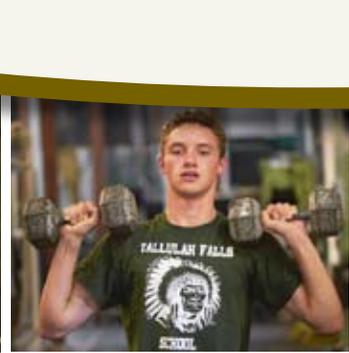
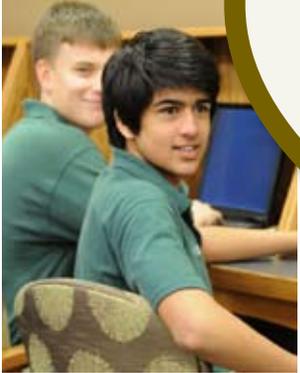


# TALLULAH SCHOOL



# FALLS

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# SAIS DUAL ACCREDITATION SELF-STUDY 2014



**Tallulah Falls School**  
**SAIS/SACS Dual Accreditation**  
*Self-Study 2014*



## **Tallulah Falls School Mission and Core Values**

### **Mission Statement**

Preparing each student to thrive in life by elevating character and intellect in a challenging and diverse college preparatory environment.

### **Core Values**

- Students are at the heart of everything that we do.
- Every student has potential for individual success.
- Education is a lifelong pursuit.
- Community nurtures a strong sense of belonging.
- Leadership and service lead to purposeful lives.
- We are good stewards of our resources.
- Our actions are guided by honesty and integrity.

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# Executive Summary

Since 1909 Tallulah Falls School has strived for excellence. The only way for any school to be consistently excellent over time is to constantly reflect, review, and revise its modus operandi to best fulfill its mission and serve its students. Thus we welcome the accreditation process as another opportunity for introspection with the added benefit of peer review of our school.

The last five years have been a whirlwind of positive change at Tallulah Falls School. Our school campus is almost unrecognizable from five years ago, with our academic complex renovation (scheduled for completion in March of 2014) doubling the size of our upper school academic building, and the 2011 repurposing of The Lodge at Tallulah Falls creating a new, autonomous middle school campus. These expansions of classroom space were necessities, as enrollment has virtually tripled since the 2008-2009 academic year (from 138 students to 412 students currently), largely a result of a growing demand for day student placements. The school has also redoubled its commitment to technology, issuing laptop computers to every student, installing SmartBoards in every classroom, and creating a wireless campus.

The curriculum reflects the vigor required of a serious college preparatory program, and includes ten college credit courses offered on campus through a dual enrollment program with a local college. Students at all grade levels are demonstrating academic growth and achievement and exceed state and national norms on standardized tests. Classroom success is the result of combining highly skilled teachers (about two-thirds have advanced degrees and all are certified in their teaching areas) with highly motivated students in a small class setting (average 15 students per class) where students receive personal attention and are challenged academically. Our dual emphasis on developing our students' intellect and character molds our young people into bright, and caring, future leaders.

The key to the success of any endeavor is planning. This Self-Study has been five years in the making. At the end of our last accreditation visit, a strategic planning committee was formed to create a framework to guide Tallulah Falls School into the future. The resultant Strategic Plan has been forged with invaluable input from all facets of our school community—students, parents, teachers, staff, administrators, our Board of Trustees, alumni, and other stakeholders. The Strategic Plan looks at eight key environments, with goals and results for each: The Learning Environment, The Professional Development Environment, The Enrollment Environment, The Campus Environment, The Outreach Environment, The School Culture Environment, The Stewardship Environment, and The Communication Environment. Success in all of these environments is essential to the accomplishment of our school mission. This Self-Study examines our progress and ongoing efforts in each of these areas. We view the Strategic Plan not as a 'completed' document but as a 'living' document subject to review and revision as needed to provide a continuous, ongoing foundation for institutional improvement.

We hope this document will help you to navigate through the requirements of the Self-Study option. First you will find A Narrative History of Tallulah Falls School, followed by a School Profile, followed by a Blueprint for Success (the Strategic Plan), and finally you will find the compliance document on the Standards and Indicators. We look forward to your visit, and for three days you will be honorary members of our school community, with all of the rights, privileges, and responsibilities that entails. We thank you for your willingness to serve on the visiting committee and for your commitment to independent school education and the peer review process. We are excited to be your hosts and to share in a collaborative partnership that will ultimately make the learning experience at Tallulah Falls School better for all.

Sincerely,



Larry A. Peevy  
President and Head of School

# TFS Seeks Your Assistance with the Following:

## **Technology**

TFS has a strong technology program. We have a 1:1 student laptop initiative for our students. We are currently using online textbooks in some classes, using online programs to complement many of our math classes and numerous other projects. Every classroom at TFS is equipped with a SmartBoard. We are initiating relationships with classrooms in China and Mexico where our students have “dual” classes through Skype. We are ready to explore the next step in the process and would appreciate any input that your committee may be able to give.

## **Student Resource Center**

TFS has a strong student body. We are finding that as we bring in students that have not gone through our Middle School or early Upper School years that we need a way to help them transition into the rigor of the school. A Learning or Student Resource Center may help the school in this process as we seek to meet the needs of all of our students. We would appreciate your thoughts on how to develop our resources so we can assist with their transition.

## **Professional Development**

TFS has experienced exponential growth over the past five years. It has helped us to become the school that we are today. When you combine this growth with the opportunities that are now available in our “Global Community,” we need to be prepared to meet the expanding needs of our student body. Your input in the area of internal staff/professional development (teachers helping teachers) would be appreciated.

## **Campus Globalization**

Move toward a more global campus.



# A Narrative History of Tallulah Falls School

(As told by Mike Dale, Dean of Special Services, with excerpts from *The Light in the Mountains: The Story of Tallulah Falls School* (1975) by Carol Stevens Hancock; *Not By Magic, But by Faith, Courage, and Earnest Work* (1982) by Carol Stevens Hancock; and school newspapers, newsletters, magazines, scrapbooks and other archival materials.)

At the end of the nineteenth century, the town of Tallulah Falls, Georgia, was much like the Charles Dickens novel *A Tale of Two Cities*. To use Dickens' words, "It was the best of times, it was the worst of times..." For visitors who flocked to the town's resort hotels, and for city folks with sufficient wealth to have summer homes here, Tallulah Falls was a haven of unsurpassed beauty. The magnificent Tallulah Gorge and its series of majestic waterfalls were an awe-inspiring and cooling break from the summer heat of the cities—truly the best of times.

But for many local residents, living in isolated log cabins dotting the hillsides and hollows, life was exceedingly hard. On small farms they toiled and sweated to scratch out a meager livelihood from the hilly, rocky, red earth. There was no school for the mountain children, and their prospects for any opportunities beyond their mountain existence were slim—the worst of times, as so much potential was going to waste.

When Mrs. Mary Ann Lipscomb, from Athens, Georgia, came up to Tallulah Falls to her summer cottage in 1905 and became acquainted with some of the mountain children and saw how eager they were to learn to read and write, she felt almost overwhelmed by the seeming impossibility of their achieving this desire. From her porch, she taught an assortment of shy mountain children to read. The mountain children deeply touched her, and she resolved to help them in any way she could.

Mrs. Lipscomb was a woman endowed with great determination, and as president of the Georgia Federation of Women's Clubs (GaFWC), she was also a woman with considerable influence. At the 1906 GaFWC Convention, Mrs. Lipscomb offered a resolution recommending the founding of a school by the Federation at Tallulah Falls. She concluded her resolution by saying: "My sisters, the question for you is not what you are going to get out of the world, but what you are going to give the world." The resolution was unanimously adopted.

On June 30, 1909, the Tallulah Falls Industrial School was formally opened. The school's one building sat on the original five acres of land given to the school by Miss Sarah E. White, whose father was one of the pioneer Tallulah landholders. The first day of school was held on July 12, 1909, as the school opened its doors to the children of Habersham and Rabun Counties. Miss Annie Thrasher of Watkinsville, Georgia, was teacher, and 21 mountain boys and girls eager for learning were the school's first pupils.

Because of the remoteness of the mountain areas the school served and the distances some students had to travel daily to attend the school, a need was seen to build a model home with ample room for the school's teachers and perhaps a dozen pupils. To that end, "Lipscomb House," now known as Lipscomb Cottage, was constructed in 1910 at a cost of \$1,500.

Mrs. Mary Ann Lipscomb served as the school's first director from its inception in 1909 until August of 1914, when poor health forced her to turn over the directorship of the school to Mrs. Lucy Lester Willet. Mrs. Willet was a most able woman placed in a difficult, almost untenable situation: there was, to put it bluntly, no money available even for basic operating expenses. By 1915, Tallulah Falls Industrial School had grown to 96 pupils, 14 of them scholarship pupils, and there was a long waiting list for additional scholarships and places to board.

The 1917-1918 school term brought one catastrophe after another. Mrs. Mary Ann Lipscomb died, leaving all who knew her with a tremendous sense of shock and loss. In April of 1917, the United States entered World War I as a combatant, and the nation's thoughts and energies shifted to the war effort. As a result, the GaFWC Columbus Convention was canceled, and a major source of funding for the school was lost. It was costing \$3,000 a year, \$250 a month, to run the school.

At the April 1918 meeting of the school's executive board, the children of Mary Ann Lipscomb offered a gift of \$5,000, provided that the clubs and friends of the school would raise \$25,000 additional for the endowment fund in the succeeding five years. The challenge was accepted.

Statewide local tax laws enacted in 1919 meant that all Georgia counties would be able to provide their own schools, and in 1920 the state school superintendent recommended "the separation of the public school at Tallulah Falls from the Georgia Federation's Industrial School." The "leading men of Rabun County" insisted that they did not want a school of their own and asked for the privilege of continuing to send their children from Rabun to the school. They offered to pay \$75 a month (about \$1 per child) for the privilege. Their request was granted, and Tallulah Falls School continued to be both a public and private institution for 50 more years (until 1970).

Work was, from the very beginning, an integral part of the curriculum at the Tallulah Falls Industrial School, for two fundamental reasons. First, the school wanted its students to learn practical skills that they could put to use either back at their mountain homes or in the world beyond. Second, the school depended on the crops and livestock which students helped to raise for food, for they could not afford to buy all of the goods necessary to feed a growing school (and growing children). Handwork, basketry, crocheting and woodwork done by students since a former pupil, Eliza Shirley, had joined the staff, were being sold as far away as Washington, D.C.

Mrs. Passie Fenton Ottley assumed directorship of the school in 1922, and she spearheaded the "Greater Tallulah Movement," a two-year campaign for "physical expansion and financial permanence." In 1922-1923 the Mary Ann Lipscomb Endowment Fund reached its goal with \$30,000 raised. A feature of the Greater Tallulah program was the establishment of 25 perpetual scholarships of \$2,000 each. The interest from these would in perpetuity provide annual scholarships. To date, more than 500 perpetual scholarships have been funded.

Old Frank Tallulah, according to Walter Hunnicutt's story *The Legends of Tallulah*, was ridden onto the school grounds in September 1924 by two boys who asked if they could "give the mule to Tallulah for their education?" The deal was gladly accepted, and Frank Tallulah did much of the heavy lifting for several decades, sledding down the big rocks for the new buildings from the slopes of nearby mountains, as well as garden and field work for the school. For several years prior to his death in 1951, Frank Tallulah enjoyed a comfortable retirement as school mascot and adored student companion.

Four Tallulah Falls School Circles were formed in 1927, including the Atlanta Young Matrons' Circle for Tallulah Falls School. The organization, now known as the Circle for Children, continues to provide financial support to Tallulah Falls School today.

The first graduation at Tallulah Falls School took place in 1928. Miss Anne C. Davis, principal, recommended to the Board of Trustees ten students for this recognition, and under the authority of the State of Georgia, high school diplomas were issued.

In 1929, on the twentieth anniversary of the school, Mrs. Ottley detailed the school's growth. It had eleven buildings, 250 acres of land, \$80,000 in invested funds, 265 students, 115 boarders, and was an eleven grade, fully accredited high school.

Mrs. Ida Fitzpatrick, known as the "Duchess of Tallulah," became director and resident trustee of the school in 1932. In 1934, the twenty-fifth anniversary of the school, the senior class sent their first Jubilee gift of \$25 to the school trustees with the suggestion that "all friends of Tallulah make gifts this year in units of 25." Members of the Atlanta Young Matrons' Circle took the seniors' challenge to heart, and they raised \$25,000 for the Jubilee.

In 1934, Arthur Brisbane, described as the "dean of American Journalism," wrote an article about his visit to the Light in the Mountains for his column *Today* which was read by forty million people all over the world. In part it said: "If any man who has let his heart grow hard in the struggle against other men would like to feel as a man

should feel once more before he dies, let him go to that school in the mountains of Georgia and see the children... Emotion you feel as you have not felt for many years, not since the days when life seemed real and everything seemed possible."

Mildred Seydell's story in *The Atlanta Georgian* summed up 25 years of achievements: "The school is called the Light in the Mountains because ignorance is darkness and knowledge is light...A small seed of a dream, it was planted; it prospered. Now, after 25 years, it has blossomed into the blessed beauty of an institution which is training boys and girls into upright, intelligent, happy, healthy men and women."

In 1937 the word "Industrial" was removed from the school's charter. By the 1930s the term "Industrial" had come to be commonly used in the titles of incarceration facilities for youthful offenders, a context totally inappropriate for the Light in the Mountains. For the first time the school officially became known as Tallulah Falls School.

World War II brought with it new challenges, among them the scarcity of fuel and the tightness of money. Many of the "Tallulah boys" entered the service of their country and many, like Lt. Owen Lee Buford, Class of 1939, would never return. Gifts of war bonds came in regularly. It was during the school's Christmas party in 1943 that Mrs. Fitzpatrick announced to everyone that the Treasury Department had decided to name a bomber airplane "Tallulah" in appreciation of the school. A whoop went up, and there was so much excitement the Christmas program was delayed for many minutes. Santa and Christmas gifts couldn't compete with an actual combat aircraft.

Only a few months later, on March 1, 1944, disaster struck. The Willet House, the school's original building and central structure, was destroyed by fire. Fortunately there were no injuries. Work began almost immediately on raising the funds to rebuild, and on December 13, 1946, the new Lucy Lester Willet Community Building was dedicated. Today the Willet Building serves as an administrative office building housing the president's office, business office, IT, communications, and admissions.

By 1952, the school had 130 day students and 118 boarding students from twenty-four counties. The school was accredited by the Southern Association of Colleges and Schools and accredited with quality by the State Board.

In May of 1954, Mr. Kermet J. Harris took over the directorship of Tallulah, a move which resulted in seventeen years of tremendous growth and well being for the school.

Funds for the Cannon Memorial Endowment became available in 1954 through the sale of the Henry Grady Hotel in Atlanta, and a planning committee was formed to guide and advise in the building program for the H.R. and C.R. Cannon Building. Today, the school's academic complex renovation has transformed the original Cannon Building into a state-of-the-art, modern facility more than twice the size of the original structure.

In February 1957, Mrs. Nannie Woodward Westmoreland died, leaving her entire estate to Tallulah Falls School. In her will, she directed the school to construct a native stone dormitory to house approximately seventy-five girls. The Board of Trustees passed a resolution to build the Nannie Woodward Westmoreland Dormitory.

"A Golden Age, A Golden Future" was the theme for the celebration of Tallulah Falls School's fiftieth anniversary in 1959. Margaret Turner wrote a series of articles in *The Atlanta Journal-Constitution*, and the June-July issue of *Georgia Magazine* carried a spread on the school written by Ann E. Lewis. It was also during the fiftieth anniversary celebration that the H.R. and C.R. Cannon School Building and the Nannie Woodward Westmoreland Dormitory were dedicated.

In 1961, Tallulah Falls School received a special honor as it was recognized as one of thirty-five outstanding small high schools in the United States. It was the only school in Georgia to be so honored. It was also during this year that construction began on the Ida Fitzpatrick Dormitory for boys, which was completed in 1963.

Beginning with the 1970-1971 school year, after much correspondence and planning with the State Board of Education, Tallulah Falls School became a privately chartered institution and no longer accepted public funds for its operation. For accreditation reasons, the school discontinued grades one through seven.

Dr. Franklin Shumake became president of Tallulah Falls School in 1971. On May 13 of that year, Governor (later President) Jimmy Carter was the keynote speaker for the dedication of the Young Matrons' Circle Building, a multi-use facility including a gymnasium, theater, and music rooms. Also dedicated that day was the Mary Ann Lipscomb Building. The original Lipscomb Cottage, the first dormitory, was restored and served for several years as the president's office as well as the school museum.

The first international students came to Tallulah Falls School during the 1972-1973 school year. Geraldo Celso Menezes and Luiz Garcia, from Brazil, came to the school through the International Fellowship Program. One of the most exciting experiences for the two students was snow, which neither boy had ever seen until they arrived at Tallulah. Today the school has approximately 55 international students from virtually every continent (snowy Antarctica excluded).

The first annual Homecoming Day for Tallulah Falls School was held on Sunday, May 6, 1973. Efforts were made through various media to reach as many of the estimated 20,000 former students as possible. Alumni present at that first homecoming had attended the school from as far back as 1909, when the school was founded. A day of tours, food, and remembrances was enjoyed by all 600 attendees. Homecoming continues to be an annual event held on the first Saturday in May.

The *Light in the Mountains: the Story of Tallulah Falls School*, written by Carol Stevens Hancock, was published in 1975. It was the first comprehensive history of the school, and remains today one of the best sources of information on the school's evolution from 1909 through the early 1970s. A second school history book by Mrs. Hancock, *Not By Magic, But By Faith, Courage, and Earnest Work*, was published in 1982.

"Continuing To Tend The Light" was the theme for the school's seventy-fifth anniversary celebration. TFS students and staff members planted 2,000 dogwood trees on the school campus, many still flourishing today. During Homecoming in 1984, ten Outstanding Former Students were chosen from among those who had attended the school since its beginning in 1909. The Alumni Association continues to honor one or more Outstanding Former Students each year.

*Endeavour* was Tallulah Falls School's winning entry in NASA's Orbiter-Naming Program. In honor of Christa McAuliffe, the school teacher who died in the 1986 *Challenger* accident, Congress directed that the orbiter being built to replace *Challenger* would be named by school children. The nine-student team at Tallulah Falls School named the shuttle *Endeavour* after the vessel used by Captain James Cook in his 18th century sea explorations. More than 6,000 entries were submitted nationally in two divisions, secondary and elementary. Tallulah Falls won on the secondary level. President George Bush presented an award to the Tallulah Falls School students on May 16, 1989, in a ceremony at the White House.

Dr. Charles H. Green, who had served as superintendent of Griffin-Spalding County Schools, Griffin, Georgia, was elected president of Tallulah Falls School, and assumed duties on July 1, 1989.

The new space shuttle *Endeavour* rocketed into the Florida skies at 7:42 p.m. on Thursday, May 7, 1992. That the students, faculty, and staff of Tallulah Falls School should be present for the shuttle's initial launch is only fitting, since a team of students from the school named the orbiter.

A tornado struck Tallulah Falls School shortly after 3 p.m. on Palm Sunday, March 27, 1994, destroying hundreds of trees and several automobiles, but miraculously inflicting no human injuries and causing little damage to campus buildings. Downtown Tallulah Falls received the most damage, with six primary and secondary resi-

dences and two businesses destroyed by the tornado. A group of students from Tallulah Falls School helped area residents clean up in the aftermath of the tornado.

On October 10, 1996, Tallulah Falls School held groundbreaking ceremonies for two new structures: Federation Hall, a new dining facility, and the Lettie Pate Evans Student Center. The school began a capital campaign in order to raise the \$1.5 million needed to complete the \$4 million project.

School uniforms were introduced for the 1997-1998 school year at Tallulah. The school blazer included the crest designed by students the previous year. School uniforms continue to be worn with pride today.

“A Proud Past – A Promising Future” was the theme for the school’s ninetieth anniversary celebration in 1999. During Homecoming that year Federation Hall and the Lettie Pate Evans Student Center were dedicated. Federation Hall was named in honor of the GaFWC, who had founded the school in 1909. The new student center was named in honor of Mrs. Lettie Pate Evans, a lifelong friend of Tallulah Falls School and the school’s largest benefactor. When Mrs. Evans died in 1953, she directed that 10 percent of the earnings on her estate would go to Tallulah Falls School each year. The funds, administered through the Lettie Pate Evans Foundation, amounted to more than \$6.5 million in a recent year.

In 2007, Larry A. Peevy was appointed president and head of school by the Board of Trustees. With a solid background in college administration, as well as classroom teaching experience and boarding school experience, Mr. Peevy was uniquely qualified to lead Tallulah Falls School. His first task was to determine the state of the school, and working closely with faculty, staff, administrators, students, and parents, he implemented a SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats). From this analysis, a clearly defined college preparatory mission evolved, and from that unifying mission all other successes have flowed: “Our mission is to prepare each student to thrive in life by elevating character and intellect in a challenging and diverse college preparatory environment.”

Not wasting any time, Mr. Peevy set about a reorganization of facilities in 2007, giving the middle school its own separate area and identity, in the Cannon Academic Building by adding three new classrooms in the industrial arts shop area and using the original shop classroom as a fourth classroom. Renovation of both upper school science labs was completed, and industrial arts moved into an adjacent facility previously used by plant services. These facilities upgrades were literally the tip of the iceberg of changes to come in the not-so-distant future.

The 100th anniversary of Tallulah Falls School, in 2009, was a year-long celebration involving present and past students, faculty, and staff; GaFWC members; supporters; and surrounding local and state leaders. A special event was planned for each month. Highlights included an International Dinner honoring the school’s students; a Business After Hours celebration bringing to the campus members of the Habersham County and Rabun County Chambers of Commerce; a special 100th anniversary presentation at the GaFWC Convention in Augusta; and the Centennial Finale during Homecoming including a Centennial Dance followed by fireworks. It was a time for remembrance and renewed pride in being part of a close-knit school community that has flourished for more than a century.

It is challenging to express all that has happened at Tallulah Falls School since 2009 when the school last received dual accreditation from the Southern Association of Colleges and Schools (SACS) and the Southern Association of Independent Schools (SAIS). Facilities, curriculum, information technology, enrollment, athletics, and student life have all taken quantum leaps forward in a few short years, far faster than our five-year strategic plan could have ever foreseen. The synergy between all of these facets working together as one has resulted in rapid, positive change. The whole truly is greater than the sum of its parts.

In terms of facilities, the school’s \$8 million upper school academic complex renovation project remains on schedule for completion in March of 2014. The renovation has added a new third floor to the academic complex

with an additional 18,000 square feet of classroom space. A full renovation of the original two floors of the building has been completed, and a new high-tech media center has opened. Construction on the new school entrance, expanded office areas, health center, and other enhancements are ongoing. The renovation has been done in phases in a pay-as-we-go mode, so that the school has not incurred any debt in dramatically expanding and upgrading the facility. This facility adds tremendous value to the school campus. Not only has it exponentially increased available classroom space, it has also created lobbies and entrance areas that can be used for special events and gatherings. From a public relations standpoint, the appearance and functionality of the building, both externally and internally, have been transformed from a dated 1950s structure to a state-of-the-art technological 21st century showplace. The academic complex is now, appropriately, the jewel of the school campus.

In 2011, when the school came to possess The Lodge at Tallulah Falls, a 55-room hotel adjacent to the school farm property, much debate ensued as to the best school use of the facility. After consultation with architects, engineers, and builders, it was determined that hotel rooms could, with the removal of walls, become classrooms, and in a few short months, and thanks to diligent work by Ron Cantrell Construction Company and other contractors, the lodge was converted to a separate, beautiful new middle school campus. The Lucy A. Willard Middle School Academic Complex was completed in time for the opening of the 2011-2012 academic year in August. Mrs. Willard, for whom the facility is named, is a member of the Atlanta Woman's Club and has contributed more than \$1 million to the school.

Many campus facilities have been upgraded in the past four years. The Circle Building has new lobby flooring, a new practice gymnasium, new bleacher seats in the main gymnasium, a new gym floor, new video screens and carpet in the theater, and the exterior of the building was spruced up with new awnings, doors, and landscaping. Just outside the Circle Building a new fire pit and plaza have been constructed. Federation Hall, the dining hall, received new tile and seating on the porch, as well as a new sound system and video monitors. Willet Administration Building upgrades include the construction of a Trustees' Board Room, new information technology offices on the third floor, and a reorganized admissions area to better serve prospective students. The Chapel was in dire need of a facelift, and new carpet, a new entrance and vestibule, and a new roof have greatly improved the building's appearance. A new climate-controlled server room on the lower level of Federation Hall has consolidated much of the information technology equipment in one location facilitating maintenance and upkeep.

The bedrock of any strong college preparatory program is a challenging and stimulating curriculum. At Tallulah Falls School ten college credit courses are offered on-campus to qualified juniors and seniors through a dual-enrollment program with Truett-McConnell College. In addition, honors courses are offered in all core subject areas—English, mathematics, science, social studies, and foreign language. The arts are well represented in the curriculum, with courses in dance, art, piano, concert choir, handbells, and instrumental music. A sampling of other electives provide an eclectic mixture of subjects sure to pique student interests, including critical thinking, graphic design, leadership in life, culinary arts, video production, creative writing, woodworking and architectural design, and American cultural literacy and speech. The recipe for success is simple: combine intelligent and highly motivated students with highly skilled teachers (all of whom are certified in their subject areas) in a small classroom setting of 15 students per class; add generous portions of personal attention in a close-knit family atmosphere historically associated with Tallulah Falls School; and blend cutting-edge technology literally at the fingertips of every student. In an effort to prepare our students to lead and thrive throughout their lifetimes, Tallulah Falls School has skillfully balanced and blended tradition and innovation.

Information technology (IT) improvements since 2009 have been mind-boggling. All students in grades six through twelve are issued laptop computers for their use. Smartboards have been installed in all classrooms on both the middle school and upper school campuses. A new wireless system has been implemented, increasing campus coverage from one building to nine buildings. The school's internet bandwidth has been upgraded ten-fold, and we now have fiber connectivity. The implementation and expanded use of RenWeb have greatly facilitated information sharing for all groups within the school community. A new school web site provides in-house control for information updating and future site expansion. Two new state-of-the-art media centers have been built, including a

media center management system incorporating an e-book checkout system. Digital textbooks have been integrated into the system. A scalable digital camera system and mobile device synchronization system have been added. Multiple computers and peripherals have been added to the dormitories. To make sure that campus personnel know how to use all of the new technology, the IT department has greatly increased staff development opportunities.

Enrollment has more than tripled since the school's last accreditation visit, from 134 students, all boarders, in 2009, to 412 students, 277 day students and 135 boarders, as of the beginning of the 2013-2014 school year. Tallulah Falls School was founded in 1909 to provide educational opportunities for local mountain children, and today that founding mission has been rekindled. Dramatic enrollment growth on a scale of this magnitude, at a time of economic flux, is highly unusual and can be attributed to multiple factors: parents believe strongly in the school's mission and its dual emphasis on elevating both character and intellect; in February of 2013 the school implemented an innovative tuition freeze in which a student's base tuition rate locks in at the time of initial enrollment and will remain fixed and frozen for all of that student's years at the school (and there is a legacy component covering siblings); quality students want to be part of a school community where they are challenged academically; word has spread to surrounding communities about academic successes (high test scores at all grade levels and millions in college scholarship offers to graduating seniors each year); outreach efforts have resulted in a stellar school image and heightened local awareness of the school; because the school is not tuition driven, with only about 20 percent of the school's budget funded by tuition dollars, need-based financial assistance is available (more than \$2 million in aid awarded annually); and the school has top-flight admissions and communications departments and the vision to use those departments wisely and creatively. Growth has been implemented in incremental stages following a balanced enrollment management plan. Today the school finds itself with a retention rate exceeding 90 percent, waiting lists for both dormitories, and waiting lists for every grade. Demand for student placements far exceeds supply.

The school's athletic program has seen noteworthy growth and improvement in terms of facilities, participation, and outcomes. Facilities upgrades include: construction of a new 100 meter sprint track; building of a walking track around the soccer field; two new tennis courts; a renovated baseball field and facilities (named a top field in classification by the Georgia Dugout Club); new bleachers and gym floor in gymnasium; new bleachers for the soccer program; new practice gymnasium; enlarged and resodded soccer field; and the construction of a home cross country course, and future golf driving range, on the school farm property. In terms of participation, more students are engaged in more sports than at any previous time in the school's history.

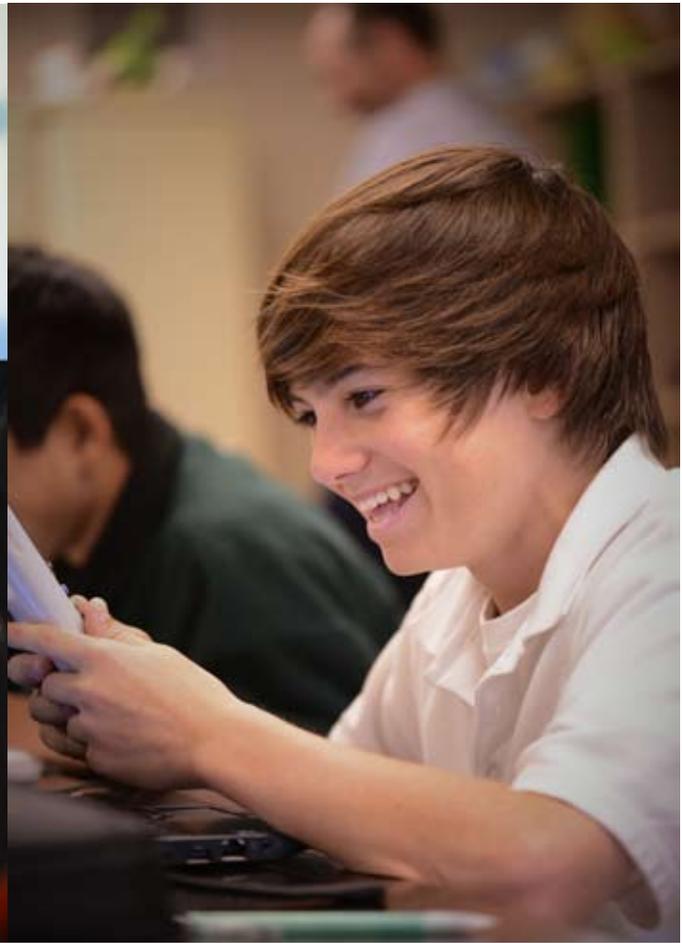
Growth has been especially significant in the middle school, which has grown from about 30 students a few years ago to more than 140 students today. Middle school teams have been added in basketball, cheerleading, cross country, golf, soccer, swimming, tennis, track and field, and volleyball. Within the last four years, upper school teams have been added in swimming and girls soccer. Increased numbers have also increased team competitiveness. Middle school cross country, golf, tennis, and track and field teams have won championships in the Tri-State Conference in which they compete. The upper school boys tennis team advanced to the state championship in 2013, and the #1 singles player on the team has been awarded a full college scholarship to compete at the next level. Several boys and girls upper school track and field athletes qualified for, and placed in, their state championship competitions in 2013. Our students are not only good athletes but good sports, winning region sportsmanship awards in virtually every sport in which they have competed. Plans are currently underway to build a new gymnasium for the middle school.

Students are the heart of our school. They are the best and the brightest, hailing from every corner of the state, the nation, and the globe. They interact with faculty and staff to become a close-knit extended school family. They are diverse, intelligent, curious, and accepting young people motivated to lead and to be successful. Students are challenged to demonstrate GREAT character (Generous, Responsible, Enthusiastic, Accountable, Thoughtful) in everything they do, from the classroom, to the dormitory, to the playing field, to the community at large. Our students don't just talk about character; they live it, volunteering for dozens of community service projects each year through the Interact Club, Key Club, National Honor Society, Juniorettes, and other service groups.

Within the past year, Tallulah Falls School students have volunteered at a local animal shelter, created and delivered cards to residents of nursing homes, raised money for victims of Hurricane Sandy through the American Red Cross, collected food for a local food bank, read to students at a local elementary school, and helped with various United Way service projects, to name a few. Student ambassadors serve as role models for their peers and project a positive image of the school on and off campus. Mrs. Mary Ann Lipscomb and our other founders would be proud of today's students who personify the traditions and spirit which have come to be synonymous with the Light in the Mountains. In partnership with parents and guardians, Tallulah Falls School focuses on nurturing and developing our greatest blessings, our students, and their futures are bright and full of promise.

Our recently completed 10 year campus master plan prioritizes major and minor construction and infrastructure projects to be undertaken on our campus in the coming decade. This forward-looking approach will ensure that prioritized projects match available funds with appropriate building locations to maximize campus site utilization and minimize costs.

Tallulah Falls School is student focused and mission driven, a winning combination for any school. Our strategic plan, thoughtfully compiled with input from all stakeholders, is not a finished document to be set up on a pedestal and admired, or tucked away on a shelf and forgotten. Instead, it is a blueprint for change that is itself subject to change as future circumstances and opportunities dictate. These are indeed exciting times to be a part of the Tallulah Falls School community!



# Section I

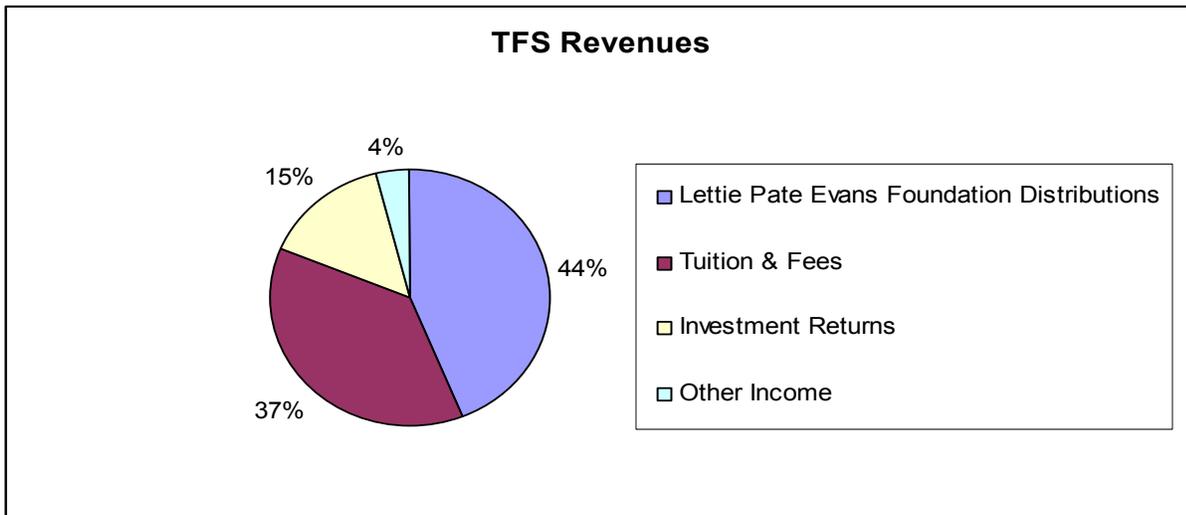
# Profile



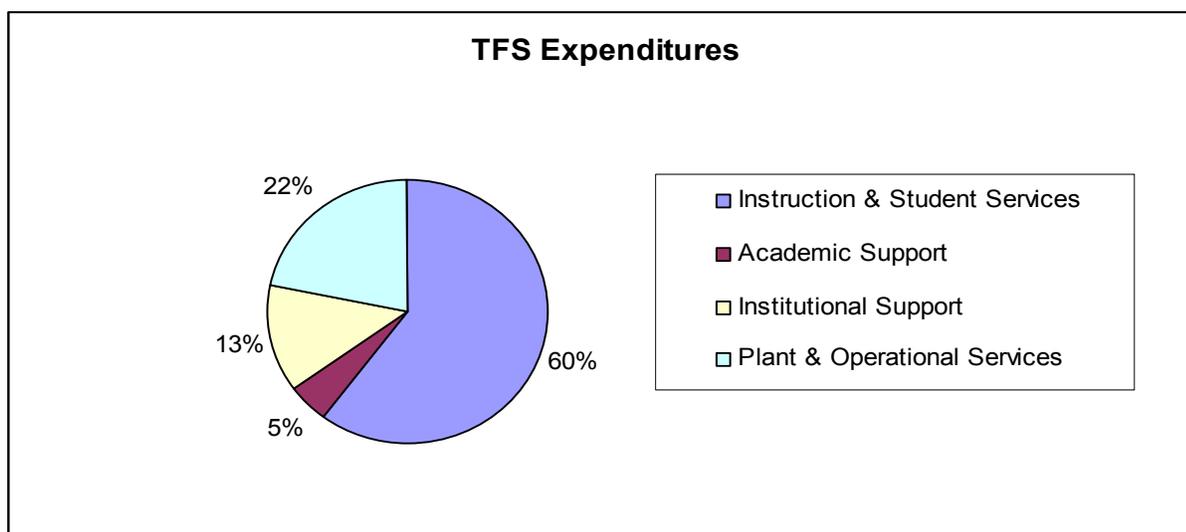
# Business and Development Operations

## Operations and Finance

With an endowment of approximately \$20 million and an annual operating budget of more than \$15 million, Tallulah Falls School is fully committed to providing quality educational programs and facilities for all students. Tallulah Falls School is the recipient of distributions from the Lettie Pate Evans Foundation, which comprises about 44% of the budget. Approximately 37% of the annual operating budget is generated through tuition and fees and for FYE June 30, 2013, a total of 15% of revenue was composed of investment gains. The remainder of budgeted income is received from endowment distributions, gifts and other miscellaneous income. Tallulah Falls School places a priority on keeping tuition rates low by allocating these financial resources to offset income normally derived from tuition.



Providing deserving students with an opportunity to achieve a quality college preparatory education despite economic hardship is a priority for Tallulah Falls School. More than 70% of students receive some type of scholarship and financial aid, and Tallulah Falls School devotes about 18% of its budget to this end. Approximately 60% of the budget is used to provide student instruction, athletic programs, and other student services.



## **Audit Process**

The Board of Trustees of Tallulah Falls School engaged the firm of Michael E. Mixon, CPA, PC to perform an audit for the fiscal year ending June 30, 2013. The CPA firm will prepare all income tax returns, including those for the 403(b) retirement plans. The Mixon CPA firm follows the firm of Tabor & Company CPA's, which prepared the school's financial statements for more than thirty years.

## **Advancement Programs**

Tallulah Falls School advancement efforts are headed by the school's Director of Development, reporting to the Dean of Business and Development Relations. The Development office is responsible for alumni relations and fundraising programs with the goal of broadening constituent involvement and generating additional revenues that enhance facilities and programs for students and faculty. The Development staff works closely with the Communications Office in formulating a compelling message that promotes the mission of the school and encourages contributions.

In recent years, Tallulah Falls School has attracted great support for contributions to its Georgia GOAL tax-credit program that specifically benefits the school's scholarship program. More than one hundred individuals participate in the program and, in 2013, more than \$150,000 in scholarships were awarded as a result of Georgia GOAL contributions. The success of the school's Georgia GOAL program has prompted a broadening of efforts to engage constituents as donors. Of note is that, in FY13, 100% of Board members and 100% of staff contributed to the school either for Georgia GOAL or as a donation to the school's operating fund.

The school is in regular contact with alumni via mail, e-mail, and direct contact through such events as an annual Homecoming Day. The Development Office monitors and plans communication with an alumni community that is more than 1,400 strong. The Director of Development serves as an advisor to an all-volunteer Alumni Committee which is comprised of Tallulah Falls School graduates who span Class years from 1964 – 2006. In addition to the Homecoming event, alumni are encouraged to visit campus to see and hear about the progress of their school. A frequent stop for alumni visiting campus is the Tallulah Falls School museum. The museum provides an accessible archive of photographs and materials that document the school's history from 1909 to present.

In 2013, the school launched its first full-fledged Annual Fund designed to engage all of the different groups that comprise the Tallulah Falls School family. The Annual Fund campaign recruited more than forty volunteers who have been focusing their efforts on contacting members of their respective peer group (i.e. alumni, parent, grandparent, Woman's Club, etc.). Money raised is designated to supporting campus projects that are not within the operating budget, such as new technology for classrooms, specialized equipment for science labs, and instruments for the music program.

The school has a historic partnership with the Georgia Women's Clubs and it was this group that founded the school in 1909. With a statewide membership of more than 100 Clubs and 3,000 individual members, the Women's Clubs provide financial support for projects and annual giving as well as make planned gifts to the school.

Planned Giving in the school's past was instrumental in the establishment and enhancement of an endowment fund. The financial stability that the school enjoys today is largely owed to funds derived from a successful planned giving program. Going forward, Tallulah Falls School actively solicits planned gifts in the form of testamentary gifts, charitable trusts, life insurance policies, and outright cash gifts from estate plans. In FY14 the school plans to launch a new effort to publicize planned giving among its alumni.

# Academic Program

## Faculty Demographics

<b>Teaching Faculty Demographics</b>										
	<b>2009-2010</b>		<b>2010-2011</b>		<b>2011-2012</b>		<b>2012-2013</b>		<b>2013-2014</b>	
<b>Gender</b>	<b>n</b>	<b>%</b>								
<b>Male</b>	13	42	14	40	16	39	17	39	17	36
<b>Female</b>	18	58	21	60	25	61	27	61	30	64
<b>Advanced Degree</b>	<b>n</b>	<b>%</b>								
	21	68	23	66	28	68	29	66	31	66

# Tallulah Falls School - Middle School

## ***Mission Statement:***

The mission of Tallulah Falls School is to prepare each student to thrive in life by elevating character and intellect in a challenging and diverse college preparatory environment. Our core values are intertwined throughout our philosophy.

## ***Students are at the heart of everything that we do:***

Every program that is offered at the Middle School has each student in mind. Through a challenging academic program, a diverse selection of exploratory offerings and a well-rounded athletic program, we seek to meet the needs of all our students.

## ***Every student has the potential for individual success:***

We believe that every student in our Middle School has the potential to be great. Through a strong advisory program that promotes both organizational and life skills, a caring faculty that seeks to meet the needs of our students and tutorials that are geared to give students a little extra academic guidance in times of need, all students in the Middle School should have an opportunity to be well rounded, while at the same time discovering their own strengths and talents.

## ***Education is a lifelong pursuit:***

We fully believe that education must be enjoyable. Through classes that utilize inquiry based learning, experiments that bring lessons to life and week long trips that allow students to actually live what they have been learning, we hope to create a desire in our students to thrive in an environment that continues to challenge them to take the next step in their educational careers.

## ***Community nurtures a strong sense of belonging:***

Over 100 years of developing future leaders has allowed us to create strong family ties with our students. Small classroom sizes and a family style dining experience promote an atmosphere that nurtures positive relationships. The Tallulah Falls School family includes a diverse and international population that develops strong cultural appreciation amongst the student body.

## ***Leadership and service lead to purposeful lives.***

There are basic skill sets that every student should have as they progress through their school years. Leadership and service are two that we feel have extra merit. Through our curriculum, advisory program and other special events, many opportunities are presented for our students to develop these skills. We believe that the opportunity to serve others in the school and local community is part of a better future.

Our students are growing up in an age unlike any that has ever existed. In order to be successful, today's students must not only be great learners, they must become great finishers. Learning is only the first step in the educational process; the real challenge is using that knowledge to become a productive member of today's global community. Tallulah Falls School's Middle School program is dedicated to making learning directly applicable. Our goal is to provide a foundation for Tallulah Falls School students to become problem solvers, critical thinkers, and effective communicators. We want them to use these skills to overcome obstacles. Developing these traits will strengthen the transition into Upper School.

The Tallulah Falls School Middle School interdependently fulfills the vision of Tallulah Falls School with its own faculty, athletic teams, and dining hall. Through this setting, we are able to continue a long tradition of family "community" that has been a trademark of the school for more than a century. Our students build pride in being part of Tallulah Falls School and this spirit becomes the foundation of spirit in the Upper School. This is what makes Tallulah Falls School a great place to live, learn, and lead.

# Middle School Curriculum

## 6th Grade Courses

### Core Classes

Math  
English  
Earth Science  
World Geography

### Electives

Art	French
Music	Spanish
Physical Education	Home Economics
Logic	Transitions

## 7th Grade Courses

### Core Classes

Math  
English  
Life Science  
World History

### Electives

Art	French
Chorus	Spanish
Physical Education	Journalism
Logic	

## 8th Grade Courses

### Core Classes

Math  
English  
Physical Science  
Georgia/American History

### Electives

Art	Spanish
Chorus	Drama
Physical Education	Healthy Choices
Odyssey of the Mind	Kids R Kids
French	

## Middle School Reading Program

Students at Tallulah Falls School have thirty minutes of silent sustained reading three times a week. Tallulah Falls Middle School's reading program uses the Renaissance Learning product called "Accelerated Reader" (AR) software. This nationally recognized educational software assists teachers in working to improve the reading skills of our students.

At the beginning and end of the year, students take the STAR reading test on their computers. Data received from the test allows teachers to have a clear understanding of students individual reading levels. Teacher's then use their personal knowledge of each student's reading level and data from the STAR test to assign a reading level range for that student.

The books in our school library are marked to indicate that they are part of the Accelerated Reader Program. The program provides detailed information about the reading level and points available for each book. Students are welcome to read books at any reading level, as their interests lead them to explore; however, for classroom grading purposes they are encouraged to read books at or above their reading level to receive the available points.

After a student reads a book at or above their assigned reading level, they take an Accelerated Reader Quiz under the supervision of an advising teacher. Each book quiz consists of ten questions. The student must answer eight of the ten questions correctly to pass the test. The test may be taken only once. Students cannot take AR quizzes at home.

After students take a quiz, the software automatically records their progress. Teachers are able to access this information and use it to track the reading progress of their students. They are also able to use the data to help students choose books that may better interest them and to develop a passion for reading.

We now have access to 129,000 Accelerated Reader quizzes for books. Parents and students can search the AR Book Finder database from any location to find information on books. The results of the search will provide detailed information for each book including reading level and point value of the book (based on the length and complexity of the book).

The growth students experience by using this program follows the Tallulah Falls School philosophy of elevating student intellect to the highest possible level. Accelerated Reader is just one of the tools Tallulah Falls School uses to assess and achieve students' academic excellence.

## Middle School Guidance Program

The school counseling program is based on the American School Counselor Association national model. It is designed to reach every student and focus on the knowledge, skills, and attitudes needed for successful academic achievement, career development, and personal/social growth. The school counseling program is comprehensive in scope, preventive in design, and developmental in nature.

The school counselor performs a variety of duties including, but not limited to, the following:

- Design and deliver classroom guidance lessons that cover a variety of topics;
- Provide individual, small group, and crisis counseling with students as needed;
- Consult with parents/caregivers and teachers to assist in meeting the individual needs of students;

- Provide support and resources to students and parents/caregivers;
- Oversee the administration of the EXPLORE assessment. In the sixth grade, students are introduced to the ACT's Educational Planning and Assessment System (EPAS), which is composed of three assessments for use at key transition points from middle school through high school. (These assessments in progressive order are the EXPLORE, PLAN, and ACT.) Students are tested in math, social studies, science, and English;
- Collect and analyze data to demonstrate program effectiveness and enhance student achievement. All sixth-, seventh-, and eighth-grade students take the EXPLORE, which helps identify academic strengths and weaknesses and provides educators with tools to improve students' weaknesses as well as develop their strengths. The test-retest method accurately demonstrates student learning within one academic year and from grade to grade. When students take EXPLORE, they answer questions about their educational and career plans. This information provides valuable insight into potential careers, goal planning, and future academic opportunities, including high school and college.

## Transitions Course

This nine-week course for all new sixth grade students is an opportunity to develop critical thinking skills necessary for the successful completion of coursework at Tallulah Falls School. The instructors in each class strive to motivate students to become critical thinkers who can become better communicators with their peers, better problem solvers in their classes, and energetic learners who strive to discover new ways to think and learn. Topics of study include: study strategies, critical thinking, classroom etiquette, test-taking skills, research skills, and internet usage and safety.

## Middle School Advisory Program

Tallulah Falls Middle School advisory program's primary focus is the facilitation of relationships that are necessary for healthy development and learning. Therefore, time is scheduled into each school day for the students to meet with their faculty advisor to discuss developmentally appropriate issues, plan service and learning projects, and exchange information and ideas in a small, safe, and nurturing setting. In collaboration with the school counselor, Tallulah Falls School faculty provide classroom guidance lessons and learning activities that are presented twice weekly during the advisory period. Topics include: respecting self and others, study skills, character education, decision making, leadership, conflict resolution, bully prevention, drug and alcohol awareness, cyber safety, GACollege411, career planning, and transitions (preparation and readiness for the next grade level).

# Middle School Advisory Program

## Middle School Advisory Goals

- Provide an adult advocate for each student in the middle school;
- Provide a positive climate for effective communication among students and teachers;
- Provide opportunities for involvement in group dynamics;
- Provide opportunities for exploration of careers;
- Provide opportunities for insight and development of self-awareness;
- Provide experiences for school and community service learning with pride;
- Improve tolerance for differences in others.

## Sixth Grade Goals

- Understand the Tallulah Falls Middle School environment;
- Develop social skills to interact with others and develop positive self-concept;
- Understand character traits;
- Encourage students to foster friendships among other middle school students;
- Improve study skills;
- Understand the process of career and educational planning;
- Educate students on making wise choices for nutrition, health and well-being;
- Demonstrate effective use of communication.

## Objectives to attain goals

- Improve awareness of manners/etiquette for different social situations and courtesy to others;
- Improve sense of responsibility and respect for self, others, and property;
- Set personal goals for successful and healthy living;
- Develop a concept of what a friend is, and how to be a friend;
- Increase the awareness of how others should be treated fairly and with respect;
- Understand the concept of what a friend is on the Internet;
- Plan a service learning project and then implement it;
- Incorporate techniques to improve listening and communications skills;
- Use the career planning program on [GAcollge411.org](http://GAcollge411.org);
- Inform students of the dangers and consequences of tobacco, drug, and alcohol use and how to avoid using them;
- Identify and practice listening, verbal, and nonverbal communication skills.

## Seventh Grade Goals

- Develop social skills to interact with others;
- Understand character traits;
- Encourage students to foster friendships among other middle school students;
- Increase knowledge of good study habits and skills for effective learning;
- Learn how to manage time wisely;
- Develop skills for personal safety;
- Understand the process of career and educational planning;
- Educate students on making wise choices for nutrition, health and well-being;
- Demonstrate effective use of communication.

## Objectives to attain goals

- Improve awareness of manners/etiquette for different social situations and courtesy to others, especially boyfriend/girlfriend relationships;
- Improve a sense of responsibility and respect for self, others, and property;

- Develop a concept of what a friend is, and how to be a friend;
- Understand the concept of what a friend is on the Internet;
- Teach study habits/skills for homework, taking notes, and how to review and study for tests with the use of organization and time management practices;
- Incorporate techniques to improve listening and communication skills;
- Utilize a time management plan for students to follow;
- Discuss specific methods that will increase the personal safety of students in different situations;
- Conduct a cybersafety seminar with the technology staff;
- Use the career planning program on [GAcollege411.org](http://GAcollege411.org) to identify different occupational groups for exploration;
- Plan a service learning project and then implement it;
- Identify and practice listening, verbal, and nonverbal communication skills.

## **Eighth Grade Goals**

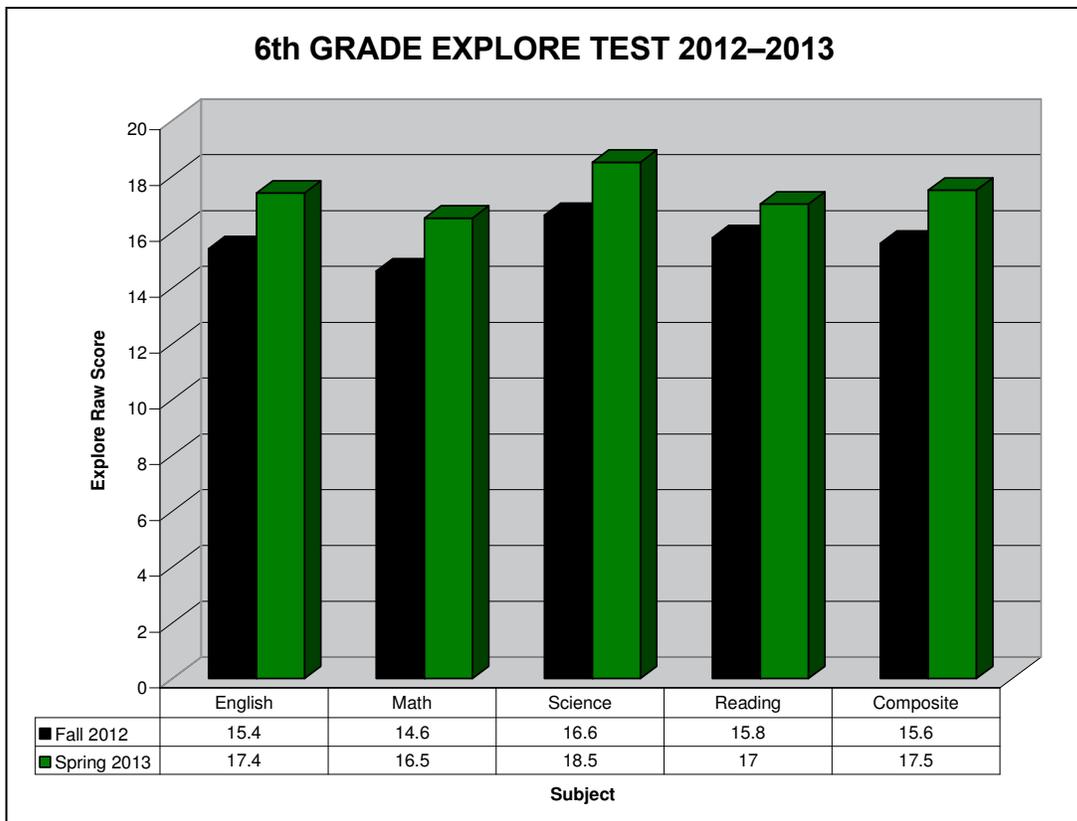
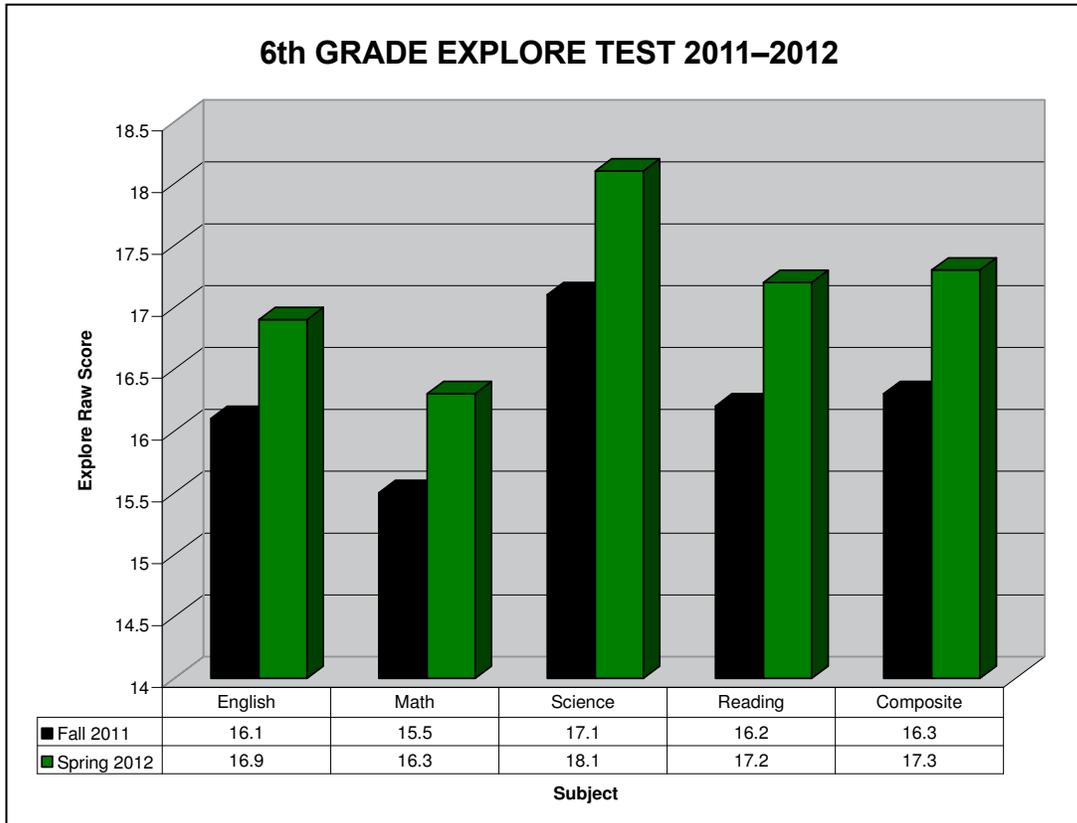
- Develop social skills to interact with others;
- Understand character traits and their impact on others;
- Encourage students to foster friendships and leadership among other middle school students;
- Increase awareness of peer pressure as a major influence and challenge;
- Knowledge of good study habits and skills for effective learning;
- Learn how to manage time wisely;
- Develop skills for personal safety;
- Understand the process of career and educational planning;
- Learn the value of caring about and helping others by applying academic knowledge to address important school/community issues;
- Educate students on making wise choices for nutrition, health and well-being;
- Develop effective communication skills;
- Learn how responsible people make positive, healthy decisions;
- Understand how setting goals help people become successful;
- Develop conflict resolutions skills.

## **Objectives to attain goals**

- Improve awareness of manners/etiquette for different social situations and courtesy to others, especially boyfriend/girlfriend relationships;
- Improve a sense of responsibility and respect for self, others, and property;
- Develop a concept of what a friend is and how to be a friend;
- Understand the concept of what a friend is on the Internet;
- Explain and give examples of positive and negative peer pressure;
- Teach study habits/skills for homework, taking notes, and how to review and study for tests with the use of organization and time management practices;
- Utilize a time management plan for students to follow;
- Discuss specific methods that will increase the personal safety of students in different situations;
- Conduct a cybersafety seminar with the technology staff;
- Use the career planning program on [GAcollege411.org](http://GAcollege411.org) to identify different occupational groups;
- Plan a service learning project and then implement it;
- Inform students of the dangers and consequences of tobacco, drug, and alcohol abuse and how to avoid using them;
- Identify and practice listening, verbal, and nonverbal communication skills;
- Describe and apply the steps to use in learning to make positive decisions;
- Identify positive choices, goals, and values that have led people to become successful;
- Identify ways that setting goals can help someone be successful and productive;
- Identify and use skills to settle differences with others.

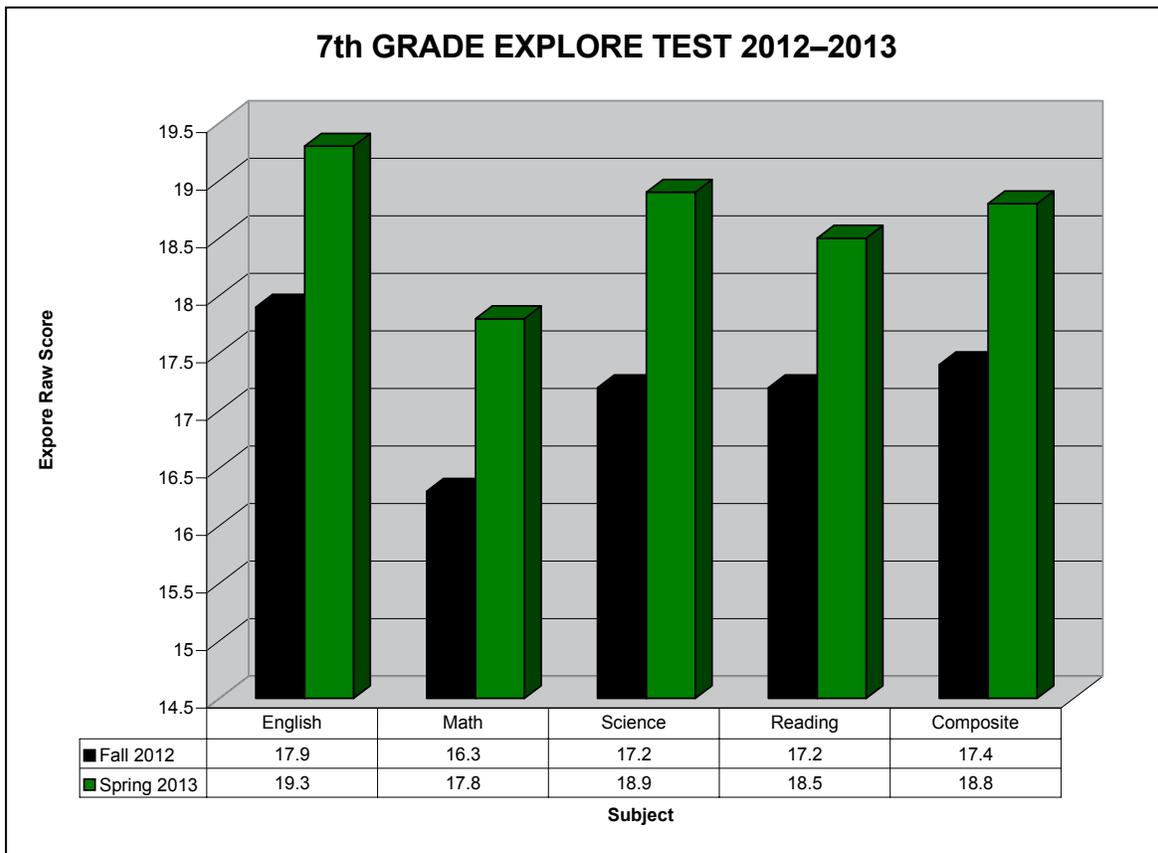
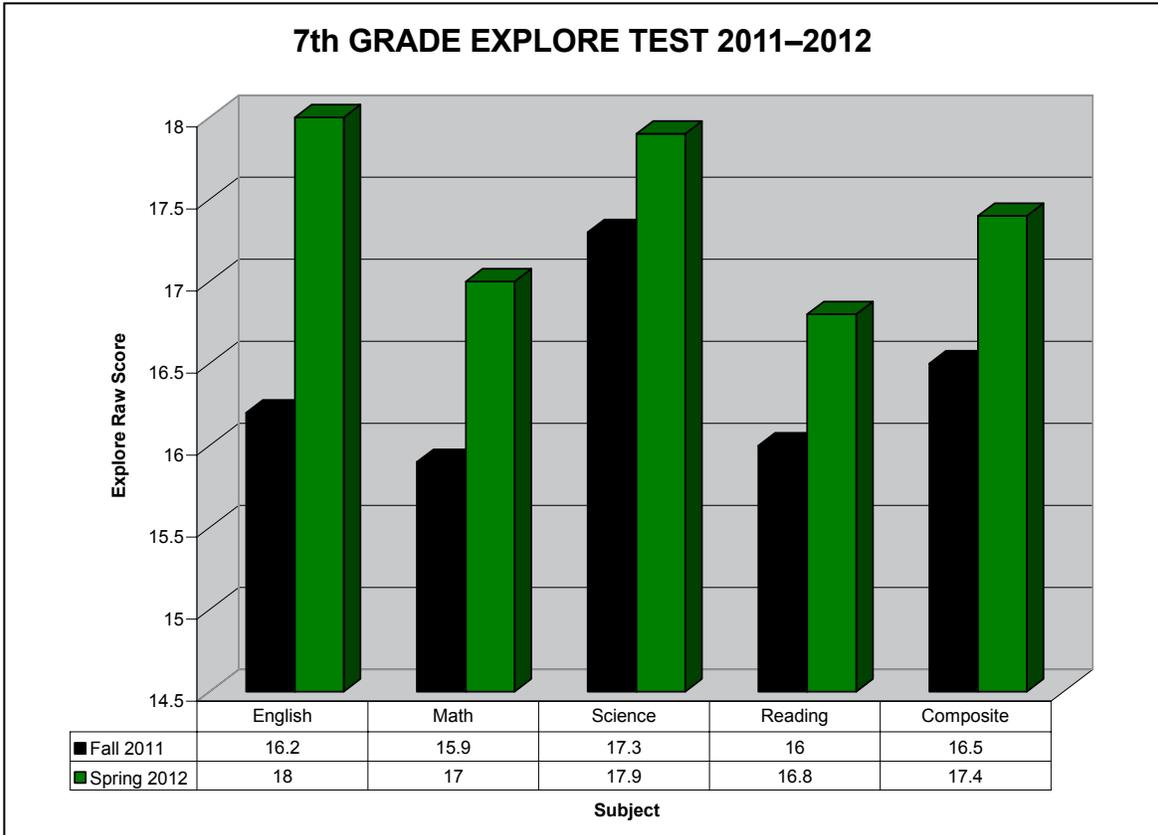
# Tallah Falls School - Middle School

## Fall-Spring Comparison 6th Grade

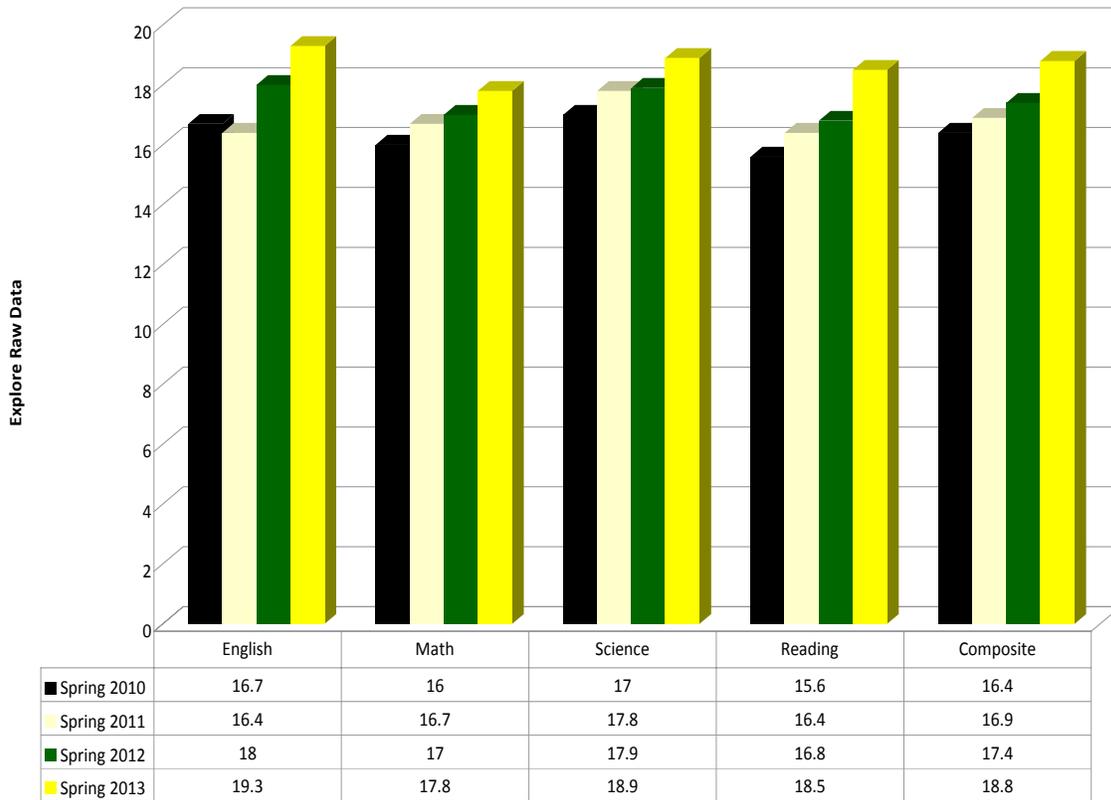


# Tallulah Falls School - Middle School

## Fall-Spring Comparison 7th Grade

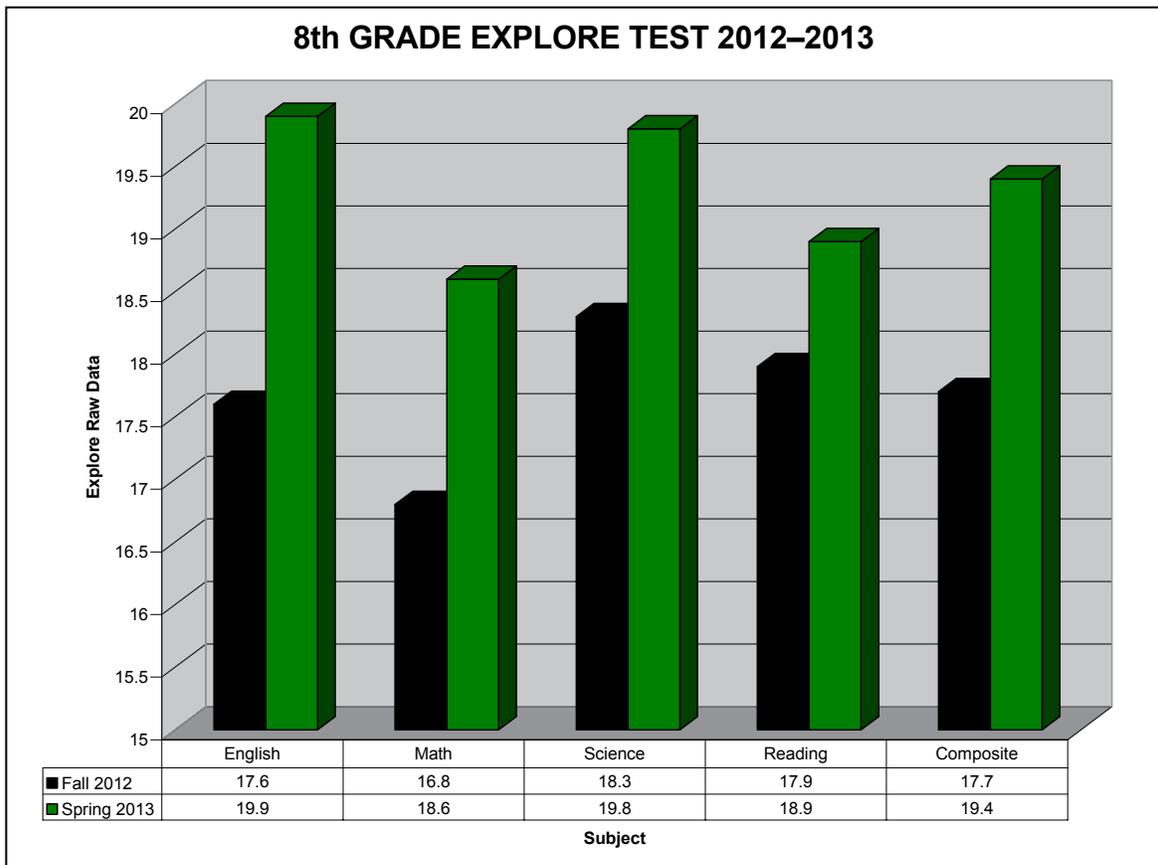
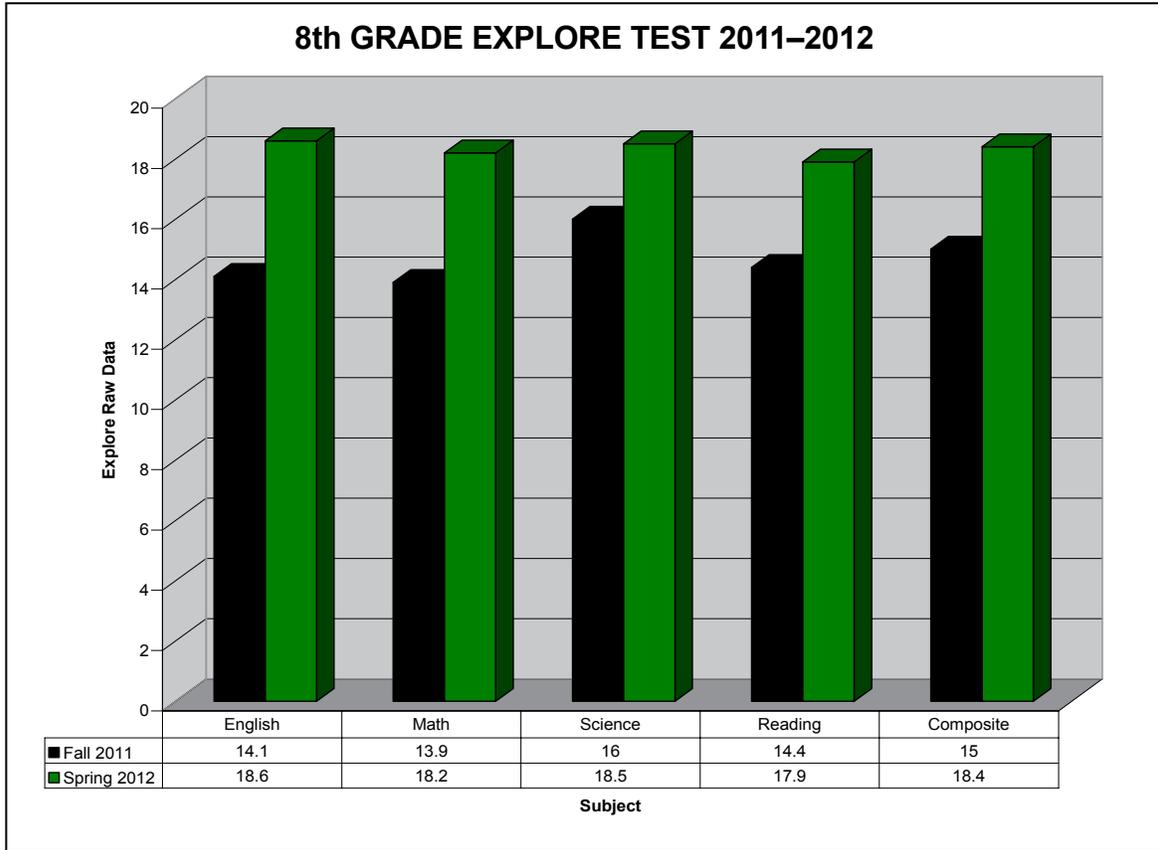


## 7th GRADE EXPLORE TEST (4 Year Comparison)

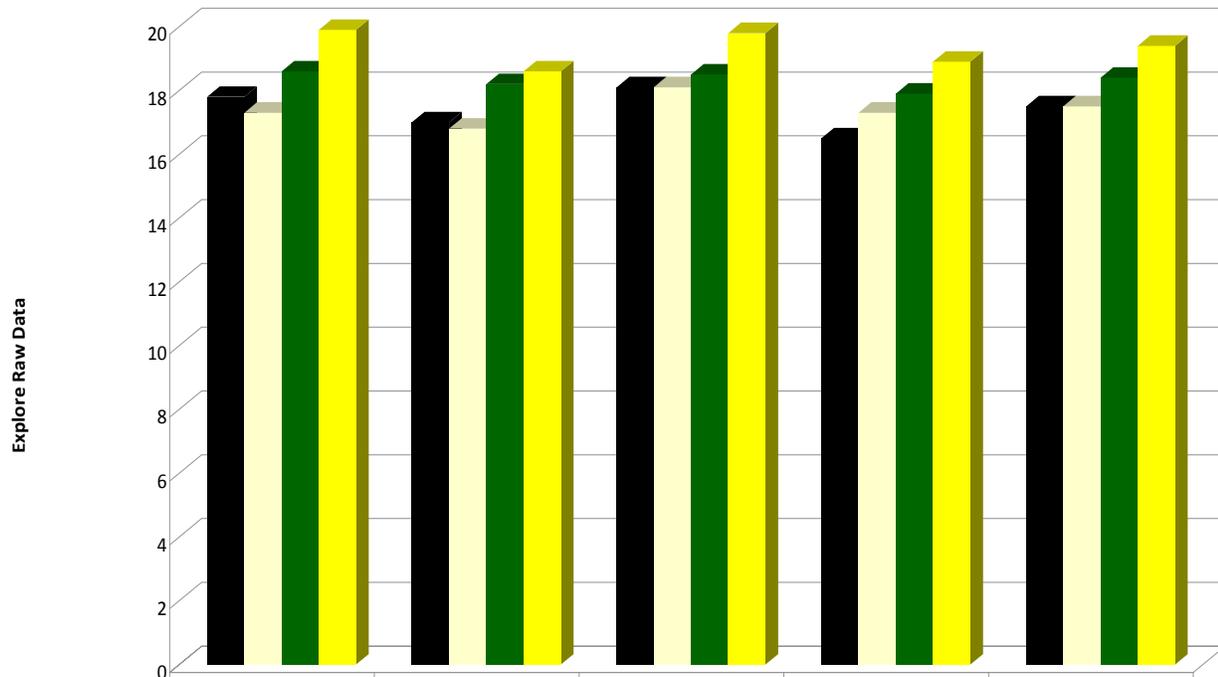


# Tallah Falls School - Middle School

## Fall-Spring Comparison - 8th Grade



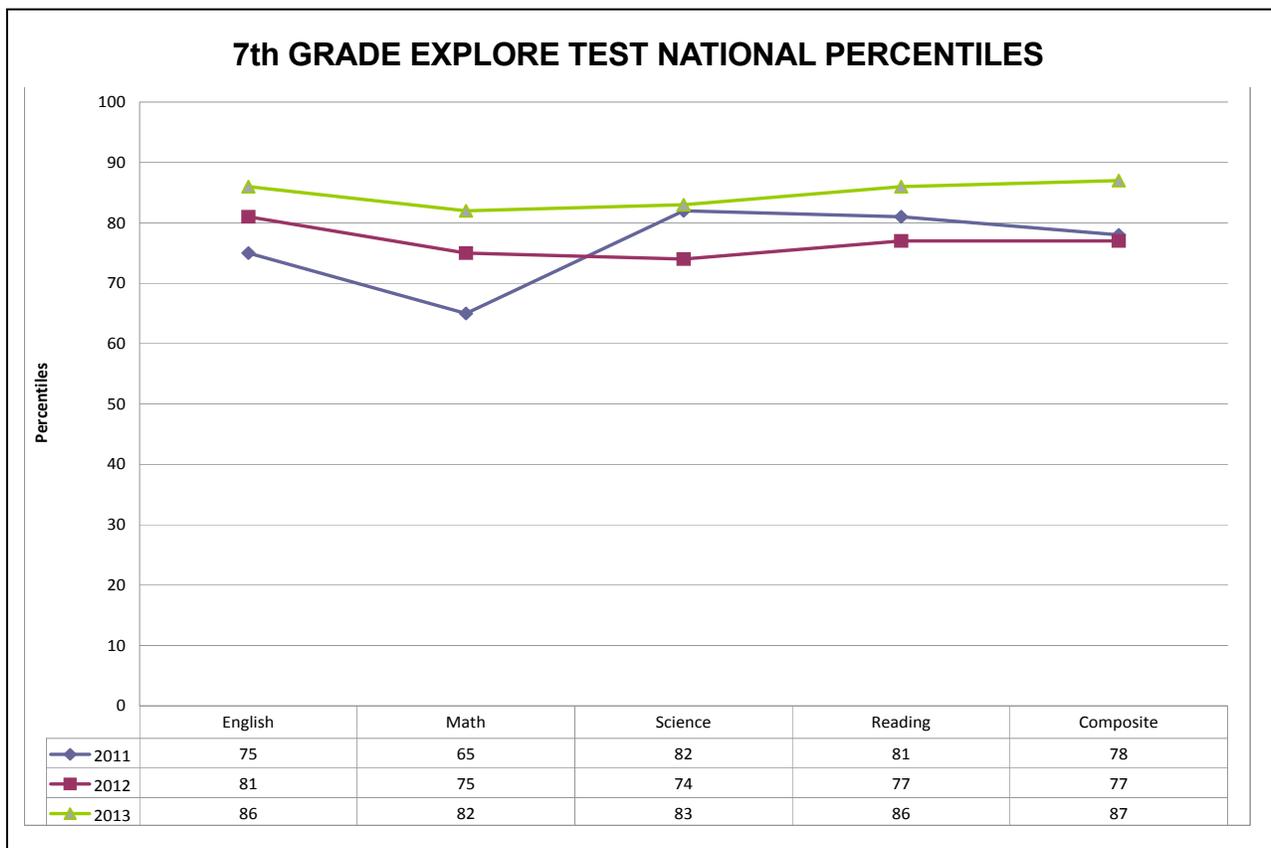
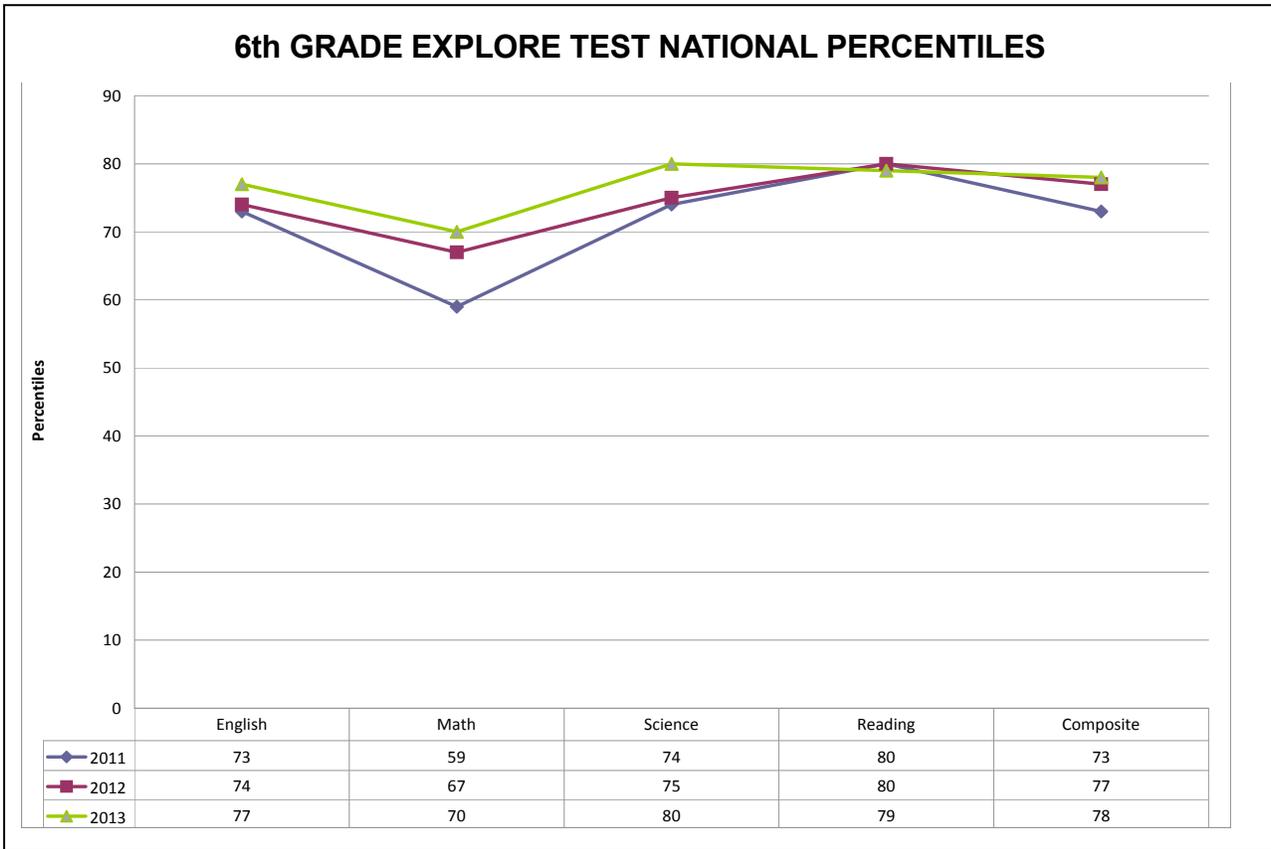
## 8th GRADE EXPLORE TEST (4 Year Comparison)



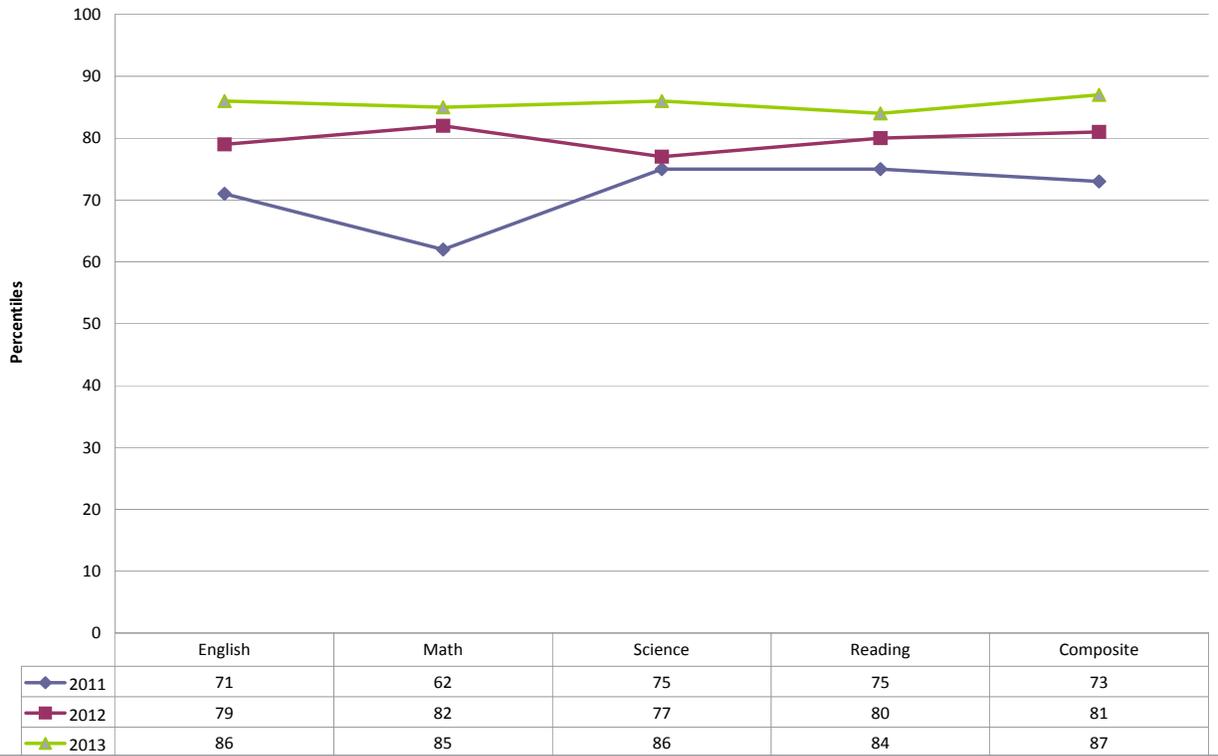
	English	Math	Science	Reading	Composite
■ Spring 2010	17.8	17	18.1	16.5	17.5
■ Spring 2011	17.3	16.8	18.1	17.3	17.5
■ Spring 2012	18.6	18.2	18.5	17.9	18.4
■ Spring 2013	19.9	18.6	19.8	18.9	19.4

# Tallah Falls School - Middle School

## EXPLORE Test National Percentiles



## 8th GRADE EXPLORE TEST NATIONAL PERCENTILES



# Tallulah Falls School - Upper School

## **Creating well-rounded students by catering to their growing needs:**

Tallulah Falls School offers more than 100 years of tradition and commitment to excellence. In continuing this dedication, it is our main focus at the Upper School to develop students' character and to facilitate intellectual growth. The faculty of the Upper School English and Social Studies departments include lessons on intellectual, moral, and emotional development as part of their regular classroom experience. Literature (fiction, non-fiction, contemporary, and historical) provides many opportunities to hold discussion about what it takes to live a meaningful life as well as to learn vicariously through the experiences of characters in the literary pieces being studied.

Students also are introduced to the concept of academic integrity through the academic research and writing process. The research and writing process forces students to reflect, question, and formulate values and beliefs, while evaluating the reliability of electronic and print sources. All students are instructed on the use of proper citations using the MLA and/or APA format. The citation skills and MLA and APA formatting will help students get a head start in college and are skills they can use throughout a graduate school career.

Furthermore, character education and intellectual growth are promoted through extracurricular academic based clubs. These clubs focus on a commitment to scholarship, service, leadership, outstanding character, and interpersonal skills. In addition to backing up the TFS Mission Statement, these clubs help prepare students to be global citizens in our 21st Century community and provide endless opportunities to develop themselves on both academic and personal levels. The clubs include:

### **Ambassadors**

Under the direction of President and Head of School Larry A. Peevy, student ambassadors represent the school at a wide variety of events and functions throughout the year, including campus visits by the members of the Georgia Federation of Women's Clubs. Ambassadors also represent TFS at off-campus functions such as Rotary and Kiwanis club meetings.

### **Equestrian Club**

The Equestrian Club's main purpose is to educate youth about equines through observation and hands-on activities at actual sites where there are horses, and to help youth develop leadership and life skills with their peers and adults. This is not only a riding club but also an educational experience for youth to learn horse science as well as responsible horse ownership skills through field trips that provide interaction with equine experts and sites in the horse industry such as horse trainers, breeders, veterinarians, riding instructors, feed and tack shops, barns, horse shows, etc.

### **Fellowship of Christian Athletes**

The Fellowship of Christian Athletes is a student-led organization whose purpose is to serve God, our community, and our school. The FCA values are integrity, service, teamwork, and excellence. Students encourage and uplift each other as well as their school body and community. FCA participates in service projects throughout the year in order to give back to others.

### **Interact Club**

The Interact Club is a service club that provides young men and women with leadership skills, an understanding of individual responsibility and hard work, and the opportunity to advance international understanding. TFS Interactors participate in a minimum of two service projects per year. Service projects include one school or community project and one international service project. Today, Interact Clubs are found in 109 countries with more than 200,000 members.

## **International Club**

The International Club's purpose is to provide support for the international students as they adapt to the environment of Tallulah Falls School. A peer mentoring program is set up between returning students and new international students. The International Club also organizes and presents the annual International Day at Tallulah Falls School to celebrate and share our diversities.

## **Juniorettes**

The Juniors Club is an organization of young women with diverse talents who donate their time and support for the betterment of their local, state, national and global communities while providing opportunities for personal growth and leadership. The Juniors Club includes young women in grades 9–12 and offers members opportunities with rewarding results. The Juniors Club can provide its members with friendship, community involvement, programs of interest, high school community service credit for scholarships, and opportunities for personal growth. The Juniors Club is a division of the General Federation of Women's Clubs and the Georgia Federation of Women's Clubs.

## **Key Club**

The Key Club is the largest high school, international, student-led organization that provides its members with opportunities to perform service, build character, and develop leadership. As caring and competent servant leaders, Key Club members help transform communities worldwide. Key Club has more than 300,000 members in 30 countries. At TFS, Key Club members are leading the way in providing service opportunities to our homes, school, and local community by helping the following organizations and activities: United Way Funfest, Circle of Hope, Tallulah Gorge State Park, Georgia Sherriff's Youth Homes, Project Linus, and many others. The Key Club (and its sister club, the Builders Club at the middle school) is proudly sponsored by the Kiwanis Club of Clarkesville.

## **Mathematics Club**

The Mathematics Club meetings are for practice of sample tests from the Kennesaw State Mathematics Tournament and the University of North Georgia (UNG) Mathematics tournament. All members of the club participate in the Kennesaw tournament on October 30th, but only the top scorers go on to compete in the UNG tournament. The Mathematics Club is run by its president and vice-president, elected at the first meeting. They prepare copies of sample questions for practice and are in charge of the meetings.

## **Model UN**

Model UN is a club where students can learn about the global issues of today and how to apply different skills in day-to-day life. Model UN will teach students about foreign policy and international diplomacy, but also about how to develop the skills of leadership, debate, and how to maintain relationships.

## **National Honor Society**

The National Honor Society is the leader among educational organizations and societies; it promotes recognition for students who reflect outstanding accomplishments in the areas of scholarship, leadership, service, and character. Membership in the NHS is a privilege. The Honor Society member exhibits excellence in academics and leadership, honorable and admirable character, and demonstrates a commitment to service – all of which indicate that the member is willing to use personal talents and skills for the improvement of both self and society.

### **Tome Society Book Club**

The Tome Society is a student literacy club focusing on multiple literacies that allows students to read, write, and interact across a range of platforms, tools, and media. Tome Society takes the local school book club to a new level including competitions and student creations. Students will explore information, digital technology, media, and foundational literacy to identify types of information, and the correct method, format, and medium for sharing and accessing information based on an identified audience.

### **Tri-M Club**

The Tri-M Music Honor Society is a program of MENC. The National Association for Music Education recognizes music students for their efforts and accomplishments in music on the basis of musicianship, scholarship, character, leadership, and service to their school and community. The members of this honor society: foster a greater continued interest and a desire for excellence in music performance; promote wider opportunities for sharing joy through music both within our school and within our community; advance the spirit of good music and musical knowledge; and enhance the reputation of our school as a center for musical enrichment.

Character education is further emphasized in our athletic program and results in higher academic and athletic performance, respectfulness, and responsibility from our students. A more detailed description of the TFS athletic program can be found elsewhere in this document.

### **Providing a challenging and diverse college preparatory environment:**

Because Tallulah Falls provides a challenging and diverse college preparatory environment, it is important that students are guided and encouraged throughout their Upper School career. The college admission process begins in the 9th grade year for every student at TFS. Courses are selected for each student forecasting the best academic outcome for them in preparation for the college admission process. Additionally, college courses are taught here on our campus to our qualifying students thus allowing our students to accelerate their high school and college careers by accumulating college credit while completing their high school graduation requirements simultaneously. TFS employs teachers that meet the SACS qualifications to teach courses at Truett-McConnell College.

In freshman and sophomore years, students are closely monitored by teachers. Teachers are in constant communication with the Guidance Counselor as problems or issues arise. After the first two years, students meet regularly with the Guidance Counselor beginning in their junior year as they begin evaluating the colleges they would like to consider. In addition, college admission representatives visit our campus and have lunch with our seniors allowing for small gatherings resulting in direct student involvement with the representatives. Seniors are also required to take a Life Skills course laying the groundwork for a successful life as a young adult away at college. These skills include personal finance, making sound consumerism decisions, and going through a mock job search process including developing resumes and interview skills.

The curriculum at Tallulah Falls School is revised annually to encourage and elevate student learning through higher order thinking. The curriculum standards are based on national and ACT standards with college professor input ensuring that our students are prepared for their college classes. Students in the ninth through eleventh grade are tested twice annually with the PLAN assessment ensuring that our curriculum incorporates the necessary academic rigor for a strong performance on the SAT and ACT and success in their college classes after TFS.

## **Dedicated to students' academic and personal success:**

The upper school class day consists of seven periods allowing a strong combination of core academic class requirements and electives. Included in the daily schedule is a mid-day study hall for all students and an after school tutorial, which is offered for students who want or need additional help with their coursework. The Media Center and Media Specialist are also available before and after school as additional learning resources. Students are encouraged to use study hall, tutorial, and the Media Center to enhance their academic achievement.

In addition to these extra academic support systems, each freshman and all international students are given the STAR reading test at the beginning of the school year. This test provides teachers and administrators with student reading levels and weaknesses. Teachers can then come up with individual student plans and whole class plans to enhance academic growth and achievement as needed.

## **Developing the whole student and tomorrow's leaders:**

Tallulah Falls Upper School strives to meet the school mission statement through curriculum, extracurricular activities, and extra learning resources such as study hall, tutorial, and the Media Center. All of these aspects bring together an environment conducive to our students' academic success and the development of their leadership abilities. We not only focus on students' current success, but also on their success after graduation. We want students to grow into outstanding citizens with a commitment to service in their communities on a local and global scale. We want to instill in each student the belief that they can not only change their lives, but the lives of others on small and large scales. We are not only educating the students of today, but also preparing the leaders of tomorrow.

## **Senior Portfolio**

The Senior Project is a two-pronged graduation requirement of all 12th-graders at TFS. Seniors are officially introduced to the project in May of their junior year. Because this has been in place since 2004, students have become aware of this part of the TFS experience as early as 7th or 8th grade, and work can officially begin during the summer before their senior year.

The first aspect of the project is to select a mentor, a faculty, staff, or administrator at TFS who will assume the role of a coach for the senior. The development of a portfolio encompasses numerous skills and several important areas crucial to a senior even more than any other age. Because seniors span the last year of high school in conjunction with post-high school plans, the portfolio becomes evidence of the learning and personal development of a senior in addition to a reflective body of documents that attest to the rigor of learning and achievement.

The portfolio represents many decisions and activities of our seniors. Some of the topics scrutinized by seniors include college applications, essays, recommendation letters, job shadowing, personal reflections, projects, assessments, writing samples, and numerous activities designed to allow the senior to anticipate goals, future plans, and values.

The second aspect of the Senior Project is an oral presentation before guest evaluators near the end of their senior year. Drawing from the TFS community, educators, business professionals, and adults evaluate the public speaking skills of the seniors, who prepare a ten-minute formal speech. Overall, the Senior Project counts as the final exam in all of the classes taken in the 12th grade.

# Tallulah Falls School

## Media Center

The Tallulah Falls School Media Center exists to assist students in their search for recreational and curricular reading material; to promote students' lifelong enthusiasm for reading; to collaborate with teachers to improve curriculum development and student achievement; and to assist in technology support and integration of technology into classrooms.

The Media Center supports the mission of the school by providing access to various resources for students, teachers, parents, and the community. The Media Center also strives to promote a lifelong love of learning and the information literacy skills needed for lifelong learning. As stated in the school mission statement, students are exposed to different levels of character through works of fiction and nonfiction. The materials in the Media Center are supportive of the Tallulah Falls Standards, departmental requests, and individual student needs. Materials that are chosen include a range of opinions, points of view, formats, and levels of difficulty appropriate for a college preparatory middle and high school setting. The Media Specialists actively examine the curriculum and communicate directly with all faculty and staff. By communicating and collaborating with teachers, the Media Center contributes to student learning.

The Upper School Media Center is open to students from 7:45 a.m. until 6 p.m. Monday through Friday throughout the regular school year. The Middle School Media Center is open from 8 a.m. until 3 p.m. Monday through Friday throughout the regular school year. We have more than 2,400 books and materials for check-out at the upper school level. We have more than 2,600 books at the middle school level. Interlibrary loan is possible and encouraged. We are in the process of implementing eBook access through our library catalog system. In addition to each student having access to their own laptop for school use, the upper school provides access to computers and a printer/copier for student use in the Media Center. We subscribe to *GALILEO*, a virtual library with access to more than 100 databases. We provide a fully stocked coffee bar at the Upper School that includes hot tea and hot chocolate to promote a comfortable and welcoming environment to both students and staff.

The Upper and Middle School Media Centers are overseen by one full-time Media Specialist and one part-time Media Specialist, both of whom have media certification from the state of Georgia. Mrs. Shelby Day, the full-time Media Specialist, has an Ed.S. in Instructional Technology with an emphasis in School Library Media. Mrs. Day is also a volunteer for the Georgia Bureau of Investigation's CyberSafety Task Force. She is certified to teach PreK through adult CyberSafety classes and regularly does workshops for both the Upper and Middle School levels.

# Upper School Curriculum

## History

- History 1
- History 1 Honors
- History 2
- History 2 Honors
- History 3
- History 3 Honors
- Government/Economics
- Government/Economics Honors

## English

- English 09
- English 09 Honors
- English 10
- English 10 Honors
- English 11
- English 11 Honors
- English 12
- College English 101 & 102
- Sheltered English

## Mathematics

- Algebra 1
- Algebra 1 Honors
- Geometry 1
- Math 2
- Algebra 3
- Math 3
- Math 3 Honors
- Math 4
- College Algebra
- College Pre-Calculus
- College Calculus

## Science

- Physical Science
- Physical Science Honors
- Biology
- Biology Honors
- Chemistry
- Chemistry Honors
- Environmental Science
- Human Anatomy
- College Biology 101 & 102
- College Chemistry 101 & 102
- Physics Honors

## Foreign Language

- Spanish 1
- Spanish 2
- Spanish 3
- French 1
- French 2

## Electives

- American Culture Literature & Speech
- Art 1
- Art 2
- Broadcasting
- Creative Writing
- Critical Thinking
- Culinary Arts 1
- Culinary Arts 2
- Drama 1
- Drama 2
- Instrumental Music
- Introduction to Teaching
- Journalism
- Leadership
- Life Skills
- Marketing
- Mass Communications
- Personal Fitness/Health
- Piano 1
- Piano 2
- Strength and Conditioning
- Tae Kwon Do
- Team Sports
- TFS Ringers (Handbells)
- Theater Tech
- Woodworking/Architecture

# Upper School Guidance and College Counseling Program

## Guidance Counseling

Tallulah Falls School's upper school Guidance Office supports the mental health of all upper school students while ensuring their academic and college counseling needs are met. Students are welcome to speak with the Guidance Counselor about their personal and social development. The Guidance Counselor supports students and families in their growth together with a focus on the needs of the student.

## Academic and College Counseling

### Scheduling and Class Offerings

Student academic performance is reviewed annually by the Guidance Office, with the assistance of the faculty to ensure that student enrollment in courses is appropriate and challenging. Standard and Honors level courses are offered for all grade levels in the Upper School. Juniors and Seniors also have the opportunity to take up to ten courses (36 semester hours) of dual enrollment college courses in Math, Science, and English.

### Standardized Testing

Tallulah Falls Upper School conducts regular standardized testing for all students. Students in the freshman, sophomore, and junior classes take the PLAN test every year. Juniors and Seniors are required to take the ACT and SAT tests. Sophomores and Juniors take the ASVAB test as well. Students are assisted with the registration process for the ACT, SAT, and ASVAB tests. Test results are used in a variety of ways. Teachers use the PLAN test results as a tool in aiding identification of specific difficulties within the subject tested. Administration uses the PLAN test results to measure teacher strength in the classroom. The PLAN, ACT, and SAT are also used as admission tools for acceptance into dual enrollment college courses.

### College Counseling

The college admissions process has become highly competitive. It is essential for students and parents to recognize that students are ultimately evaluated for admission based upon their academic record and standardized test scores. The academic rigor of the courses students take and their performance in those courses are important factors in the college admission process. The Guidance Office at Tallulah Falls School is ready to assist all students and parents throughout the college admissions process. Parents are always welcome and encouraged to meet either in person or via conference call with the college counselor.

The college admissions process begins in a student's freshman year at Tallulah Falls School as his/her class schedule is determined and he/she begins to undergo standardized testing using the PLAN test from ACT. A student's sophomore year schedule is determined by class performance during the freshman year. The rigor of academic courses is reviewed again before the sophomore year and could be increased, decreased, or continued at its current level in order for a student to achieve the best marks possible based upon academic abilities.

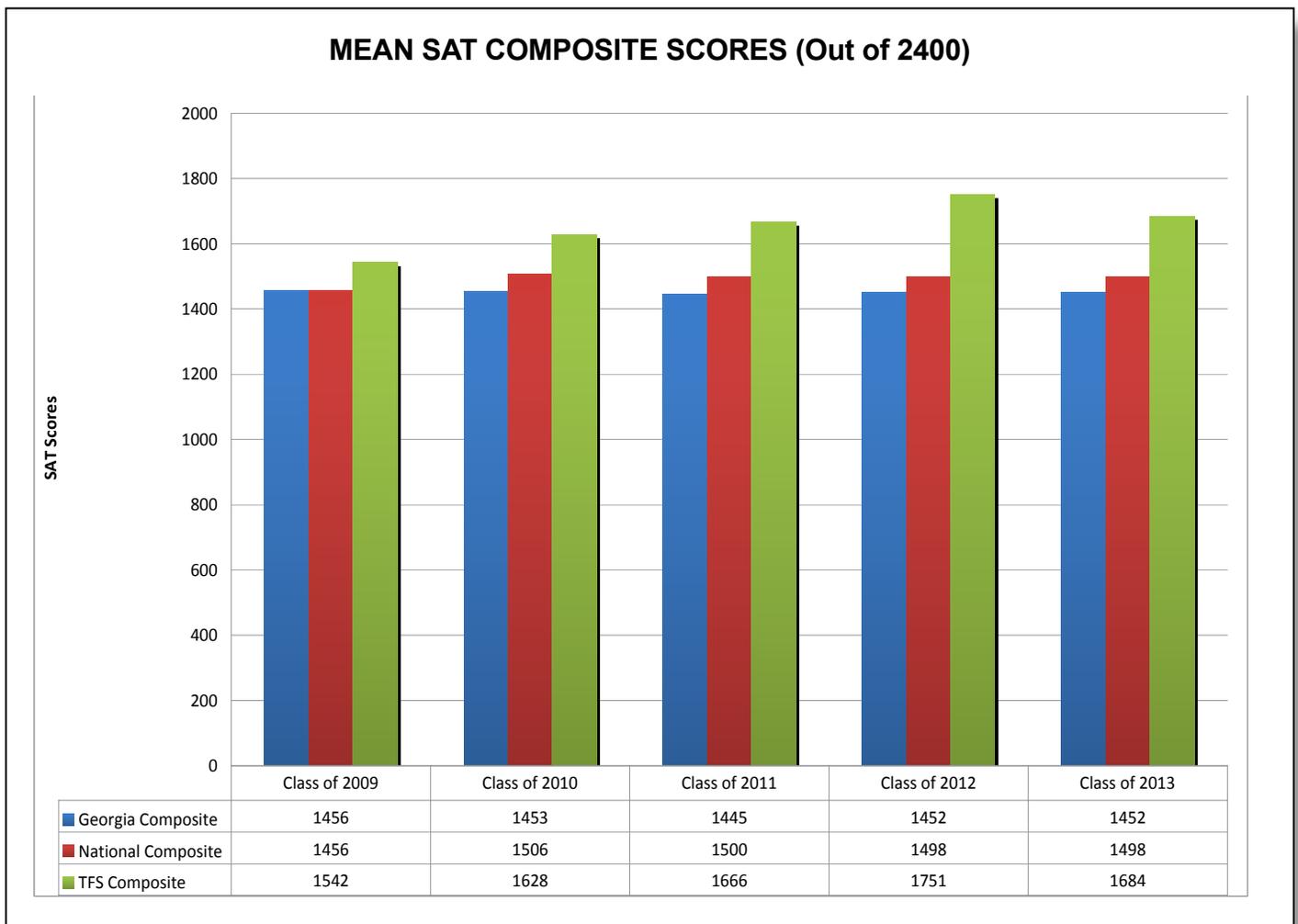
During spring of the junior year, the Guidance Office meets with the entire class and gives a presentation describing the college admission process. Each student is encouraged to develop a list of characteristics he/she is seeking in a college and names of particular colleges that might be of interest. This list will serve as a foundation for the college search, but it will be updated, added to, and changed throughout the process. Juniors are required to take the ACT and SAT, partly to determine areas of weakness. They use this information to determine which areas to concentrate on when studying for the tests. Juniors are encouraged to visit college campuses of interest. International students are encouraged to take the TOEFL.

During the first week of their senior year, the Guidance Office will meet with the entire senior class to review the college admission process. In the first nine weeks students continue to build upon their list of prospective colleges they developed the previous semester and begin completing the application process. Seniors must meet individually with the college counselor at least twice by the end of October, and will continue to meet with the college counselor as often as needed. They are required to apply to at least two colleges by the end of October. Seniors will take the SAT and ACT during the fall semester.

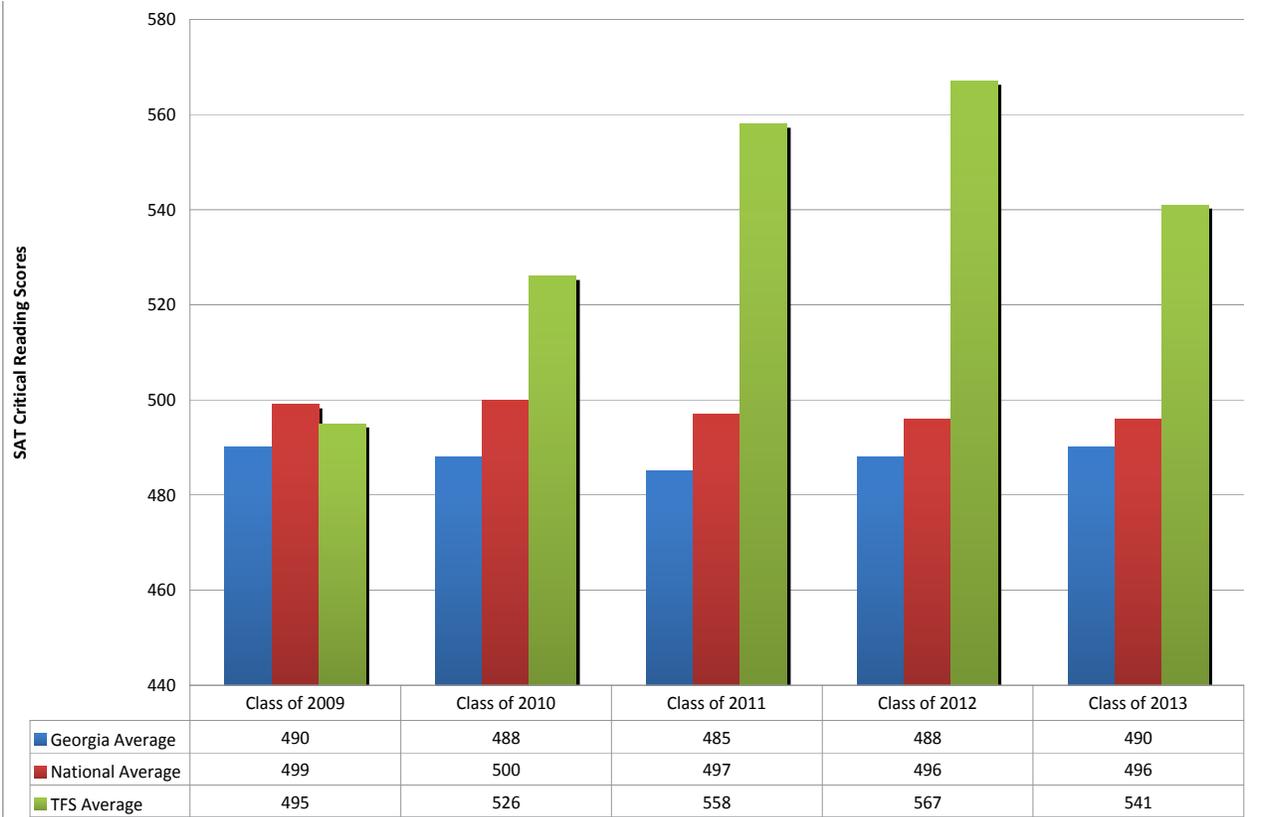
The Guidance Office’s involvement will continue until late spring when every senior should have made a final decision. Parent involvement is encouraged throughout the process.

## TALLULAH FALLS SCHOOL - UPPER SCHOOL

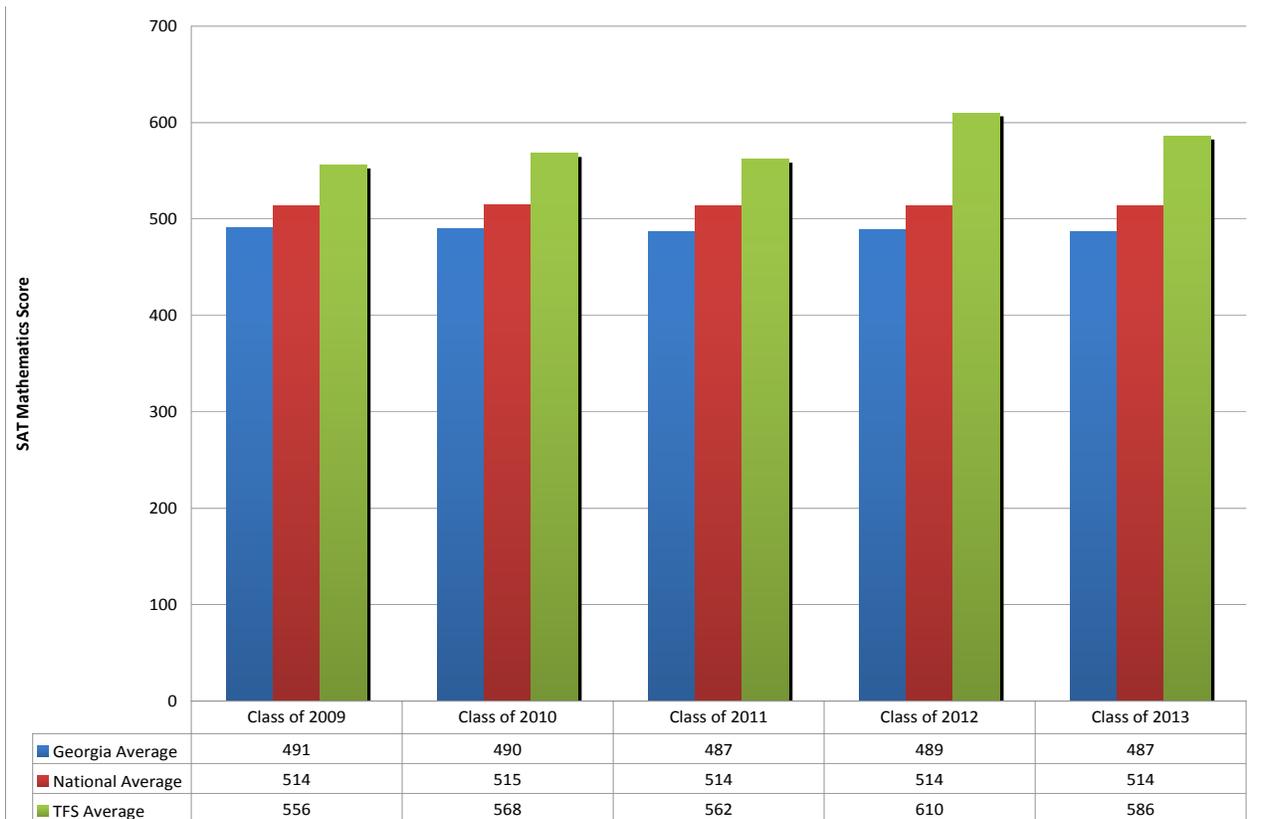
### Senior SAT and ACT Test Comparisons



## MEAN SAT CRITICAL READING SCORES

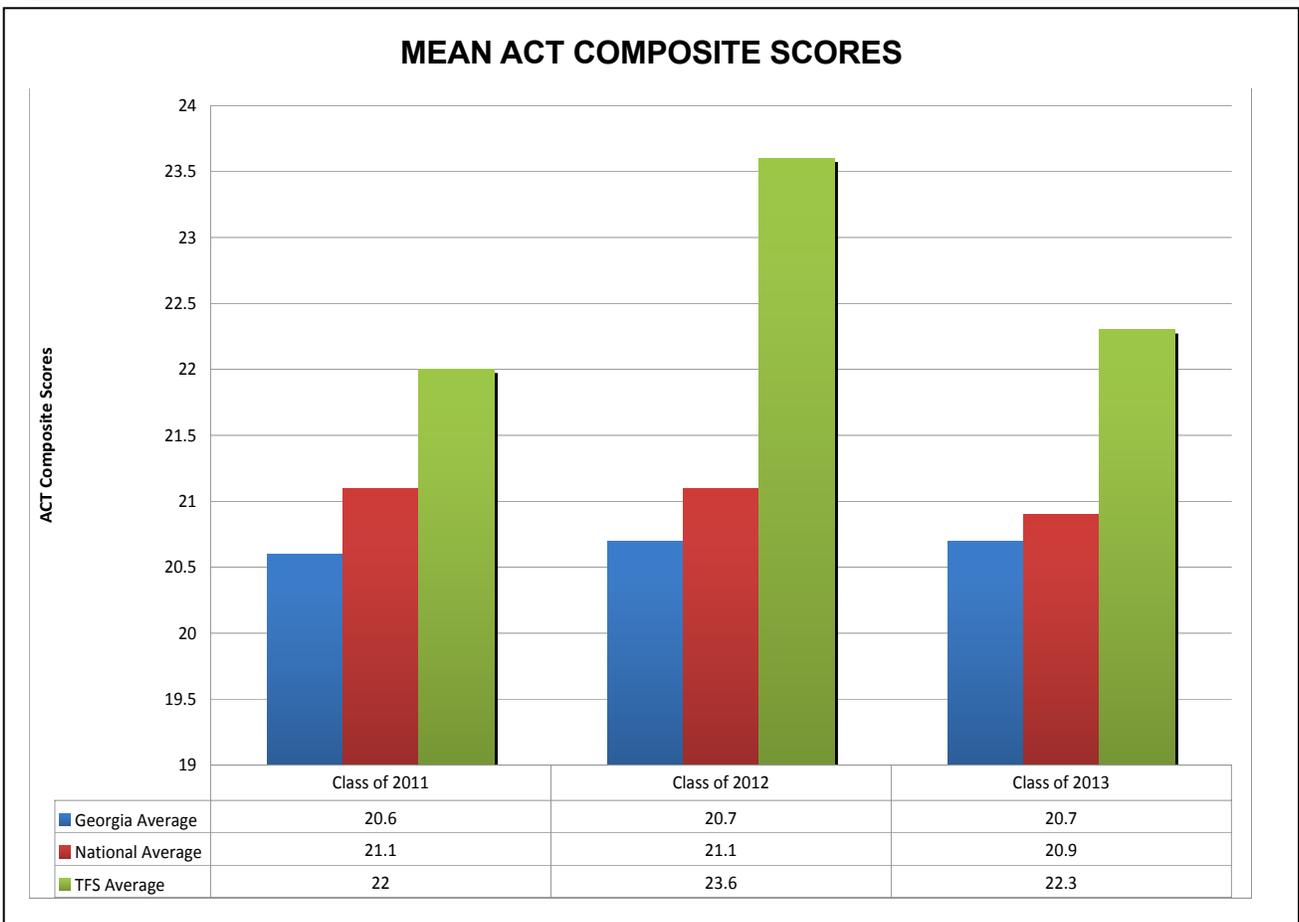
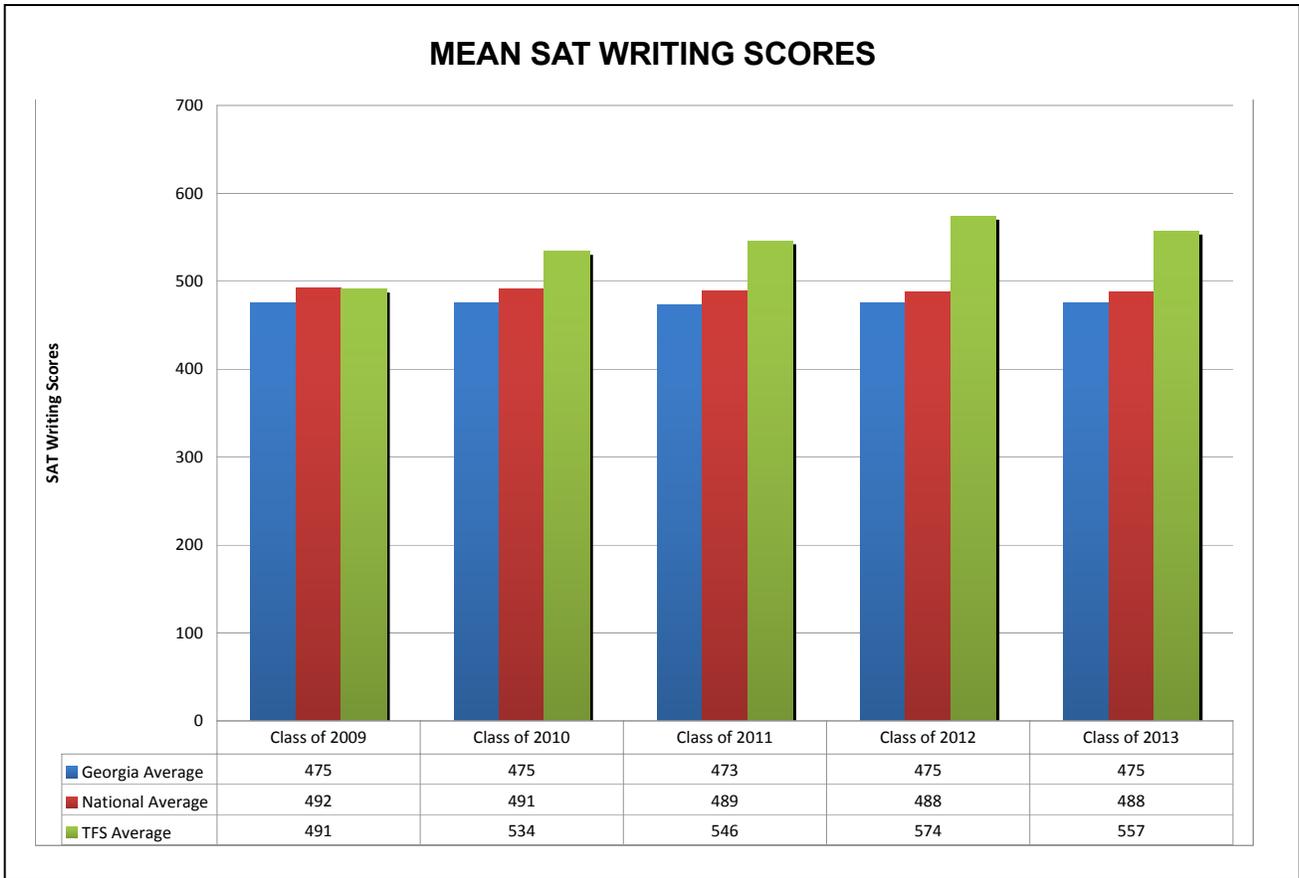


## MEAN SAT MATHEMATICS SCORES



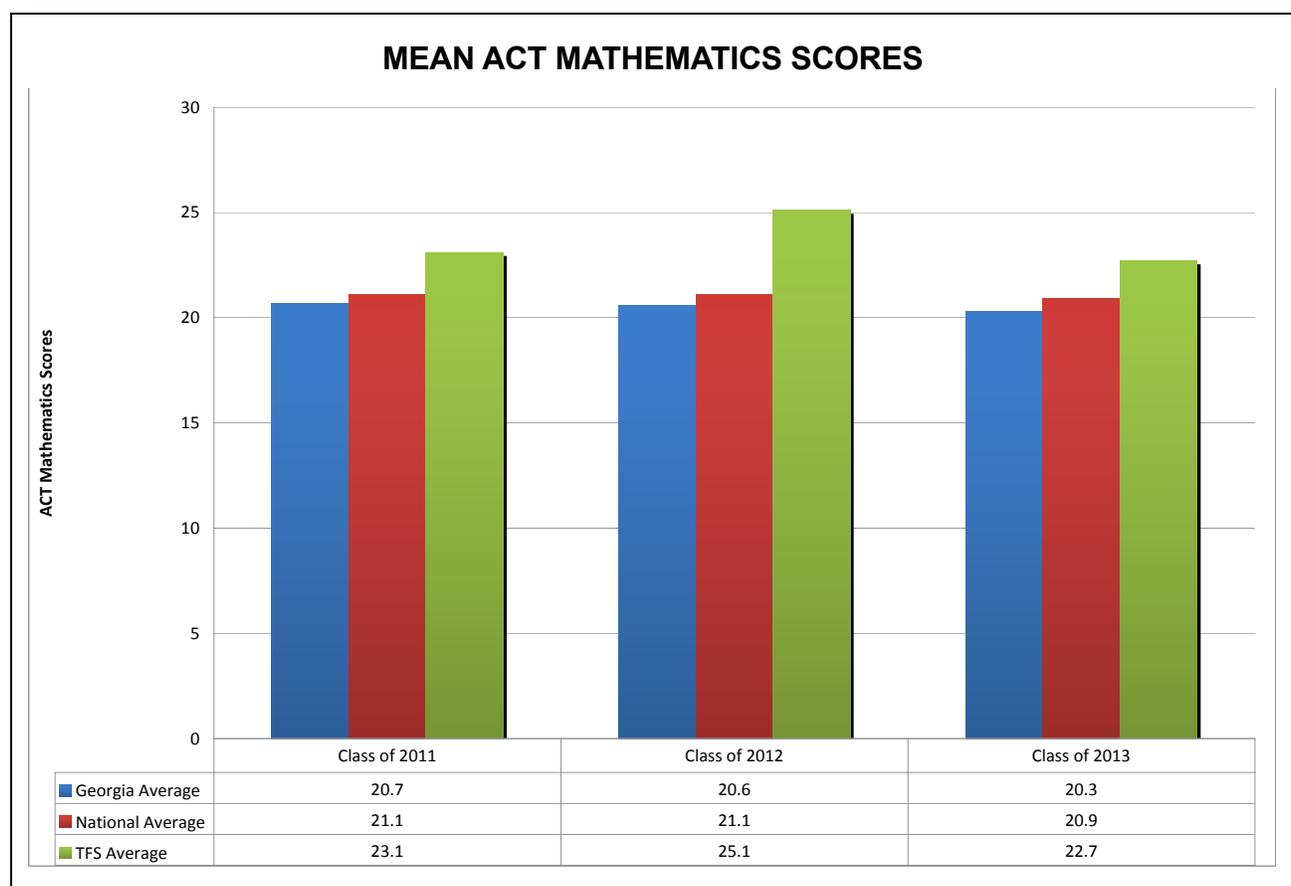
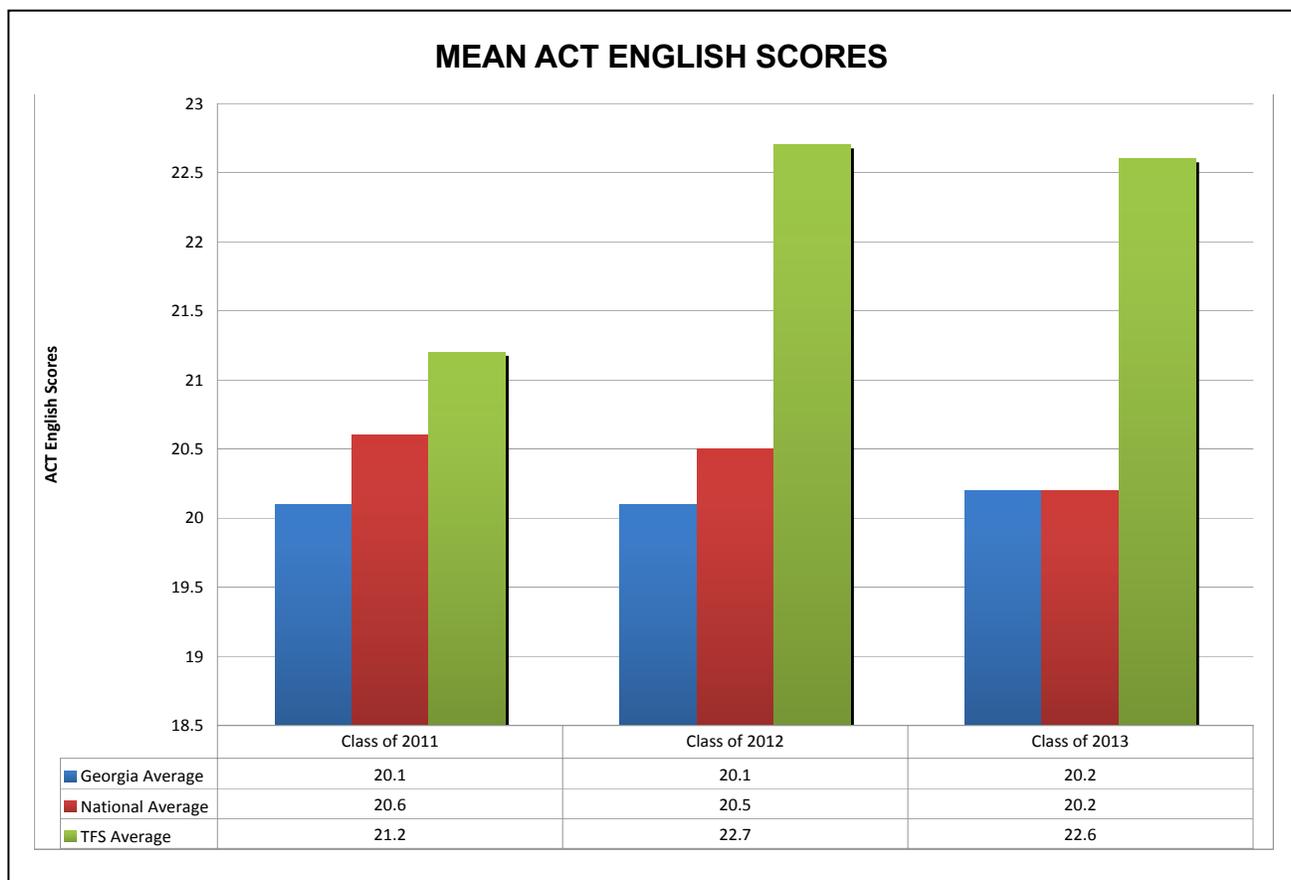
# TALLULAH FALLS SCHOOL - UPPER SCHOOL

## Senior SAT and ACT Test Comparisons



# TALLULAH FALLS SCHOOL - UPPER SCHOOL

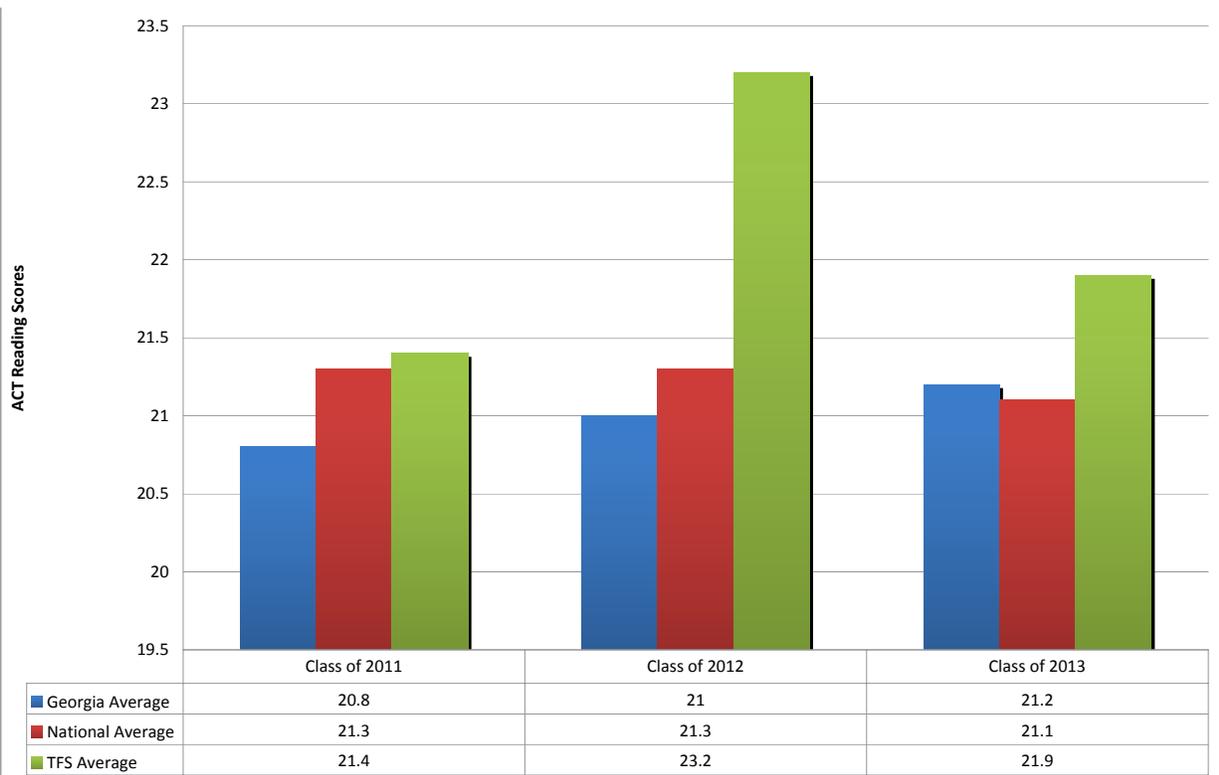
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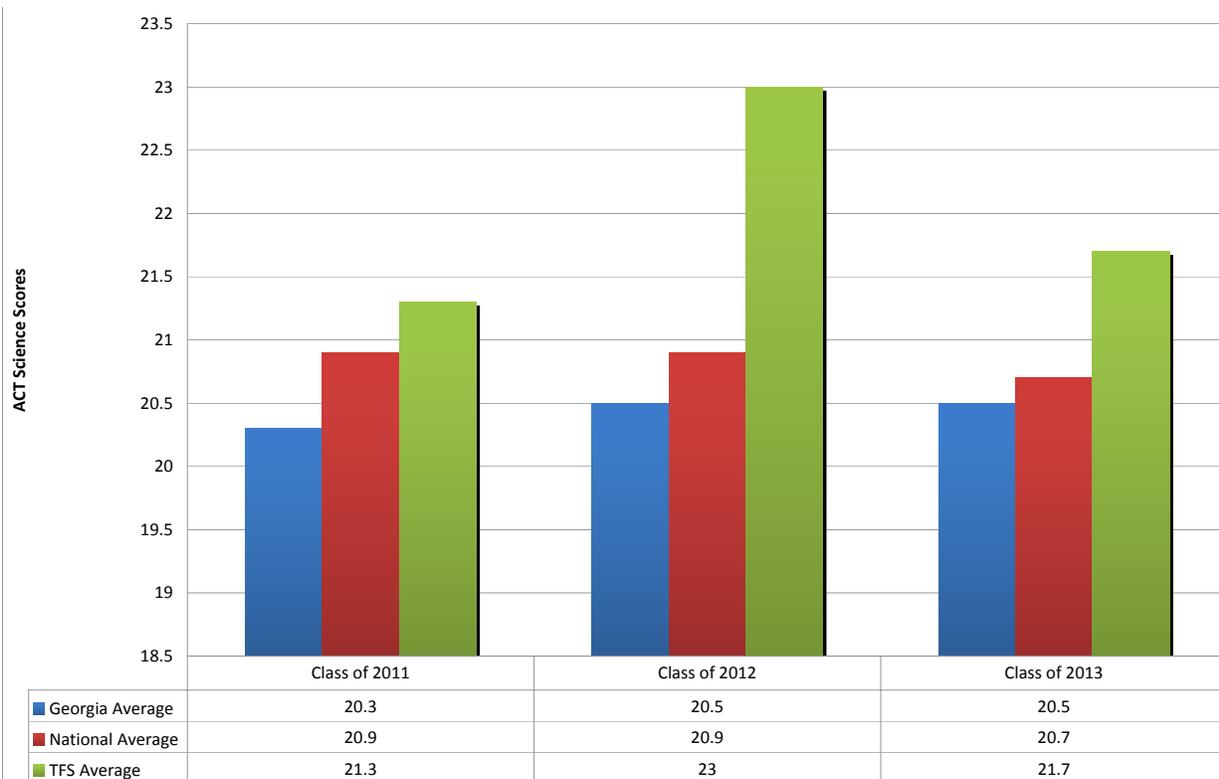
# TALLULAH FALLS SCHOOL - UPPER SCHOOL

## Senior SAT and ACT Test Comparisons

### MEAN ACT READING SCORES



### MEAN ACT SCIENCE SCORES



# Information Technology

Tallulah Falls School incorporates technology across the curriculum in both the middle and upper schools. Students and faculty are issued Lenovo laptops for use throughout the school year. This ensures that all students have access to the appropriate software and resources needed for their classes. Wireless access is available in all buildings on campus allowing students and faculty to log into the campus network, access the internet, and other resources. Firewall and antivirus software are activated to protect faculty and students. In addition, all faculty and students have Tallulah Falls School email addresses to assist in school-related communication.

E-books are incorporated as new text books are purchased allowing students to have their texts available without having to carry books. E-books also make multimedia and other interactive features available to students. Moodle has been integrated into the curriculum for the 2013–14 academic year allowing our faculty to use the flipped classroom model. Also, when a student is absent for a class period or an entire day he/she is able to stay involved with their classes and not miss assignments. Turn It In is available through Moodle or as a stand alone service and is a tool that can check for and teach students about plagiarism and how to site sources correctly in their written assignments.

SmartBoard technology is installed in all classrooms for interactive classroom teaching. Faculty members also use various online teaching tools during their lessons. Skype is being used with SmartBoards for a global shared classroom experience. Distance learning is also available for upper school students to increase the variety of courses offered.

Tallulah Falls School utilizes an expansive network of communication systems that includes an Intercom / paging / emergency alert / class bell system connected to our telephone PBX system. To ensure that communication is timely, the school has configured voicemail-to-email for the vast majority of our staff. All faculty and staff can synchronize their tablets, smartphones or phablets to our email / contact / calendar / task management system. Our school information system offers us additional flexibility for contacting students, parents, family members, faculty and staff via email, SMS and voice messages.

We host, maintain, and manage 30+ servers that run both local and cloud services. Our network and server environment incorporate redundant technologies to help improve uptime and availability of resources. These provide users access to a wide range of applications including email / contact / calendaring; remote file access and sharing; classroom collaboration / homework submission; and trouble ticket management. Recent upgrades to our fiber optic network has quadrupled internet access speed.

The Information Technology staff utilizes a centralized system to image, deploy and manage the 570+ desktop and mobile devices for faculty, staff and students. This system allows us to install, update, repair or remove any software package in addition to automating the inventory of both hardware and software on the managed devices.

Over the years we have continued to improve our network infrastructure and currently utilize fiber optic cabling connecting all academic, student life, administrative, public affairs and plant service buildings. Our highly fault-tolerant wireless network covers the majority of these locations and neighboring areas, greatly extending our one-to-one computer initiative to accommodate “classrooms outside the classroom”.

# Athletics

## Athletic Mission Statement

*The mission of Tallulah Falls School athletics is to develop GREAT character, competence, and competitiveness while experiencing a Season of Significance and hosting GREAT events.*

## Vision

**GREAT character** evidenced through behavior and performance (stamina, speed, strength, skill, and strategy) will determine our success.

This vision is so much more than typical sportsmanship responses of shaking hands after games. It is more than an external plan or program that we are forcing on our student-athletes. It is a way of life that is keenly structured with creativity and meant to inspire in those entrusted to our care. It is the active promotion of planned and purposeful GREAT character development that is our signature and our brand.

## Philosophy (We believe...)

- Safety is a prerequisite for optimal development
- GREAT character is the foundation of all that we do. Gratitude and Generosity, Respect and Responsibility, Effort, Enthusiasm and Excellence, Accountability and Ambition, and Thinking and Trustworthiness are guiding principles in which we will make all of our decisions
- Competence results from a disciplined work ethic and a focused state of mind to enhance skills, strategies, strength, speed, and stamina
- Competitiveness is integral in society so we will compete to the very best of our abilities with a GREAT attitude while setting team victory over individual goals

## Our priorities: School > Athletic Program > Sport Program > Team > Individual

We seek to create ownership. Ownership looks at the big picture. It focuses on the details to ensure that everything fits together. It enables us to maximize roles that include: keeping up athletic fields, painting murals, creating signs, observing other teams, trusting, working with others, and being part of the solution.

Being a “Light in the Mountains” means we are ambassadors of Tallulah Falls School. Others will judge Tallulah Falls School based on our appearance, attitude, conduct, speech, and performance. We continually seek to raise the bar by turning our beliefs into actions.

During the past three years, we have added middle school and high school girls and boys swimming and golf. We plan to add middle school baseball when numbers are appropriate.

Tallulah Falls School seeks to be competitive in both the region and state level in each sport, yet the primary focus of our athletic program is to foster GREAT character and skills vital to positive citizenship in each of our participants. We seek to be a school where our young people can participate and experience the lasting values and ideals associated with interscholastic athletic involvement.

We create a yearly theme for athletic programs to rally around. Recent themes have been “Anticipate,” “Be Tough,” “Timing,” and “Ownership.” As a result of excellence in particular sports in 2012–13, the athletic program has adopted a philosophical goal of creating a Season of Significance and a specific goal of creating at least one GREAT event in each sport.

The goal of a Season of Significance is to involve athletes, parents, and coaches in something more than just contests and practices; ultimately, we want to create lasting memories, meaningful relationships, true educational learning, and GREAT character-fed growth.

Tallulah Falls School chooses to employ coaches who live our mission and who safely and competently instruct skills and strategies with a higher purpose, filled with a knowledge of who we are and who we want to be. We seek to provide the necessary equipment and apparel that best provides for positive practices and contests while aesthetically representing Tallulah Falls School with pride and excellence in an economical and highly functional capacity.

The Tallulah Falls School Tribe is an athletic support group comprised of parents, families, and friends of the various programs. Team Parent Leaders, Concessions Coordinators, and home contest workers are vital to the support of the athletic program. The recently added Med Ed Series, a community partnership with Habersham Medical Center, provides periodic presentations to Tallulah Falls School community members concerning a range of medical oriented topics.

The Tallulah Falls School Athletic Legacy Leaders, comprised of nominated high school athletic team leaders from the various sports, meet throughout the year as an innovative think tank whose goal is to leave a legacy at Tallulah Falls School.

## Tallulah Falls School Sports Program

Sport	Middle School	Upper School
<b>Cross Country</b>	Fall - Coed	Fall - Coed
<b>Soccer</b>	Fall - Coed	Boys - Fall
		Girls - Spring
<b>Volleyball</b>	Fall - Girls	Fall - Girls
<b>Basketball</b>	Winter - Boys & Girls	Winter - Boys & Girls
<b>Swimming</b>	Winter - Boys & Girls	Winter - Boys & Girls
<b>Cheerleading</b>	Winter - Girls	Winter - Girls
<b>Golf</b>	Spring - Boys & Girls	Spring - Boys & Girls
<b>Tennis</b>	Spring - Boys & Girls	Spring - Boys & Girls
<b>Track &amp; Field</b>	Spring - Boys & Girls	Spring - Boys & Girls
<b>Baseball</b>	Spring - Boys*	Spring - Boys*

\* dependent upon numbers and interest

# Boarding Program

The boarding program at Tallulah Falls School encompasses dormitory living, on-campus activities, weekend trips, and a weekly Sunday chapel service. Students come to Tallulah Falls from very diverse backgrounds and interact in a small, family like setting. An emphasis on personal responsibility and belonging to a unique boarding environment is encouraged.

Tallulah Falls School has one male dormitory with seventy-two boys and one female dormitory with sixty-eight girls; each student shares a room with another student. Each dormitory has two floors: the eleventh and twelfth grades live together on one floor; grade six through ten live on the lower floors. Each student receives a roommate at the beginning of the year. After the first three weeks of school, students may choose a different roommate with dormitory counselor approval. International students are encouraged to room with a native English speaking student. Students are required to maintain a neat room with daily room inspection by the dormitory counselors. Major room inspections take place on Saturday mornings.

Each school night, study time is held in the dormitories from 8 p.m.–9:30 p.m. During this time, students are required to be in their rooms. Students who possess a 3.5 GPA or higher have the option of a less structured study time. Additional study time is assigned to students who are on our weekly distributed failing grade report.

During the week, lights out is at 10 p.m. for our middle school students, 11 p.m. for our ninth through eleventh grade students, and midnight for the seniors. If needed, a one-hour “late lights” extension may be granted by the dormitory counselor if a student requires more time to complete his/her work.

Morning wake up in the dormitories is 6:30 a.m. All students are required to attend breakfast in the dining hall from 7 a.m.–7:30 a.m. A morning dormitory work program is shared throughout the year by all boarding students. Students are dismissed from the dining hall or morning dormitory work programs at 7:40 a.m. to attend their academic classes which begin at 8 a.m. The dormitories are closed during the academic day and reopen at 3 p.m. to receive students after classes.

On-campus activities take place after school from 3–5:45 p.m. and 6:30–7:45 p.m. On weekends, on campus recreation time is from 1:30.–5:30 p.m. and again from 7:30–9:30 p.m. On campus activities take place in the student center (billiards, video games, air hockey, etc.), gymnasium (volleyball, basketball, dodge ball, etc.), tennis courts, soccer field, baseball field and the fire pit (s’mores, music, storytelling, etc.). Four times a year the school hosts special class-sponsored activities for all students. The senior class sponsors a Halloween carnival; the junior class sponsors the Junior/Senior Prom; the sophomores sponsor the Valentine’s Day dance and the freshmen sponsor bingo bells.

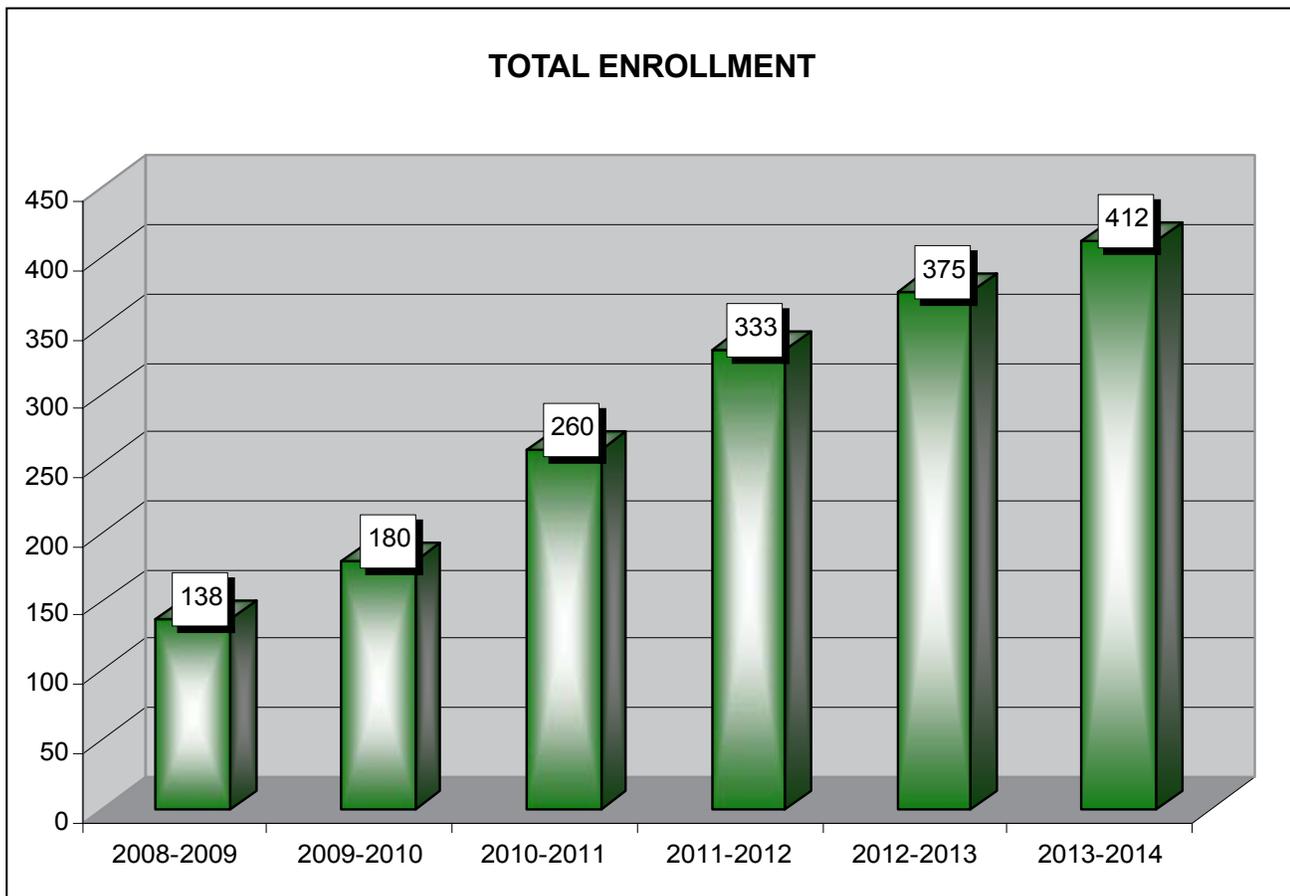
Off-campus trips are offered almost every weekend. Trips to the local area include lake kayaking, hiking, river tubing, snow skiing, whitewater rafting, bowling, roller skating, movies, local fairs/festivals and shopping. Trips outside of our local area include sporting events (Atlanta Braves, Hawks), the Fox Theater, Cirque du Soleil, Six Flags, mall trips and Stone Mountain Park.

All students are required to attend a weekly Sunday Chapel service or they may opt to attend a local church with a staff member. Emphasis is placed on the teaching of making the right decision through the use of teachings from the Old and New Testament. The service is non-denominational and deals with the issues young people experience.

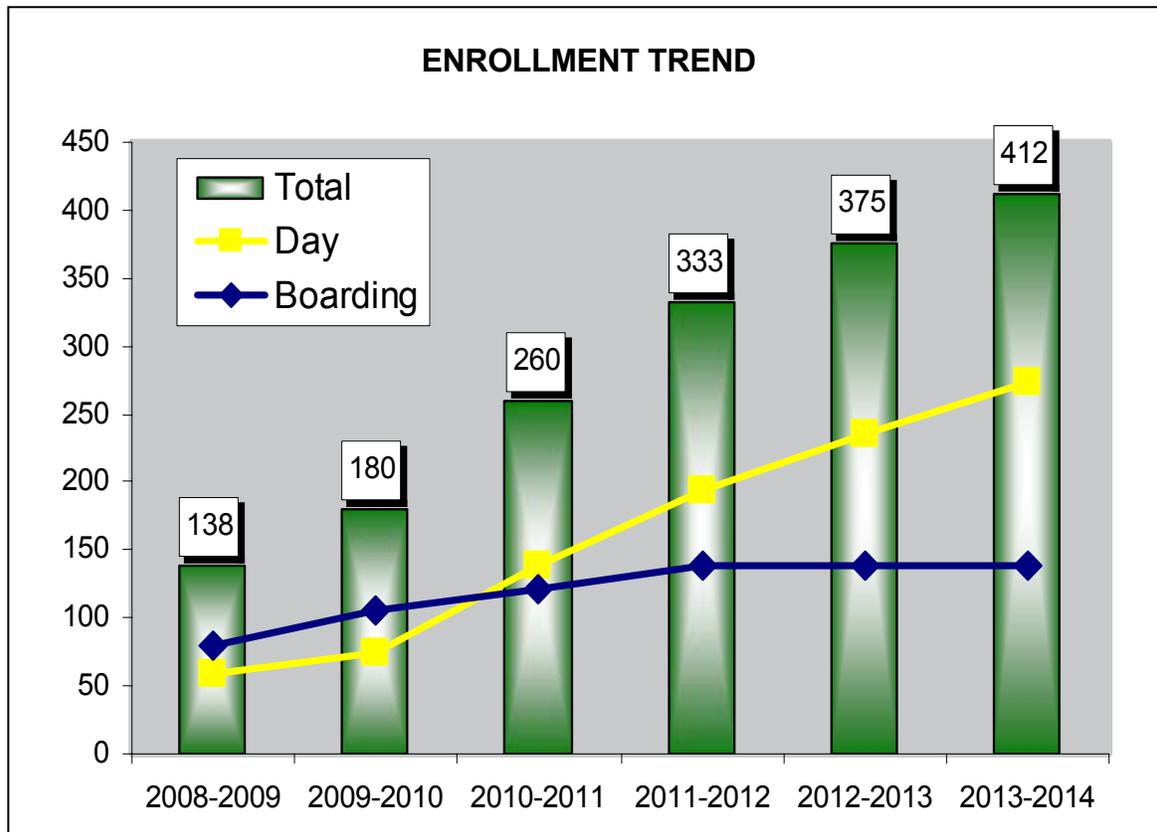
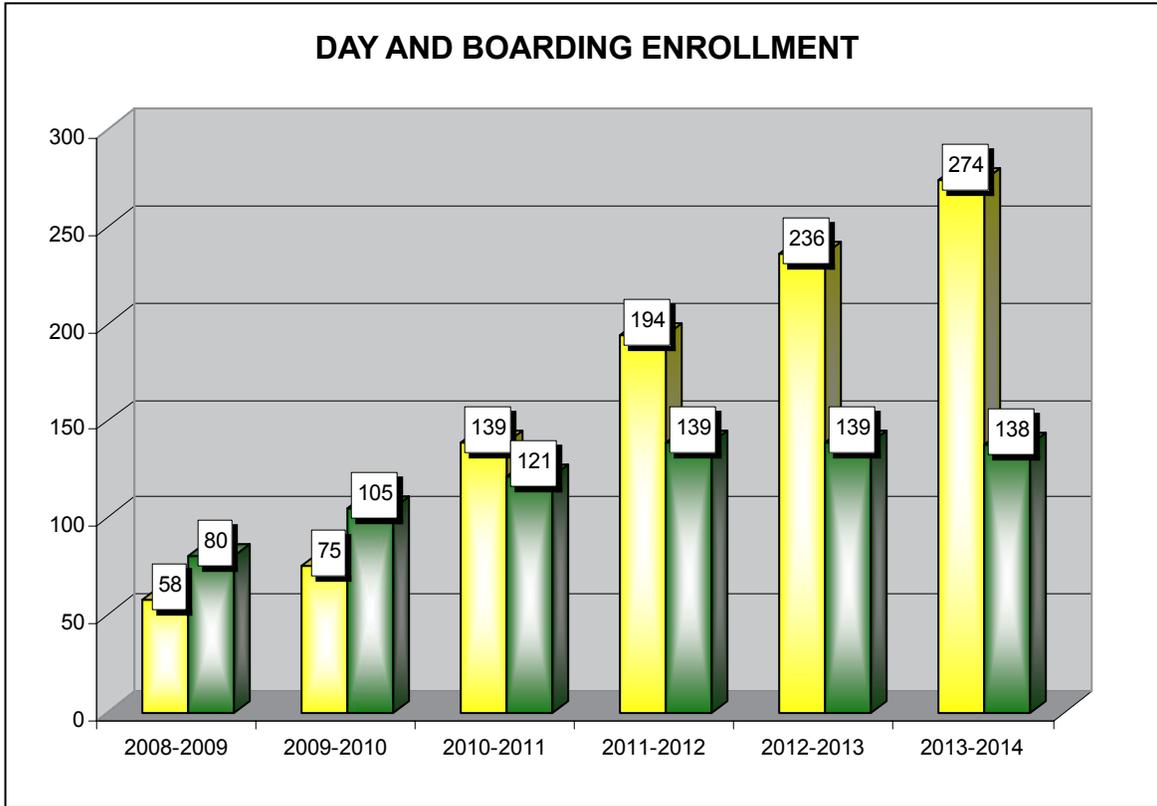
## Admissions, Enrollment, and Financial Aid

Tallulah Falls School was originally founded to offer extraordinary educational opportunities to the students of the local region but ultimately expanded its reach to other states and other countries. As a result, Tallulah Falls School existed primarily as boarding school for students from the Georgia region, out-of-state, and a small number of international students.

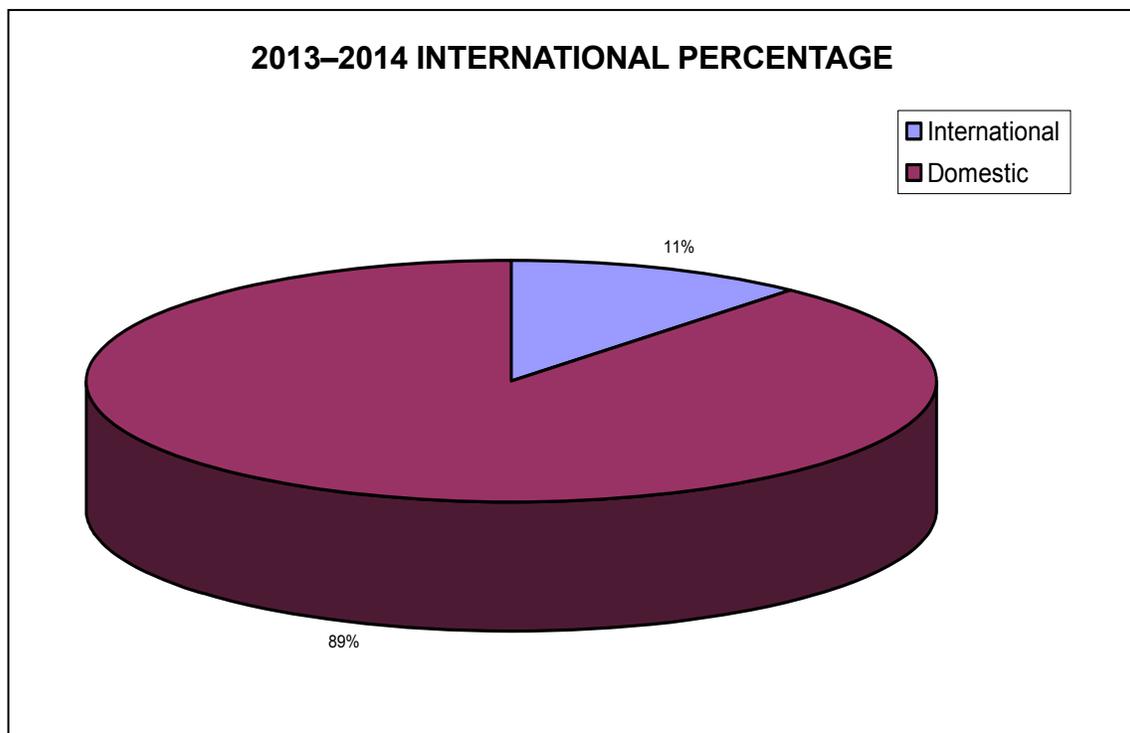
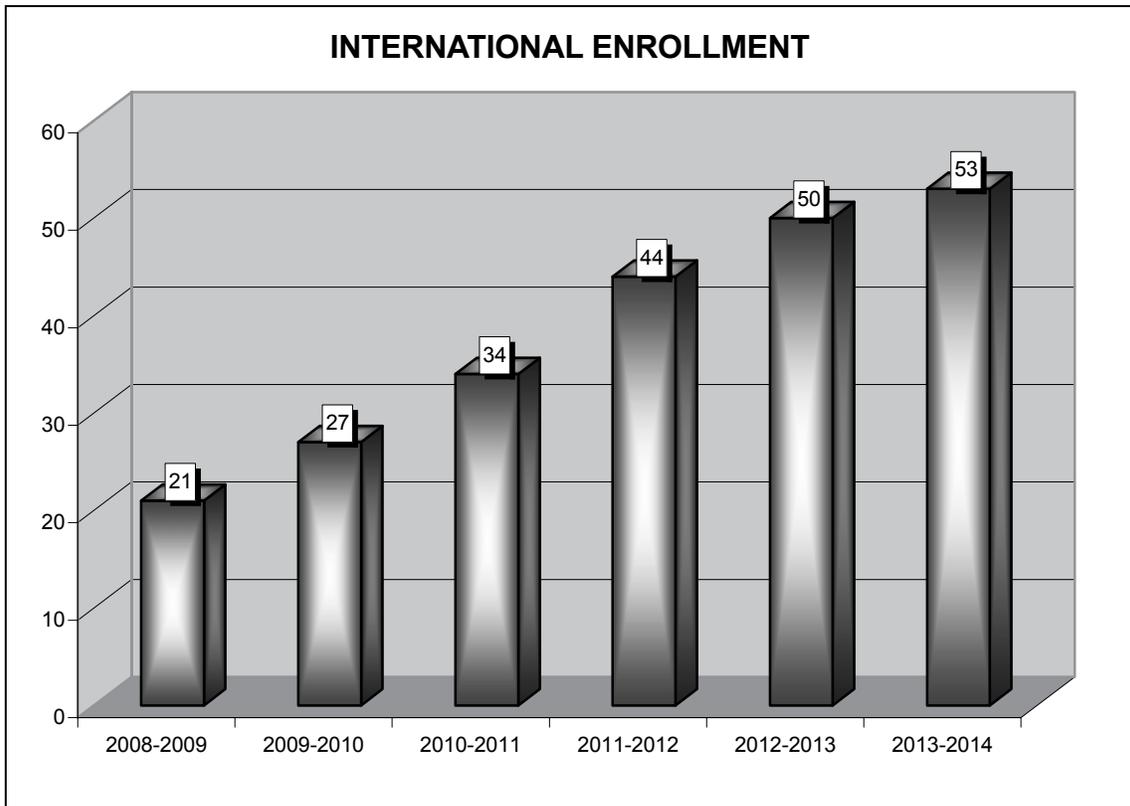
Over the past six years, Tallulah Falls School has more than tripled the overall enrollment of the school while incorporating stronger admission standards for incoming students. Much of the overall growth at Tallulah Falls School can be attributed to a substantial increase in students from the local area. In 2009, Tallulah Falls School made the decision to focus our efforts towards the original mission of the school by increasing enrollment from the four surrounding counties of Habersham, Rabun, Stephens, and White.



In 2013–2014, our 138 boarding students represent 13 states in the US and 17 foreign countries.



The international students are a special part of the diversity and culture of Tallulah Falls School. Their life experiences and global perspectives enhance the daily classroom discussions and cultural exchange of ideas within the school community. Though the number of international students has increased with the overall school enrollment, the percentage of international students has remained relatively steady between approximately 11-13 percent of the total student body.



## Food Services

The food services department at TFS is dedicated to meeting the dining needs of our students, faculty, and staff. All of the food service staff members are direct employees of Tallulah Falls School. There is a long line of tradition associated with the dining hall staff as many have been with the school for decades; some more than forty years. They take great pride in preparing well balanced meals that are both satisfying in taste and nutrition.

Tallulah Falls School has two dining hall locations: one on the upper school campus and one on the middle school campus. Federation Hall, on the main campus, currently serves more than 265 upper school students and 100 staff members and is open for three meals a day. Our boarding population utilizes Federation Hall for all of their meals. The middle school dining hall is open only for lunch and serves 165 students, faculty, and staff on a daily basis.

A major challenge for the dining hall is to meet the nutritional, personal preferences, and tastes of our diverse student body; we have students from seventeen countries around the world. The dining hall staff encourages our students to make suggestions for new menu items as well as new ways to prepare featured meals. We want our students to have ownership in the menu offerings.

Our Food Services Department also caters special events that take place on campus throughout the year; these include dances, open houses, receptions, cook outs and meals for special guests. Boarding students get an opportunity to help serve at least one family style meal each year during Sunday lunch or other special occasions.

## **Plant Services**

Plant Services is responsible for monitoring new construction projects and the upkeep and maintenance of the nearly 500 acres and thirty buildings that make-up the Tallulah Falls School campus. Plant Services is divided into five areas that help to facilitate the process.

### **Janitorial Department**

Cleans, sanitizes, and provides supplies to all buildings on campus.

### **Laundry Department**

Provides a laundry service for all boarding students on campus.

### **Maintenance Department**

Provides a number of key services throughout the campus that include installing, repairing and maintaining all HVAC equipment, electrical work, plumbing, and managing the school's waste water plant. The day-to-day repairs in all buildings on campus fall under the supervision of the maintenance department. Responsibilities also include maintaining the school's fire sprinkler and alarm systems.

### **Grounds Department**

Responsible for the maintenance of all athletic fields, flower beds, and gardens located on campus. They also maintain the school's equestrian center and cross country course which are located on the school farm.

### **Security Department**

Provides daily security for the campus. Security helps facilitate athletic contests and special events that are held on campus. These include but are not limited to guest speakers, graduation ceremonies, concert series and Parent/Grandparent Days. They are also responsible for monitoring the school's security video cameras.

Tallulah Falls School is currently working with the local Sheriffs Department to provide more daytime security on both the middle and upper school campuses. Currently, the Sheriffs Department sends a deputy to patrol the campus once or twice a day. The plan is to increase law enforcement presence during the day on both campuses.



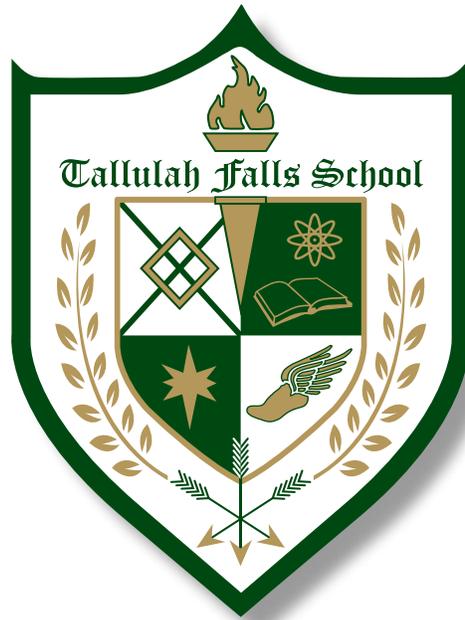
# Blueprint for Success

# Section II



# The Blueprint for Success

## Tallulah Falls School 5-Year Strategic Plan



### **Our Mission**

*Preparing each student to thrive in life by elevating character and intellect in a challenging and diverse college preparatory environment.*

**P.O. Box 249 • Tallulah Falls, Georgia 30573  
[www.tallulahfalls.org](http://www.tallulahfalls.org)**

# The Plan

## SAIS Steering Committee

Larry Peevy-President and Head of School  
Mark Rasmussen-Vice President  
Janice Barden-Dean of Business and Development Relations  
Dr. Robert Barron-Upper School Science Chair  
Terri Bogan-Upper School English Chair  
Brittany Carter-Upper School History Chair  
David Chester-Middle School Academic Dean  
Mike Dale-Dean of Special Services  
Wallace Dodd-Director of Plant Services  
John Fede-Upper School Electives Chair  
Jimmy Franklin-Dean of Students  
Linda Harris-Upper School Math Chair  
Cat Hermes-Middle School Exploratory Chair  
Killeen Jensen-Middle School 8th Grade Chair  
Bob Loder- Middle School 6th Grade Chair  
Randy Morris-Middle School 7th Grade Chair  
Scott Neal-Athletic Director  
Kim Popham-Upper School Academic Dean  
Bryan Roller-Director of IT  
Kelly Woodall-Dean of Admissions  
Harriet Worrell-Director of Food Services

# SAIS Strategic Planning Teams

## The Learning Environment

Kim Popham-Chair	Teri Bogan
Tina Cheek	Grace Farrow-Student Representative
John Luke Gallagher- Student Representative	David Guyott
Bobby Hammond	Killeen Jensen
Georgann Lanich	Bob Loder
Laura Reynolds-Parent Representative	Monika Schulte-Parent Representative
Annette Shirley	Tom Tilley

## The Professional Development Environment

David Chester-Chair	Ellen Besier-Student Representative
Todd Besier	Perry Bourlet
Brittany Carter	Kathy Church
Scott Davis	Wanda Dunn
John Fede	Glenda Franklin
Sherri Gaglio	Phillip Harden
Eli Keene-Student Representative	Ray Pitts
Keri Pugh	Joann Raybon-Parent Representative
Jane Shoemaker	Anna Smith

## The Enrollment Environment

Kelly Woodall-Chair	Nancy Almoyan
Dallas Barron	Connor Brown-Student Representative
Christy Carpenter	Stacy Caro
Jimmy Cash	Dwight Dyer
Gus Hames-Parent Representative	Amanda Hendrix
Angel Hooper	Terry Miller
Tammie Rasmussen	Letitia Roller
Jacobii Shirley	Jennifer Stein
Sarah Weidner-Student Representative	

## The Campus Environment

Jimmy Franklin-Chair	Esther Adeyemi-Student Representative
Stacie Besier	Rebecca Cook
Wallace Dodd	Victor Durfee
Bill Coldren	Preston Fowler
Wanda Franzo	Lewis Lane-Parent Representative
Rachel McClain	Lessie Miller
Michael Palmer	Barney Rothgery
Leanna Shahan	Darilee Sims
Michael Stewart	Carolyn Welch
Lisa Wilcox	

# SAIS Strategic Planning Teams

## The Outreach Environment

Harriet Worrell-Chair	Patsy Baker
Robert Barron	Todd Besier
Brian Boyd	Joann Church
Mike Dale	Gracie Dockins
Curt Frederick	Irene Gray
Melody Henderson	Sarah Lowry
Stuart Miller	Scott Neal
Ashley Peeples-Student Representative	Emily Reynolds-Student Representative
Letitia Roller	Sharon Shirley
Richard Stein-Parent Representative	

## The School Culture Environment

Scott Neal-Chair	Sandy Ahearn-Parent Representative
Jon Benson	Kelli Bly
Sam Bond- Student Representative	Mike Dale
Ephraim and Lou Davis-Parent Representatives	Beth Griner
Cat Hermes	Rick Hammock
Wendy Jackson-Parent Representative	Laura Lane-Parent Representative
Patrick Mayfield	Randy Morris
Susan Nichols	Linden Peterson-Student Representative
Jonathan Roberts	

## The Stewardship Environment

Stuart Miller-Chair	Brandon Alexander
Nancy Almoyan	Ethen Besier-Student Representative
Janice Barden	Anita Barron
Brian Boyd	Jack Farley
Carolyn Gragg	Irene Gray-Alumni
Linda Harris	Luci Kivett-Parent Representative
Matt McClurg-Parent Representative	Tammy Miller
Dinah Peevy	Sara Roberts
Haley Stein-Student Representative	

## The Communication Environment

Mike Dale-Chair	Addie Aycock-Student Representative
Brian Boyd	Allen Campbell
Cyndy Campbell	Jackie Crosby
Kathy Hardigree-Parent Representative	Eric Hollifield
Keith Huff	Linda James
Cindy Laymon	Patsy McCracken
Scott Neal	Bryan Roller
Melvin Stevenson	Pamela Vaughn

## **The Learning Environment designs and implements curriculum, develops instructional tasks, and initiates assessment to ensure that all students achieve proficiency.**

1. Develop a five-year projection on academic needs by grade level through the incorporation of lessons, projects, and other materials to engage in higher order thinking skills
2. Enhance fine arts and expand elective offerings
3. Establish a Resource Center to enhance academic success
4. Enhance athletic program

### **Results:**

- Implemented higher order thinking into the lesson plans and projects
- Integrated Blooms Taxonomy into curriculum standards
- Re-evaluated and updated curriculum for each subject area by aligning with state, national, ACT and college standard expectations
- Re-evaluated testing strategies for honors program
- Developed rubrics for projects
- Incorporated different resources to engage higher order thinking skills
- Posted lesson plans and projects for parents to be actively involved with their students on Renweb
- One to One laptop distribution and classroom immersion
- SmartBoards equipped in every classroom
- Use of Math XL and Academic Edge in the Middle School
- Evaluated and expanded the Fine Arts and elective offerings
  - 2011–12 Middle School added:
    - Art: Digital Art, Fibert Art, Mask Making
    - Career Connections
    - Chorus classes
    - Journalism
    - Kids R Kids
    - Logic for Life
    - Introduction to Spanish
    - Odyssey
  - 2011–2012 Upper School added:
    - Culinary Arts
    - Graphic Arts
    - Critical Thinking
    - Mass Communications
  - 2012–2013 Middle School added:
    - Advising Curriculum
    - Foreign Languages (French and Spanish)
    - Art-Sculpting
    - Ancient Art
    - Transition Class
  - 2012–2013 Upper School added:
    - Drama Club
- Researched different types of Resource Centers
  - Research possibilities
  - Visit different centers
  - Begin implementation
- Evaluated and implemented athletic programs
  - Added Middle School soccer (2010–2011)
  - Added Middle School swim and golf (2011–2012)
  - Added Upper School swim (2011–2012)
  - Added Upper School golf (2012–2013)

**The Professional Development Environment formulates the means by which Tallulah Falls School administration, faculty, and staff acquire and enhance knowledge and skills to create high levels of achievement for all students.**

1. Enhance the TFS environment of Professional Development with a focus on schoolwide, departmental, and individual opportunities
2. Research and present professional development opportunities to all staff to ensure highest quality instructional skills and to maintain certification requirements
3. Provide and employ resources to support job-specific professional learning that is aligned with school improvement goals

**Results:**

- Evaluate current Professional Development practices and procedures
- Meet/survey department heads
- Measure staff growth 2009–2013
- Determine Professional Development needs at schoolwide, departmental, and individual levels
  - Senior staff meetings
  - Department level meetings
  - Department head meetings
- Implement recommendations of Professional Development needs
  - Develop time frames for all levels of Professional Development (Schoolwide, departmental, individual)
  - Search for opportunities based on recommendations
- Research different types of Professional Development opportunities to determine what best fits the needs of Tallulah Falls School
- Senior staff, department heads, individuals (oriented for specific need)
- Evaluate best methods of Professional Development as it pertains to both groups and individuals
  - Guidelines/Accountability for all Professional Development
  - Use RenWeb as a source for “tracking” all completed Professional Development
- Implement an organizational scheme to ensure highest quality of work in an occupational specific environment
  - Create forms and documents through RenWeb to report all Professional Development
  - School official reports all finished Professional Development to proper outlet (DOE)
  - Individuals re-deliver key points to pertinent audiences
- Determine Professional Development needs based on school improvement goals
  - Senior staff and Department heads determine needs based on total Strategic Plan
- Evaluate and assess Professional Development funding, scheduling of meetings and availability of locations for Professional Development opportunities
  - Senior Staff Meetings
  - Departmental Meetings
- Implement plan for providing resources that will support a successful P.D. environment
  - Administrators and Dept. Heads budget for school-wide, departmental and individual PD
  - Administrators and Dept. Heads plan regular P.D. sessions throughout school year
  - Use pre and post planning as an opportunity for school-wide and departmental Professional Development implementation

## **The Enrollment Environment addresses processes, structures, and procedures that focus on a balanced student, faculty, and administrative population.**

1. Establish optimal total enrollment
2. Monitor and achieve enrollment balance by grade level through enrollment management strategies
3. Maintain effective methods of gathering appropriate enrollment documentation electronically via the internet
4. Expand and monitor outreach for both domestic and international students

### **Results:**

- Met annually with Head of School and senior staff to evaluate facility capacities and overall campus environment to determine enrollment goals i.e. number of day students, number of boarding students, and number of international students in boarding
- Formed enrollment management team within admissions and financial aid to:
  - Evaluate overall enrollment for each grade level to accurately assess current ethnic and gender diversity
  - Set annual enrollment goals to achieve greater ethnic and gender diversity in each grade
  - Review current general enrollment information and establish goals for evaluation of new applicants
- Converted admissions and enrollment databases to RenWeb
- Created online inquiry and application portal on TFS website
- Implemented plan to utilize RenWeb as means of tracking inquiries, applications, and enrollment contracts
- Provided opportunities for families to track the application progress through RenWeb
- Conducted admission interviews for out-of-state and international students via Skype
- Attended professional conferences related to domestic admissions and recruitment
  - IECA–Independent Educational Consultants of America
  - TABS–The Association of Boarding Schools
  - SBSA–Small Boarding School Association
  - SABS–Southern Association of Boarding Schools
  - GISA–Georgia Independent School Association
  - SAIS- Southern Association of Independent Schools
- Attended professional conferences related to international admissions and recruitment
  - ICEF–International Consultants for Education and Fairs
  - GAIE–Georgia Association of International Educators
- Promoted school through websites associated with admissions and recruitment
  - Boarding School Review–[www.boardingschoolreview.com](http://www.boardingschoolreview.com)
  - TABS–[www.boardingschools.com](http://www.boardingschools.com)
  - GISA–[www.gisa-schools.org](http://www.gisa-schools.org)
  - SAIS–[www.sais.org](http://www.sais.org)
- Generated web page presence through primary internet search engines such as Google, Bing, and Yahoo
- Expanded advertising in parent and education related magazines in target markets
  - *Atlanta Parent*
  - *Know Atlanta*
  - *Atlanta School Guide*
  - *Georgia Mountain Laurel*
  - *North Georgia Living*
- Maintained consistent presence in local newspapers
  - Open house announcements
  - Press releases
  - News and feature articles
  - General advertising

## **The Campus Environment provides a comfortable and safe family atmosphere for students to live, learn, and grow.**

1. Tallulah Falls School will continue to maintain a safe and inviting learning community
2. Develop a comprehensive campus master facility plan to meet all educational and environmental needs
3. Policies, procedures, and rules are articulated and communicated with all faculty, staff, parents and students
4. Maintain all facilities to the highest standards

### **Results:**

- Added more signage to help with the flow of traffic on campus to make the roads safer
- Increased signage on buildings
- Closed the North Gate to control the flow of traffic on campus
- Revised the emergency action plan for the entire campus
- Installed video cameras at the entrances to the dormitories and classroom buildings
- Work with local law enforcement to conduct drug dog sweeps of the academic building and dormitories
- Added another school nurse to help with the increase in students
- Expanded the school's bus fleet by adding three new big buses and 4 new mini buses
- Added more bus routes to support our day student growth
- Provide decals for all student vehicles on campus
- Added AED machines to all facilities on campus
- All faculty and staff are required to have CPR/First Aid/AED training
- Hold in-service for all bus drivers conducted by the Georgia State Patrol
- Conduct in-service for all faculty/staff that drive mini buses/school vehicles
- Implemented the use of RenWeb to communicate with parents and students
- Implemented the use of email and phone alerts for faculty, staff and parents
- Revised our student/parent handbook
- Created a student run newsletter that is distributed to all students, faculty, staff and parents
- Provided cell phones to dormitory counselors and bus drivers for use on school trips
- Added a Middle School Campus
- Continued renovation of the Upper School Academic Building, completion date March 2014
- Renovated the bathrooms in the girls dormitory
- Added a second gymnasium to accommodate the increase in student population
- Added air conditioning to the main gymnasium
- Updated the school's soccer and baseball fields
- Added more full-time staff to the maintenance department to maintain clean facilities
- Added another male dormitory counselor to support the growth and safety of the Boarding Program
- Increased the use of the local area for various activities for both the academic day and weekends.

## **The Outreach Environment fosters a sense of community and belonging to ensure that Tallulah Falls School is part of the local and global community.**

1. Identify events where parents and the local community are included in school and extra-curricular activities
2. Create a partnership with parents in the development of skills that focus on the academic and social growth of students
3. Utilize media for external public relations
4. Promote and nurture alumni participation with Tallulah Falls School

### **Results:**

- Sports:
  - TFS *Tribe*—a parent group to help support various activities surrounding the TFS sports program
  - Med Ed Series—Local medical community sponsoring information series open to the TFS family
- Schoolwide:
  - Increased student involvement in local community activities
  - Wails to Trails—helping Tallulah Gorge State Park run this activity for the community
  - Academics—adding middle school Builders Club to increase interest as students move to the upper school, Interact Club and Key Club
  - Middle school and upper school sponsor Hoops for Hearts event each year
  - Middle school—each advisory group sponsors one or more community service projects each year
  - Upper school—community service projects are sponsored by clubs
  - Renweb—various outreach methods to parents—monthly e-mails featuring helpful websites.
  - Parent Connect
  - Webinars for parents, student and staff on various topics
  - Addition of Culinary Arts program in upper school
  - Addition of Leadership Classes
  - Expansion of International Day to International Week
  - Includes cultural activities coordinated by TFS academic staff members
  - President's Parent Advisory Council—meets four (4) times each year to discuss current activities and issues on campus
  - Local newspaper articles
  - Increased submissions over past five (5) years
  - Revised web page to include a wider range of information and make it more user friendly
  - Addition of Renweb for use by staff, students and parents
  - Includes updated information on a variety of areas including academics and upcoming activities
  - Implemented an emergency alert system for the entire TFS community
  - Expanded the scope of the TFS magazine which is published quarterly to update the extended TFS family regarding activities at the school
  - Added "Light Notes" newsletter to the quarterly publications produced by the school
  - Facebook page added for parents/students/community
  - Added a Facebook page for the alumni
  - Improved TFS website to make information and forms more available to alumni
  - Alumni Association invited TFS Director of Development to be a member of alumni committee
  - Addition of several alumni to the TFS staff over the past five years
    - Helps increase information flow to several different age groups of alumni, currently four (4) TFS alumni work at the school
    - Increased feature articles
    - Information of interest in the TFS quarterly publications

## **The School Culture Environment promotes foundational beliefs that lead to student achievement and organizational success.**

1. Design opportunities for character and leadership development
2. Foster trust and openness among appropriate stakeholders
3. Celebrate accomplishments of the Tallulah Falls School community (students, faculty, staff, alumni)

### **Results:**

- Examine current character and leadership programs
- Consider new opportunities for service and leadership
- Expand, coordinate, and implement school-wide opportunities for moral maturity and leadership development
- Communicate timely, efficiently, and effectively
- Develop feedback mechanisms for stakeholders
- Communicate honors and awards of TFS members within the campus
- Utilize media to promote achievements of TFS members
- Examine and implement more opportunities for TFS members to be recognized
- Developed Champions Choose GREAT Character program
- Curricular design for individual and group collaboration and defined roles
- MS grade-specific lessons designed to explore character and leadership
- Clubs provide varied roles and service opportunities
- Peer tutoring/mentoring
- Student Life Assistants
- Boarding work program
- Athletic Legacy Leaders
- Off campus trips (educational, recreational) to enhance representation of TFS
- President's Advisory Council
- TFS Tribe of family and friends sport support
- Communication
- RenWeb, [www.tallulahfalls.org](http://www.tallulahfalls.org), e-mail, Facebook,
- Mass mail
- Phone, personal conferences, seasonal meetings
- Surveys
- Socials to informally mingle, communicate, and support
- Med Ed Series as a community health collaboration
- Weekly, monthly, seasonal athletic awards
- Academic yearly awards
- Boarding regular and yearly awards
- Community student awards
- Continue Scholarship awards
- Faculty, staff, and administrative awards
- Produce TFS magazines quarterly
- [www.tallulahfalls.org](http://www.tallulahfalls.org) news, announcements, policies, and school information
- Local media articles submitted regularly

## **The Stewardship Environment employs collaborative planning to guarantee the security in all aspects of fiscal management and resource distribution.**

1. Identify and pursue grants from appropriate foundations
2. Develop and implement planned giving drive through the TFS Legacy Society
3. Increase Georgia GOAL participation by all TFS constituents
4. Engage parents and grandparents in fundraising
5. Use expertise of TFS Board of Associates to maximize giving
6. Ensure proper management and utilization of all resources

### **Results:**

- Submitted grant applications to all Georgia foundations that fund secondary education—access to a database to the available organizations
- Submitted grant applications to targeted national foundations
- Developed case statements that supported grant appeals for a variety of needs
- Subscribed to Foundations Directory Online database search tool to identify potential grant sources
- Updated past grant funding agencies with school achievements and needs
- Purchased a Donor Management System (Raiser's Edge) for donor tracking, reporting, and stewardship cultivation efforts
- Conducted a wealth assessment of all constituents to determine gifting capacity and propensity
- Conducted a separate assessment with a second wealth evaluation program to ensure thoroughness
- Ongoing review of current donor history to determine stage of progression as donor prospects
- Visiting current and potential donors to initiate a sustained stewardship program and cultivate planned giving
- TFS staff and board members to contribute to Georgia GOAL
- Publicize Georgia GOAL to all other constituents
- Georgia GOAL program recognized TFS publicity materials at annual meeting
- Georgia GOAL contributions increased each year since the start of the program
- Initiated Grandparent's Day in 2012 and increased attendance in 2013
- Cultivated grandparents as a separate constituent segment for solicitation and own annual fund
- Initiated Annual Fund drive in school year 2013–2014 to encourage parents/grandparent financial support
- Assigning grade level annual fund chairs to foster effective communication with student families
- Chairs of the Board of Trustees and Board of Associates confer with the President and the Director of Development via regularly scheduled meetings to discuss topics related to Development
- Board of Associates members are charged with promoting TFS within their social and professional circles
- Hired a Director of Development to manage development activities and provide fundraising expertise to identify and help solicit new donors
- Established a Development Committee comprised of the school President, Vice-President, Dean of Business and Development Relations, and the Director of Development to review development activities and guide future initiatives.
- Recruited a development intern (12 hours per week) to assist the Director of Development
- Budgets planned and monitored by faculty and staff teams
- Effectively anticipate and manage expenses and revenue to realize consistent balanced annual budgets

## **The Communication Environment focuses on data, informed decisions and acquiring and distributing information specific to the Tallulah Falls School learning community.**

1. Provide opportunities for input from all stakeholders
2. Enhance school communication with parents and the community
3. Maintain effective collaboration among all departments
4. Maintain campus network and wireless connectivity at the highest appropriate level

### **Results:**

- A clearly articulated mission unites the entire school community in a focused common purpose
- An open chain of command enhances communication across peer, departmental, and administrative levels
- Departmentalized mid-year faculty and staff meetings provide opportunities for input in a more intimate, and less intimidating, setting
- Performance reviews give valuable job feedback and provide merit-based financial rewards for excellence and innovation
- Revised and expanded Student-Parent Handbook and Faculty-Staff Handbook define policies, procedures, and expectations for all
- New school web site provides in-house control for update/expansion
- Master calendar is updated daily to provide timely information on school activities and events
- Facebook page expands social media presence
- Broadened use of RenWeb for assignments, grades, disciplinary reports, and Parent Alert-Alert Now has benefited students, parents, faculty and staff
- Addition of Middle School counselor position has enhanced communication among students, parents, and faculty
- Creative scheduling allows eighth grade teachers to plan together during a shared planning time and at lunch
- Small class size ensures personal attention for each student in each class
- Events such as Grandparents Day broaden the support base for our students and the school
- Expanded participation in athletic, cultural, and educational events on and off campus has enhanced the school's presence, and image, in surrounding local communities
- Expansion of clubs and elective classes has helped students get more involved in the community
- Seasonal athletic team parent meetings provide timely information to a targeted audience
- Parent seminars on internet safety, athletic health (Med Ed series), and other topics strengthen the partnership bond between parents and school
- Surveys of parents and students give valuable input on everything from curriculum to athletics
- Current parents and students are represented on each of the eight Strategic Planning committees
- Parents Advisory Committee provides insight from a current parent perspective and gives feedback on potential positive changes
- Student Ambassadors serve as role models for their peers, share their views on school matters with faculty and administration, and project a positive image in the community
- All faculty and staff members serve on at least one Strategic Planning committee
- Wireless campus, Smartboards in every classroom, and laptop computers for every student provide cutting edge technological tools needed to prepare students for success in the 21st century
- School cell phones are now available to dorm staff on off campus trips in order to communicate better with parents on return times to campus or other needed information
- Continued and enhanced use of e-mail has aided in collaboration and communication with faculty, staff, students, and parents
- Security cameras installed in both classroom buildings and dormitories enhance safety, protect property, and give law enforcement and emergency personnel real-time information in a potentially hazardous or threatening situation
- Data Center centralizes hardware and facilitates maintenance



# Standards and Indicators

# Section III



## SAIS Accreditation 2013

SAIS accreditation remains one of the most sought after accreditation models for high quality independent schools throughout the Southeast. The process is based on the three coordinated aspects of adherence to standards, a thorough self-study and planning based on self-study, and a visit from peers.

Think of the process as a three-legged stool: all three legs must be intact for the stool to stand. In the same way, schools must engage in all three phases of the process in order to achieve SAIS accreditation.



### Three Legs of SAIS Accreditation

- Adhere to community and research-based standards
- Conduct a thorough self-study that leads to institutional goals for strengthening mission fulfillment
- Host an external review from peer educational leaders

# SAIS Standards 2013

## Standard 1: Mission

The school commits to a mission that leads to continuous improvement for teaching and learning.

*An SAIS accredited school's mission guides decision-making, allocation of resources, and the building of community.*

## Standard 2: Governance and Leadership

The school provides a governance, leadership, and organizational structure that promotes its mission.

*In an SAIS accredited school, trustees and administrators clearly understand their roles and are advocates for the school's mission, vision, and continuous improvement. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders.*

## Standard 3: Teaching and Learning

The school provides a curriculum and instructional methods that facilitate achievement of all students in support of its mission.

*An SAIS accredited school provides a curriculum that reflects best practices, strategies, and activities. The curriculum includes clearly defined expectations for student development that are subject to review and revision at regular intervals.*

## Standard 4: Stakeholder Communication and Relationships

The school develops and maintains effective communication and relationships to further its mission.

*An SAIS accredited school communicates clearly and accurately with its stakeholders and encourages collaboration to further its mission.*

## Standard 5: Resources and Support Systems

The school has the resources, services, and policies necessary to support its mission.

*An SAIS accredited school has sufficient human and material resources, employs a qualified and competent staff, and provides ongoing professional development. The school has well-defined and communicated policies and procedures to promote a safe, healthy, and orderly environment.*

# Standard One - Mission

**The school commits to a mission that leads to continuous improvement for teaching and learning.**

*An SAIS accredited school's mission guides decision-making, allocation of resources, and the building of community.*

## Standard 1 – Indicators

- 1.1 Establishes in collaboration with its stakeholders a mission for the school that guides all planning and decision-making and ensures the mission is congruent with principles of academic scholarship; permitting and encouraging freedom of inquiry, diversity of viewpoints, and academic independent, critical thinking.

*The current mission of the school was created through collaborative meetings with administration, staff, parents and students. It was approved by the school's Board of Trustees in 2009 and located on page 1 of the Tallulah Falls School Student/Parent Handbook. The mission statement is displayed in every classroom and drives the strategic planning process. The school's mission is "Preparing each student to thrive in life by elevating character and intellect in a challenging and diverse college preparatory environment."*

- 1.2 Assures that goals are aligned with and advance the mission of the school.

*Tallulah Falls School has formulated its goals through a five-year strategic planning process. School stakeholders have been involved with input at every level of this process. The strategic plan is mission driven with specific goals addressed at all levels.*

- 1.3 Ensures the beliefs and mission guide the instruction and curriculum throughout the school and reflect research and best practices concerning teaching and learning.

*Mission and best practices are used as guides during all administrative, faculty, and department level meetings. Academic Deans meet with Department Chairs on a monthly basis to ensure curriculum alignment and instructional integrity. Academic Deans meet weekly with senior staff to ensure that standards and mission are being met.*

- 1.4 Regularly reviews its mission and revises when appropriate.

*The school's mission statement was last revised during the 2009–2010 school year. This was accomplished as a part of the school's strategic planning process. All stakeholders were involved in this process and the mission was approved by the school's Board of Trustees. The mission of Tallulah Falls School is the driving force for our continued success in all areas of the school.*

- 1.5 Provides evidence that no form of bias or prejudice is allowed or practiced within the mission scope of the school in order to promote an equitable, just, and inclusive community that inspires students to respect and value diversity.

*Tallulah Falls School goes to great lengths to ensure that its students understand and value diversity at all levels. Our Notice of Nondiscriminatory Policy as to Students, Faculty, and Staff is located in the Student/Parent Handbook on page vi.*

## Standard Two - Governance and Leadership

**The school provides a governance, leadership, and organizational structure that promotes its mission.**

*In an SAIS accredited school, trustees and administrators clearly understand their roles and are advocates for the school's mission, vision, and continuous improvement. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders.*

### Standard 2 – Indicators

- 2.1 Operates within the jurisdiction of a governance structure or civil authority and, when necessary, has a charter, license, or permit to operate within that jurisdiction.

*Tallulah Falls School is a qualified 501c3 entity that was established through the efforts of The Georgia Federation of Women's Clubs. The School Board of Trustees consists of up to 18 regular trustees and four ex-officio trustees (no more than 11 from the GFWC-Georgia, and no less than seven from the local community). They operate under a full set of by-laws that were last amended in September 2011.*

- 2.2 Complies with all applicable statutes and governmental regulations.

*Tallulah Falls School complies with all applicable statutes and governmental regulations. Employee Handbook, Parent/Student Handbook (located on the TFS website), audit and financial statements (located in the business office), Plant Services, and admission enrollment contracts (located in the admissions office).*

- 2.3 Obtains necessary information about the legal requirements and obligations that exist in the state, federal, or other jurisdictions in which it operates.

*Tallulah Falls School retains the counsel of three separate legal firms to assist with employment law, general legal compliance, regulatory compliance and other issues. Documents related to these relationships or actions taken by them on behalf of Tallulah Falls School are kept in the office of the Dean of Business and Development Relationships.*

- 2.4 Establishes by its governing process policies to ensure no conflict of interest between businesses, professional or parental roles and duties to the school.

*The Board has a written "Conflict of Interest Policy" as stated in the current Tallulah Falls School By-Laws, page 18, Article V, section 2.*

- 2.5 Assures that the governance structure supports and models inclusive decision-making methods.

*Topics and minutes of Board meetings are on file in the President's office. Meetings of the Board are located on pages 4–5, Article III, section 5. of the school By-Laws. Board meetings are governed by "The Modern Rules of Order." The Tallulah Falls School Board consists of standing committees on page 9, Article III, section 15.*

- 2.6 Assures that the governance structure establishes comprehensive monitoring of overall school policies.
- President's office files/board minutes as stated in By-Laws, page 8, Article III, section 13. Tallulah Falls School By-Laws governing structure is located on page 9, Article III, section 15. Other governance as mentioned in the By-Laws: Officers of the Corporation, page 15, Article IV, section 1; and President of Tallulah Falls School, page 16–17, Article IV, section 2.*
- 2.7 The school engages in formal and regular strategic thinking and planning aligned with its vision, mission, and beliefs and provides for the continuity of mission.
- Tallulah Falls School is involved in a five-year Strategic Planning process that is mission driven and includes stakeholders from all aspects of the school environment. Strategic Planning groups and sub-committees meet regularly to move forward in their areas. Heads of committees meet with senior staff to present updates.*
- 2.8 Assures that the governance structure provides for stability in transitions of leadership.
- Board files/President's office. Board By-Laws, Officers of the Board, page 7, Article III, section 10, Board By-Laws Standing Committees, page 9, Article III, section 15, Board By-Laws, President, page 16, Article IV, section 2.*
- 2.9 Assures that the governance structure clearly defines roles and responsibilities for board members and the head of school, and provides procedures for: orientation; continuous growth, renewal and training; and evaluation of both the board and the head of school.
- The functions of the Board and Head of School are clearly defined in the Board By-Laws. Board By-Laws page 2, Article III, sections 1-4, sections 10-23. Board By-Laws page 15, Article IV, sections 1-3.*
- 2.10 Has an organizational structure that includes separate entities that carry out the distinct functions of governance and day-to-day management.
- The Tallulah Falls School Board of Trustees and the Head of School both have distinct but separate responsibilities of governance and day-to-day management. page 1, Article II, page 16-17, Article IV, section 2.*
- 2.11 Establishes policies and procedures that recognize and preserve the executive, administrative, and leadership prerogatives of the managers of the school and assure that the governance structure does not interfere with the day-to-day operations of the school.
- Page 16, Article IV, section 2.*
- 2.12 Assures that the administrative head of the school allocates and aligns the human, instructional, financial, and physical resources in support of the vision, mission, and beliefs of the school. The school head shall have responsibility for the expenditure of all funds raised in the name of the school by booster clubs and other related organizations of students, parents, alumni, or supporters.
- The President/Head of Tallulah Falls School reports to the Board of Trustees throughout the school year and reports are given during the September and April meetings concerning the budget of the school. During the April meeting, the Finance Committee presents the President's recommendations to the Board for the following budget year.*

*All funds collected at Tallulah Falls School are processed through the Business Office. All financial records of the school are kept on file in the Business Office.*

*The Business Office produces an Annual Report that outlines all gifts and money contributed to the school. School Head has final approval on all expenditures.*

- 2.13 Assures that the governing body provides adequate risk management policies for the protection of the school and adequate documentation of insurance or equivalent resources to protect its financial stability and administrative operations from protracted proceedings and claims for damage.

*All insurance records/policies along with the school's liability policy are available for review in the Office of the Dean of Business and Development Relationships.*

*Tallulah Falls School is insured with Directors and Officers Liability Insurance by Philadelphia Insurance Companies. This insurance includes protection for Board and key administrative personnel concerning risk management policies.*

- 2.14 Assures that debt service or lines of credit are managed in such ways as to ensure that fiscal responsibility remains under the control of the governing authority.

*Routine debt service is initiated by the Dean of Business and Development Relationships and approved by the President and Vice President of the School. Lines of credit or other encumbrances of Tallulah Falls School are approved by the Board of Trustees.*

*The office of the Dean of Business and Development Relationships retains primary records of any lines of credit and related financial documents.*

- 2.15 Assures that the school is not in, nor in prospect of moving into, financial reorganization under the protection of bankruptcy.

*The office of the Dean of Business and Development Relationships retains all primary records of the lines of credit and related financial documents. For the school year 2013–2014, Tallulah Falls School is not in prospect of moving into financial reorganization under the protection of bankruptcy. A letter stating that the school has financial adequacy by the auditing company is located in the Business Office.*

- 2.16 Budgets sufficient resources to support its educational programs and plans for improvement and maintains a plan to fund a maintenance reserve.

*The financial reports for Tallulah Falls School are located in the school's Business Office. A significant maintenance reserve is budgeted and maintained to fund unforeseen maintenance contingencies.*

- 2.17 Maintains its accounts in accordance with Generally Accepted Accounting Principles (GAAP). Its accounts are reviewed or audited annually by an independent licensed accountant. A full audit is conducted in the year before the visit.

*Tallulah Falls School's financial records, copies of the current and past audits, tax returns and other operating records are available in the office of the Dean of Business and Development Relationships.*

*Tallulah Falls School is audited by Michael E. Mixon and Associates CPAs, 854 Washington St, Suite 200, Clarkesville, Georgia 30523. A financial audit is completed in September of every year.*

## Standard Three - Teaching and Learning

### The school provides a curriculum and instructional methods that facilitate achievement of all students in support of its mission

*An SAIS accredited school provides a curriculum that reflects best practices, strategies, and activities. The curriculum includes clearly defined expectations for student development that are subject to review and revision at regular intervals.*

#### Standard 3 – Indicators

- 3.1 Develops and aligns the curriculum and instructional design with the school's mission and expectations for student performance.

*Tallulah Falls School engages in ongoing dialogue and evaluation of the curriculum. This takes place through bi-monthly academic dean lead faculty meetings, monthly grade level and departmental meetings. Curriculum is updated yearly to continue the mission of elevating intellect and maintaining a diverse college preparatory environment.*

- 3.2 Designs curriculum to encourage students to reach their potential.

*Our middle school curriculum is designed to meet the academic needs of all students by laying the foundation of their educational experience. This is done through the nurturing of organizational skills, study skills and higher order thinking skills.*

*Upper school curriculum is designed to meet the academic needs of our students beginning with college preparatory classes, honors classes, and ending with dual-enrollment college courses offered through Truett McConnell College.*

- 3.3 Provides for articulation and alignment across all subject areas and levels of schools.

*Curriculum maps are reviewed annually by course and grade level to ensure a cohesive transfer of students between middle and upper schools while elevating character and intellect.*

- 3.4 Implements curriculum based on clearly defined expectations for student learning.

*Student expectations are listed in the Parent/Student Handbook (Academic Probation, Academic/Athletic Expectations, President's Honor Roll, Trustees' Honor Roll).*

*Curriculum at Tallulah Falls School is planned to orchestrate development of grade appropriate skills to include honors programs and dual-enrollment programs, leading to mastery in all subject areas. Subject areas include English, foreign language, math, social studies, and science but are not limited to broader topics such as critical thinking skills, research, and reading comprehension. Tallulah Falls School also offers ten dual enrollment college classes in the following areas: English 101 and 102, Biology 101 and 102, Chemistry 101 and 102, College Algebra, College Pre-Calculus, and College Calculus 220 and 221L.*

- 3.5 Emphasizes elements of collaboration and collegiality that include honesty, integrity, trustworthiness, responsibility, citizenship, self-discipline, and respect for others.

*Our school honor code which is found in our Student/Parent Handbook states: "Honor, respect, and trust are values that embody the moral and ethical foundation of the mission of Tallulah Falls School as well as its Honor Code."*

*The Honor Code's pledge states, "I promise not to lie, steal, cheat, or tolerate those that do." All students must honor and agree to this pledge. The Honor Code represents the school's commitment to fostering integrity in our students and to teaching and promoting honor, trust, and respect within our community.*

- 3.6 Schedules instructional time to support student learning.

Middle School		Upper School	
8:05 - 8:55 a.m.	1st Period	8:00 - 8:50 a.m.	1st Period
8:58 - 9:48	2nd Period	8:54 - 9:44	2nd Period
9:51 - 10:41	3rd Period	9:48 - 10:38	3rd Period
10:44 - 11:34	4th Period	10:42 - 11:32	4th Period
11:37 - 12:07 p.m.	Lunch A	11:36 - 1:34 p.m.	5th Period
12:10 - 12:40	Lunch B	11:36 - 1:34	Lunch A, B, & C
12:43 - 1:13	Lunch C	1:38 - 2:28	6th Period
1:16 - 2:06	5th Period	2:32 - 3:22	7th Period
2:09 - 2:59	6th Period	3:26 - 3:45	Tutorial
3:02 - 3:32	Extra Tutorial		

- 3.7 Plans a mission-appropriate academic calendar with a minimum of 170 days, or more if required by state law, during which students and teachers engage in teaching/learning activities (Note: for half-day kindergarten programs, one-half day is equivalent to one full day in meeting the 170-day standard).

*Tallulah Falls School maintains a schedule of student/teacher contact which meets the 175 days-per-year standard with 6 hours of instruction on full days and 4 hours of instruction on a half-day.*

- 3.8 Assures that the curriculum relies on sound learning principles, based on relevant research and provides a mission appropriate, well-balanced variety of educational experiences for all students.

*Administrators and select faculty members attend the annual GISA conference, as well as conferences in their specific course of study to ensure curriculum remains updated. Faculty members attend specified in-house professional development during pre-planning and post-planning. The faculty members are also involved in the development and implementation of the school's curriculum and strategic plan. Curriculum development and mapping play a vital role in the strategic plan.*

- 3.9 Assures that the curriculum promotes the active involvement of students in the learning process, including opportunities to explore application of higher order thinking skills and to investigate new approaches in applying learning.

*Curriculum maps for each subject area provide cross-curricular learning and involvement. Lesson plans, which include test and classroom activities, represent the multiple intelligences of learning. Teachers work in a networking fashion to ensure that the challenges of promoting a critical, higher order thinking environment are being met.*

- 3.10 Assures ready access to instructional technology and a comprehensive library/media collection integrated to support learning goals.

*With the recent expansion of the library/media program in physical facilities, the selection of resources available to students includes more than 200 digital databases from GALILEO as well as the use of Destiny, our school's circulation system which enhances the student's research experience. To ensure the learning process includes effective use of critical thinking skills, the media specialist teaches educators and students how to use and evaluate information critically and how to use new applications of technology, software or web 2.0 tools to create projects demonstrating a greater depth of knowledge of the subject material.*

*Instructional technology is infused into our curriculum with each student's laptops required daily in class to complete online lessons and assessments, exchange of thoughts and ideas as reflected by students posting to blogs driven by teachers, virtual online classes, and implementation of flipped classrooms utilizing Blended Learning and the 24/7 online classroom management system.*

- 3.11 Assures that the school has a policy and procedure for responding to challenged materials.

*Challenged materials are reviewed by the library media specialist and a committee of administrators, teachers, parents, and student representatives that read the material, discuss and consider the usefulness of the material and its content. This recommendation is then communicated to the challenger. Parents also have the option to request an alternate book/material for their student.*

- 3.12 Provides a comprehensive system for assessing student progress based on clearly defined student results for learning.

*Our students are assessed twice per year, as pre- and post-assessments demonstrating student growth, using the Educational Planning and Assessment System (EPAS) designed by the ACT. The results of these assessments are readily available to all educators, students, and their parents. The Tallulah Falls School curriculum incorporates National Standards, the ACT curriculum, and a curriculum based on collaborative conversations between college professors and current faculty in core academic classes. Each curriculum map is designed with college and career readiness as its focus.*

- 3.13 Uses assessment data for making decisions for continuous improvement of teaching and learning processes.

*Administrators and teachers annually analyze results from various standardized tests, such as the EXPLORE, PLAN, ACT, PSAT, SAT, and Star Reading and use this information to adjust content or instruction emphasis in our academic programs.*

- 3.14 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance.

*Teacher evaluations are conducted and reviewed by the Academic Dean to monitor student performance, instructional techniques, and presentations. Student data is reviewed and discussed by department and faculty members. Tallulah Falls School has instituted courses in critical thinking, vocabulary, and creative writing to help students develop strategies and test-taking skills to better prepare them for academic success.*

## Standard Four - Stakeholder Communication and Relationships

### The school develops and maintains effective communication and relationships to further its mission.

*An SAIS accredited school communicates clearly and accurately with its stakeholders and encourages collaboration to further its mission.*

#### Standard 4 - Indicators

- 4.1 Fosters collaboration with community stakeholders to support student learning.

*Tallulah Falls School is committed to being in a collaborative relationship with community stakeholders. The school accomplishes this through a number of activities which include but are not limited to the following: community service projects, Tallulah Gorge State Park, Moccasin Creek State Park, Unicoi State Park, local DAR projects, local rotary clubs, The Georgia Federation of Women's Clubs, Business After Hours with county chambers, On-Campus Board Meetings, The United Way local chapter and town hall meetings.*

*The President's Advisory Council (made up of parents in the community) meets four times a year to discuss Tallulah Falls School life.*

- 4.2 Assures that communications among and between school staff, stakeholders, and alumni are clear and effective.

*Tallulah Falls School is served by Novell Groupwise and RenWeb, our School Information System. They allow accurate and timely information and communication to occur between students, staff, parents, alumni, and other Tallulah Falls School stakeholders.*

*The Tallulah Falls School Communications Office also produces two separate publications. The Tallulah Falls School Magazine is published on a biannual basis. It details campus news and events, athletic events, student recognition and alumni relations. Light Notes is a quarterly publication that includes many similar events that occur between The Tallulah Falls School Magazine publication dates.*

*The school's website [www.tallulahfalls.org](http://www.tallulahfalls.org) was completely redesigned in 2012. The new website is more user-friendly, includes more information and allows for more parent interaction.*

- 4.3 Uses the knowledge and skills of parents to enhance the work of the school.

*Tallulah Falls School holds periodic town hall meetings to inform parents and other stakeholders about various school issues and activities. Open Houses for prospective families, which include current families as greeters and informational resources, are held throughout the school year.*

*The Tallulah Falls School Tribe was created in conjunction with the school's Athletic Department. The Tribe's focus is to provide parent support for the athletic department in as many ways as possible including working the concession stands at games, managing the admission gates to events, organizing team dinners, and helping to run special team events on campus.*

*Parents are also represented through the President's Advisory Council.*

- 4.4 Assures that there is ongoing evidence of communication with appropriate agencies, such as public health, mental health, physicians, and other professionals.

*Tallulah Falls School has developed and maintains relationships with all appropriate agencies. These include local hospitals, individual doctors, nurses, dentists, and law enforcement officials from Tallulah Falls and the Habersham County Sheriff's Department, and various counselors. The Upper and Middle School both have a nurse on staff. There is an updated list of local counselors and counseling agencies located in the school's guidance office.*

- 4.5 Assures that the school's advertising and promotional materials reflect accurate information about the school's programs and accomplishments.

*Admissions materials and view book are updated on a regular basis. They provide pictures of current students and updated data concerning curriculum, facility enhancements and extracurricular offerings. Local newspapers run many articles about student achievements and school activities. Copies of these releases are sent to the parents of these students. Updated advertisements run regularly in local and regional magazines. The Tallulah Falls School website is updated with announcements, school news, and other pertinent information in order to keep the Tallulah Falls School Stakeholders current.*

- 4.6 Gathers information about graduates and other former students, using the resulting data to inform the school.

*The school uses Blackbaud and its Raisers Edge component to track Tallulah Falls School Alumni. The school also uses Survey Monkey to collect and analyze data from graduates concerning a number of different areas.*

*Tallulah Falls School Alumni can update personal information on the school's website, [www.tallulahfalls.org](http://www.tallulahfalls.org)*

## Standard Five - Resources and Support Systems

**The school has the resources, services, and policies necessary to support its mission.**

*An SAIS accredited school has sufficient human and material resources, employs a qualified and competent staff, and provides ongoing professional development. The school has well-defined and communicated policies and procedures to promote a safe, healthy, and orderly environment.*

### Standard 5 – Indicators

- 5.1 Provides written policies covering recruitment, employment, assignment, evaluation, and termination of service to all school personnel.

*The Tallulah Falls School Faculty/Employee Handbook includes relevant information concerning these policies.*

*Tallulah Falls School utilizes a number of different methods and agencies in the recruitment process; these include but are not limited to NAIS, SAIS, GISA, the Southern Teachers Association, and the school's website.*

- 5.2 Assures that administrative, instructional, and support staff are qualified and competent to perform the duties assigned to them in the school in order to meet the needs of the total school program and the students enrolled.

*All new hires at Tallulah Falls School are carefully screened through the office of the President/Head of School. At the present time, Tallulah Falls School has 42 full-time and five part-time teaching members. Tallulah Falls School has 16 teachers with Bachelors degrees. Currently, Tallulah Falls School has 31 teachers with post-graduate degrees, with 81% of these holding a Masters Degree, 13% having an EdS degree, and 6% of the faculty holding a PhD.*

- 5.3 Assures that there is an effective orientation program for faculty and staff new to the school.

*New faculty orientation takes place in a two-fold manner. The Business Office coordinates the pre-employment and benefit package portion of the training. All other training is done at the school and departmental level. A mentor teacher is assigned to all new faculty members.*

- 5.4 Assures that all staff members participate in a continuous program of professional development.

*Tallulah Falls School has training that occurs during pre- and post-planning for all teachers that includes classes on new and updated software, CPR, First Aid, and AED training, child abuse awareness, etc.*

- 5.5 Implements an evaluation system that provides for the professional growth of all personnel.

*Formal and informal teacher evaluations are done throughout the academic year. With these evaluations, recommendations for professional development are given for areas that need improvement.*

*Annual teacher evaluation files are reviewed by Academic Deans with faculty and are located in the Dean's Office.*

- 5.6 Provides well defined and written student policies encompassing recruitment, admissions, administration of financial aid, conduct, discipline, and separation.

*The Tallulah Falls School Parent/Student Handbook clearly defines all student policies and expectations.*

*The Tallulah Falls School Office of Admissions offers a wide variety of written materials that emphasize the admissions process at Tallulah Falls School. These include view books, Tallulah Falls School admission videos, student enrollment contracts, and information located on the school's website.*

- 5.7 Assures that there are well-defined, published admissions and financial aid/scholarship processes including criteria upon which decisions are made, and that professional ethics are strictly observed in the process.

*Tallulah Falls School utilizes School and Student Service (SSS) for Financial Aid, a service of NAIS, for families to file for individual financial aid support. SSS evaluates the financial situation of each family and makes recommendations on the amount of tuition that the family can afford to pay. This ensures that Tallulah Falls School remains neutral in the evaluation process.*

- 5.8 Accepts students for whom there is a reasonable expectation of success from the program.

*In an attempt to ensure student success, the Tallulah Falls School Admission Committee targets students whose standardized test scores and transcripts reflect academic achievement at or above their current grade level. The committee reviews past attendance and disciplinary reports to ensure that each student will become a integral member of the Tallulah Falls School environment.*

*Retention rates have been in the 95+ percentile range annually.*

- 5.9 Assures that guidelines for student conduct, attendance, dress, and discipline are written and communicated to all students, parents, and members of staff.

*All Tallulah Falls School guidelines and expectations for student conduct, attendance, dress and discipline are located in the Tallulah Falls School Student/Parent Handbook.*

- 5.10 Provides counseling services that meet the needs of students.

*Tallulah Falls School provides two full-time guidance counselors. Their duties include but are not limited to: meeting with students about social, emotional, and academic concerns and providing counseling on career selection, college choices, scholarships and financial aid. They facilitate college SAT, ACT, EXPLORE, PLAN test administration, college visits and fairs, and other student needs.*

- 5.11 Assures that students whose needs cannot be met in school are referred to appropriate agencies or resources for assistance.

*Tallulah Falls School maintains relationships with outside agencies. When necessary, Tallulah Falls School will provide recommendations to outside agencies and schools.*

- 5.12 The school maintains secure, accurate, and complete records of operations, finances, personnel, and students in accordance with state and federal regulations including both paper and electronic records. The school has a plan to ensure appropriate access and maintenance of all relevant records in the event of a school closure.

*Tallulah Falls School uses the RenWeb Student Information System to maintain a digital copy of all student records. Tallulah Falls School also utilizes a secure vault to store a hard copy of all student records.*

- 5.13 Has a written crisis management plan.

*Tallulah Falls School is in the process of re-evaluating and updating our current crisis management plan. Upon completion, it will be approved by the President/Head of School. Implementation and training will begin upon approval.*

- 5.14 Provides documentation of ongoing health and safety inspections and procedures.

*All areas have been inspected by local safety and health agencies. Files and records are kept with the Director of Maintenance and on location in different buildings.*



# Appendix Section IV



# TFS Board of Trustees

## Executive Committee

Ellen Alderman (2012-2014 Chair)  
Amy Atkinson (2012-2014 Vice-Chair)  
Sandy Nunnally (2012-2014) Treasurer  
Rev. James E. Turpen, Sr., Class of 1955 (2012-2018)  
James C. Weidner (2012-2016)  
Donald Wells (2012-2018) Secretary  
Gewene Womack (2012-2014) Past Chair

Greg Brown (2012-2018)  
Gail Cantrell (2012-2016)  
Elizabeth Chadwick (2012-2016)  
Barbara McCord (2012-2014)  
Diane Norris (2012-2016)  
Dr. June Westmoreland Parks, *student 1951-54* (2012-2014)  
Peggy Pruett (2012-2014)  
Suzanne Ratliff (2012-2016)  
Martha Reabold (2012-2014)  
Dale Reddick (2012-2018)  
Wes Sarginson (2012-2016)

## Honorary Trustees

Doris Wood Alexander  
Angela Dearing  
Carolyn Friedlander  
O'Neilda Wells  
Lucy Willard

## Ex-Officio Trustees

Larry A. Peevy (President, Tallulah Falls School)  
Mark W. Rasmussen (Vice President, Tallulah Falls School)  
Shirene Daniell (President, General Federation of Women's Clubs - Georgia)  
Sandra Huey (Director of Junior Clubs, General Federal of Women's Clubs - Georgia)

# TFS Board of Trustees Committees

## Executive Committee

Ellen Alderman (Chair)	James Weidner
Amy Atkinson	Donald Wells
Sandy Nunnally	Gewene Womack
Rev. James Turpen	

## Finance Committee

Sandy Nunnally (Chair)	Martha Reabold
Amy Atkinson	Gewene Womack
Greg Brown	Carolyn Friedlander (Honorary)
Barbara McCord	Ellen Alderman ( <i>Ex Officio</i> )

## Academic Affairs Committee

Elizabeth Chadwick (Chair)	Dale Reddick
Greg Brown	Doris Wood Alexander (Honorary)
Gail Cantrell	Ellen Alderman ( <i>Ex Officio</i> )
June W. Parks	Larry A. Peevy ( <i>Ex Officio</i> )
Peggy Pruett	

## Student Affairs/Enrollment Management/ Public Relations Committee

Susan Ratliff (Chair)	Lucy Willard (Honorary)
Diane Norris	Ellen Alderman ( <i>Ex Officio</i> )
Peggy Pruett	Sandra Huey ( <i>Ex Officio</i> )
Wes Sarginson	Larry A. Peevy ( <i>Ex Officio</i> )
Rev. James Turpen	

## Building & Grounds Committee

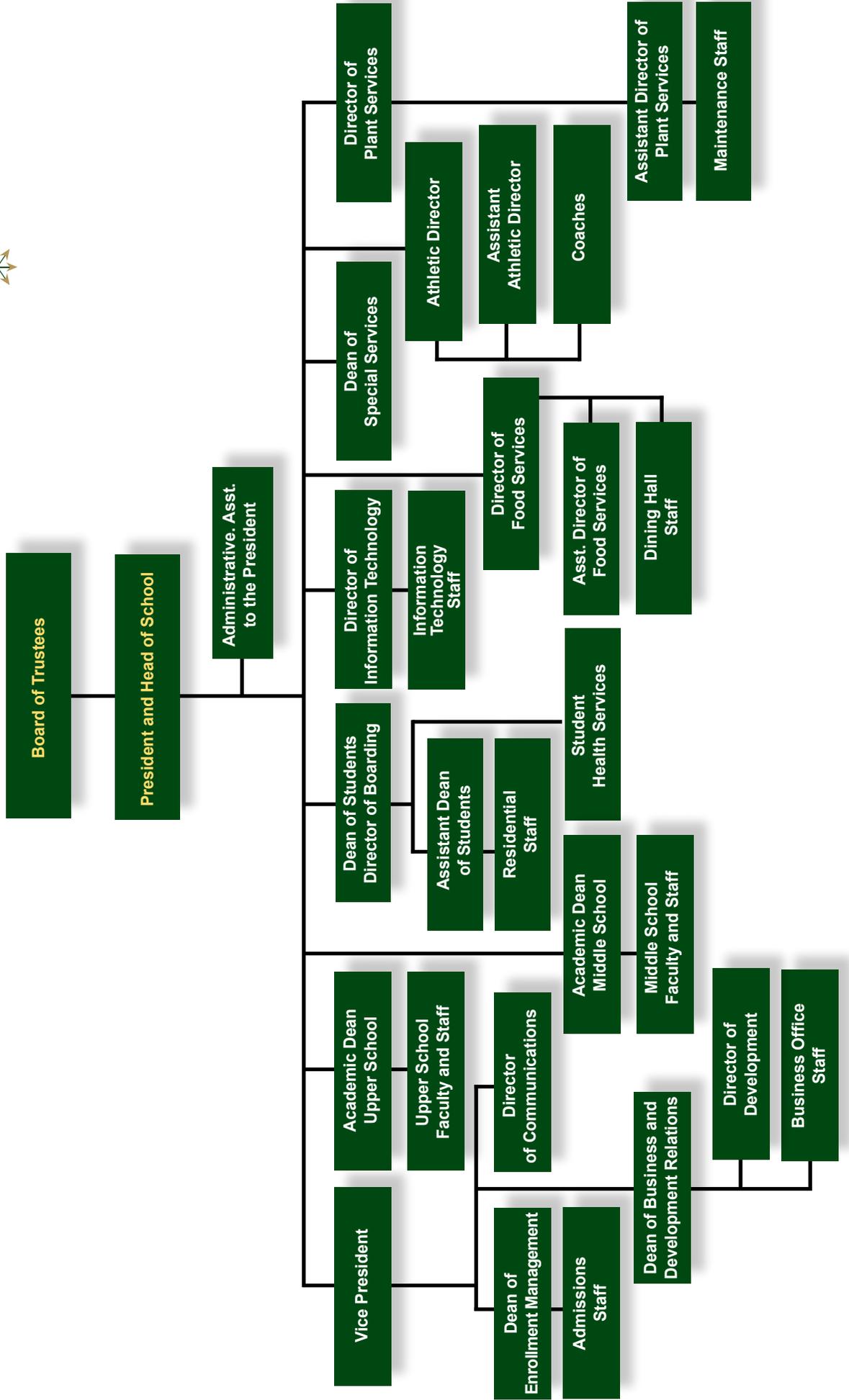
Barbara McCord (Chair)	O'Neilda Wells (Honorary)
Elizabeth Chadwick	Ellen Alderman ( <i>Ex Officio</i> )
Diane Norris	Shirene Daniell ( <i>Ex Officio</i> )
June W. Parks	Larry A. Peevy ( <i>Ex Officio</i> )
Martha Reabold	

## Audit Committee

Gail Cantrell (Chair)	James Weidner
Suzanne Ratliff	Donald Wells
Dale Reddick	Angela Dearing (Honorary)



# Tallulah Falls School Organizational Structure



# Tallulah Falls School - Faculty and Staff Roster

## Administrative Staff

Larry A. Peevy .....	President
Mark W. Rasmussen .....	Vice President
Melody M. Henderson .....	Administrative Assistant to President
Janice D. Barden .....	Dean of Business and Development Relations
Brian A. Boyd .....	Director of Communications
Joshua K. Brady .....	Computer Technical Support Specialist
Dennis Michael Dale .....	Dean of Special Services
Phillip Hardin .....	Computer Technical Support Specialist
Amanda L. Hendrix .....	Director of Enrollment Services
Patrick B. Mayfield .....	Drug Abuse Education and Prevention Administrator
D. Stuart Miller .....	Director of Development
Tammie T. Rasmussen .....	Admissions Receptionist
Bryan G. Roller .....	Director of Information Technology
Letitia M. Roller .....	Registrar and Webmaster
Bernard H. Rothgery .....	Museum Curator
Anna E. Smith .....	Accounts Payable and Purchasing
Jennifer L. Stein .....	Director of Admissions
Pamela E. Vaughan .....	Accounts Receivable Clerk
Kelly M. Woodall .....	Dean of Enrollment Management

## Academic Faculty & Staff

Kimberly M. Popham .....	Academic Dean, Upper School
David W. Chester, Jr. ....	Academic Dean, Middle School
Nancy S. Almoyan .....	Middle School History Teacher
Ashley B. Bagley .....	Upper School History Teacher
Dallas E. Barron .....	Upper School History Teacher
Robert H. Barron .....	Upper School Science Teacher
Stacie F. Besier .....	Middle School English Teacher
Kelli Bly .....	Upper School English Teacher
Terri E. Bogan .....	Upper School English Teacher
T. Allen Campbell .....	Upper School Math Teacher
Cynthia D. Campbell .....	Middle School Physical Education Teacher
Stacy W. Caro .....	Upper and Middle School French Teacher
Brittany L. Carter .....	Upper School History Teacher
Tina T. Cheek .....	Upper School Art Teacher
Kathryn L. Church .....	Upper School Science Teacher
James W. Coldren .....	Middle School Math Teacher
Shelby L. Day .....	Upper School Media Specialist
L. Scott Davis .....	Upper School English Teacher
Wanda B. Dunn .....	Middle School Media Specialist
Jacqueline F. Earp .....	Upper School Math Teacher
John Fede .....	Upper School Culinary Arts, Leadership and Industrial Arts Teacher
Curtis D. Frederick .....	Upper School Music Teacher & Chapel Musician

# Tallulah Falls School - Faculty and Staff Roster

## *Academic Faculty & Staff (continued)*

Glenda E. Franklin .....	Middle School Music Teacher
Irene H. Gray .....	Administrative Assistant to Upper School
David A. Guyott .....	Upper School English and Spanish Teacher
D. Richard Hammock .....	Middle School English Teacher
Bobby L. Hammond, III .....	Upper School Guidance Counselor
Jinny Hanifan-Wagner .....	Upper School Physical Education Teacher
Linda W. Harris .....	Upper School Mathematics Teacher
Catherine E. Hermes .....	Middle School Art Teacher
Linda T. James .....	Middle School English Teacher
Killeen M. Jensen .....	Middle School History Teacher
Elizabeth G. Kyle .....	Middle School Counselor
Georgann Lanich .....	Upper School English Teacher
Robert A. Loder .....	Middle School Science Teacher
Randall M. Morris .....	Middle School Science Teacher & Chaplain
Wanda R. Morris .....	Upper School Science Teacher
B. Scott Neal .....	Physical Education Teacher
Dinah C. Peevy .....	Upper School Science Teacher
Kerri Pugh .....	Upper School Mass Communication Teacher
Jonathan Lee Roberts .....	Administrative Assistant to Middle School
Sara B. Roberts .....	Upper School Spanish Teacher
Annette W. Shirley .....	Middle School Math Teacher
W. Jane Shoemaker .....	Middle School Science Teacher
Tommy S. Tilley .....	Upper School History Teacher
James H. Vanhooser .....	Upper School Math Teacher
Stephanie J. Witham .....	Middle School Spanish & Drama Teacher

## **Dean of Students Staff & Boarding Staff**

James W. Franklin .....	Dean of Students
Jon E. Benson, Jr. ....	Assistant Dean of Students
Brandon M. Alexander .....	Dormitory Counselor
Allison L. Audet .....	Dormitory Counselor
Patsy K. Baker .....	School Nurse
Christy Carpenter .....	Dormitory Counselor
Preston W. Fowler .....	Dormitory Counselor
Eric E. Hollifield .....	Dormitory Counselor
Keith R. Huff .....	Student Center Manager
Teri W. Lind .....	Dormitory Counselor
Sarah E. Lowry .....	Administrative Assistant to Dean of Students
Darilee Sims .....	Dormitory Counselor
Lisa Wilcox .....	Middle School Nurse

# Tallulah Falls School - Faculty and Staff Roster

## Plant Services Staff

Wallace C. Dodd .....	Director of Plant Services
Todd J. Besier .....	Asst. to the Director of Plant Services
Perry Bourlet .....	Security
Jimmy Cash, Jr. ....	Plant Services
Victor Durfee .....	Plant Services
Dwight Dyer .....	Plant Services
Jack Farley .....	Plant Services
Cindy Laymon .....	Plant Services
Lessie Miller .....	Laundry Services
Tammy Miller .....	Laundry Services
Terry Miller .....	Plant Services
Michael J. Palmer .....	Chief of Security
Ray Pitts .....	Plant Services
Leanna Shahan .....	Plant Services
Melvin Stevenson .....	Plant Services
Michael Stewart .....	Plant Services

## Food Services Staff

Harriett C. Worrell .....	Director of Food Services & Family and Consumer Science Teacher
Sharon Shirley .....	Assistant Director of Food Services
Anita Barron .....	Food Services Staff
Mellie Cantrell .....	Food Services Staff
Rebecca Cook .....	Food Services Staff
Jackie Crosby .....	Food Services Staff
Gracie Dockins .....	Food Services Staff
Wanda Franzo .....	Food Services Staff
Sherri Gombala .....	Food Services Staff
Carolyn Gragg .....	Food Services Staff
Coral Heyl .....	Food Services Staff
Laura Hooper .....	Food Services Staff
Brenda Jenkins .....	Food Services Staff
Eddie Jones .....	Food Services Staff
Haydee Lindsey .....	Food Services Staff
Maria Loveless .....	Food Services Staff
Rachel McClain .....	Food Services Staff
Tracy Moss .....	Food Services Staff
Mary Sesam .....	Food Services Staff
Jacobi Shirley .....	Food Services Staff
Carolyn Welch .....	Food Services Staff

## College Acceptances - Class of 2009 - 2012

Agnes Scott University	Hampton Sydney College	St. Joseph's University
Albany State University	Harvard University	St. Thomas University
Albright College	Hillsborough College	Suffolk University
Amherst College	Hofstra University	Syracuse University Temple University
Anderson University	Hollins College	Texas A&M University
Arcadia University	Howard University	Towson State University
Arizona State University	Indian River Community College	Truett McConnell College
Armstrong Atlantic State University	Indiana University	Tusculum College
Art Institute of Boston	Jacksonville University	Tusculum High Point University
Auburn University	Johnson & Wales	Union University
Augusta State University	Kalamazoo College	United States Naval Academy
Babson College	Kennesaw State University	University of Alabama
Belhaven Christian College	Kettering University	University of Alabama-Birmingham
Bellarmino University	The King's College	University of Buffalo
Belmont Abby College	Lane College	University of California - Berkeley
Berea College	Lenoir-Rhine Univesity	University of California - Davis
Berry College	Liberty University	University of California - Los Angeles
Boston College	Louisiana State University	University of California - San Diego
Boston University	Marion Military University	University of California - Santa Barbara
Bradley University	Mercer University	University of Cincinnati
Brandeis University	Michigan State University	University of Connecticut
Brenau University	Middle Georgia College	University of Dayton
Brown University	Mississippi State University	University of Delaware
Campbell University	Morehouse College	University of Georgia
Canisius College	Mount Holyoke College	University of Illinois
Case Western Reserve University	New York University	University of Maryland
Centre College	Newbury College	University of Massachusetts - Amherst
Chinese University of Hong Kong	North Carolina A&T University	University of Massachusetts - Boston
Clemson University	New York University	University of Miami
Colgate University	North Carolina State University	University of Mississippi
College of Charleston	North Carolina State University	University of Montevallo
College of William and Mary	North Georgia College & State Univ.	University of North Alabama
Cornell University	North Georgia Technical College	University of North Carolina - Asheville
Creighton University	North Greenville University	University of North Carolina - Chapel Hill
Dartmouth University	Northeastern University	University of North Carolina - Charlotte
Denver University	Oglethorpe University	University of North Florida
Drexel University	Ohio State University	University of Notre Dame
Duke University	Pace University	University of Pennsylvania
Elon University	Pennsylvania State University	University of Pittsburgh
Emory Oxford College	Piedmont College	University of Rochester
Emory University	Pontificia Universidad Catolica	University of Sciences
Flagler University	Presbyterian College	University of South Carolina
Florida Southern University	Purdue University	University of South Florida
Florida State University	Randolph Macon College	University of Southern California
Fordham University	Reinhardt University	University of Tampa
Framingham State University	Rensselaer Plytechnic Institute	University of Tennessee - Martin
FullSail University	Rice University	University of Virginia
Fort Valley State University	Rochester Institute of Technology	University of Washington
Furman University	Rutgers University	University of West Florida
Gainesville State College	Sage College of Albany	University of West Georgia
Georgia College & State University	San Jose State University	University of Wisconsin
Georgia Military College	Savannah College of Art & Design	Valdosta State University
Georgia Perimeter College	Savannah State University	Vanderbilt University
Georgia Southern University	Shimer College	Warren Wilson University
Georgia State University	Shorter College	Washington College
Georgia Institute of Technology	Smith College	Washington State University
Georgia Southwestern State University	South Florida Community College	Western Carolina University
Gordon College	Southern Polytechnic State University	Winthrop University
Goshen College	Southern Wesleyan Univesity	Young Harris College
Hamilton University	State University of New York	
	St. John's University	

# Middle School - Academic Accomplishments

## Leadership

- 2008 National Young Leaders State Conference Spring: Malcolm Jones
- 2010 National Young Leaders State Conference Spring: Laura Sheldon
- 2013 National Young Leaders State Conference Spring: MacKenzie Rainwater
- 2013 Junior National Young Leaders Conference Summer: Laura Brothers, Elijah Clouatre, Lane Poole

## Music

- 2013–2014 Georgia All-State Chorus: Clarke Bailey, Anna Davis, Madeline McClurg, Kayley Pugh, Dylan Truong (more than 10,000 students auditioned for 1,600 slots)
- 2012 Choral compositions published: “Keep Your Lamps Trimmed and Burning,” “Early One Morning,” and “I Believe”
- 2013 Choral compositions published: “The Wind,” “I Want To Be Ready,” “Jacob’s Ladder”
- 2013 Prevent Child Abuse Habersham performance that included Miss America as a special guest
- 2013 Fox5 Atlanta *Good Morning Atlanta* live performance
- 2013 The Governor’s Mansion - live Christmas performance for Governor Nathan Deal
- 2014 Choral compositions published: “A Captain I Shall Be,” “Follow the Drinking Gourd,” “Children, Go Where I Send Thee,” “Firefly,” “Carry Me Home,” “Didn’t My Lord Deliver Daniel?”

## Science

- 2012 Odyssey of the Mind; finished second overall in the Creative Cake Competition at Regions
- 2012 Odyssey of the Mind; finished second overall in the Creative Banner Competition at State
- 2012 Odyssey of the Mind; finished ninth at Regions (Problem 1 “Ooh- Motion”)
- 2012 Odyssey of the Mind; finished eighth at Regions (Problem 2 “Weird Science”)
- 2012 Odyssey of the Mind; finished second at Regions, then finished fifth at State (Problem 4 “You Make the Call”)
- 2012 Odyssey of the Mind; finished fourth at Regions, finished eighth at State (Problem 4 “Odyssey Angels”)
- 2013 Odyssey of the Mind; finished second overall at Regions in the Creative Banner Competition
- 2013 Odyssey of the Mind; finished third at Regions (Problem 4 “Tumblewood”)

# Upper School - Academic Accomplishments

## Art

- 2009 *Georgia Mountain Laurel* magazine published an article featuring the TFS art department
- 2010 Southern Teachers Agency calendar art contest: first place award
- 2010 Piedmont College art show: third place award
- 2010 Georgia Federation of Women's Club: first and second place awards
- 2011 U.S. Congressional art contest 10th District: third place award
- 2011 Piedmont College juried show: second place award
- 2011 Georgia Federation of Women's Club 9th District art contest and juried show: first place award
- 2012 Georgia Federation of Women's Club 9th District art show: first and third place awards
- 2013 Georgia Federation of Women's Club 9th District art show: first place award
- 2013 Piedmont College juried show: two honorable mentions.

## Drama

- 2013 Piedmont College: Joseph Lancaster and Ryan Hughes won All-Star Cast at the Georgia High School Association Area 8A Private School one-act competition as part of the TFS Players and drama department.

## English

- 2013 *The Northeast Georgian*; Mary Katherine Watson won first place in the eighth/ninth-grade scary story contest.

## Foreign Language

- 2010 University of North Georgia Modern Language Day: winner of multiple awards in creative writing
- 2011 University of North Georgia Modern Language Day: first, second, and third place awards in creative writing
- 2012 University of North Georgia Modern Language Day: winner of creative writing award in the class project category
- 2013 University of North Georgia Modern Language Day: third place award in creative writing

## History

- Daughters of the American Revolution American History Essay contest: first place awarded to Morgan Adams

## Juniorettes

- 2011 Georgia Federation of Women's Club: first place overall achievement award for special projects
- 2012 Georgia Federation of Women's Club: first place overall achievement award for fiber art competition
- 2013 Georgia Federation of Women's Club: first place achievement award for conservation projects

# Upper School - Academic Accomplishments

## Mathematics

- 2008–2009 University of North Georgia Math Tournament: first place overall
- October 2009 Kennesaw State University Math Tournament: Jeong Hwan Lee scored 94th percentile; Christine Liu 95th percentile; Jong Pill Park scored 95th percentile; Paul Shi scored 97th percentile
- March 2010 University of North Georgia Math Tournament: math team won first place overall in problem solving
- October 2010 University of North Georgia Math Tournament: four TFS students scored above 90th percentile (2,472 students participated)
- March 2011 University of North Georgia Math Tournament: math team won third place overall in problem solving; Jong Pill Park won third place on written exam; Paul Shi won second place on written exam
- October 2011 University of North Georgia Math Tournament: Sheng Chen scored 92 percentile; Yvette Weng scored 90th percentile; Jack Yoon scored 96th percentile; Jingule Zang scored 93rd percentile
- October 2012 Kennesaw State University Math Tournament: Yvanie Sun scored 93rd percentile; Tyler Xin scored 95th percentile
- March 2013 University of North Georgia Math Tournament: TFS math team won first place
- October 2013 Kennesaw State University Math Tournament: Xiao Xin scored 99th percentile; Yvette Weng scored 98th percentile (2,500 students participated)

## Media Center

- Fall 2013 Tome Society Book Club won second place.

## Music

- 2012–2013 Georgia Music Educators Association: two students earned Symphonic Band recognition (9th district)
- November 2012 Piedmont College Wind Ensemble: three students earned recognition
- 2013–2014 Georgia Music Educators Association: three students earned Honor Band recognition; two students earned All State Band recognition; five students earned Honor Chorus recognition (9th district)
- 2013–2014 Georgia Independent School Association: two students earned All-Select Honor Band recognition; two students earned Honor Chorus recognition; one student earned Orchestra recognition
- November 2013 Piedmont College wind ensemble: two students earned recognition

# Middle School - Athletic Accolades

## Tri-State Championships

- **2010**  
Boys Cross Country
- **2011**  
Girls Track & Field  
Boys Track & Field  
Boys Cross Country
- **2012**  
Coed Golf  
Coed Tennis  
Girls Track & Field  
Boys Track & Field
- **2013 Coed Tennis**  
Girls Track & Field  
Boys Track & Field

## Tri-State Sportsmanship Awards

- **2010–2011**  
Coed Soccer  
Girls Cross Country  
Boys Cross Country  
Boys Basketball (tie)
- **2011–2012**  
Coed Soccer  
Girls Cross Country  
Boys Cross Country  
Girls Volleyball  
Girls Basketball (tie)  
Boys Basketball (tie)  
Girls Track & Field  
Boys Track & Field
- **2012–2013**  
Coed Soccer (tie)  
Boys Cross Country  
Girls Volleyball  
Boys Basketball  
Girls Track & Field  
Boys Track & Field
- **2013–2014**  
Girls Cross Country  
Boys Cross Country  
Coed Soccer (tie)

# Upper School - Athletic Accolades

## Area/Region Champions–Boys

2013 James David: 300m Hurdles  
2011 Brandon Mbaba: High Jump, Long Jump

## Georgia Olympics State Championships–Boys

2013 James Davis: 3rd Pole Vault, 5th 300m Hurdles  
2013 Karim Dembele: 3rd Discus, 6th Shot Put  
2012 Karim Dembele: 7th Discus  
2011 Brandon Mbaba: 5th High Jump  
2010 Brandon Mbaba: 3rd High Jump

## Area/Region Champions–Girls

2013 Masha Grizhebovskaia: Long Jump  
2013 Masha Grizhebovskaia: 100m Hurdles  
2011 Sally Idehen: Triple Jump  
2010 Sally Idehen: Triple Jump  
2009 Chelsea Jones: Triple Jump  
2009 Jennifer Jeboda: Shot Put  
2009 Oge Okoye: High Jump

## State Championships–Girls

2013 Kayla Armenta: 7th Shot Put, 2nd Discus  
2013 Masha Grizhebovskaia: 3rd Long Jump, 5th 100m Hurdles, 300m Hurdles  
2012 Masha Grizhebovskaia: 16th Long Jump  
2011 Sally Idehen: 4th Triple Jump  
2009 Chelsea Jones: 4th Triple Jump, 7th 300m Hurdles  
2009 Jennifer Jeboda: 7th Shot Put  
2009 Oge Okoye: 9th High Jump (tie)