procedure will receive an unexcused absence and a zero for each class.

When the absence of the student is unexpected, the parents are requested to call the Secretary to the Assistant Headmaster at the Middle/Upper School office between 7:45 – 8:45 a.m. the morning of the absence. If a student wants his or her assignments, parents must request the student's assignments when reporting the absence. All academic assignments are on [www.schoolnotes.com](http://www.schoolnotes.com). If the office has not received a call by 9:00 a.m., a call will be placed to the parents. If contact by phone is not made, an explanation for the absence, written by the parent, must be given to the Secretary to the Assistant Headmaster on the first day the student returns to school.

A student who becomes too ill to remain at school should report to the office. The parents of this student will be called from the office and necessary transportation arrangements will be made at this time. **Arrangements for getting assignments for the remainder of the day should be made by the student before he or she leaves.**

Excused absences are defined as absences resulting from illness, death in the family, school-sponsored activities or educational trips approved by the school's administration. Those absences that are not approved by the school are classified as unexcused. In these cases teachers are not required to make up the work missed with the student. Students will receive a zero on any work for which the teacher records grades for

the classes that the student missed. In the event no grades are taken, the student will receive a zero to be counted as a daily grade. **This zero may not be used as a drop grade.**

Students absent from school may not attend extracurricular activities on the day of the absence without the approval of the school administration. Students not in attendance for at least one-half day (four class periods) will be counted absent for the day and are not eligible to participate in any extracurricular activities on that day. The School Administration will take extenuating circumstances into consideration in the interpretation of this rule.

Absences are a serious hindrance to the academic welfare of a student. A student who is absent an excessive number of days cannot possibly take full advantage of the academic and extracurricular activities offered during the school year.

**A student who is absent from class 15 (fifteen) school days for other than school related activities during a semester must show unusual circumstances to the Academic Committee to receive credit for course work.**

Absence from class ten (10) school days or more for other than school related activities during a semester will make the student ineligible for exemption from semester exams in that class.

**TARDY TO SCHOOL** – A tardy to school is further defined:

- A student who is not in his/her classroom when the bell rings to begin the first class period is tardy to school. If a student is sick, or has a medical appointment, he/she will be excused provided documentation from the doctor's office is presented to the Secretary to the Assistant Headmaster within twenty-four (24) hours of the tardy. **A tardy to school is also a tardy to the student's first period class.**
- Students are allowed four (4) tardies to school per nine weeks without penalty.
- Five (5) tardies to school per nine weeks, a Saturday detention will be required.
- Following seven (7) tardies to school per nine weeks, two 1-hour after school workdays will be required before any participation in extra-curricular activities. The family will be responsible for paying \$10 a day to cover the cost of a supervisor.
- Subsequent to ten (10) tardies to school per nine weeks, a one (1) day suspension will be automatic. In addition, any student with ten (10) or more to school per semester will not be able to exempt any exams that semester.

**TARDY TO CLASS** – A tardy to class is further defined:

- A student not in class when the bell rings to begin that assigned class period is deemed tardy to class. Students are allowed four (4) tardies per nine weeks, unexcused, without penalty.
- On the fifth (5<sup>th</sup>) unexcused tardy, the teacher will assign the appropriate number of demerits (four {4}) for each tardy thereafter.
- Ten (10) unexcused tardies to class during a semester will make the student ineligible for exemption from semester exams in that class.

## DEERFIELD-WINDSOR SCHOOL BELL SCHEDULE FOR 2008 – 2009

### MIDDLE SCHOOL BELL SCHEDULE

Regular Schedule	Aday	Bday	Cday	Dday	Assembly Day Schedule
1 <sup>st</sup> Rot. Prd. 8:15 – 9:05	A	B	C	D	1 <sup>st</sup> Rot. Prd. 8:15 – 8:58
2 <sup>nd</sup> Rot. Prd. 9:09 – 10:02.....	B	C	D	A	Assembly 9:02 – 9:32
	B	C	D	A.....	2 <sup>nd</sup> Rot. Prd. 9:36 – 10:19
Break 10:02 – 10:14	-	-	-	-	Break 10:19 – 10:29
10:18 – 11:08	3	3	3	3	10:33 – 11:16
11:12 – 12:02	4	4	4	4	11:20 – 12:02
Lunch 12:02 – 12:32	-	-	-	-	Lunch 12:02 – 12:32
12:36 – 1:26	5	5	5	5	12:36 – 1:26
3 <sup>rd</sup> Rot. Prd. 1:30 – 2:21	C	D	A	B	3 <sup>rd</sup> Rot. Prd. 1:30 – 2:21
4 <sup>th</sup> Rot. Prd. 2:25 – 3:15	D	A	B	C	4 <sup>th</sup> Rot. Prd. 2:25 – 3:15

### UPPER SCHOOL BELL SCHEDULE

Regular Schedule	Aday	Bday	Cday	Dday	Assembly Day Schedule
1 <sup>st</sup> Rot. Prd. 8:15 – 9:05	A	B	C	D	1 <sup>st</sup> Rot. Prd. 8:15 – 8:58
2 <sup>nd</sup> Rot. Prd. 9:09 – 10:02.....	B	C	D	A	Assembly 9:02 – 9:32
	B	C	D	A.....	2 <sup>nd</sup> Rot. Prd. 9:36 – 10:19
10:06 – 10:56	3	3	3	3	10:23 – 11:06
Break 10:56 – 11:08	-	-	-	-	Break 11:06 – 11:16
11:12 – 12:02	4	4	4	4	11:20 – 12:02
12:06 - 12:56	5	5	5	5	12:06 – 12:56
Lunch 12:56 – 1:26	-	-	-	-	Lunch 12:56 – 1:26
3 <sup>rd</sup> Rot. Prd. 1:30 – 2:21	C	D	A	B	3 <sup>rd</sup> Rot. Prd. 1:30 – 2:21
4 <sup>th</sup> Rot. Prd. 2:25 – 3:15	D	A	B	C	4 <sup>th</sup> Rot. Prd. 2:25 – 3:15

### MIDDLE/UPPER SCHOOL 20-MINUTE PEP RALLY SCHEDULE

3<sup>rd</sup> Rot. Prd. 1:30 – 2:11  
 4<sup>th</sup> Rot. Prd. 2:15 – 2:55  
 Pep Rally 2:55 – 3:15

**MAKE-UP WORK – A student must accept the responsibility for making up work missed during an absence.** Unless a teacher specified otherwise, a student normally will be allowed the same number of days to complete the work missed as the number of days absent when the absence is due to illness or a death in the family. **The student should notify the teacher(s) the day he/she returns to make arrangements for make-up work.**

In cases of extended absence, the student's parents should consult the Assistant Headmaster to arrange the best method for the student to make up the work missed.

When a student is absent, assignments may be picked up at the end of the school day. Parents must request the student's assignments when reporting the absence. Assignments may be picked up on that day after 3:15 p.m. at Ms. A.J. Ward's desk in the Administrative Wing. All academic assignments are on [www.schoolnotes.com](http://www.schoolnotes.com)

**PARKING AND DRIVING – All students who drive cars to school must park their cars off the street in the school parking lots. Spaces will be reserved for seniors, class officers, and Student Council officers during the school day. Sophomore and junior drivers are to park in the Friar Tuck Parking lot. Cars are not to be parked on any drive at any time.**

Students are not to park on the stadium side of the school, as these spaces are reserved for faculty and staff. All student-driven vehicles must be registered with the Middle/Upper School office. Speeding and reckless driving on the campus will not be tolerated. No one is to be in the parking lot except when arriving or departing. Students are not to loiter in any parking lot during the school day, including break and lunch time.

Carpool and student parking are as follows:

- 6<sup>th</sup> grade – horseshoe drive between the east side of the school and the football stadium
- 7<sup>th</sup> & 8<sup>th</sup> grades – entrance to the Henry Gym
- 9<sup>th</sup> through 11<sup>th</sup> grades – North parking lot on Friar Tuck (enter through Grace Gym). The gate at the Friar Tuck parking lot will be locked at 9:15 a.m. Any student arriving after that time should park in the Nottingham Way parking lot.
- Seniors – Nottingham Way parking lot

**LEAVING CAMPUS – Under no circumstances may any student (except seniors who maintain their off campus privilege) leave campus without first receiving permission from Administration.**

The student must check out before leaving school, and check in upon returning to school with the Administrative Assistant.

**PARENTS VISITING CAMPUS** - In an effort to minimize class distraction and to enhance the learning experience for our students, parents are to check in at the Headmaster's office area for any assistance in delivering messages or items. **PARENTS, PLEASE DO NOT GO TO ANY OF THE CLASSROOMS!**

**ASSEMBLIES** - During the school year Deerfield-Windsor students will be exposed to a variety of assembly programs, some of educational value and some merely for entertainment. As a matter of courtesy, students should exhibit their best manners when visitors are on our campus. Assembly participants deserve special consideration for taking their time to meet and share ideas and talents with our young people.

**FOOD POLICY – Deerfield-Windsor is equipped with an up-to-date cafeteria that provides a nutritious food service for students, and the school provides the best service possible for the most reasonable prices. Students, however, may bring lunches prepared at home. No one is to bring food purchased from outside sources onto the campus for lunch.**

Soft drink and snack machines are not to be used during lunch or between classes. In addition, no food or drink should be taken out of the cafeteria during lunch or at breaks. Students, however, may bring breakfast to school from outside sources provided they are eaten only in the cafeteria.

## **TELEPHONES**

- Telephones are provided in convenient locations for the use of all students. The free telephones are provided for the benefit of the students and proper treatment of them is expected.
- All Administrative Office telephones are not for student use; however, a telephone located at the Secretary to the Assistant Headmaster's desk can be used by students, when it becomes necessary to call parents.
- **Cell Phones** – Students' cell phones should not be seen, or on, during school hours (8:00 a.m. – 3:15 p.m.). Any cell phone violation will result in the phone being given to the Dean of Students. Students may collect their cell phones at the end of the school day.
- Students guilty of cell phone violations will receive six demerits.

## **SAFETY PROCEDURES:**

**FIRE DRILL PROCEDURE FOR ALL FACULTY, STAFF AND STUDENTS** – When the fire alarm buzzer sounds, students and teachers are to exit the building as quickly as possible and proceed to their designated areas, the football field, the parking lot on the west side, or the north side parking lot as seen on the following diagram.

Students should assemble at their designated area with their classroom teacher (the one whose class they are in at the time of the alarm). Teachers should make sure that they have accounted for each student in their classes. Before leaving, teachers should check their rooms and make sure that no valuables are left behind and that all windows and doors are closed.

When outside, teachers should remain with their groups in order to maintain order. When the "all-clear" bell is sounded, teachers should accompany the students back to their classrooms and resume work. Everyone must remain on campus until the all-clear signal is given.

## **TORNADO ALERT PROCEDURE FOR FACULTY, STAFF, AND STUDENTS**

The office of civil defense will notify the school if a tornado is heading for the Albany area. There will be sufficient time for students to go to a safe place. Given below is the plan all teachers and students should follow when the tornado alert sounds.

**The signal will be five (5) or more short rings of the bell.**

- Rooms 1, 2, & 3 – Go to the Learning Support Center
- Rooms 4, 10, 11, 16, 17, 27, 28, 100, 101, 102, 103, 104, 105, 106, and 107 – Go into the hallway – sit facing the inner wall
- Rooms 7 and 8 – Go to the Senior Lounge
- Room 9 – Go into the counselor’s office
- Room 12 – Go into the hallway that leads to the Administrative Wing.
- Room 13 – Go to room 14
- Room 14 – Stay in your classroom
- Room 15 – Go into the Hallway that leads to the Administrative Wing.
- Room 18 – Stay in your classroom
- Room 19 – Go to room 18
- Room 20 – Stay in your classroom
- Room 21 – Go to room 18
- Room 22 – Go to room 20
- Room 23 – Stay in your classroom
- Room 24 – Stay in your classroom
- Room 25 – Go to room 23
- Room 26 – Stay in your classroom
- Room 30 – Go to the hallway between your room and the cafeteria – sit facing the gym wall
- Modular Units – Go to the hallway of the new gym
- Senior Lounge – Stay in the lounge
- Business Manager – Stay where you are
- Business Office Area – Stay where you are
- Weight Room – Go to the end of the room closest to the training room
- Band Room / Chorus / P.E. classes – Go to the central dressing room
- Old Gym – Go to the hallway of the new gym
- New Gym – Go to the hallway of the new gym
- Cafeteria – Go to the hallway between cafeteria and room 30 – sit facing the gym wall
- Middle/Upper School Director’s Office Suite – Go to the Registrar’s office
- Guidance Center – Stay where you are
- Dean of Students / Athletic Director – Stay where you are
- Headmaster’s Office Suite – Go to the hallway that leads to the Administrative Wing
- Media Center – Go to the hallway by the Middle/Upper School Director’s Office
- Lecture Hall – Stay where you are
- Teachers’ work area / Office area – Stay where you are

**Note: Avoid sitting under skylights. When students reach assigned area, the attending teacher should check his/her roll, assuring that all students are present and accounted for. No running in the halls! Remain calm. Sit quietly in the assigned areas.**

CONTACT THE SCHOOL OFFICE FOR A  
FIRE DRILL DIAGRAM

## SCHOOL POSITION REGARDING ALCOHOL, DRUGS, AND TOBACCO

Deerfield-Windsor School is gravely concerned about the welfare of our students as individuals and also the welfare of our school. We feel that the use of alcohol, drugs and tobacco interferes with the intellectual, social and physical development of students and also undermines the morale of the school environment. It is against the law in Georgia for persons under 21 years of age to purchase, possess, transport, or consume alcoholic beverages, including wine and beer.

### ALCOHOL:

- The possession or use of alcoholic beverages on the DWS campus is strictly forbidden.
- Being in possession of, **being in your vehicle**, under the influence of, using, or providing alcoholic beverages at school functions or on school trips, no matter where they are held, is strictly forbidden.
- Students who violate this policy will receive **at least a one-day suspension from school**.
- The school reserves the right to **discipline**, and to **expel**, any student whose use of alcoholic beverages **reflects in any negative way on the school no matter where or when such use should occur**. Reports to the school from parents, police, public establishments such as restaurants and hotels, and officials from other schools concerning behavior involving the use of alcohol would most assuredly reflect negatively on the school; and students will be disciplined accordingly.
- The school believes that parents should be at home when their children entertain, be available during a party, and be aware of its progress until it ends.
- The school believes that serving of alcoholic beverages to guests under the age of 21 years, or allowing such guests to consume alcoholic beverages in one's home, is irresponsible and may create a liability in the case of accident or injury involving such guests or others. Because consumption of alcohol of those under age 21 and serving alcohol to those under age 21 is illegal, DWS unequivocally condemns this practice. Families who sponsor student gatherings where alcohol is provided or permitted may be separated from the school.
- If a student who is a member of any extra-curricular activity currently involved in its season should be guilty of breaking the aforementioned school policies, the student would be reported to the Director of Athletics or extra-curricular sponsor and will be removed from participation in such activity for a period of time, which may well include the entire season. To maintain fairness and consistency, each case will be individually handled by the Assistant Headmaster, The Director of Athletics or sponsor in consultation with the Headmaster. This penalty is in addition to whatever measures the disciplinary arm of the school may require. This rule applies whether or not school is in session (e.g. during spring break) and whether the incident occurs on campus.

The term **season** refers to the period beginning with the first official day on which an organization assembles for its practice and ending with the last game or performance of the school year (tournament or otherwise).

### TOBACCO:

The possession or use of tobacco products on the DWS campus or at school activities is strictly forbidden.

In an effort to show concern for our students and make a statement concerning the School's position on alcohol, drugs, and tobacco, the following guidelines were adopted by the DWS Board of Trustees in 1997:

### CONSENT STATEMENT:

I acknowledge and agree that as a condition of my child's enrollment, or continued enrollment at Deerfield-Windsor, the school may require my child to undergo testing in the form of urinalysis, blood sampling or other detection procedures at the discretion of school officials if there is a reasonable suspicion of violating the following drug and alcohol policy of the school. **The following circumstances could constitute reasonable suspicion:**

- *Uncharacteristic* physical appearance on campus or at school sponsored activities.
- *Uncharacteristic* behavior such as sleeping, aggressiveness, radical mood swings, slurring of speech or consistently failing to comply with school rules on campus or at school sponsored activities.
- *Uncharacteristic* pattern of deteriorating academic performance.

**Should a test for illegal drugs/alcohol be warranted, the Headmaster or other designated school official will:**

- Notify the parent or guardian;
- Require the student to be tested at a certified laboratory that day under the supervision of a school official;
- Make every effort to return the student to the normal school environment until the test results are received.

**The results will be reported directly to the school. The entire process will be kept as confidential as possible. If the test is positive, the student may return to DWS under the following conditions:**

- The student agrees to satisfactorily complete a minimum of forty (40) hours of community service approved by the Dean of Students;
- The student may not represent the school in any capacity until the community service requirement is satisfactorily completed;
- The student will choose a counselor from among the members of the DWS faculty to whom the student will report on a regular basis.
- The student will remain on disciplinary probation for the remainder of the student's time at Deerfield-Windsor, and any serious infraction involving drugs or alcohol may result in dismissal from school;
- The student is subject to random, unannounced testing, with or without grounds for suspicion. I understand that all costs of such testing will be the responsibility of the parent(s) or guardian(s).
- The student may have senior privileges withdrawn.

**A SECOND** positive test for *illegal drugs* will result in immediate dismissal from DWS.

**DEALING, DISTRIBUTING, OR POSSESSING** *illegal drugs* on campus or at a school-sponsored event shall result in immediate dismissal and a report to law enforcement.

**CONVICTION** involving *illegal drugs* in a court of law will result in the application of the DWS policy in accordance with the offense. Conviction for dealing or distributing will result in dismissal.

*All information received through substance abuse testing is confidential but may be used as evidence when the information is relevant to the student's academic, athletic, or extra-curricular activities.*

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**MARRIED OR PREGNANT STUDENTS** – Married or pregnant students will not be accepted. If students marry during the academic year, both students shall be required to withdraw. If a student becomes pregnant during the academic year, she shall withdraw. If the boy responsible for fathering a child is a student at Deerfield-Windsor School, he shall be required to withdraw from school.

Deerfield-Windsor School will not accept students who have children.

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**TECHNOLOGY ACCEPTABLE USE POLICY** for Middle and Upper School Students, Faculty and Staff, and Administration for the **2008 – 2009 School Year**.

The following *Technology Acceptable Use Policy* provides certain guidelines for Students, Faculty and Staff, and Administration on the ethical uses of telecommunications technologies at Deerfield-Windsor School. These Guidelines apply to all telephones, video, radio, computer network, and Internet uses.

- **Deerfield-Windsor faculty, staff, and students are responsible for all material posted from their accounts.** Users must employ a password and may not allow others to use their passwords or their accounts. No pseudonym or anonymous messages may be sent. Students should not join in chats unless they have a teacher's permission to do so as a part of legitimate class activities. Users should not give out personal information over the Internet and are encouraged to bring any questions that concern them about messages to an administrator or teacher.
- **Assessing the accounts and files of others is prohibited.** This rule protects all users on the Deerfield-Windsor School data, video, and voice networks and applies to all networks in general. Users are expected to make no effort to bypass systems and procedures that protect individual user's material. Taking advantage of another user who inadvertently leaves a computer without logging out is no different from entering an unlocked room or car, reading a personal letter, or destroying someone's personal property.
- **Attempting to subvert network security, impair network function, or bypass a restriction is prohibited.** Users are to respect the need for security and confidentiality of electronic material. The school will have information stored electronically that is not open to the public and/or limited to certain users. Users are to make no efforts to bypass security systems and/or gain access to information to which they have no rights.
- **Improper use or distribution of information is prohibited.** All materials obtained through research on the telecommunications networks and then used in academic work are to be properly documented. There shall be no copyright violations. If there are any questions about what constituted a violation, consult with a media specialist, teacher, or a member of the technology support staff.
- **Using the Deerfield-Windsor School networks and their content for personal political and/or personal commercial purposes or in the support of illegal activities is prohibited.** The School maintains all telecommunication networks for academic purposes and for school-related and personal communication. If in doubt about whether a particular activity is acceptable, see the Director of Media or the Director of Technology.
- **School rules and disciplinary procedures regarding behavior such as hazing, harassment, and plagiarism are applicable to network users.** The network includes all School telecommunications technologies that are available to users from inside and outside the school. Users may be held accountable for their actions while off-campus and thus for material posted while off-campus. Users who are unsure of what constitutes appropriate behavior should consult the Student Conduct section of this handbook. Delicate or difficult communications should take place face-to-face.
- **All telecommunications network users should be aware that some of the material on the Internet is pornographic or otherwise objectionable.** School network users will not access information of this sort (pornographic material, vulgarity, gambling, militant extremist, etc.). As with other material available in print or on television, parents should review their expectations with their children.
- **School networks, including all voice, video, and data lines, are the property of the School.** Deerfield-Windsor School will, to the extent possible, respect privacy of all account holders on the network. However, the School is responsible for investigating possible violations and for enforcing School rules governing the network. School network users should keep in mind that the School reserves the right to monitor any information stored or transmitted over the School's networks.

Consequences for the misuse of telecommunications technologies on or off campus, school or personal accounts, may include restriction of one's network account, loss of one's privileges to use telecommunications technologies, and/or disciplinary action. State and federal laws also apply to certain activities involving telecommunications technologies.

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I have read the Deerfield-Windsor School Technology Acceptable use Policy. I understand that the telecommunications resources are designed to support the educational processes of Deerfield-Windsor School. I understand that the purpose of this document is to clarify the School's expectations for use of its telecommunications resources.

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Student Name \_\_\_\_\_ Grade \_\_\_\_\_  
(Please print)

Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Name \_\_\_\_\_  
(Please print)

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

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**STUDENT DISMISSAL** – A student may be dismissed from DWS if he/she is not considered to be taking advantage of the opportunities of the school or is considered to undermine the mission of the school. Students' academic and behavioral developments are regularly reviewed and poor performances may be cause for dismissal, denial for re-enrollment, or placement of probationary status. A student will be dismissed for a third honor violation, second stealing offense, significant infractions of alcohol or drug policies, conduct that is determined to be counterproductive to the mission of the school, violation of probationary requirements or other situations considered unacceptable by school administration.

## II. STUDENT CONDUCT

**BASIC PRINCIPLES** – Deerfield-Windsor School assumes that its students enter with a serious purpose. Ideally, a student's own conscience and common sense is a sufficient guide to proper conduct; however, practically speaking, we must have certain regulations regarding conduct.

We strongly endorse freedom, but it must be understood that freedom does not mean complete liberty to do as an individual wishes, regardless of the effect of his/her actions upon others. Whenever we live in a community with others, we must sacrifice certain individual freedoms in the interest of the group.

**DISCIPLINE** – Deerfield-Windsor students are expected to conduct themselves as ladies and gentlemen at all times. The ideal community is one where courtesy and mutual respect prevail. Obscene or vulgar language reflects poorly on the individual and the institution he/she represents. Acts of disrespect and vandalism directed at other schools will not be tolerated.

**DEMERITS** – A teacher who deems it necessary to report a student for a general rule violation should use a demerit slip and should have the student sign the slip at the time the action is being taken. The slip, with a full description and explanation of the incident and recommended demerits, is then turned in to the Dean of Students who approves the number of demerits the student will receive.

The first five (5) demerits a student receives each semester will not result in penalty. Each demerit a student receives following the fifth one, during a semester, **will result in loss of break for two (2) days.**

If a student receives twelve (12) demerits in a given semester, the Dean of Students will notify the student's parents. Also, the student will be assigned a Saturday detention if he accumulates twelve (12) demerits in a semester. Every twelve (12) demerits thereafter will result in an additional Saturday of detention. Saturday detention is held from 8:00 am to 12:00 noon as needed. During a Saturday detention students will be closely monitored and will be expected to participate in a planned academic exercise or work detail. The student will be given an option of two (2) dates in which to serve one (1) day of Saturday detention. Each student will be charged a fee of \$20 to cover the costs incurred as a result of the detention.

Students who accumulate as many as forty (40) demerits during the school year will be placed on Disciplinary Probation for the following year. Juniors who accumulate thirty (30) or more demerits during the school year will automatically lose their senior privileges for the first nine weeks of their senior year.

A student on Disciplinary Probation should understand that the school expects his/her conduct to show significant improvement. If the student continues to display the type of conduct that placed him/her on disciplinary probation, he/she will receive appropriate disciplinary action. In extreme cases, this action could be dismissal.

There is no place in the Deerfield-Windsor School accelerated program for misbehavior that compromises the rights of other students to learn. Teachers do not have time for students who resist their instructional efforts or those who attempt to disrupt the orderly procedures of the class. Students who persist in activities of this nature are subject to dismissal.

It is not possible to anticipate, nor is it feasible to list all the infractions of discipline that may occur.

Students are expected to be familiar with the absent and tardy policies, general regulations, etc. Judgment will be exercised by faculty and administration in the handling of discipline systems. Additional violations or combinations of violations can result in detention, suspension, or expulsion.

**STUDENT SUSPENSIONS – If a student is suspended from school, the student will receive an automatic one-point reduction from the nine weeks average in each academic class for each day suspended. The student will be expected to turn in all work missed on the first day back to school. The student should promptly make arrangements with teachers to take any test(s) missed. The student is ineligible for extra-curricular participation on the days of the suspension.**

The following is a guideline for the administration of discipline, but it is not to be considered definitive.

								<u># of Demerits</u>
	Failure to follow instructions	-	-	-	-	-	-	2
	Disruption of class	-	-	-	-	-	-	3 – 6
	Dress code violation	-	-	-	-	-	-	4
	Eating in class, gyms, hallways, or library	-	-	-	-	-	-	4
	Purchasing items from vending machines during school hours (other than break)	-	-	-	-	-	-	4
	Gum chewing (Middle School)	-	-	-	-	-	-	4
*	Late to class	-	-	-	-	-	-	4
**	Leaving campus without permission	-	-	-	-	-	-	5 – 10
	Profanity	-	-	-	-	-	-	5 – 12
	Defacing school property	-	-	-	-	-	-	5 – 12
	Hazing	-	-	-	-	-	-	5 – 12
	Cell phone violation	-	-	-	-	-	-	6
	Unexcused absence from class	-	-	-	-	-	-	6
**	Disrespect or discourtesy to a teacher	-	-	-	-	-	-	6 – 12
	Using tobacco on campus or at a school function	-	-	-	-	-	-	12
***	Fighting	-	-	-	-	-	-	10 – 15

**NOTE:**

- \* See Tardies
- \*\* Could result in suspension
- \*\*\* One day of Saturday detention in addition to demerits. Upper School students will be suspended at least 1 day.

At the end of each semester, each student’s grade report will show the number of demerits that a student has received. The semester conduct grade scale is as follows:

<u>Demerits</u>	<u>Conduct Grade</u>
0 – 10	A
11 – 20	B
21 – 30	C
OVER 31	F

**MAJOR INFRACTIONS** – Major infractions are reviewed by either the Honor Committee or the Discipline Committee, depending upon the nature of the offense.

- The **Discipline Committee** includes the Headmaster, Assistant Headmaster, and Dean of Students.
- The **Honor Committee**, which is composed of three (3) faculty members, four (4) students (one junior and one senior chosen by the faculty and one junior and one senior chosen by their classmates), and is chaired by the Dean of Students, reviews cases dealing with lying and cheating.

The **first offense** usually involves an “F” in deportment in the class the infraction occurred, a “0” on the assignment, **and a reduction of five (5) points from the nine weeks average in the class the infraction occurred.**

A **second offense** during a student’s enrollment in the upper school will result in a three- (3) day suspension, an “F” in deportment in the class the infraction occurred, a “0” on the assignment, and a reduction of five (5) points from the nine weeks average in the class the infraction occurred.

A **third violation** during a student’s enrollment at DWS will result in dismissal.

*Any student guilty of an honor violation is ineligible for the Beta Club.*

- Students at Deerfield-Windsor School should enjoy the security of their personal belongings without fear of theft. In order to preserve this secure environment, the following guidelines will be in effect:

First offense of theft - three (3) days suspension

Second offense of theft - cause for dismissal from Deerfield-Windsor School

**DRESS CODE** – Concern for personal appearance is an indication of self-respect and of courtesy toward others. The essentials are cleanliness and neatness in dress and grooming. Deerfield-Windsor expects each student to live up to these ideals concerning his or her personal appearance. It is the responsibility of the parents to make sure that their children adhere to the dress code guidelines of Deerfield-Windsor School. Current fashion trends and fads do not dictate the student dress code.

At extra-curricular activities students and their guests should be attired neatly and in good taste. Clothing should be appropriate for the occasion.

#### GIRLS CLOTHING THAT IS NOT ACCEPTABLE:

- Skirts, dresses, or shorts that are more than 3” above the knee.
- Jeans that are cut, frayed on the cuff, or that have edges that are disfigured in any manner. Cut jeans must be hemmed.
- Tights, leggings, or exercising attire.
- See-through fabrics or attire that is revealing.
- Under garments that are visible.
- Tank tops, hunting jackets, fatigue jackets and military-type uniforms.
- Flip flops are defined as any shoe that has two (2) straps becoming one (1) strap and fitting between the big toe and second toe, regardless of the material from which they are made. Athletic sandals or shower shoes are not acceptable.
- Hats inside the building.
- Shirts that do not have a seam down each side or do not cover shoulders. In addition, tops that show midriff, are low cut, or display any writing.
- Protest symbols or logos that advertise alcohol, tobacco, or drugs.

#### BOYS CLOTHING THAT IS NOT ACCEPTABLE:

- Shirts without a collar or without sleeves, and shirts that are not tucked in.
- Jeans that are frayed on the cuff, or that have edges that are disfigured in any manner. Cut jeans must be hemmed.

- Tank tops, hunting jackets, fatigue jackets and military-type uniforms.
- Flip flops are defined as any shoe that has two (2) straps becoming one (1) strap and fitting between the big toe and second toe, regardless of the material from which they are made. Athletic sandals or shower shoes are not acceptable.
- Open toed or open heeled shoes – boys’ shoes must be enclosed at the toe and heel.
- Hats are not to be brought inside the building or worn on campus at any time during the school day.
- Earrings.
- Warm-up suits.
- Protest symbols or logos that advertise alcohol, tobacco, or drugs.

**Students who violate the dress code will receive four (4) demerits and must remedy the infraction before returning to class.**

**HAIR STYLE** – Hair must be a reasonable length and must be clean, neat, and well groomed at all times. Boys are expected to be clean-shaven. Extreme hairstyles and coloring, beards, mustaches, or **sideburns below ears** are not allowed. No student will be excused from any classes to get a haircut.

**TATTOOS** – Visible tattoos are prohibited at Deerfield-Windsor School.

**BODY PIERCING** – Body piercing is prohibited at Deerfield-Windsor School.

**LITTERING** – Deerfield-Windsor is proud of its campus and does not appreciate littering. Trash cans are available at various locations on campus and in the building. It is the responsibility of each student not to litter. Students are encouraged to pick up paper and deposit it in the nearest trash can, when necessary.

**WEAPONS – Firearms and knives** – Students and guests should not be in possession of any type of firearms or knives on campus. Possession includes cars, lockers, and book bags. Violation of this policy will result in disciplinary action, which may include suspension or expulsion.

**LOCKERS** – Lockers are issued for the year to students for their convenience. Students are responsible for taking proper care of their lockers. Students should not go into another locker. The school provides locks for student use. Only school issued locks may be used on lockers. Lockers are subject to inspection by the administration at any time.

Students are encouraged not to leave valuables in their lockers. Locks and lockers are school property on loan to the students. Painting, decorating, or otherwise defacing lockers is not permitted.

**CAFETERIA CONDUCT** – Students are expected to display proper manners in the cafeteria at all times. Each student is responsible for clearing his place at the lunch table after eating. Students should not expect to charge food in the cafeteria or to borrow money from the offices.

**JUNIOR PRIVILEGES** – Juniors who meet the following criteria will be given a special privilege instead of their study hall. These juniors will not be required to attend their assigned study hall, but may go to designated areas on campus. Juniors may **NOT** leave campus, or go to either gym, during school hours. Privileges will be reassessed at the beginning of each new nine weeks.

- Maintain an 85 average in all classes
- Have fewer than 10 demerits during a semester

**SENIOR PRIVILEGES** - A privilege is something that must be earned; it is not a guaranteed right. Privileges are given to those who are responsible and are willing to work for the extra benefits that they will

receive. Seniors who meet the following conditions will be given open campus privileges (Open campus means that seniors may leave campus only during study halls or lunch.):

- Having been given no failing grade the preceding grading period
- Having no more than five (5) demerits during each nine-week grading period
- Having received no more than four (4) unexcused tardies to school during each nine-week grading period

Failure to meet these requirements will restrict privileges. Privileges will be restricted as soon as a senior fails to meet the requirements. Seniors with restricted privileges will be assigned to study halls during their free period and will not be permitted to leave campus during lunch while the restrictions are in force.

**INFRACTIONS WHICH COULD CAUSE LOSS OF JUNIOR OR SENIOR PRIVILEGES:**

- Loitering in the hallways during class hours
- Noisy and unruly behavior
- Bringing lunch to other students
- Taking underclassmen off campus during school
- Improper driving and parking
- Suspension - loss of privileges for an indefinite period
- Missing assemblies
- Tardy after being off campus
- Visiting other schools during the school day
- Evidence of smoking while off campus

**NOTE:** The above first offenses will result in a three-day loss of privileges, second offense one-week loss, and third offense for a nine-week period.

Senior privileges are not guaranteed from year to year. If the system does not prove to be effective, it can be discontinued at the discretion of the administration.

**STUDENT LOUNGE** - All seniors and all junior members of the Senior Beta Club may use the student lounge before school, during break, during lunch, and during their free periods. **Lunch purchased outside of school will not be allowed in the lounge. Misuse of this facility will result in the loss of lounge privileges.**

**HALL CONDUCT** - No eating, drinking, or disruptive behavior is permitted in the halls.

**HAZING** - Bullying or hazing of any sort is not acceptable behavior. Students who attempt to intimidate or degrade other students will be subject to disciplinary action.

### **III. ACADEMICS**

**COUNSELING PROGRAM** – Mrs. Betty Lowe, head counselor at DWS, serves students in grades 9 – 12, Mrs. Laura Kinslow for students in grades 6 – 8.

The counseling program includes the planning of each student's academic program from year to year, counseling with students who have personal and/or academic problems, administering the school's testing program, interpersonal skill groups, and volunteer programs. Both counselors are available for counseling with students and parents, and can be reached at the school number 229-435-1301 – ex. 295 for Mrs. Lowe, and Mrs. Kinslow at ex. 250.

**SCHEDULE CHANGES** – Because class schedule and teacher assignments are determined on the basis of information provided during registration the previous spring, students should carefully consider their choices in registering for the following year. Although student selection of electives will be honored to the greatest extent possible, balance in class size and number of requests may preclude granting a first choice in all instances.

With the permission of the Middle/Upper School Counselor, students who wish to drop/add an elective course may do so during the first week of school if room is available in the requested course. All changes must be completed by noon on August 15, 2008 for first semester and noon on January 13, 2009 for second semester.

After the first week of the semester, a student who wishes to change a course must make a request in writing to the Middle/Upper School Counselor, who will meet with the Academic Dean and the student's teacher to determine whether the proposed change is in the student's best interest. Changes are made this late in the semester only under extraordinary circumstance. A student may not drop a yearlong course or change course levels after the eighth week of the first semester.

**GUIDANCE CENTER – COLLEGE AND CAREER GUIDANCE AND COUNSELING** – As a college preparatory school from which essentially all students advance to colleges and universities, a concerted effort is made to provide the best available resources in career and college information. The College Placement Center provides the most current video and computer programs, catalogs, books, view books, Scholarship information, and etc. for easy student access.

A number of college admissions counselors visit our campus during the year to meet with interested students and each fall our school participates in the **PROBE** Fair that makes available about fifty (50) college admissions counselors at the Albany Civic Center.

Most college applications are available in the College Placement Center or students will be assisted in obtaining needed applications. The College Placement Counselor coordinates all college applications. If applying on-line, notify the College Placement Counselor so that transcripts can be forwarded to the school promptly. If application is to be mailed, take it to the College Placement Counselor for completion.

#### **LEARNING SUPPORT CENTER 2008 – 2009**

**Comprehensive Program:** Students with Specific Learning Disabilities and/or Attention Deficit Disorder are assigned to the Learning Center two or more times a week. Middle School students come to the Learning Center during study hall. Cost for Middle School is \$750 per semester.

The Comprehensive program serves students by:

- Structuring study time
- Providing academic tutoring
- Teaching test-taking strategies

- Teaching study strategies
- Managing testing accommodations
- Working with classroom teachers to provide other accommodations
- Interpreting educational evaluations for parents and teachers
- Maintaining communication with classroom teachers
- Providing updates to parents

Each classroom teacher receives a written plan of accommodations prepared by the LSC Director taken from the appropriate recommendations in the evaluations on file. The LSC Director helps the classroom teachers manage the accommodations appropriate for each student.

The LSC Director will solicit input from classroom teachers and report to parents approximately twice each month in a written letter. Contact by phone and e-mail will also be used. Educational evaluations for students in the Comprehensive Program must be kept current (three years) and are kept on file in the office of the LSC Director.

**Academic Tutorial Program:** The Academic Tutorial Program provides subject-specific tutorial assistance for (any) students experiencing academic difficulties. Students meet with the tutor in the Learning Center during a designated time during school, before school, or after school. Fees are charged at the rate of \$20 per session in the Middle School, and will be billed by the Business Office monthly.

**Upper School Program:** Any student enrolled in grade nine will have the opportunity to take advantage of the Comprehensive Program of the Learning Support Center—this involves a three-day a week program prescribed by Mrs. Henry. Proper psychological testing must be within the proper time frame.

If a tutor is needed for a specific subject, the parent will be responsible for acquiring the tutor for after school sessions. Suggestions for tutors may come from Mrs. Henry or Mrs. Lowe in the Counselor's office.

Students in the Upper School, diagnosed as having a learning disability that qualifies them for extended time on tests, will be allowed this accommodation. Documentation must be from a professional source, completed within the last three years, and be on file in the Learning Support Center before this accommodation will be allowed.

**CHALLENGED MATERIAL OR METHODS** – The school annually reviews its curriculum and instruction as part of the overall educational experience. DWS values the diversity among its families and therefore realizes that viewpoints may vary on appropriate materials, methodologies, trips, or other components of the schools curriculum and activities.

If a student, or parent, objects to a component of a class, or student life, the parent should contact the instructor for clarification. If satisfaction is not acquired then the parent should contact the Academic Dean for further inquiries. The school will handle each concern on an individual basis to allow for sensitivity in each situation. However, students are responsible for all grades regarding materials even in the case of an objection by the student or family.

The school does not promote any certain political, religious, or philosophical approach but desires to expose its students to appropriate experiences to be successful after graduation.

**GRADING PERIODS, REPORTING PERIODS, EXAMS** – Deerfield-Windsor operates on a semester system with 18 weeks in each of 2 semesters and a reporting period at the end of each 9 weeks.

- In grades 6 – 8, comprehensive tests in each subject are given at the end of each nine-week period. These tests count 20% of the nine-week grade.

- In grades 9 – 12, comprehensive exams are given in each subject at the end of each eighteen (18) weeks (semester). These exams count 25% of the semester grade.

**UPPER SCHOOL EXAM EXEMPTION POLICY:**

- Students who are taking 5 or more core courses who have 3 A's may exempt 1 exam.
- Students who are taking 5 or more core courses who have 4 A's may exempt 2 exams.
- Students who are taking 6 or more core courses who have 5 A's may exempt 3 exams.
- Core courses are enumerated in the *Student and Parent Handbook* and are NOT classified as non-core electives. Classes taken through Darton College count as a core class but not for exemption purposes.
- Students must have an A in the course they wish to exempt.
- Students with a C or lower in ANY course during a given semester may NOT exempt ANY exam.
- Students who have 10 or more class absences per semester for other than school related activities and documented medical appointments may not exempt the exam in that class.
- Students who have 10 or more tardies to school per semester may not exempt ANY exam that semester.
- Students who have 10 or more unexcused CLASS tardies per semester may NOT exempt the exam in that class.
- Exams in semester courses and AP courses may NOT be exempted.
- Students may exempt an exam in a given course only once during a school year.
- The exam policy for seniors is the same as that for other students for the first semester. However, seniors may exempt exams in any courses in which they have an average of B or better the second semester IF the class absence and school tardy criteria are met. Semester course requirement for graduation may not be exempted (i.e. Speech, Government, Composition).

**TESTING** – The Iowa Test of Basic Skills achievement test will be given to students in grades 6 – 8 on April 15 and 17, 2009.

The PSAT will be given to students in grades 9, 10, and 11 on Wednesday, October 15, 2008. Juniors are required to take the SAT I in the spring of their junior year, and seniors are required to take the SAT I in the fall of their senior year.

Additional information for the SAT and the ACT is available in the Guidance Center.

**GRADE LEVEL CLASSIFICATION** – In order to be considered a member of a designated class, a student must have accumulated the following number of Carnegie Units:

<u>Class</u>	<u>Number of Units</u>
Sophomore	5.0
Junior	11.0
Senior	16.0
Graduation	22.0

**CLASS RANK** – DWS does not publish its class rank and only calculates its class rank for scholarships, specific Senior honors, or outside groups. The class rank is determined by calculating the students' grade point average using the 4.0 scale for each class completed in their high school career. Classes not calculated are physical education, study hall, and office assistants. An additional quality point (1.0) is awarded for completion of advanced placement courses, and an additional half quality point (0.5) is awarded for completion of an accelerated or advanced course. The following is the grade scale used for the conversion when calculating the class rank:

Grade	GPA	One Quality Point Weighted GPA
90 – 100	4.0	5.0
80 – 89	3.0	4.0
70 – 79	2.0	3.0
69 and below	0.0	1.0

Grade	GPA	Half Quality Point Weighted GPA
90 – 100	4.0	4.5
80 – 89	3.0	3.5
70 – 79	2.0	2.5
69 and below	0.0	0.5

**GRADING SYSTEM AND THE WEIGHTING OF GRADES** – Numerical grades for academic subjects will appear on the report cards.

90 – 100	=	A
80 – 89	=	B
70 – 79	=	C
below 70	=	F

Accelerated courses will receive a weight of three points on the semester average. For example a grade of 87 will convert to 90 when the semester average is calculated and recorded on the grade report. An additional .5 is added to GPA for averages of 101 – 104. The following courses are accelerated:

English I/AC	Geometry 9/AC	Chemistry /AC
English II/AC	Algebra II 10/AC	Biology /AC
English III/AC	Pre-Calculus 11/AC	

Placement into these accelerated courses depends on departmental requirements:

- In Math, eligibility is based on standardized test scores, academic performance in the previous year (B or better), and consent of the members of the math department.
- In English, eligibility is based on PSAT scores, Iowa Test of Basic Skills scores, a writing evaluation, academic performance the previous year, and teacher evaluation.
- In Science, eligibility is based on academic performance the previous year, Math background, and teacher evaluation. It is important for one to understand that a student may not choose to be in an accelerated course; he must meet the criteria set forth by the department concerned.

Advanced courses will also receive a 3 point weight on the semester average, and include:

French IV	Latin IV	Calculus	Senior Chemistry
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Advanced Placement courses will receive a five- (5) point weight on the semester average. The following courses are AP:

AP Junior Composition	AP Senior English	AP Studio Art
AP United States Government and Politics	AP United States History	
AP Physics	AP Biology	
AP Calculus /AB	AP Spanish Language	

Students enrolled in these courses are required to take the Advanced Placement exams in May. The cost of each exam is \$82. Unless instructed to do otherwise, parents will be billed for the exams.

**ADVANCED PLACEMENT** – The Advanced Placement (AP) Program is a cooperative educational endeavor of the College Board. Based on the fact that many young people can, with profit and delight, complete college-level studies while still in high school, it represents a desire of schools and colleges to foster such experiences.

The program is national in scope and serves three groups: students who wish to pursue college-level work while still in high school, schools that desire to offer such opportunities, and colleges that encourage and recognize such achievement. The high schools provide supplemental instruction in certain courses that they offer based on course descriptions provided by the College Board.

The College Board offers standardized examinations in the various subject areas and colleges award credit on the basis of student scores on these examinations.

Beginning in August 2007, the College Board requires all schools that offer Advanced Placement classes to meet certain criteria outlined by the College Board. This process includes submitting the course syllabus, examples of assignments, summary of evaluations, descriptions of classroom activities, and pacing for the course. All of DWS advanced placement courses have been approved by the College Board.

## **SCHOLARSHIPS**

**Honor Scholarships** - Deerfield-Windsor School, in order to identify, attract, and reward those students in the greater Albany area who have achieved distinction in academics, demonstrated worthy character traits, and have shown potential for leadership, awards two Honor Scholarships. The Honor Scholarship Program is held annually, usually in March, with the scholarships being awarded following the decision of the Scholarship Committee.

The scholarship is renewable for each of the succeeding two years for the sixth grade student and two or three years for the ninth or tenth grade student long as the students maintain commendable academic and deportment records. The specific stipulations with respect to the scholarship are:

- All candidates must be nominated by someone other than self or parents.
- All candidates must be currently enrolled in the fifth, eighth or ninth grade at the time the application is made.
- No candidate may be a present or former student of Deerfield-Windsor or a sibling of a former Honor Scholarship recipient.
- All candidates must present themselves for academic testing and personal interviews at the specified date and time.
- The scholarships are awarded on the basis of academic potential, academic achievement, personal qualities, and other areas of talent.
- The scholarships are based on the merit of the students, not the need of the family.
- The scholarships are for the sixth, ninth or tenth grade, but may be renewed annually upon satisfactory progress in all areas of school life.
- The final decision regarding winners is made by a committee of faculty/staff.

**Promise Scholarship** - Two (2) Promise Scholarships are awarded yearly to students who have been enrolled at Deerfield-Windsor for at least one (1) full year. These are one-half tuition scholarships based upon academic achievement, leadership and potential. These scholarships are awarded following the decision of the Scholarship Committee.

**Charles William Fussell Scholarship** - Charles Fussell graduated from Deerfield-Windsor in 1981. He died at a very young age in 2003. Friends and family have established this scholarship to be given each year to a rising eleventh grade student who exemplifies many of Charles' qualities and characteristics.

**Toby Royal Harris Scholarship** - This scholarship is given in memory of Mrs. Toby Royal Harris by her son, Jay Harris, a 1986 graduate of Deerfield-Windsor School. The objective of the scholarship is to support a quality student from a single parent household throughout his/her school career at DWS. The grant covers seventy-five percent of tuition and registration fee each year.

**Ken Allen Rodgers Scholarship** - Ken Allen Rodgers graduated from Deerfield-Windsor in 1976. He died while attending college. To perpetuate his memory, his friends each year give a scholarship to a rising Deerfield-Windsor senior who exemplifies Ken's spirit and personality. Through this award, the spirit, energy, and friendliness that Ken reflected will not be forgotten, but will be perpetually renewed by the examples of the recipients of this scholarship.

**HONOR ROLL** – At the end of the first and third nine weeks and at the end of each semester, there will be two honor lists published. They are as follows:

- Students who made all A's during the nine weeks period or semester just ended;
- Students who made no grade below B during the nine weeks period or semester just ended.
- **School department grades below a B will void honor roll status.**

**SENIOR TOP HONORS** – Valedictory, Salutatory, and Four-Year Honor Graduates are considered to be honors. Each graduating class has a Valedictorian and a Salutatorian to be determined by the highest and second highest quality weighted GPA. If two or more students tie for Valedictorian or Salutatorian, the class has co-valedictorians/salutatorians.

To be in contention for top honors at graduation, a student must have been a student at DWS for at least two years or four semesters.

A Senior will be designated a Four-Year Honor Graduate if he/she has been a student at DWS for at least two (2) years of high school and who has a cumulative numerical average of 90.00 or better in academic courses for his/her four (4) years of high school (no rounding at this point).

**END OF YEAR HONORS AND AWARDS** – The following awards are given at Honors' Day Programs:

- **President's Education Awards** – The President's Education Awards are made to seniors who have maintained a 3.7 grade-point average or better for their four (4) years in Upper School and scored at the 80<sup>th</sup> percentile or better on a nationally standardized test. The President's Education Awards are presented to eighth grade students who have maintained a 3.7 or better grade point average for grades six, seven, and eight and scored at the 80<sup>th</sup> percentile or above on the ITBS battery of tests.
- **Headmaster's Award** – Awards are presented to students in grades 6-12 who have all A's in academic subjects. Consideration is given for grades earned the first semester and the first nine-week grading period in the second semester. Advanced Placement grades will be weighted at the end of the third nine-week period. In addition, a student must have an A in conduct for each class.
- **Hugh B. Haston Citizenship Award** – Mr. Haston was the beloved custodian of Deerfield-Windsor for a number of years. In his memory this award is presented annually to a sixth grade student who, like Mr. Haston, is considerate, helpful, kind, friendly, and cooperative.
- **DAR Good Citizenship Award** – Each year the Daughters of the American Revolution present to a student in grades six, seven, and eight a DAR Good Citizen ship Award. These students are chosen by the Middle School faculty for possessing honor, service, courage, leadership, good sportsmanship, and patriotism.

- **DAR Good Citizen** – DAR presents a good citizen award to a member of the senior class. The criteria are as follows: Honor, service, courage, leadership, good sportsmanship, and patriotism.
- **Ronald H. Griffeth Performing Arts Award** – The Ronald H. Griffeth Performing Arts Award is given to a Deerfield-Windsor student who has exceptional talent and commitment to the performing arts while maintaining the highest level of academic success. The qualifications are as follows:

\*Involved with three of the following during high school career

1. Cast member in 1-Act Play
2. Cast member in spring musical
3. Grand girls or friends
4. Speaker at region debate tournament
5. Participant in a performing arts area at region literary

\*Two of these must be accomplished during senior year

\*Recipient must exhibit leadership and citizenship

\*The recipient is the student in this group with the highest GPA

- **Key Club Scholarship** – Before her death in 1999, Mrs. Thomas C. Lackland, Jr. gave a scholarship in memory of her husband who founded the first Key Club in Albany, Georgia. This memorial scholarship is continued by the Vic Sullivan family on behalf of Mr. Lackland. The criteria for this scholarship are service and leadership by an active member of the DWS Key Club.
- **Beta Club Scholarship** – Each year the Deerfield-Windsor chapter of the National Beta Club gives a scholarship to a deserving graduating senior to be used to help defray college expenses. The money for the scholarship is raised through the efforts of the members of the Beta Club by sponsoring such events as the Miss DWS Pageant.
- **Susan B. Farkas Award** – The Susan B. Farkas Award is given in her loving memory for the number of years she served as the chair of the performing arts department. The Susan B. Farkas Award is given to the Deerfield-Windsor graduating senior who has exemplified the commitment to excellence in performing arts that Mrs. Farkas dedicated her life. This selection, made by the literary committee, is presented to the senior who has had a leading role in at least two productions, and who has demonstrated leadership, scholastic success, and a love for the performing arts.

**GRADUATION AWARDS** – These awards are presented at graduation:

- **Senior Awards for Outstanding Academic Achievement** – Each year a graduating senior is recognized for outstanding achievement in the following five subject areas: English, Mathematics, Science, Social Studies, and Foreign Language. These awards are based on the students' performance throughout their high school careers.
- **Senior Award for Outstanding Art Achievement** – Each year a graduating senior is recognized for outstanding achievement in Art. This award is based on the student's accumulative performance throughout their four years in high school.
- **The Graham Lowe Award** – Since the first Deerfield School graduation in 1969, the Graham Lowe Award has been presented to the outstanding graduate in each class. The basis for the selection of the recipient of this award is academic record, character, leadership, and extracurricular activities.
- **The Russell L. Grace, Jr. Service Award** – The Russell L. Grace, Jr. Service Award is presented to a member of the graduating senior class who contributed to all areas of school life, including

extracurricular activities, spirit, and his/her participation in school events; and has shown a genuine interest in DWS.

**GRADUATION REQUIREMENTS** - A minimum of twenty-two (22) units is currently required for graduation from Deerfield-Windsor; a unit is the equivalent of one academic year of study in a subject. *In addition, 55 volunteer hours are required under the Noble Knights in Service program (see at bottom of page).* The specific course requirements that must be completed are:

- English 5.0 units
- Mathematics 4.0 units, including Algebra I, Algebra II and Geometry or higher (in grades 9 – 12)
- Social Studies 3.0 units, including World History, U. S. History, and Government, and ½ unit elective
- Science 3.0 units, including Physics, Biology, and Chemistry
- Foreign Language 2.0 units in the same language
- Physical Education 1.0 unit
- Peer Leadership .5 unit
- Speech .5 unit

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Total required	19.0
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Electives	3.0
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TOTAL	22.0 * units
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\* Of the 22 units required for graduation, 19 must be in core curriculum courses. Students are required to take 6 subjects each year, 5 of which must be core elective courses. One exception is a senior taking four AP classes who may have an academic study hall and one other elective.

Non-core elective classes are:	Competition Math	Introduction to Art	Band
	Yearbook Business	Yearbook Literary	Debate
	Office Assistant	Physical Education	Study Hall

**TRANSFER CREDITS** – A student, who transfers to DWS from an institution not accredited by the Southern Association of Colleges and Schools, or its regional counterpart, must take a mastery test for all courses that are graduation requirements. The test will be graded on a pass or fail bases and will not count towards the student’s grade point average.

**SUMMER COURSES** – If a student’s yearly average in a required course is not passing, the course must be made up. A course may be made up in a summer course of special study as outlined by the faculty and approved by the Headmaster or Assistant Headmaster. Any summer work must have the approval of the Headmaster or Assistant Headmaster to obtain credit toward graduation. No new course may be taken in summer school for credit toward graduation. Students may earn only 1.5 carnegie units during a summer.

**ACADEMIC PROBATION** - Students with a numerical average of 70 or below for a given semester will be placed on academic probation for the next semester.

**NOBLE KNIGHTS IN SERVICE TOGETHER** - Volunteer service became an official part of the curriculum that began with the year 2000. DWS believes that a part of becoming a mature adult involves developing responsibility, commitment, and a sense of community. The purpose of the Noble Knights

Volunteer Service Program is to foster these valuable qualities as a part of each student's preparation for college. This program is felt to provide direct fulfillment of the DWS Statement of Philosophy. Service is defined as work done for and benefit conferred on another, an act of kindness.

Each student entering 10<sup>th</sup> grade is encouraged to design his or her personal plan of volunteer service to complete the graduation requirement of fifty-five (55) hours. Students may choose to work individually or collectively through clubs and advisory classes.

Students are provided information through the Counselor's Office about opportunities at organizations already established as qualifying locations. To determine if a particular site or agency will qualify for this program please check with the Counselor. Volunteering is not necessarily the same as serving the community. Simply working without payment does not qualify. Students may not serve within a family member's employment, business or source of income. The program is intended to reach above and beyond any normal church commitments.

Fund raising to earn community service will be limited to time spent in service as opposed to the amount of money raised. Students are to address agreements with an organization as a work contract.

All hours of volunteer service are subject to approval of the Volunteer Service Coordinator, Mrs. Betty Lowe, Counselor.

Program Requirements are:

- In three (3) years of Upper School each student must accumulate fifty-five (55) hours.
- Students in grades 10 – 11 must complete twenty (20) hours each year and seniors must complete fifteen (15) hours of service.
- Students may work ahead, but not fall behind the yearly requirements.
- Hours must be submitted on Volunteer Service forms and signed by a the supervisor or sponsor.
- Hours accumulated become part of a student's final transcript.
- The deadline for receiving credit for services rendered during the preceding summer and the current school year is May 1<sup>st</sup>.

**HONOR SYSTEM** – Deerfield-Windsor operates under an honor system. This simply means that whatever work a student says is theirs should be theirs and no one else's, and that another person's property, no matter how small or how large it may be in value, is held inviolate. The Honor Code expresses the ideal of an agreement that implies faith and trust in each other. It also expresses an attitude against violation of that faith and trust. Each student will be expected to sign the following pledge:

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I, \_\_\_\_\_, pledge on my honor as a Deerfield-Windsor student not to accept or give any help whatsoever in class or out of class in reference to the work required of me. I shall not lie, steal, cheat, forge another's name or commit plagiarism in any form.

SIGNED \_\_\_\_\_ DATE \_\_\_\_\_

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A student who copies another student's homework has cheated himself of a learning experience. Students should do their own homework, and not work in groups unless instructed to do so by the teacher. A student should assume that each homework assignment may be graded.

**SUMMER READING PROGRAM** – Each middle school student must read the required novels from a provided list available in the Middle/Upper School Business Office, the DWS website, at local bookstores, and at public library branches. These requirements will be evaluated by objective testing and by writing assignments early in the school year. Upper School students in grades 9, 10, 11, and 12 each have a required

summer reading list, and evaluation for these grades will also take place through an assignment during the summer or/and early in the school year.

**JOINT ENROLLMENT PROGRAM AND ACCEL PROGRAM** – These are exist so qualified high school seniors may enroll in college while still in high school. The criteria for doing follows:

- A student participating in the ACCEL program must:
  - Have a minimum SAT score of 970
  - Have a minimum GPA of 3.0 (academic)
  - Be a junior or senior at DWS in the year of joint enrollment
- A course taken through joint enrollment cannot replace a required course for graduation at DWS.
- The schedule of any course taken through joint enrollment must be compatible with the student's schedule of classes at DWS.
- The student must take five (5) academic courses at Deerfield-Windsor and be on schedule to complete graduation requirements.
- A course taken through joint enrollment cannot duplicate a course offered at DWS. Questions concerning duplicity should be directed to the administration for a ruling.
- The guidance counselor, prior to opening day registration at DWS, must approve all candidates for joint enrollment. It is in the best interest of the student to plan ahead and look at scheduling possibilities.
- Students who take a college course before or after school hours should notify the guidance counselor and obtain approval before enrollment. The guidelines for these students will be the same as for those who enroll during the school day. Violation of this procedure could result in putting graduation from Deerfield-Windsor School in jeopardy.

**NOTE:** Advance Placement courses and certain advanced courses offered at Deerfield-Windsor School give students the opportunity to attain college credit and/or placement through testing. Those students who are ambitious and who work hard can save time and tuition costs at the college level. DWS is committed to excellence in college preparation for its students.

**MEDIA CENTER** – Any material leaving the media center must be checked out using the proper process. Books are usually checked out for a two-week period. Each day after that, a student is fined \$.50 per day for overdue materials. When a student checks out material from the media center, he/she accepts the responsibility for returning the materials in good condition. If books or other items are lost or damaged, the student will be charged a replacement fee for the item. Each student entering the media center must have an individual pass stating his/her purpose for being there.

**SUMMER COURSES** – If a student's yearly average in a required course is not passing, the course must be made up. A course may be made up in a summer course of special study as outlined by the faculty and approved by the Headmaster or Assistant Headmaster. Any summer work must have the approval of the Headmaster or Assistant Headmaster to obtain credit toward graduation. No new course may be taken in summer school for credit toward graduation. Students may earn only 1.5 Carnegie units during a summer.

**THE MIDDLE SCHOOL EXPERIENCE:**

- **Rock Eagle** – Broadening our curriculum into the out-of-doors is the objective of our sixth grade Rock Eagle experience. Journeying to Rock Eagle State Park near Eatonton, Georgia, students learn to apply science, writing, art, math, and other classroom skills to the environment during this three-day trip. Confidence building skills and group/personal relationship skills are also incorporated into the curriculum. The trip is planned for September 22 – 24, 2008.
- **Educational Spring Trip** – Each middle school grade takes a trip in the spring that provides a quality educational experience. Since our nation is rich in its historical offerings, the destinations

will vary in time and distance from year to year.

- **Human Awareness Course** – Augmenting our curriculum at the Middle School level is our program aimed at two important issues – human sexuality and drug awareness. A group of 8-10 hour sessions targeted to the sixth, seventh and eighth grade levels, but touching other upper levels, these classes are taught by various community professionals including physicians, R.N.'s, public health officials, family therapists and alcohol and drug counselors.

**TIP** – Each year Duke University conducts a Talent Identification Program (TIP) in sixteen southern states. The purpose of the program is to identify academically gifted students in the seventh grade, recognize them, and offer some the opportunity to participate in the summer enrichment programs at Duke.

To be eligible for the program a seventh grader must score at least in the 97<sup>th</sup> percentile on national norms on an acceptable standardized test in either math or verbal or composite scores.

#### IV. COURSE DESCRIPTIONS

The following list of courses is subdivided by academic department; each course is one year in length unless otherwise noted. Upper School courses required for graduation in grades 9-12 are also noted. Middle School courses listed are taken by all students. Information on the lower school curriculum may be found in the Lower School Parents Handbook.

#### ART

Middle School Art – Students will become skilled at using a variety of art tools and learn to express themselves in their own personal style. They will study and apply concepts of major artists through research and visual works. Middle school art is divided into three days of art and two days of study hall in a week. The course is considered for one semester and renewed for the second semester.

Art (Grades 9 – 12) – Students review elements and principles of design with major emphasis on further exploration of composition and media. The student is introduced to more advanced printmaking and various techniques of three-dimensional works.

Fine Arts – Seniors who are interested in majoring in art or related fields plan and execute special projects that are worked out between teacher and student.

American Art Appreciation (core elective) – This semester course features the history of art in America from Native American Art to the Late 20<sup>th</sup> Century. There are nine chronological sections with slide viewing and hands-on projects.

General Studio Art (core elective) – This semester course is using new Teacher and Student textbooks along with a new DVD set called The Visual Experience. Studio Projects are based on using the Elements of Art and the Principles of Design. Friday Projects are based on the Artists' Styles, History and Techniques.

AP Studio 2-D Design Art (core elective) – Design involves purposeful, college-level decision-making using the elements and principles of art in an integrative way. In the 2-D Design Portfolio, students should demonstrate an understanding of design principles as applied to a two-dimensional surface. Three completed sections are required for the portfolio during a two-semester course: Quality, Concentration, and Breadth. Five Qualities, 12 Concentrations and 12 Breadths are evaluated and graded by The AP Studio Art Program at The College Board.

#### COMPUTER TECHNOLOGY

Deerfield-Windsor School integrates technology into the curriculum. The Microsoft Office software, which includes Word, PowerPoint, Publisher, and Excel programs, are used in classes on a daily basis. Inspiration, a concept-based program, and many subject-based software programs also are included.

The Internet and Galileo, a huge database, are useful for many different types of research. Keyboarding skills are reviewed with the sixth and seventh graders. Typing textbooks and the Type to Learn program are used in the review.

Deerfield-Windsor's adopted research paper design, MLA, is taught at the eighth and ninth grade levels. Other technology available includes the use of scanners, digital cameras, projectors, and iPods.

## ENGLISH

Reading (Grade 6) – This course uses a literature text as well as numerous novels. It is designed to encompass vocabulary, creative writing, poetry, and field trips that encourage an appreciation for a variety of literary works. Literary research is integrated with computer technology wherever possible.

The Accelerated Reader program is used to create optimal measurable growth by helping students become independent, self-directed readers and learners while developing critical and analytical thinking skills. Students will find reading is fun and will develop a lasting love of reading.

English (Grade 6) – English grammar in grade 6 includes an intensive study of grammar, mechanics, and usage rules. Application of these skills is practiced through the use of exercises, testing, and writing assignments. Computer technology is integrated throughout the course.

English (Grade 7) – This course encompasses the study of English grammar usage and the mechanics of writing. Additional activities include vocabulary study and writing. Writing activities begin with reviewing the development of the paragraph while expanding to longer compositions.

AC English (Grade 7) – This course encompasses the accelerated study of English grammar usage and the mechanics of writing, designed to challenge the student with above-average composition skills. Additional activities include vocabulary study and writing. Writing activities begin with reviewing the development of the paragraph while expanding to longer compositions.

Literature (Grade 7) – This course is designed to encourage an appreciation for a variety of literature through the study of short stories, plays, classics, essays, articles, and novels. Students write compositions in relation to literature read.

AC Literature (Grade 7) – This course is an introduction to the formal study of literature, designed to challenge the student with above-average reading comprehension skills. Students read a variety of short stories, plays, classics, essays, articles, and novels; they write compositions in relation to literature read.

In sixth and seventh grades, the Accelerated Reader program and Reading Renaissance principles are used to create optimal, measurable growth by helping students become independent, self-directed readers and learners while developing critical and analytical thinking skills.

English (Grade 8) – English grammar in grade 8 includes the study of usage and mechanics of writing. English grammar rules are mastered through application and practice. Additional activities include vocabulary study and writing. Writing activities include creative writing and essay with writing, revising, and publishing using the computer.

AC English (Grade 8) – AC English 8 is a course which requires above average grammar skills. English rules are mastered through application and practice. It includes the study of usage and mechanics. Additional activities include vocabulary study and writing. Writing activities include creative writing, essays, and a short research paper.

Literature (Grade 8) – This course encourages students to mature as independent readers. Reading assignments include novels, non-fiction, short stories, poetry, and one Shakespearean play. Students practice close reading of the various texts while they develop critical and analytical thinking skills. Vocabulary and composition skills are learned as students respond to their reading assignments. Writing assignments emphasize organization, mechanics, and content.

AC Literature (Grade 8) – This course is designed for the student who has shown above average reading comprehension and writing skills. Reading assignments include novels, non-fiction, short stories, poetry, and one Shakespearean play. Additional novels and creative project assignments challenge the critical and analytical thinking skills of the more independent reader. Vocabulary and composition skills are practiced as students respond to their reading assignments. Writing assignments emphasize organization, mechanics, and analytical content.

Place in AC English and AC Literature classes: Eligibility is based on the Iowa Test of Basic Skills, a writing evaluation, academic performance the previous year, and teacher evaluation. An AC student is expected to be self-motivated and able to work independently.

English I (Grade 9, required) – This course provides for the exploration of various forms of literature, including the short story, poetry, one Shakespearean play, and various selected novels. In addition, this course aims at mastery of the fundamentals of grammar. Composition and vocabulary skills are developed throughout the course. A research paper is required. Computer Technology integrated when possible.

AC English I – This course is a survey of world literature, designed to challenge the student with above average reading comprehension and composition skills. A study of short stories, novels, drama and poetry is included. Writing assignments include a research paper and critical analyses, as well as various creative projects. Computer technology is integrated when possible.

English II (Grade 10, required) – Serving as a survey, this course requires students' examination of literary genres, terminology, critical thinking and composition. While emphasizing those elements comprising fiction, drama, poetry, and argument, the course also seeks to introduce students to those archetypes, symbols and images common to the western literary tradition. Grammar is continued, complimented by the introduction of argumentative composition and advancing vocabulary. A research paper is required.

AC English II – This course is a survey of world literature, intended to complement the study of world history. Students explore texts from the three major genres: fiction, poetry, and drama. The course focuses on how each text employs the genre's conventions and how these conventions are linked to the literary work's historic context. A study of traditional grammar is continued along with development of expository and creative writing and vocabulary skills. Literary study and research are integrated with Computer Technology wherever possible.

English III (Grade 11, required) – This course is centered on the study of American Literature. Students are required to read and think critically, and through essays, projects, creative writing and journaling improve their reading, thinking, and writing skills. In addition to American Literature from the Puritans to the present, students will study Shakespeare's *Hamlet*. Students will research a topic relevant to the central questions of the course, and present their knowledge in a research paper.

AC English III – This course is an accelerated study of American Literature. Students are required to read and think critically, and through essays, projects, creative writing, and journaling improve their reading, thinking, and writing skills. In addition to reading American Literature from the Puritans to the present, students will study Shakespeare's *Hamlet*. Students research a topic relevant to the central questions of the course, and present their knowledge in a term research paper encompassing a variety of writing genres.

Composition I (required, one semester) – This course addresses the writing needs of Junior students as they prepare to take the SAT and write college application essays. Students develop their skills in reading and writing exposition, argument, and persuasion, the dominant writing modes in college work. They also prepare for the SAT, with special emphasis on the newly added writing portion of the exam.

English IV (Grade 12, required) – This course is a survey of the great works of English literature, including their historical contexts and their contributions to the development of thought and language. The course also

emphasizes the refinement of the student's writing skills in essay test taking, research, and varied writing assignments.

Composition II (required, one semester) – This one-semester senior course is based on the principle that writing is life skill based on personal experience, accumulated knowledge, and in-depth critical thinking skills. Writing projects range from the first-person personal narrative to an all-inclusive critical analysis. The focus of the course is to produce writers who are confident in their abilities to communicate and express.

AP Junior Composition – This college-level course emphasizes process writing of personal, expository, argumentative, and synthesis essays. In preparation for the AP English Language and Composition exam, the course also involves critical reading and analysis of rhetorical strategies in prose writing. Grammar and vocabulary are integrated throughout the course.

AP English IV – A comprehensive introduction to British Literature. The course focuses on analytical writing and critical reading and provides the thorough preparation that is necessary for success on the AP English Literature and Composition exam.

Southern Literature (Grades 11 – 12, elective) – This course focuses on Southern writers such as Faulkner, O'Connor, Penn, Warren, McCullers, Hurston, and Welty. Students explore the cultural context of each text in order to discover the common themes and forms of Southern writing.

Debate (Grades 9 – 12, elective) – The debate course strives to develop qualities that will lead to good citizenship and good leadership by creating interest in public affairs and current problems, by learning to analyze questions from two sides, and by recognizing the importance of forceful statements backed by proof. Through work with the current debate topic, the student develops thoroughness in analyzing problems, the ability to express opinions with confidence, and an appreciation of the rights of others. Students from the class participate in debate tournaments and in GISA Region and State Debate Competitions, and become members of the National Forensic League.

Speech (Grade 10, required) – A comprehensive speech course designed to give students practical experience in all of the various forms of speech making. These include impromptu speaking, extemporaneous speaking, original oratory and expository speaking. The object of the course is to help the student become an articulate citizen who enjoys the art of public speaking.

Communications (New Media Journalism (Grades 11 – 12, elective) – This writing-intensive course is designed to provide students with the opportunity to immerse themselves in the applications available through Web 2.0 technology. Publishing opportunities will include, but are not limited to, individual blogs, digital stories, podcasts, and wikis. This course is paperless and will make use of Google Documents, Google Reader and g-mail to facilitate research, communication, and collaboration.

Performing Art Class (Grades 10 – 12, one semester elective) – This semester course is an introduction to theatre with an emphasis on the art and craft of acting. Students develop their skills in speaking, poise, and the interpretation of text and character. In addition, the study of performance enables students to develop their interpersonal communication skills as well as build a positive self-image.

Introduction to Drama (Grades 11 – 12, one semester elective) – This semester course is a study of the evolution of the tragic genre of Dramatic Literature from the Greeks through Modern times. In addition to the study of written text and film adaptations, students will develop their knowledge of drama through participation in hands on class and individual projects.

Introduction to Film Studies (Grades 11 – 12, one semester elective) – The purpose of this course is to teach students how to analyze and interpret film. The course provides students with essential technical vocabulary as well as an understanding of the history and cultural role of film.

## FOREIGN LANGUAGE

Each student is required to have two years of study in one foreign language to fulfill graduation requirements. Latin students take the National Language Exam in the Spring as recommended by the ACL.

French I and II – The goal of these courses is the instruction of effective communication skills. The instructor achieves this goal through teaching, speaking, writing, and reading of the French language. An emphasis on vocabulary building ensures the students' knowledge of the language. In addition, students learn about the French culture through a variety of classroom activities.

French III and IV – Through a consistent review of grammar accompanied by the introduction of new constructions, syntax, and vocabulary, these courses develop greater communication skills and a thorough understanding of French language and culture. French IV includes a Power Point presentation.

Latin I – Students will begin their study of the language, culture, and history of ancient Rome. They will learn grammar, syntax, and vocabulary, and will develop skill in reading and comprehending adapted Latin passages. Students will also read about and study the culture and mythology of the ancient roman world.

Latin II – Students will continue their study of the language, culture, and history of ancient Rome. They will master basic grammar, syntax, and vocabulary, and will develop skill in reading and comprehending more authentic Latin passages. Students will also read about and study the history of ancient Rome.

Latin III – Students will progress beyond the elementary level of reading and understanding Latin literature by refining grammatical skills and mastering different styles of unedited prose through the study of Cicero, Caesar, and Livy. Students will also read literature in translation, thematically analyze relevant films and novels, and be introduced to Latin poetry through the study of Ovid.

Latin IV – As an advanced class, Latin IV introduces the student to the epic poetry of Catullus and Horace, and enables them to read these masterpieces with interest and appreciation in preparation for the AP Latin exam.

History of Greek Culture (Grades 10 – 12, one semester elective) – This semester course presents a survey of Greek civilization from the first appearance of Greek speakers in the Bronze Age through the Roman Period. Students will concentrate on the years from 750-400 BC, looking at the social and political history, mythology, archaeology, literature, art, and architecture and how this period closely relates to influential ideas and institutions (such as democracy) in today's societies.

Roman Civilization (Grades 10 – 12, one semester elective) – This semester course presents a survey of Roman civilization from the earliest settlements on the Palatine through the end of the Imperial period. Through readings, discussions, projects, and appropriate audio-visual materials, students will investigate the dynamic culture that generated Roman architecture, literature, philosophy, and law, as well as the imperial administration and ideas of citizenship that became the basis for future nation-states in the western provinces. The course would not presume a background in the Latin language.

Spanish I – This course introduces the Spanish language and the culture of countries from all areas of the Spanish speaking world, including the United States. Proficiency in the language is encouraged through listening, speaking, reading and writing practice. By interweaving language and culture, the course seeks to broaden students' communication skills while at the same time deepening their appreciation of other cultures.

Spanish II – This course builds on the language skills and cultural appreciation introduced in the Spanish I course. Proficiency in the language is encouraged through listening, speaking, reading and writing practice. By inter weaving language and culture, the course seeks to broaden students' communication skills while at the same time deepening their appreciation of other cultures.

Spanish III – This course continues the development of vocabulary, grammar structures, listening and speaking skills, and reading comprehension. The reading selections are from well-known works of literature and are used to teach the genre of literature as well as the language structure. Art and history are an integral part of this advanced study. In addition, the course is a preparation for the AP Spanish course.

AP Spanish Language – AP Spanish is intended for students who wish to develop proficiency and integrate their language skills using traditional texts for teaching grammar and vocabulary as well as authentic materials and sources. The teacher uses Spanish almost exclusively in class and encourages students to do likewise. The students demonstrate their level of Spanish proficiency through informal writing (notes, letters, Emails), formal writing (interpretive and synthesis essays), listening, speaking (conversational and formal presentation of synthesis of materials), and written grammar practice. They go beyond the mere recollections of facts to a point at which they can use higher order thinking skills and critical thinking. The expectation is that the work be at a college level, since the course is a preparation for the national AP examination administered by the College Board at the end of the year.

## MATHEMATICS

Math (Grade 6) – This course is a discovery of the properties of numbers and shapes, computation and problem solving. Topics covered include operation of whole numbers, fractions and decimals, geometric applications, ratios, percentages, integers, exponents, and metric system.

Pre-Algebra (Grade 7) – A course that is a more in-depth study of concepts learned in Middle School, with emphasis on pre-algebra. Rules, mechanics and computations are stressed to enable the student to be prepared for algebra.

Algebra I (Grade 8, required) – The object of Algebra I is to provide an extensive review of the basic properties of mathematics and an introduction to the operations on algebraic expressions. This includes addition of polynomials, factoring, graphing equations, inequalities, and radicals.

AC Algebra I – A more extensive review of the basic properties of mathematics and the operations on algebraic expressions. This includes polynomials, exponents, graphing, equations, factoring, radicals, word problems, systems of equations and inequalities. Admission to the course is determined based on results of an algebra aptitude test, current grades in math, and other standardized test scores.

Geometry (required) – This course explores the basic concepts of lines, angles, triangles, quadrilaterals, circles, areas of plane figures and solids, volumes of solids, similarities, and an introduction to right triangle trigonometry. The students learn to use the tools of geometry.

AC Geometry – This course covers everything in the regular geometry with more enrichment and problem solving experiences. Prerequisite: A grade of "B" or higher in AC Algebra I.

Algebra II (required) – This course begins with a review of topics covered in Algebra I. The course covers new material on rational expressions and irrational and complex numbers, quadratic equations and functions, and equations and numerical methods.

AC Algebra II – This course covers everything in the regular Algebra II plus conjunctions, disjunctions, further study of functions, direct and inverse variation, using linear systems to solve problems, quadratic relations and some conics and matrices. Prerequisite: A grade of "B" or higher in AC Geometry.

Algebra III – This course builds and expands on the topics covered in Algebra II. Included are equations and inequalities, graphs, functions, exponential and logarithmic functions, systems of equations and inequalities, and probability. It will also include a brief introduction to technical drawing.

Pre-Calculus – This course builds upon and expands on the topics of Algebra III, including functions, complex numbers, and logarithms. It also includes the study of basic trigonometry concepts such as circular function definitions, right triangle trigonometry, trigonometric identities and equations, and applications.

AC Pre-Calculus – This course is designed to prepare a student for AP Calculus. It includes the study of advanced algebra topics such as functions (including exponential and logarithmic functions), complex numbers, and analytic geometry. The course also consists of the study of trigonometry including circular function definitions, right triangle trigonometry, trigonometric identities and equations, and applications. The prerequisite for this course is a grade of “B” or higher in AC Algebra II.

Advanced Calculus – This course begins with a review of graphing techniques, linear models and rates of change, and functions. This is followed by the study of the basic concepts of calculus such as limits, continuity, differentiation, integration, and their applications.

AP Calculus (AB) – This is an Advanced Placement course. This course includes the study of the basic concepts of calculus such as limits and continuity, differentiation and its applications, integration and its applications, logarithmic, exponential and trigonometric functions and the differentiation and integration of each.

**SAT Math (Grades 10 – 12, one semester elective) – This course is designed to develop and improve math test-taking skills. Topics are covered that are not usually covered in a regular math class. These include coordinate geometry, probability, and statistics. An introduction of all math topics will be covered from basic math through trigonometry.**

## MUSIC

Middle School Band (Grades 6 – 8, one semester elective) – Students will be introduced to the basics of modern art music through the means of performance practice on a wind or percussion instrument.

Beginning Band 1 (Grade 9, one semester elective) – Basic skills and concepts will be covered to lay a foundation for successful instrumental performance techniques on wind or percussion instruments. This will include historical and cultural influences, analysis, and appreciation of music.

Beginning Band 2 (Grade 9, one semester elective) – Basic skills and concepts will be enhanced to lay a foundation for successful instrumental performance techniques on wind or percussion instruments. This will include historical and cultural influences, analysis, and appreciation of music.

Intermediate Band 1 (Grade 10, one semester elective) – Technical skills and intermediate concepts will be covered to develop successful instrumental techniques on wind or percussion instruments at level two. This will include historical and cultural influences, analysis and theoretical studies, creative aspects of music, and appreciation of music.

Intermediate Band 2 (Grade 10, one semester elective) – Technical skills and intermediate concepts will be covered to develop successful instrumental techniques on wind or percussion instruments at level three. This will include historical and cultural influences, analysis and theoretical studies, creative aspects of music, and appreciation of music.

Intermediate Band 3 (Grade 11, one semester elective) – Technical skills and intermediate concepts will be covered to develop successful instrumental and reading techniques on wind or percussion instruments at level four. This will include historical and cultural influences, analysis and theoretical studies, creative aspects of music, independence and musical leadership, and appreciation of music.

Intermediate Band 4 (Grade 11, one semester elective) – Technical skills and intermediate concepts will be covered to develop successful instrumental and reading techniques on wind or percussion instruments at level five. This will include historical and cultural influences, analysis and theoretical studies, creative aspects of music, independence and musical leadership, and appreciation of music.

Senior Band 1 (Grade 12, one semester elective) – Advanced skills and concepts will be covered as the student progresses toward becoming a successful performer and reader on wind or percussion instruments at level six. This will include historical and cultural influences, analysis and theoretical studies, creative aspects of music, musical independence and leadership, and appreciation of music. Musical leadership, performance and production skills are introduced.

Senior Band 2 (Grade 12, one semester elective) – Advanced skills and concepts will be covered as the student progresses toward becoming a successful performer and reader on wind or percussion instruments at level six. This will include historical and cultural influences, analysis and theoretical studies, creative aspects of music, musical independence and leadership, and appreciation of music. Musical leadership, performance and production skills are covered in-depth.

Sound Reinforcement (Sound Crew) – Sound Crew is offered as an extracurricular activity in grades 9 – 12. Live and recorded sound techniques will be covered.

## **PHYSICAL EDUCATION**

The Physical Education Department provides instruction in team sports, individual and dual sports, and fitness in Middle and Upper Schools. Team sports include softball, basketball, flag football, soccer, speedball, and volleyball. Individual and dual sports offered include badminton, tennis, track and field, and pickleball. Administration of the American Alliance of Health, and Physical Education and Recreation Test is also a part of the curriculum.

The criteria for grades in the Physical Education Department include attendance, participation, and acquisition of skills. Absences from class affect a student's grade and credit given. In order to receive credit for this class, the student must actively participate in 90% of the activities. This means that students absent and/or not participating due to sickness, injury or failure to remember clothes, in excess of ten (10) days per semester, will not receive credit and must repeat that semester for credit needed.

Absences due to a school function are credited. If an unexpected injury should occur, the student will be immediately be assigned to a study hall.

P. E./Conditioning – This course is designed to develop a student's cardiovascular system, muscular strength, endurance, flexibility, coordination and various sports specific muscular actions. This course is very intense and students should be prepared to work. Athletes are encouraged to register for this course, but the course is not limited to athletes.

P. E./Sports/Fitness & Fun – This course is offered to students in grades 9 through 12 who want to improve skill and understanding of various team sports. Dressing out and participation are vital in the successful completion of this course. Activities are rotated each semester to insure a broad spectrum of team sports.

Mental and Social Health (one semester elective) – This course is offered to students in grades 9 through 12 who wish to understand better the concepts used to maintain healthy habits throughout life.

## SCIENCE

Earth Science (Grade 6) – Earth Science is a blend of many different sciences, including geology, meteorology, oceanography, and astronomy. The processes that shape and change our planet are investigated. Socially relevant issues that affect Earth are explored. The universality of change is a major theme.

Life Science (Grade 7) – This course begins with a study of the methods of science. The compound microscope is utilized extensively as an aid in learning basic structural units of life such as cells, tissues, and organs. This is followed by a study of the kingdoms of living things, including anatomy and physiology. Lab work consists of earthworm, owl pellet, and frog dissection. Collections of plants and insects are made and techniques of collection, identification, and preservation are taught.

Physical Science (Grade 8, required) – This program is based on the study of matter and energy. The course develops skills and knowledge through lecture and lab activities in measurement, motion, classification of matter, compounds, bonding, solutions, chemical reactions, light, sound, heat, electricity and magnetism.

Physics I (Grade 9, required) – Physics I is required of all freshmen and introduces the essential concepts of physics without the rigors of advanced mathematics. However, since students use simple algebraic equations to verify concepts learned, students should have successfully completed or be concurrently enrolled in Algebra I. The purpose of this course is to give students a view of physical reality by introducing them to the central ideas, principles, concepts, and relationships of physics. The student learns through participation and experimentation in the classroom and laboratory experiences. Freshman physics emphasizes qualitative understanding as well as quantitative problem solving.

Biology (Grade 10, required) – Introductory biology places equal emphasis on molecular/cellular biology and organismal biology. The objective of the course is to instill a basic comprehension of life - its unity and diversity, its structure and regulation.

Laboratory work parallels reading and lecture, and includes a six-week lab block on the dissection of the fetal pig. This course is tracked into general biology and accelerated biology. Entrance into the accelerated track is predicated upon the previous year's grades and teacher recommendation.

Accelerated Biology - This course includes the concepts listed for general biology while incorporating additional detail and depth. Accelerated Biology closely resembles a pre-AP Biology course to accommodate those students who wish to take AP Biology as a senior, and also to prepare students for various basic biology courses taught at the college level.

There is an extensive laboratory assignment dissecting the fetal pig. Entrance into this course is predicated upon the previous year's grades and teacher recommendation.

AP Biology – This is a senior level course equivalent of a college introductory biology course taken by biology majors. Upon scoring sufficiently on the AP Examination, some universities may grant appropriate credit for the course, and/or allow the student to take upper-level courses for which biology is a prerequisite.

The demands of AP Biology include additional time outside of class for the completion of laboratory exercises, summer reading assignments, and a rigorous curriculum with a traditional college text. This course offers three (3) general areas of study: Molecules and Cells, Heredity and Evolution, and Organisms and Populations. Students must first successfully complete Accelerated Biology I and Accelerated Chemistry I.

## Chemistry (Required)

General Chemistry – General chemistry emphasizes the importance of chemistry in everyday life as well as its relationship to other areas of study. It develops the concepts in all basic areas including atomic structure, quantum mechanics, the mole principle, chemical bonding, and energy-mass relationships. In addition, units in both organic and nuclear chemistry introduce further areas of study. Chemistry builds skills through problem solving, balancing equations and laboratory techniques.

Accelerated Chemistry – Accelerated chemistry includes all of the concepts and techniques discussed in the general track description; however, this track moves at a faster pace, encompassing a more in-depth study, involving a higher math level, and expecting the student to utilize higher critical thinking skills in accomplishment of these goals.

Advanced Senior Chemistry – This course is elective for students interested in science or engineering as a college major or as a possible career. It carries prerequisites of chemistry, advanced math, and permission of the instructor. This course will include a review and mastery of concepts from first year chemistry and will include qualitative and quantitative analysis, organic chemistry, and some biochemistry, a more in-depth study of chemical kinetics, equilibrium, thermodynamics and electrochemistry.

The last nine weeks of the year will be spent in qualitative analysis of knowns and unknowns. The general unknown final exam **cannot** be exempted.

AP Physics B – AP Physics B is an introductory college-level trigonometry based physics course. Students will be prepared to take the AP Physics B exam which they are required to take. Prerequisites are that the student has completed Pre-calculus or higher with a B average and also have a B average in their previous year's science class.

Topics of study include mechanics, thermodynamics, waves, electricity and magnetism. Laboratory work is an important component of this class. The goal of this class is to provide the students with a physics background, an appreciation of physics in the real world, and to develop further their overall reasoning skills.

Environmental Science (Grade 12, elective) – The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

## SOCIAL STUDIES

**United States History (Grade 6) – This course is a study of American history from the Reconstruction period to modern times. Emphasis will be placed on World Wars I and II, the Depression, the Cold War Era, Civil Rights, and Vietnam.**

Geography (Grade 7) – The purpose of this course is to introduce the student to the science of geography. The student will analyze certain geographic conditions, and deduct means of adapting to the environment. This course begins with the study of Global Cultures and Global Economics and continues with the geography of the individual major continents. The first nine weeks will emphasize regions of the United States.

Western Civilization (Grade 8) – This course is the first half of the study of civilization and history of the Americas, Asia, Africa, and Europe. The study begins with a study of Ancient History with a focus on the

early civilizations of the Nile, Indus, Yellow, and Tigris-Euphrates river valleys and Greece and Rome. The course then flows into the development of Medieval Europe, rising European Kingdoms, and influence of the Catholic Church, the Renaissance, and will end with the Reformation.

Modern World History (Grade 9, required) – This course is the last half of the study begun in the eighth grade. The study will begin with the emergence of strong European monarchies, the French Revolution and the Industrial Revolution. Emphasis at the end of the first semester will be placed on World War I and the Russian Revolution. Second semester course study will include the Great Depression, World War II, and the modern postwar years.

Peer Leadership (Grade 9, required) – This semester course is required for 9<sup>th</sup> graders and is designed to educate students to the ideals of DWS. The class exposes students to topics on honesty, integrity, trustworthiness, responsibility, citizenship, self-discipline, and respect. The students are exposed to several different leadership models to assist in building an independent decision maker.

United States History (Grade 10, general, required) – This course begins with the competition between European nations for the New World, and the ultimate success of the British in America. It will survey the Revolution, the development of early government here, and the emerging status of America as a world power. The growing pains, both domestic and foreign, of the 19<sup>th</sup> century will be explored, and America's emergence as a dominant world power by the 20<sup>th</sup> century will be examined. Changing issues facing America after the World Wars will conclude the course, as it draws students up to the last decade of the 20<sup>th</sup> century.

AP United States History (Grade 10) – The Advanced Placement program in American History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and trials in American History. Students will learn to assess historical materials and weigh the evidence and interpretations presented in historical scholarship.

Government (Grade 11 general, required) – This course includes an in-depth study of the U.S. political system and its inner workings in our government. It involves a general study of various institutions, groups, beliefs, and ideas that constitute U.S. politics.

AP United States Government and Politics (Grade 11, elective) – The course in U.S. Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. politics. Students should become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes.

Psychology (Grades 11 – 12, elective) – This course is a study of the behavior and mental processes. It is designed to introduce the student to the vocabulary, theories, and different methods of application of psychology as a science. Resources from the community and surrounding area are used to make the material meaningful to the student.

Today's World (Grades 10 – 12, elective) – Based on the *Newsweek Magazine* curriculum, this elective course for grades 10 – 12 examines world events as they happen, including American foreign and domestic policies, consumer policies, and environmental issues.

Ethics (Grades 10 – 12, elective) – this semester course involves students in the systematic discovery of “the good,” as it is understood in various cultures. Students are exposed to time-honored virtues such as self-discipline, compassion, honesty, leadership, and responsibility. Students will study meta-ethical issues, such as whether or not there are objective moral values and what relation those values may or may not have to God. Students will be involved in philosophical discussions regarding ethical options (e.g., antinomianism

and utilitarianism), and how those options relate moral issues (e.g., abortion and euthanasia).

Comparative World Religions (Grades 11 – 12, elective) – World Religions is an elective course of study for juniors and seniors. This semester course involves students in the systematic discovery of what the major religions of the world teach, the world views they promote, and the sacred texts they have produced. Students are exposed to the time-honored virtues taught by the religions of the world (e.g., compassion as exemplified in the “golden rule”), as well as the metaphysical framework in which each religion is couched. Students will study the various arguments for and against the existence of God, the immortality of the soul, and the reliability of the purported revelations of the major religious traditions.

Economics (Grades 11-12, elective) – This elective is designed to give the student an understanding of the economics of the individual firm and household. It also emphasizes the role of the government in the economy focusing on such areas as employment, inflation, recession, fiscal policy, monetary policy, national income analysis, and the banking system.

## V. STUDENT ACTIVITIES

The Upper School Student Council encourages students to participate in student government as volunteers. The student body elects an executive council that is comprised of a president, vice-president, secretary-treasurer, and one representative from each homeroom. Each member of the Student Council has a vote.

The Middle School Student Council is somewhat different in that each grade elects its own representative and the officers of the council are elected by and from this group.

### Senior Beta Club

- The **Senior Beta Club** bases its membership on academic achievement, responsibility, leadership and good character. A student must attain a numerical grade of 90 or above in **each** course per semester and an A in school department for each nine weeks in order to receive an invitation for membership and to maintain active membership.

Note: A nine weeks course is treated as a semester course for grade requirements. An honor violation or serious disciplinary infraction at any time in the high school years will constitute permanent dismissal from the club.

A student who is a rising ninth grader and is a Junior Beta Club active member or a transfer from another recognized Beta Club or National Honor Society school chapter will be accepted as a member of the senior club. **A transfer member must notify the Senior Beta Club sponsor at the time of his/her enrollment.**

- **Beta Club Graduate:** A student is recognized as a Beta Club graduate if he/she has been an active member for six of the eight semesters in high school and has no honor violation or serious disciplinary infraction during the high school years.

### Junior Beta Club

- Students in grades six, seven, and eight are eligible for membership in the Junior Beta Club, which is an academic honor society stressing scholarship, character, leadership, and responsibility. Eligibility into the club requires a numerical grade of 90 or above in **ALL** subjects each semester, a department grade of B or higher, no serious disciplinary offense, or a transfer record from another recognized Junior Beta Club or National Honor Society. Academic Probation occurs if the standards mentioned are not met. Active membership is reinstated after one semester if the student has met eligibility requirements.

Recognizing the differences in maturity of students, a member who incurs an honor violation is expelled from active membership for one year. If a student makes his grades for one semester after this time, the violation will be erased and the student may be reinstated into active membership.

If two violations of the honor code are recorded at any time during grades 6-8, a student may not re-enter the Junior Beta Club or receive an invitation to membership.

The Key Club is a student organization of Kiwanis International and functions both as a social and a service club. Membership is open to all students in grades 9-12. Members perform service projects financed by dues and fundraising projects. The objectives of the club are to teach good citizenship and leadership.

The Latin Club is a student organization of the National Latin Society. The club functions both as a social and a service club. Membership is open to students in grades 9 – 12 who are enrolled in Latin. The membership performs service projects financed by fundraising projects.

The Science Club is a student organization, which functions both as a social and a service club. Membership is open to students in grades 9 – 12. The membership performs service projects financed by fundraising projects, and takes an educational trip during the summer.

The Thespian Society is a student organization of the International Thespian Society. The club functions both as a social and a service club. Membership is open to students in grades 9 – 12 who are interested in drama. The membership performs service projects financed by fundraising projects.

Deerfield-Windsor Upper School Writing Group – The writing group will meet twice a month (once only in August and December) to share creative writing, to support each other’s writing habit, and to help each other improve. For each meeting, each member must bring an original piece of writing with ample copies to share with the rest of the group.

In the spring, the group will create a publication, which will include the members’ best work. Non-members may submit their writing for consideration. In January, the group and/or the sponsor will select two devoted members to be editors who will lead the publication process and select pieces for the publication.

Yearbook – Excalibur Literary Staff – This course introduces the theory and practice of journalism including writing, design and photojournalism. The primary purpose of this course is to produce a quality yearbook employing the current standards of high school journalism. Consequently, the other goal of this course is to document the school’s entire population in events and activities throughout a calendar year.

Staff members will be responsible for all of the writing, photography, design planning and layouts for the *Excalibur* yearbook. Staff members will have the opportunity to attend workshops and will learn the proper methods for developing the necessary skills for this publication. While working on this publication, staff members will, hopefully, develop a sense of personal pride and responsibility. Members will learn skills such as time management and perseverance that will help them in future career. This course is one year and may not be withdrawn from at mid-year without prior approval by the teacher.

Yearbook – Excalibur Business Staff – This course introduces students to the business aspect of the yearbook. Staff members will develop skills in advertising layouts, design, and time management, including:

- Selling and designing advertising
- Maintaining complete and accurate financial records
- Designing Senior Tributes and portrait pages

This course is one semester (first semester) but with reapplication students can take it every year.

## **ATHLETICS**

Participating in athletics, whether on an intramural or on an inter-scholastic level, can provide an important part of the student's total education. Teamwork, sacrifice, and dedication to a goal can teach lessons rarely learned in the classroom. Deerfield-Windsor hopes to provide an opportunity for all students who want to participate and enjoy the benefits of competition. We attempt to stimulate fair play, friendly rivalry, and good sportsmanship among contestants, schools, and communities. We will be guided by the GISA Code of Good Behavior.

THE UPPER SCHOOL TEAM SPORTS INCLUDE:

<u>BOYS:</u>	Varsity Football	B-team Football
	Varsity Basketball	B-team Basketball

Varsity Wrestling	
Varsity Tennis	
Varsity Track	
Varsity Golf	
Varsity Baseball	B-team Baseball
Varsity Soccer	B-team Soccer
Swimming	
Cross Country	

<u>GIRLS:</u>	Varsity Softball	B-team Softball
	Varsity Basketball	B-team Basketball
	Varsity Tennis	
	Varsity Track	
	Varsity Soccer	B-team Soccer
	Swimming	
	Cross Country	

THE MIDDLE SCHOOL ATHLETIC PROGRAM (grades 7-8), offers a number of choices to students for participation, and consists of the following sports:

<u>BOYS:</u>	C-team Football	Junior Varsity Cross Country
	C-team Basketball	Junior Varsity Track
	C-team Baseball	Junior Varsity Swimming
	C-Team Wrestling	
	C-team Soccer	

<u>GIRLS:</u>	C-team Basketball	Junior Varsity Cross Country
	C-team Soccer	Junior Varsity Track
	B-team Softball	Junior Varsity Swimming

Special pride is taken in the **Junior League basketball and football programs** which operate with boys and girls teams, grades 4 – 6, competing on an intramural basis.

**SPORTS AWARDS** – These awards are presented at the Sports Assembly held in the spring:

**The C. Z. “Bobo” Webb Memorial Award (Scholar-Athlete Award)** – The Deerfield-Windsor Booster Club annually presents a Scholar-Athlete Award to a graduating senior in memory of “Bobo” Webb. This award is in recognition of Mr. Webb’s enthusiasm and great love, devotion, and contributions to Deerfield-Windsor School. The qualifications are as follows:

- Six (6) athletic letters for a boy or a girl
- Two (2) of these letters must be earned during the senior year
- Recipient must exhibit leadership and citizenship
- The recipient is the student in this group with the highest GPA

**Deerfield-Windsor School Athlete of the Year** – The Deerfield-Windsor School Athlete of the Year shall be that senior boy or girl selected by the coaches as the one who, barring injury, has participated in three (3) varsity sports, excelled to achieve recognition beyond team membership, demonstrated a spirit of cooperation and leadership, and who has proven himself or herself to be scholastically conscientious and socially responsible.

**ACADEMIC COMPETITION** – Just as athletic competition hones the physical skills, academic competition sharpens the intellectual skills. In recognizing this, Deerfield-Windsor commits itself to the support of academic competition.

- Literary competition includes such activities as One-Act Play, Debate, Essay, various oratorical events, Vocal Music, and Piano.
- In addition to literary competition, the school has a Math Team that competes with teams from other schools in GISA (Georgia Independent School Association).
- An Academic Arts Bowl team also represents Deerfield-Windsor in competition.
- At the Middle School level, MATHCOUNTS (grades 7 and 8) provides competition for interested and qualified students.
- A Quiz Bowl team competes in several academic tournaments throughout the year. The team is open to students in grades 9 – 12.

**ACADEMIC ELIGIBILITY FOR EXTRACURRICULAR ACTIVITIES** – Any student who fails two (2) or more subjects for any given semester will be ineligible to participate in all extracurricular activities for the subsequent semester.

Students failing two (2) subjects who are enrolled in seven (7) institutional classes and passes five (5) classes the previous semester if, at the end of the next nine (9) week grading period, be eligible to resume participation again if he/she has a passing average in all subjects.

He/she must then have the permission of the sponsor or the coach, and the Assistant Headmaster, to resume participation in extracurricular activities such as literary events, musical production, Danceline, cheerleading and athletic teams.

## **GISA CODE OF GOOD BEHAVIOR**

### **PREAMBLE**

While the preponderant majority of schools, and all associated with each school, clearly and consistently exhibit appropriate sportsmanship year-in and year-out, it is incumbent upon each to continue to insure that all are aware and attempt to stimulate fair play, friendly rivalry, and good sportsmanship among contestants, schools, and communities. Toward that end-goal, the Georgia Independent School Association provides the following guidelines to help each school attain these goals, especially with respect to establishing norms of exemplary sportsmanlike behavior during all association events.

- All school personnel (i.e. coaches, assistants, students, teachers, fans, etc.) are expected to set a positive example of good sportsmanship by their demeanor, personal example, and leadership at all times.
- Each year (and more often, if necessary) students and all other fans (especially parents) should be informed of what behavior is acceptable and that which is not acceptable during all competitive school events.
- Every student athlete, coach, and official is to be treated with honor, dignity, and respect before, during, and after each athletic or literary event.
- Fans (including students) are encouraged to cheer and applaud the accomplishments of their favorite team. This can be done in so many wholesome ways without the use of profanity or other improper language, harassment, gestures, or other actions which can cause embarrassment to the school.
- When the contest is over, it is over, Period. Any complaints must be filed according to the association rules and regulations.
- It is the host school's responsibility to provide (and insure) that all participants, fans, and officials can attend any event in safety without undue or improper harassment, etc. from opposing school fans, police, etc.
- Persons who do not behave properly (or who have violated this code or have broken laws, etc.) are to be warned and asked to leave the premises (in case of law violations, these matters need to be handled by the security personnel, taking appropriate action as may be deemed necessary).
- Ultimately, the school head is at all times (home and away) totally responsible and accountable for all actions of his/her teams, coaches, students, and fans. With proper leadership, all associated with the school are expected to know and exhibit good sportsmanship, proper acceptable behavior, and manner becoming a host or guest at any event.