

***Please sign and return to  
Chesapeake Academy***

*By signing below, I signify that I have read and understand the policies and guidelines outlined in the 2016-2017 Chesapeake Academy Family Handbook.*

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*Parent Signature*

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*Date*

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*Student Signature*

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*Date*

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*Student Signature*

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*Date*

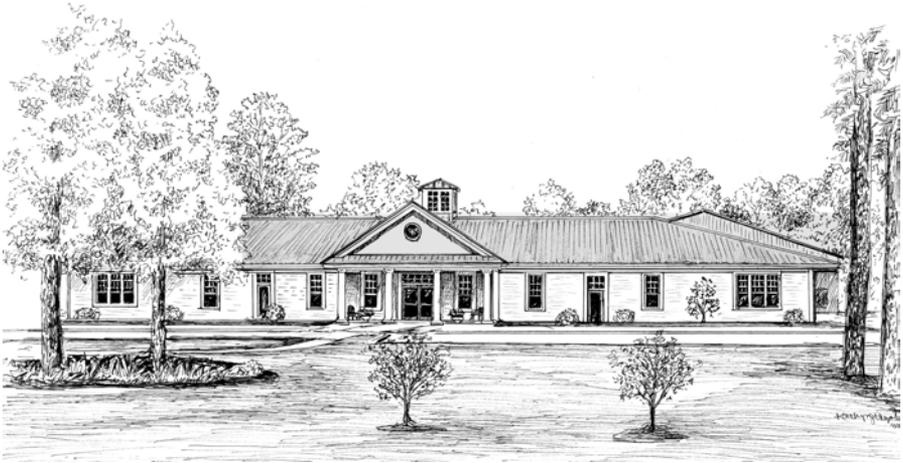
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*Student Signature*

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*Date*

CHESAPEAKE ACADEMY  
FAMILY HANDBOOK  
and  
CRISIS MANAGEMENT PLAN  
2016-2017



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## **CORPORATE STATUS**

Chesapeake Academy is incorporated under the statutes of the Commonwealth of Virginia as an educational institution which must be operated on an exclusively non-profit basis [501C (3)].

Chesapeake Academy is a fully accredited member of the Virginia Association of Independent Schools (VAIS). Chesapeake Academy is also a member of the Educational Records Bureau and the Preschool is certified by the Virginia Department of Social Services. The Preschool is exempt from licensure. The Extended Day Program is licensed by the Virginia Department of Social Services.

Chesapeake Academy is governed by a Board of Trustees. The members of the Board of Trustees accept responsibility without compensation in any form whatsoever.

Chesapeake Academy admits students of any race, color, religion, national or ethnic origin to all the rights, privileges, programs and activities generally made available to students at the school. It does not discriminate on the basis of race, color, religion, national and ethnic origin in the administration, educational policies, athletics, or other school administered programs.

Chesapeake Academy's Pre-K 3&4 program is a "certified program exempt from licensure" and is in accordance with the regulations set forth by the Virginia Department of Social Services. Chesapeake Academy is compliant with applicable laws and regulations relating to food service, health and sanitation, water supply, building codes, and the State Fire Prevention Code. With current facilities and staffing, the Preschool program enrolls a maximum of 12 students and the Pre-K 3&4 program enrolls a maximum of 18 students. This year's combined Preschool and Pre-K 3&4 maximum enrollment is 15. Staff is required to maintain negative PPD titers and to sign statements yearly that they are not aware of carrying communicable diseases. Staff adheres to the school's guidelines for sickness that are published in the school's handbook. Chesapeake Academy meets or exceeds all recommended insurance coverages.

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## **ORGANIZATION OF THIS HANDBOOK**

Every attempt has been made to craft the information contained herein into a useful and intuitive resource for the Chesapeake Academy Family. Your feedback is appreciated as we continually strive to meet the needs of current and future families with the help of our current and alumni parents.

*Once an Osprey, Always an Osprey*

*We stand upon the shoulders  
of those who have come before us...  
Now it's our turn!*

### **Mission Statement**

Chesapeake Academy is an independent, co-educational day school serving a diverse population of Pre-Kindergarten 3&4 through eighth grade students in the Northern Neck and Middle Peninsula of Virginia. The school prepares each student for future academic, ethical, social, and physical endeavors in an intellectually challenging environment with a unique curriculum grounded in a nurturing, family-oriented atmosphere.

### **Philosophy**

Located in historic Irvington, Virginia, where the Rappahannock River meets the Chesapeake Bay, Chesapeake Academy is a school dedicated to preparing each student for future academic, ethical, social, and physical endeavors in an intellectually challenging environment.

Bound by common goals and aspirations, Chesapeake Academy students experience an academically challenging, traditional liberal arts curriculum taught by teachers who model creativity, commitment, flexibility, teamwork and a love of learning. Intellectual curiosity is valued, laying the foundation for a lifetime of learning, growth and achievement. Our caring and supportive environment guides children to develop confidence in their abilities. In all aspects of school life, teachers know their students well. This relationship allows teachers to address differences in learning styles and teach in ways children will experience their greatest achievement.

In keeping with our heritage, Chesapeake Academy students are an interconnected community of learners. Our school, guided by a purposeful social and ethical curriculum, is a place where friendships and consideration for others thrive and responsibility and leadership develop. We embrace each other's beliefs and differences and discover that our diversity enriches us. The school's community, formed by a unique partnership of parents, students, teachers, alumni and neighbors, works together to help children achieve academic excellence and personal growth. We believe students learn best when teachers, parents and children work in harmony.

From Pre-K 3&4 through eighth grade, Chesapeake Academy students develop and articulate ideas. The inclusion of visual and performing arts in the curriculum encourages self-discovery and creative expression. The physical education and athletic programs promote life-long personal fitness and character development. School-wide experiences and community service opportunities encourage students to be comfortable expressing their ideas in front of others as well as assuming future leadership roles.

Chesapeake Academy believes that an enriched and challenging academic curriculum, within a nurturing, child-centered environment, provides the foundation for future successes.

We seek

- ♦ to prepare each student for his or her future academic, ethical, social and physical endeavors
- ♦ to provide a nurturing environment where students build confidence as they rise to the challenge of developing new skills
- ♦ to model creativity, ignite curiosity, demonstrate commitment and flexibility, work as a team, and lay the foundation for lifelong learning in our students so our students demonstrate the same values
- ♦ to foster strong relationships between students and teachers to allow teachers to know students well and address each student's learning style
- ♦ to cultivate an interconnected community of learners where friendship, consideration, responsibility and leadership thrive

- ✦ to embrace each other's beliefs and differences and discover that diversity enriches us
- ✦ to work in harmony with parents, teachers, and students for the students' academic achievement and personal growth
- ✦ to encourage self-discovery and self-expression through the integration of the arts
- ✦ to promote life-long fitness and character development through athletics
- ✦ to engage in school wide and community service so that students are comfortable expressing their ideas and assuming leadership roles
- ✦ to develop global citizens who value a pluralistic society and who have the skills to tackle 21<sup>st</sup> century challenges

## **ADMINISTRATIVE TEAM**

The Head of School is the sole employee of the Board of Trustees. Deborah M. Cook is the Chief Executive Officer and is responsible for the vision and leadership for the implementation of the strategic plan. The Head of School also serves as the Director of Development and oversees all fundraising activities, including the Annual Fund, the Auction, and the Capital Campaign. Constituency events and publications are coordinated with the Development Office.

Connie Smith, the Academy Secretary, provides administrative support to the Head of School, is the school receptionist and serves as the school nurse.

The Business Manager, Richard Abbott, is responsible for Academy contracts, vendors, maintenance, and accounts payable and receivable. Questions concerning tuition billing should be directed to Richard.

Julie Keesee, Assistant Head of School, is responsible for the day-to-day activities in Lower School and Middle School, including curriculum implementation and coordinating instruction.

Director of Admission, Hilary Scott, is responsible for student recruitment and assisting families with the Academy's enrollment

process. The marketing, publicity and public relations of CA is also a role of this office.

Beth Clark, Early Childhood Director, is responsible for the day-to-day activities of Early Childhood and Extended Day.

The Administrative Team is comprised of the Head of School, the Director of Admission, the Business Manager, the Assistant Head of School, and Early Childhood Division Head. The Administrative Team meets regularly to discuss progress on the Academy's strategic work plans as well as day-to-day operations.

## **FACULTY AND STAFF**

Richard Abbott	Business Manager B. A., Randolph-Macon College M.B.A., Averett University
Kelly Antonio	1st Grade B. S., Mary Washington College M. S., Old Dominion University
Kaitlin Benson	4th Grade Homeroom, Social Studies, Language Arts, Science, 5th Writer's Workshop B. A., High Point University M. A., University of Pennsylvania
Robin Blake	8th Grade Homeroom, MS Science, Performing and Media Arts B. A., University of Richmond
Elizabeth Clark	Early Childhood and Extended Day Director, Development Assistant Pre-Kindergarten B. A., Georgia State University
Deborah Cook	Head of School, Director of Development B.S., College of New Jersey M.A., Rider University

Kim Dynia	6th Grade Homeroom, Latin, Geography, 6th and 8th Writer's Workshop, 7th History, 8th Government and Global Relations B. A. University of Michigan M.A.T. Christopher Newport Univ.
Judy Ebner	PreK 3&4 - 5th Grade Spanish, 7th and 8th Grade Spanish I B. A., University of Maryland
Catherine Emery	Pre-K Aide B. A., Randolph Macon Woman's College
Catherine Emry	Development Associate Rappahannock Community College
Julie Keesee	Assist. Head of School, 8th Grade Algebra A. B., William and Mary M. Ed., University of Illinois
Kenzie Manetz	2nd Grade Language Arts, Social Studies, Learning Support Services B. A., Clemson University M. A., University of Virginia
Susan May	EC/LS Extended Day B. S., James Madison University M. S., Virginia Tech
Katie Parker	5th Grade Homeroom, Literature, Math, Geography, 4th Grade Math B.S., Longwood University
Martha Rogers	3rd Grade B. A., Lynchburg College
Hilary Scott	Director of Admission B. A., Lynchburg College
Connie Smith	Academy Secretary Rappahannock Community College

Hillary Smith	7th Grade Homeroom, 6th Grade Math, Literature, 7th Grade PreAlgebra, Literature, 8th Grade Literature B. A., Virginia Tech
Sonja Smith	Art K-8, 2nd Grade Math, Science, PreK-4th Library B.A., Mary Baldwin College M.A.T., Mary Baldwin College
Beth Somers	Music PreK-8 Old Dominion University
Molly Vanderpool	Kindergarten B. A., Fayetteville State University
Ian York	Athletic Director, PE PreK-8, Middle School Health B. A., Hampden Sydney College

### **Helpful Hints from the Faculty to:**

#### **Early Childhood Parents.**

1. Read, read, read everyday!
2. Partner effectively with your child's teacher: We teach them best together!
3. Maintain a consistent home routine that includes bedtimes, meals and limits.
4. Choose clothes and preview the school calendar the night before.
5. Turn off the television during the school week.
6. "Preview, Do, Review" school and home expectations daily.
7. Model celebration of differences while encouraging connection and inclusiveness.
8. Extend the curriculum with family fun.
9. Follow the "Sickness Guidelines" conscientiously.
10. Buckle up and follow the car seat laws!

#### **Lower School Parents**

1. Read handbook and follow appropriate dress.
2. Lay out clothes and proper shoes the night before.
3. No special adornments or accessories to the uniform.
4. Check the calendar uniform, updates and lunches.

5. Pack morning snacks in disposable containers.
6. Communicate with teachers as needed.
7. Share reading with your child daily.
8. Establish and build on chores and home responsibilities.
9. Build acceptance of differences.
10. Arrive on time with enthusiastic smiles and ready for a great day!

### **Middle School Parents**

1. Discuss and practice HONOR, HONESTY, and TRUST.
2. Encourage acceptance among peers and find time for friendships to blossom.
3. Ensure dress code compliance prior to leaving home.
4. Develop a quiet homework environment with a consistent routine.
5. Support independence of homework completion.
6. Share reading with your child. . . . Make sure they see you reading!
7. Communicate with your child's advisor.
8. Read and process the *FAMILY HANDBOOK* and all weekly correspondence.

### **CAPPA**

Chesapeake Academy Parents and Patrons Association (CAPPA) promotes the mission and philosophy of Chesapeake Academy by fostering communication among the parents and facilitating, with the Development Office, volunteerism to enrich the school program, in collaboration with the Head of School. All parents of students in Pre-K 3&4 through eighth grade are encouraged to become actively involved in the life of the school as members of CAPPA.

CAPPA holds monthly business meetings and sponsors several evening meetings for parents, teachers and patrons during the school year. Please refer to the monthly calendar for dates and times of meetings. CAPPA operates the Osprey Nest, located in the Cottage between the gym and Wiley Hall, where used uniforms, Academy Logowear and PE uniforms may be purchased. Yearly functions sponsored by CAPPA include the homeroom parent's program, teacher appreciation activities, Box Tops for Education, and campus beautification.

All fund-raising initiatives for Chesapeake Academy must be appropriate to the mission and philosophy of the School and approved by the Head of School. The CAPPA Executive Committee schedules fund-raisers throughout the year to support its goals and objectives. These fund-raisers are scheduled so that they do not compete with the School's major development initiatives.

The CAPPA President serves *ex-officio* on the Board of Trustees.

## **CAPPA EXECUTIVE COMMITTEE 2016-2017**

President	Shelly Ritter
Vice President	Janet Smith
Secretary	Alissa Fulmer
Treasurer	Esther Glover
Room Parent Coordinator	Suzanne Souders
Osprey Nest	Betsy Stanley
Campus Beautification	Alison Weddle
Hospitality	Rosetta Struse

## **STUDENT COUNCIL**

The students are represented by their student council officers and room representatives from grades 5 - 8. The officers are voted on by students in grades 4-7 in the spring and the room representatives are selected by each grade in the fall. Students running for election for executive office must be re-enrolled for the school year in which they will serve. Students and families are expected to abide by the rules governing the election process. The faculty advisor is Kim Dynia. The Student Council officers for 2016-2017:

President	Ben Antonio
Vice President	Reese Bragg
Secretary	Jordan Abbott
Treasurer	Ashton Hollingsworth

Student Council members participate in team building and leadership training prior to service and throughout the year. Student Council sponsors events such as **Tag Days**, community service opportunities and dances for Middle School students. They are charged with explaining and promoting the Honor Code to the student body each year. Money raised from tag days and dances is used to purchase a gift for the school and support other civic-minded activities such as saving the rain forest or sponsoring local families in need. Tag Days are non-uniform days held on the last Wednesday of each month. Students must buy a “tag” for 50 cents to be out of uniform. IOU’s are not accepted. (Refer to the page on uniform requirements for further explanation.) Parents are asked to mark the home calendar with important school dates. An eye on the calendar can help avoid anxiety in students and parents. Dressing oneself appropriately is an independent skill.

## **BOARD OF TRUSTEES**

Chesapeake Academy is governed by a Board of Trustees composed of business leaders from the community, parents and friends of the Academy, whose major responsibilities are to set the mission of the Academy, establish and review strategic policy, and ensure that the school has the funds and resources necessary to fulfill its mission. Standing committees of the Board are Finance, Development, Executive, Trustees as well as Buildings and Grounds. These committees meet throughout the year to address issues and needs of the Academy.

### Executive Committee

Margaret Nost, *Chair*  
Kathryn Vose, *Vice Chair*  
Bill Chapman, *Secretary*  
Lance Franke, *Treasurer*

### Board Members

Bo Bragg	Lance Franke
Ray Britt	Philip Haynie
Chris Cammarata	Keith Meberg
Bill Chapman	Margaret Nost
Debbie Cook	Michelle Ritter
Jeannie Coyle	Bruce Sanders
Katie Dew	Janet Smith
Michelle Faulkner	Kay Vose

### Ex-Officio

Deborah M. Cook, *Head of School*  
Michelle Ritter, *CAPPA President*  
Katie Dew, *Alumni President*

## 2016-2017 School Calendar

Key dates for the academic year; **refer to the website and the bi-weekly “Heads Up!” for additions, deletions or changes.**

### September

- 6 New Student Parent Orientation 9:00-10:30am /  
Returning Students 11am-12pm
- 7 Convocation / First Day of School (dress uniform)
- 22 EC/LS Back to School Night 6:30pm
- 27 MS Back to School Night 6:30pm

### October

- 4 New Parent Roundtable
- 5 Dress Uniform / Picture Day
- 6/7 Inward Bound
- 10 Columbus Day (school closed)
- 14 Grandparents/Grandfriends Day (12 noon dismissal)
- 15 Oyster Roast

### November

- 2 Dress Uniform / Make-up Picture Day
- 14-17 Parent Partnership Days 3:30-7:00pm
- 23-25 Thanksgiving Break (school closed)
- 28 Classes Resume

### December

- 16 Holiday Program of Lessons and Carols (dismissal after  
program)
- 19-Jan 3 Christmas Break

### January

- 2 Faculty Professional Development Day
- 3 Classes Resume
- 16 MLK Day – Special Assembly
- 23-27 Exams (grades 7/8) ERB's (grades 3-6)
- 27 Noon Dismissal (faculty workday)
- 30 ERB's (grades 7/8)

### February

- 6-9 Parent Partnership 3:30-7:00pm
- 17-20 President's Weekend
- 20-26 Seacamp
- 21 Classes Resume

### March

- 27-31 Spring Break

## April

- 3 Classes Resume  
14-17 Easter Break (school closed)

## May

- 6 Auction 2017  
29 Memorial Day (school closed)  
30-June 2 Exams (grades 7/8)

## June

- 2 Noon Dismissal  
5 Faculty Workday  
6 Graduation

## FAMILY CODE OF CONDUCT

*Chesapeake Academy expects all students, parents, teachers, and other members of the Academy family, to be respectful and considerate to everyone at all times.*

*Appropriate behavior promotes inclusion rather than exclusion, collaborative problem solving, seeing mistakes as opportunities for growth and striving for appropriate conflict resolution.*

Such positive behavior will be actively recognized in the community. The Family Code of Conduct is designed to promote and ensure the well being of all students, parents and staff, and provides for the effective operation of the Academy itself.

Chesapeake Academy believes that a positive and constructive working relationship between the Academy and the student's parents (or guardian) is essential to the fulfillment of the Academy's mission. **Therefore, the Academy reserves the right not to continue enrollment or not to re-enroll the student if the Academy reasonably concludes that the actions of a parent (or guardian) make such a positive and constructive relationship impossible or seriously interferes with the Academy's accomplishment of its educational purposes. The decision of the Academy in these matters shall be final.**

## STUDENT CONDUCT

Positive citizenship promotes community, collaboration, respect and integrity. The listing of consequences and types of infractions is exemplary only and is not meant to serve as a comprehensive list nor

an exclusive recital of the authority of the Head of School, who is the final arbiter in all matters of discipline. Conduct that is unacceptable includes:

- ♦ Honor Code violations
- ♦ Causing injury or harm to one's self or another
- ♦ Damaging property
- ♦ Disrespectful behavior and disruptive behavior
- ♦ Possession of alcohol, drugs, blades, firearms, explosives or other dangerous weapons

These will be considered a major offense resulting in suspension or expulsion. Student knowledge of any danger to the Academy and its student body must be reported immediately. Student conduct violations will be handled by the faculty and/or administration, depending on the severity and frequency of the infraction. Each infraction will be reviewed and dealt with fairly and effectively. Communication and cooperation between parents and the Academy is essential to a community code of conduct. All infractions and consequences will be handled with appropriate confidentiality.

Students who misbehave will be corrected. Opportunities to learn from mistakes include time out or detention. Loss of privileges, parent conference, suspension, or expulsion are escalating forms of instructive consequence at Chesapeake Academy. Continued poor conduct following a parent conference may result in ineligibility for leadership roles at the Academy.

## **CHESAPEAKE ACADEMY TRADITIONS**

**Graduation** is held on Tuesday, June 6, 2017. Kindergarten through Grade Eight students are expected to attend to celebrate. Parents are invited to attend.

The **Holiday Program** is presented by students Pre-K 3&4 through Grade Eight and is held in the morning on the day Christmas vacation begins. Parents, grandparents and friends are invited to attend.

**ArtsTravaganza** is a celebration of the Arts presented by students in Pre-K 3&4 through Grade Eight and is held in May. It is the culminating arts program. Parents, grandparents and friends are invited to attend.

**Athletic Awards Assemblies** are held at the end of each athletic season to recognize achievement of teams and individual players. Parents are invited to attend.

**Assemblies** are held routinely in the gymnasium for all grades. Division assemblies are called on special occasions. Included in assemblies are the Pledge of Allegiance, singing, recognition of birthdays, announcements, and community – wide issues of interest.

The yearbook, *Reflections*, is an eighth grade class project. Yearbook orders are collected in November with distribution in May.

All grades have **field trips**. Each teacher schedules field trips based on the curriculum. There may be additional fees for field trips. We make every effort to keep field trip costs to a minimum.

The **Birthday Book Program** is part of the library acquisition plan. Adults may recognize a child's birthday by purchasing a book from the library list in which a book plate notes the occasion and name of the person honored.

## **GETTING READY FOR SCHOOL**

### **ORGANIZING ACADEMIC WORK BETWEEN HOME AND SCHOOL**

Lower School utilizes a folder for communication between school and home. As an additional means of communicating assignments and announcements, classroom teachers maintain a link in the RenWeb system that is updated daily. The link to RenWeb is on the CA website. Fifth and sixth graders keep a written agenda checked by teachers. Agendas are encouraged for seventh and eighth graders.

### **UNIFORM CLOTHING and APPEARANCE**

The uniform requirements apply to those students in Kindergarten through 8th Grade. Pre-K 3&4 children should wear school appropriate play clothes and closed toed shoes. Pre-K 3&4 children should also have a spare change of clothes at school. Dress uniform is required the first Wednesday of every month and at other times when announced, beginning September 7th, the first day of school.

The spirit of the dress code is as important as its letter. Our philosophy is that appearance should not detract from learning. Clothing is not to have any competitive aspect or make obvious socio-economic differences between our students.

Items can be purchased from a uniform supplier such as Lands End. Chesapeake Academy has a uniform store within the Lands End site. Used items or PE clothing may be purchased from the Osprey Nest. Please consider this an important resource to keep shirt-tails the length that can be tucked in at all times! \*Items to be purchased from the school uniform supplier. \*\*Items to be purchased through the school store.

**Girls:** Hair and general appearance will be neat, tidy and unadorned. Hair length is to be manageable and non-distracting to the student or class. Students who play on CA athletic teams should also see guidelines for uniforms and hair in the athletic section of our Family Handbook.

#### **Kindergarten through Grade 4**

**Girls:** \*Hunter plaid (#55) jumper or Khaki pants or shorts (see below) or skorts, all with neutral belt. Polo shirt or turtleneck in white, red, or navy, or white Peter Pan collar blouse (long or short sleeve). Navy crewneck cardigan (optional). \*\*Chesapeake Academy sweatshirt or fleece (optional). Black, navy or white socks or tights, solid only, with no accent or trim color. Black or navy leggings or any color shorts may be worn under jumper. Leggings must go down to the ankle. Long sleeve red, white, navy plain shirts or CA gray/white PE shirt may be worn under polos.

**Dress Uniform:** \*Hunter plaid jumper, white Peter Pan collar blouse (long or short sleeve), navy crewneck cardigan, black, brown, gray, or navy dress shoes. Black, white or navy socks or tights, solid only, with no accent or trim color.

**Jumper, shorts, skorts length is to be 3/4 thigh length or longer.**

**Boys:** Hair and general appearance is to be neat, tidy and unadorned. Hair length is to be above the collar and out of the eyes. Students who play on CA athletic teams should also see guidelines for uniforms and hair in the athletic section of our Family Handbook.

**Boys:** Khaki pants or shorts (see below) with a neutral belt. Polo shirt or turtleneck in white, red, or navy, or white oxford button-down collar shirt (long or short sleeve). Navy pullover crewneck sweater (optional). \*\*Chesapeake Academy sweatshirt or fleece (optional). Black, white or navy socks, solid only, with no accent or trim color. Long sleeve red, white or navy plain shirts or CA gray/white PE shirt may be worn under polos.

**Dress Uniform:** Khaki pants with neutral belt, white oxford button-down collar shirt (long or short sleeve), navy pullover crewneck sweater. Black, brown, gray, or navy dress shoes, dark socks, solid only, with no accent or trim color.

**Shorts should be 3/4 thigh length or longer.**

**Shorts/skorts may be worn until Thanksgiving and after Spring break. Grade 4 students must have the PE uniform for the 4th-5th soccer play day in the fall and the 4th-5th basketball play day in the winter. Grade 3 and 4 are encouraged, but not required, to have a PE uniform for regular PE classes.**

**Grades 5 through 8:**

**Girls:** \*Hunter plaid kilt or skirt (note: The Chesapeake Academy site on Land's End has the kilts, skorts, and skirts that meet dress code requirements) or Khaki pants or shorts (see below) with neutral belt. Polo shirt or turtleneck in white, red, or navy, or white oxford button-down collar shirt (long or short sleeve). \*\*Chesapeake Academy sweatshirt or fleece (optional). Black, white or navy socks, solid only, with no brand, accent or trim color. Black or navy leggings or any color shorts may be worn under kilt. Leggings must go down to ankle. Long sleeve red, white, navy plain shirts or CA gray/white PE shirt may be worn under polo. Canvas shoes or other athletic shoes in white, gray, black, navy blue or brown may be worn for everyday wear and with the dress uniform on Wednesdays on campus only. Shoe design accents that detract from the uniform are not permitted. Dress shoes are acceptable every day (see below).

**Dress Uniform:** \*Hunter plaid kilt or skirt, white oxford button-down collar shirt (long or short sleeve), navy blazer, black, brown, gray, or navy dress shoes, black, navy or white socks, solid, no accent color, or nude “footies”.

**Skirt, skort or short lengths: 3/4 thigh or longer.**

**Boys:** Khaki pants or shorts (see below) with a neutral belt. Polo shirt or turtleneck in white, red, or navy, or white oxford button-down collar shirt (long or short sleeve). \*\*Chesapeake Academy sweatshirt or fleece (optional). Black, white or navy socks, solid, with no brand, trim or accent color. Long sleeve red, white or navy plain shirts or CA gray/white PE shirt may be worn under polos. Canvas shoes or other athletic shoes in white, gray, black, navy blue or brown may be worn

for everyday wear and with the dress uniform on Wednesdays on campus only. Shoe design accents that detract from the uniform are not permitted. Dress shoes are acceptable every day (see below).

**Dress Uniform:** Khaki pants with neutral belt, white oxford button-down collar shirt (long or short sleeve), navy blazer, \*hunter plaid tie, black, brown, gray, or navy dress shoes, dark socks, solid, with no accent color.

**Shorts should be 3/4 thigh length or longer.**

**\*\*PE Uniform for boys and girls grades 5-8:**

Navy CA athletic shorts

White or gray CA t-shirt

Athletic shoes and white socks

CA navy sweatshirt and sweatpants (optional)

**Notes for Boys and Girls:**

- ✦ Uniform shirts may have the CA logo, but may not show any other brand logo. Pants may have a discreet logo at the belt line. Painter's pants, cargo pants, or pants with jean styling are not allowed. Uniform sweaters must be "unadorned" knit (e.g. no cable stitch).
- ✦ Sweatshirts other than Chesapeake Academy logo-wear shirts are not allowed.
- ✦ Leather dress shoes are acceptable any time, but are required for dress uniform.
- ✦ Canvas shoes or other athletic shoes in white, gray, black, or brown may be worn for everyday wear and with the dress uniform on Wednesdays on campus only. Shoe design accents that detract from the uniform are not permitted.
- ✦ All shoes must be closed toe. Athletic shoes are required for PE.
- ✦ Between Thanksgiving and Spring Break, students are permitted to wear (black, brown, gray, navy) boots which are specifically designed for cold and inclement weather. Fashion boots (such as western boots or heeled boots) are not permitted except on tag days.
- ✦ Grade 4 students must have the PE uniform for the 4th-5th soccer play day in the fall and 4th-5th basketball play day in the winter.
- ✦ Shorts/skorts may be worn until Thanksgiving and after Spring Break.
- ✦ Not all logo items sold at the Osprey Nest are approved for uniform wear.

**Tag Day:** By contributing fifty cents to the Student Council on the last Wednesday of the month to support community service projects, students may dress in non-uniform clothing for the day. Appropriate Tag Day attire is non-uniform, but acceptable “nice school clothing” (standard looking clothing which is in good repair and fits the student). Lengths of skirts, shorts, dresses must be in keeping with comparable uniform items. All students in Kindergarten through 8th grade participate in Tag Day. Sleeveless shirts and clothing shorter than 3/4 thigh length are not permitted on Tag Day unless otherwise specified as an athletic clothing day. Students must wear closed toe shoes.

### **Dress Code Enforcement**

Teachers will compliment appropriateness and redirect inappropriateness.

- Kindergarten: Parents are notified by the teachers.  
Grades 1 - 4: A third and any successive warning will result in the loss of one recess.  
Grades 5 - 8: A third and any successive warning will result in a discipline class. Students may also need to wear dress uniform as instructed by the Assistant Head of School.

The Assistant Head of School will make the final determination of any questionable attire referred to her by a teacher. **Parents will be asked to deliver appropriate attire to the student as students are to be in correct attire all day.** Infractions are to be corrected rather than tolerated. Children are to respect the code of conduct and the spirit of the uniform code. It is important for parents to ensure a routine at home that supports appropriate choice of school attire. We encourage parents NOT to correct instances when a child is overdressed.

### **DRESS CODE PEARLS OF WISDOM**

Lay out uniform choice the night before, same on tag day - *commit early.*

- ✦ Have student use a check list to help with memory and habit forming.
- ✦ Have a calendar on the refrigerator - refer to it every Friday to advance plan the week (laundry) and again each evening to prepare for the following day. Building independence (using dressing oneself as one venue) builds positive interaction between parents and children (and children and teachers!).

♦ Independent demonstration = follow through with commitments.

## **ON CAMPUS: SAFETY and TRAFFIC PATTERN**

**Do not leave your car with the motor running**; set your parking brake; park only in designated lots; carpool drivers are to insist that riders wear seat belts. Please be careful backing up when exiting a parking space. Please inform any of your drivers of these expectations.

We will follow state laws when placing students in cars. Only students who are 12 years of age should ride in the front seat. All students must abide by car seat and seat belt laws.

The traffic pattern is a one-way lane around the back of the school. The speed limit on campus is 5 miles per hour. The entire driveway is a no-acceleration zone; idle speed is generally appropriate. During drop-off and pick-up, please remain in the line of traffic as it moves through the driveway. **Please refrain from using your cell phones. Do not pass other cars in the line.** Please pull as far forward as possible in the drop-off/pick-up zone. Many cars may load and unload at a time, so pull forward to the Middle School side of the building. Do not cross the solid white line.

***Please be aware that students are often crossing the driveway to go to the gym, playground, soccer field and Academy Hall.***

Walkways in front of parked cars and the crosswalk are to be used exclusively. Please adhere to any and all traffic pattern directives to ensure the safety of our community.

## **ARRIVAL and DISMISSAL**

**Students are not permitted on campus before 8:15 am or after 3:30 pm, unless participating in a faculty supervised function.** All students in Pre-K 3&4 through eighth grade should be in their classrooms prepared to learn by 8:30 am. **Students arriving between 8:15 and 8:30 am are to be dropped off at the back of the school only.**

The back of campus is pedestrian only from 8:30 am until 3:10 pm and will be blocked from traffic following morning drop-off. **No cars should be in carpool line prior to the cones being removed. If parents arrive before the cones are removed, they are directed to park in the front parking lot until they can rejoin the carpool line.**

## **At no time should CA parents cars block or impede traffic on Steamboat Road or Route 200.**

For Pre-K 3&4 and Kindergarten arrivals, parents should park in front of Wiley Hall and walk students into the building. For grades 1-8 arrivals and dismissals, parents should stay in their cars and remain in the pick-up line. When arriving early and waiting, please park in front of the school so others may pick-up and not have to pass.

Pre-K 3&4 is dismissed at 12:00 Noon. Pre-K 3&4 parents picking up at noon should park in the front parking lot and pick up their children in the main lobby of the school. Grades K - 8 are dismissed at 3:10 pm. On half days, all students are dismissed at 12:00 pm.

### **ABSENTEE POLICY**

The school calendar allows for significant breaks and vacations. Parents are discouraged from planning vacations or student absences during days when school is in session. Adequate classroom time is critical to student learning and successful academic achievement. Absences place a burden on students and teachers. Students may not be able to make up work missed due to unexcused absences. **Excused absences include illness, doctor's visits and other appointments that must be scheduled during school hours. Parents are to call or email the Academy Secretary before 8:30am regarding any unplanned absence.** Students are responsible for work missed or assigned during their absence and need to consult with their teacher(s). Student Council representatives will collect assignments for absent students and parents should make arrangements to pick up these assignments daily in the office after 3:15 pm. Students who are absent 10 days must have a parent meeting with the Assistant Head of School.

***Students who are absent 25 or more days during the school year might not be promoted to the next grade. The members of the Administrative Team will meet with the child's teachers to make the decision on promotion.***

### **LATE ARRIVAL**

Any student in grades Pre-K 3&4 through eighth grade arriving at school after 8:30 am must check in with the Academy Secretary before reporting to class. Tardiness is to be avoided as it is disruptive to the smooth functioning of the classroom and a distraction from the teaching and learning process. Parental cooperation is essential to the school and the fostering in the student of respect for community. Excessive tardiness will result in a meeting with the Assistant Head of

School or Head of School. **Three "tardies" will equal one absence for attendance recognition purposes.**

### **EARLY DISMISSAL**

Any student planning to leave school prior to regular dismissal must bring a note from the parent to the homeroom teacher. The student is expected to inform any teacher(s) whose class he/she will miss and is responsible for any work missed or assigned. Students leaving early are to go to the office to be picked up and parents must sign-out with the Secretary. (If returning the same day, students and parents must sign back in).

### **CHANGE OF PLANS**

For any change in afternoon transportation plans, the student must bring a note from home to the homeroom/classroom teacher stating with whom the student is leaving. This includes departures from off campus events.

### **MEDICATIONS, FORMS and ILLNESS**

All medication must be brought to the school office in the original container with instructions, and parental permission, and will be administered from the office. An Emergency Medical and Permission Form signed by a parent must be on file in the office before attending school. All students are required to have an updated immunization certificate. Parents of 5th and 6th graders should consider the Hepatitis B vaccine for their children. Parents are encouraged to obtain health and accident insurance for their children. **All rising 6th graders will need a dose of Tdap (tetanus, diphtheria, and pertussis) vaccine before attending school.** Parents of students who become ill at school and have a fever will be called to pick up their child. Students should never come to school with a fever. Head lice is a common issue when children are in close proximity. There is no cause for alarm. We only ask that we be notified if your child or children become infected so that we may inform our parents of the issue and provide guidelines.

### **SCHOOL CLOSINGS**

Alerts for school closing or delays will be sent vial text message to phone numbers on file. In addition, radio stations WKWI (101.7 & 104.9 FM), WNNT (107.5 FM), WRAR (105.5 FM) will announce school closings for inclement weather. In addition, the CA website and WTVR TV 6, WRIC TV 8, WAVY TV 10 and WWBT TV 12 will also air closings. Other unexpected closings will be announced on

these radio stations and by way of text message system. **Please check the school website for the most up-to-the-moment changes.**

## **GUIDELINES FOR EFFECTIVE PARENT INVOLVEMENT IN THE CLASSROOM**

Effective student learning is a result of cooperation and communication between children, parents and teachers. The roles of teacher and parent are often entwined in young student's minds, and agreement on priority is essential for adults to collaborate for student development. The parent role is primarily reinforcement and enhancement of school lessons, especially independent reading, at home. However, parents have much to offer our students on campus, and often this presence provides synergy to the program and student learning.

1. The classroom teacher may invite parent participation when input will enhance or reinforce the Chesapeake Academy curriculum.
2. Teachers will outline for parents the curricular goals of the planned activity, event, or trip and explain the nature of the participation involved.
3. Parents involved in classroom or field trip activities must arrive on time prepared as planned, willing to abide by teacher guidelines, and unaccompanied by other children or adults. Focus on the children engaged in the activity is essential. Try volunteering for a trip in which your child is not a participant.
4. Parents should communicate to the teacher early in the year regarding activities with which they would like to assist.
5. The homeroom parent's responsibilities in the classroom are determined by the homeroom teacher and will be outlined at the beginning of the year.
6. Visits to your child's class are welcomed and encouraged, although drop-ins can be disruptive. Please let the teacher know in advance that you wish to visit and arrange a mutually convenient time.
7. Birthday celebrations in the classroom must be discussed with the classroom teacher well in advance. The teacher will require that these parties be presented in a uniform format to avoid unintended and uncomfortable comparisons.

8. Invitations for parties off campus may not be distributed at school. This causes undue disruption to the academic day. It is important to reinforce the school's code of conduct which stresses inclusion. The Academy expects all same gender students in a class, activity, or interest group to be invited to parties.

## **LUNCH**

***Kindergarten, Lower and Middle School students bring lunch daily. Students enrolled in Early Childhood Extended Day bring lunch daily and eat in the extended day classroom. Students should pack utensils and paper products for their own lunch, as the school does not provide these. Microwaves are available for student use; however, foods should not need more than 2-3 minutes in the microwave in consideration of others. In addition, microwave use takes time away from time to eat. Thermoses can keep food hot and do not require microwave use. Students should be able to manage their microwaveable food items independently. No microwave popcorn, please.***

## **SNACK TIME**

Parents in Pre-K 3&4 and Kindergarten sign up to provide a healthy snack for the class by the week. Students 1-8th are asked to bring a healthy snack from home for their morning snack time, and afternoon snack when staying for after school programs. Nutritional snacks such as granola bars, cheese and crackers, and grapes are preferred. Candy and snacks of high sugar content are not permitted. Soft drinks, Gatorade, etc. are not allowed as concentration is impaired and spills stain the floor. Middle School student snacks should not require clean-up, as snack time is frequently during class time. No microwave popcorn, please.

## **LOST and FOUND**

Lost and found items are kept in the front office. In order for students to reclaim their lost items, they must bring in a canned good. Unclaimed items are given to the uniform exchange monthly. ***Please label all clothing, lunch boxes, and personal items.***

## **MONEY and VALUABLES**

Students should not bring large sums of money or valuable items to school. Students are solely responsible for all personal belongings. As a trusting community, there are no locks on the lockers and students are expected not to create temptations.

## SECURITY PROCEDURES

All exterior doors, with the exception of the front door, remain locked at all times after drop-off. Please enter by the front door only and check-in with the Secretary. Students leaving school prior to normal dismissal times must be picked up from the front office.

## TELEPHONE USE AND PERSONAL ELECTRONICS

*Cell phone usage is unnecessary and, therefore, prohibited. Please ensure that students leave home in the morning with everything necessary to be successful in the day's activities. Students will not be permitted to use the phone during the school day. In the event of illness or necessary contact, the Academy Secretary will call parents.*

Students who bring cell phones or personal electronics must leave them in the off position in their lockers or backpacks outside the classroom. Cell phones or personal electronics that are used during school hours will be confiscated and repeated violations will result in disciplinary consequences. Students are expected to adhere to the rules regarding cell phone use at all school sponsored activities, including field trips, Seacamp, dances and other school activities unless otherwise stated.

Cell phone use at school dances and movie nights interrupts the event and interferes with personal interactions among students. Therefore, cell phones and personal electronics may be collected at the door during those events and returned to students at the end of the evening so they can make arrangements for pick up. In the event of an investigation of a school disciplinary situation, teachers and administrators reserve the right to check cell phones of students who have cell phones in their possession at school.

We strongly encourage parents who provide students with cell phones to monitor cell phone use, particularly text messaging and social media. Cyberbullying in any form is a serious matter that affects student relationships and focus at school. If we discover students are engaging in that behavior off campus, we will inform parents.

## TECHNOLOGY

Chesapeake Academy provides computers and ipads with internet access for student classroom work. Students may request to bring their own laptop computer **only** if the computer has specific academic software that is unavailable on the school's computers but is necessary for the individual student to meet his or her academic goals as

outlined by educational testing. Students must request to bring in single-use electronic readers however, multi-function tablet computers such as iPads and Kindle Fires are not permitted. The school is not responsible for loss or damage to any personal electronics brought to school, whether approved or unapproved.

Middle School students must sign the Acceptable Use Policy, pledging their commitment to use the resources provided for academic work. Please review the AUP with your child. Teachers provide instruction and guidance on the use of technology as well as reasonable levels of supervision of students using computers. Students who violate the terms of the AUP will have their privileges to use computers at Chesapeake Academy revoked for a period of time. In addition, violation of the AUP may be considered an honor code violation. Repeated violations will result in computer access denied for the school year, in addition to other discipline consequences.

As with cell phones, if students have an internet presence (including, but not limited to blogs and social networking profiles), we encourage parents to closely monitor and provide guidelines for home use of the internet. Again, if we discover students engaging in online behavior that harasses another student, we will respond appropriately.

### **PHOTOGRAPHY ON CAMPUS**

Families are welcome to photograph or film their children on campus and at school events for personal enjoyment. Images captured on campus or at school events are not to be used for commercial or public purpose without school permission. In addition, as a courtesy to other families and for safety reasons, do not publish images of another child on the internet, social media sites, blogs, or other media without permission from the child's family. **We are committed to protecting our students and ask for cooperation from our parent community.**

### **EMAIL**

No email or instant messaging is to occur with students using school computers unless for academic use. On campus computers are to be used for academic purposes exclusively. Faculty may send updates to parents by email as a mutual convenience; however, conferences should be face to face.

### **ACADEMIC PROGRAMS**

Chesapeake Academy offers both a sequential curriculum and grading system that expose the students to appropriate levels of skill development and evaluation. From the half day Early Childhood Division (Pre-K 3&4), to the unit classes of the Kindergarten through

three, to the Bridge to the Middle School and Middle School, the program is designed to offer the students a broad-based liberal arts education that will meet the Academy's mission.

## **EARLY CHILDHOOD**

All Early Childhood students have access to the Library, participate in music and art projects, school performances, art show and physical activities. PreK 3&4 students begin Spanish instruction.

### **Pre-Kindergarten 3&4**

#### ***Pre-Reading:***

letter/sound relationships, drawing and writing skills, expand vocabulary

#### ***Mathematics:***

explore patterns, sort, group, geometry concepts, count and write numbers

## **EXTENDED DAY PROGRAM**

The Extended Day Program is for students enrolled in Pre-K 3&4 through third grade. It operates from noon until 5:30 pm in the Wiley Early Childhood Center. This program is licensed by the Virginia Department of Social Services. Contact Program Director Beth Clark with any questions. Middle School Extended Day (grades 4-8) is available from 3:15-5:30 pm and is a structured study hall.

## **GRADE KINDERGARTEN THROUGH EIGHT**

All students in grades K-8 attend classes in art, music, performing arts, physical education and foreign language. Students in PreK-4 also have scheduled library time. Grades are based on effort and participation. Students in 5-8 also have scheduled Health and Life Skills class.

### **Kindergarten**

Expand on the above topics from Pre-K 3&4

#### ***Language Arts:***

penmanship, phonemic awareness, rhyme, grammar usage, journal writing, listening and speaking skills, reading readiness and comprehension skills

#### ***Mathematics:***

measure and estimate, graphs, charts, shapes, patterns, time, money, basic addition and subtraction

***Social Studies and Science:***

local history, other cultures, geography, ecology,  
plants and animals, connecting ideas and experiences

**GRADES 1 – 3**

Language Arts, Mathematics, Science, Social Studies,  
US History and Virginia History

**GRADE 4**

Literature, Writer’s Workshop, Mathematics, Integrated Science,  
Ancient World History

**GRADE 5**

Literature, Mathematics, General Science I, Intro to Geography

**GRADE 6**

Literature, Math 6, General Science II, Advanced Geography and  
World History, Latin, Writer’s Workshop

**GRADE 7**

Literature, Life Science, Pre-Algebra, US History,  
Spanish 1A, Writer’s Workshop

**GRADE EIGHT**

Literature, Writer’s Workshop, Spanish 1B,  
Algebra 1, Physical Science, Government, Economics and  
Global Relations

The Academy has committed to a class schedule that supports the integration of co-curricular programs as part of the school day. These courses serve to enrich student interest, and allow for significant integration of curricula to develop focus and mastery.

**ART**

Visual art work is displayed around school, in local businesses, and at the Annual ArtsTravaganza. Middle School students design their Social/Moral murals at the beginning of the year, our “High Ideals.” Lower School students’ work decorates the hallways. Students are selected from time-to-time as Featured Artists and their work is displayed on the main hallway in Chesapeake Hall.

## **MUSIC**

Students in Pre-K 3&4 through eighth have weekly music class. In addition, Grades 3-4 have recorder class and grades 5-8 have Tone Chimes instruction. Private instrumental music lessons may be arranged on campus after school. For more information on these programs, contact Mrs. Somers at 804-438-5575. Students perform at various productions both on campus and off.

## **PERFORMANCE**

Students in grades K-8 have performance class in which they learn and practice dramatic acting, writing, and production. Students perform and help produce Grandparents' Day performances, the Holiday Program and the Spring ArtsTravaganza.

## **LIBRARY**

The James Library is open from 8:15 am to 4:00 pm, Monday through Friday. Students in Pre-K 3&4 through Fourth grade have a weekly scheduled checkout period as well as instruction. Parents are welcome to check out books of interest.

Books are checked out for a period of 2 weeks. Books may be renewed once. Students must have materials in hand in order to renew them. Fines are imposed for any materials still missing by the end of the school year. Students are expected to return overdue items upon receiving an overdue notice. Students may not check out additional materials if overdue items are not returned. It is the student's responsibility to know the due date of library materials checked out and to return the items on or before that date.

## **PHYSICAL EDUCATION**

Students in grades Pre-K 3&4 through eighth grade participate in PE and Middle School students also receive instruction in Health and Life Skills. From grade 4-8, students work toward the President's Council for Physical Fitness award annually. Instruction includes a variety of games and activities designed to support individual weaknesses and complement strengths in a team atmosphere.

## **EXAMS**

Students in grades 7 and 8 take exams in all academic subjects at the end of each semester. Exams in grades 7 and 8 count one-fifth of the semester grade. All students receive review sheets for each class and have at least three days of review prior to the summary testing period.

## STANDARDIZED TESTING

Students in grades 3-8 take the Educational Record Bureau (ERB) tests annually. Score reports are used for assessing progress, identifying student needs, and determining eligibility for gifted and talented programs offered by other institutions. Parents receive score reports within four weeks of testing. Students in grades K-2 take the Otis Lennon School Ability Test in April each year.

## BOOKS

For some courses, students are issued numbered textbooks which are the property of Chesapeake Academy. If texts or library books are damaged or not returned at the close of school, the replacement cost and fees will be billed to the student. Students should *not* write in textbooks or library books. ***Home copies of texts may be ordered through the school for an additional fee.***

## GRADING SCALE

**The goal is to show developmentally appropriate growth in confidence from Pre-K 3&4 to eighth grade.**

### Grades 4 through 8

A+	97-100	Outstanding progress
A	93-96	
A-	90-92	Very good progress
B+	87-89	
B	83-86	
B-	80-82	Satisfactory progress
C+	77-79	
C	73-76	
C-	70-72	
D+	67-69	Progress needs improvement
D	63-66	
D-	60-62	Unsatisfactory progress
F	<60	

### Grades 1, 2 and 3

E	Excellent progress
G	Good progress
S	Satisfactory progress
N	Needs improvement
U	Unsatisfactory progress

In addition to letter grades documenting progress, report cards also indicate a skill level for Math and Language Arts. The skill level reflects student progress measured against grade level benchmark standards for objectives covered through the end of the marking period.

**Academic Skills:**

- 4 Consistently extends, elaborates and excels above grade level
- 3 Solid performance at grade level
- 2 Developing skills and knowledge needed to be at grade level
- 1 Minimal or no progress toward standard; area of concern

Conferences are required for grades below “C” and for any Social or Work Habits needing improvement.

Work habits and social behaviors in Lower School and Middle School are also evaluated on a 4 point scale.

In order for students to receive feedback and coaching for improvement in work habits and social behaviors, Middle School students and parents can refer to these descriptors of each area of the Middle School work habits and social behaviors that are listed on the report card each marking period.

The student is:

- **prepared to learn** (the student has completed all assignments in preparation for class, comes to class with necessary materials, and gets started on class assignments quickly)
- **takes responsibility for own learning** (the student uses study strategies consistent with his/her learning profile, asks questions and attend extra help appropriately, sets goals and takes steps to meet goals, listens to feedback, demonstrates resilience, and adjusts approach when necessary)
- **focused and engaged** (the student follows directions, stays on task, participates in discussions, engages with the ideas and concepts of the class)
- **seeks out challenges** (the student stretches as a learner, tasks risks, and pushes him/herself to do more)
- **collaborates effectively** (the student shares ideas, listens to others, gives constructive feedback, receives constructive feedback well)
- **respects and supports others** (the student is respectful of adults and students of all ages, gives “put ups,” and recognizes the strengths, contributions, and needs of others)

- **contributes positively to the learning environment** (the student demonstrates a positive attitude toward the teacher, classmates, and the learning activities)
- **contributes positively to the social environment** (the student acts with the larger community in mind, makes good decisions, and accepts and includes others)
- **accepts responsibility for behavior** (the student owns mistakes and accepts consequences, apologizes and makes amends, and seeks to learn from errors)

**Work Habits and Social Behaviors:**

- 4 Consistently exceeds expectations and standards
- 3 Consistently meets expectations and standards
- 2 Attempting to meet expectations and standards
- 1 Needs significant improvement to meet expectations and standards

**Early Childhood** progress reports evaluate the child’s growth in knowledge, skills, and ability to live happily with himself and others.

**S - Secure D - Developing B - Beginning N - Not yet**

**ACADEMIC HONORS**

Academic honors for students in grades 5 through 8 are announced each marking period to celebrate achievements in the classroom, to promote excellence of work habits, and to recognize student academic improvement. Based on core academic subjects, a student will receive Head of School's list honors each term in which he or she earns a 10.0 on a twelve point scale, with no grade below a B-. In addition, students must meet expectations for conduct and work habits, as indicated by earning a 3 or 4 in each of the 8 behavioral standards reported.

In conjunction with the advisors, classroom teachers work with students to understand their learning styles, strengths, and challenges. Because Chesapeake Academy believes that academic potential and performance are maximized when a student takes ownership over his or her learning goals, habits, and methods, teachers provide regular feedback to students so that students can develop strong habits of mind and continue to strive for increasing excellence in their academic work.

Each marking period, Middle School faculty will also select students in each grade level to earn special awards for academic excellence. Recipients of these awards may or may not have also earned Head of

School's list honors. **The Most Improved Student** award goes to the student who exhibits significant growth in his or her work study habits and overall academic performance. **The Teachers' Award** goes to the student who has fully engaged in academic pursuits during the marking period, contributing positively to the academic climate of the class, and continually challenging himself or herself to be the best student he/she can be.

### **THE HONOR CODE**

The Honor Code is designed to promote honesty, respect, citizenship and integrity within the student community. This code of honor serves as the underlying principle which all Academy students are expected to observe and respect. It was formally adopted by a unanimous vote of the entire student body in May of 1992. The Student Council is responsible for promoting and explaining the Honor Code to the student body. An Honor Code signing ceremony is held at the beginning of each school year for all Middle School students. On every major assignment, CA students reflect their commitment to the code by signing the following pledge:

***CA students will uphold the truth, respect others and their property, and maintain academic integrity.***

***The Honor Pledge is: "On my honor I have neither given nor received any unauthorized aid on this work."***

Middle School students must write the pledge in its entirety on all tests and exams and other work as specified by the teacher along with their signature. Honor violations include: lying, academic dishonestly , including cheating and plagiarism.

In the Middle School, honor offenses are handled by the Assistant Head of School with the support of the Head of School. Parents will be notified of any infraction. Restitution may include: grade reductions, detention, loss of privileges, suspension, or expulsion. Students with an Honor Code violation in the previous six months are ineligible to run for Student Council office. Details concerning honor offenses are held in the strictest of confidence, although students at this age tend not to be confidential. Discipline is meant to be instructive, as the root Latin "diciplina" suggests.

The Lower School faculty is responsible for promoting and explaining the Honor Code to their students, and handling all infractions. While Lower School students are not required to sign the Honor Pledge, developing a strong understanding of the Honor Code is an integral part of their school experience.

## **PARENT-TEACHER PARTNERSHIP**

Parents and teachers are required to meet at least twice each year to build the adult partnership to ensure student growth and development and parents can make appointments anytime to discuss a child's progress. To stay current, afternoon conferences the week following the issuance of Interim Reports are recommended. Middle School students attend all and lead some conferences with parents and the advisor. Please contact your child's teacher(s) or advisors to arrange all appointments. Scheduled partnership days are: November 14-17, 2016; February 6-9, 2017 for all divisions. Meetings are to be scheduled between 3:30 -7:00 pm.

## **SERVICES AVAILABLE TO PARENTS**

Chesapeake Academy maintains a list of resource professionals for educational, psychological or neurological evaluations. A list of outside tutors for students who need additional help is also available. Mrs. Keesee will be glad to discuss these options with you and make recommendations. Mrs. Cook and Mrs. Keesee will assist parents with the secondary school application process, and ensure that recommendations and transcripts are sent in a timely manner. In order to avoid unnecessary work for faculty, please do not request recommendations until applications to receiving schools have been submitted. They also maintain a set of brochures and videos on independent high schools in several states for parents to borrow when making decisions on secondary education. They are available to discuss appropriate school choices with parents and students.

Students needing recommendations for independent school admission applications or high school course placement should first make the request of the teacher and then submit forms to the Assistant Head of School.

## **LEARNING SUPPORT SERVICES**

In order to provide special resource support that is integrated into a student's academic program, Chesapeake Academy offers a fee-based Learning Support Services program. In collaboration with the parents and classroom teachers, the Assistant Head of School identifies appropriate candidates for learning support services using diagnostic information from academic testing provided by outside evaluators. Once enrolled in the program, students' progress is monitored through on-going reading inventories and assessments. The learning support services teacher works in consultation with the Assistant Head of School and classroom teachers to meet the needs of the students in the program.

## **REPORT CARDS**

Report cards for grades Pre-K 3&4 through eight are issued the week following each marking period. Look for them November 11, February 3, March 24, and June 16. The end of the year report will be mailed. Parents are asked to review the report cards and comments carefully, reply to the Academy, and contact the appropriate teacher or schedule a conference through the Secretary.

## **STUDENT RECORDS**

All cumulative student records are stored in fireproof files, to which only school personnel have access. When a student leaves Chesapeake Academy, the student records may be released to the new school upon receipt of a transcript request signed by the parent or guardian.

**Please Note:** *All financial obligations to Chesapeake Academy must be met before any official transcripts or recommendations will be sent.*

## **HOMEWORK**

Homework assignments and class announcements are posted as assigned on the students' RenWeb account. Lower School students have homework folders. Students and parents should use RenWeb information as confirmation of an assignment or as a back up. Internet access is not always reliable, so students should keep their daily calendar or homework folder current.

### **Why do homework?**

It is important that we use homework for students to review critical information and skills as well as to extend their learning. Homework is also a vital diagnostic tool for teachers to understand where students are connecting with material, where students are struggling, and where students need more of a challenge. Research shows that students who are involved in meaningful homework assignments make more progress in their academic development than those who do not do homework.

### **How should parents help with homework?**

Homework is for students. As a diagnostic tool, it is difficult for teachers to figure out what a student is understanding and not understanding if parents assist the student beyond what the student can do on his own. Of course, parents are excellent study partners when students need to review material.

So, what do you do if your child is struggling after attempts to do homework on his or her own? First, see if a small prompt from you

can get your child on track. If your child needs more assistance than that to complete the assignment, the student needs to talk with the teacher and make arrangements to review the homework objectives during break, recess, or after school from 3:15-3:50. For Lower School students, communication from the parent about where the student is struggling is very helpful. There will not be an academic penalty for students who need homework assistance from the teacher and take advantage of that support. This procedure is based on the idea that students will follow our honor code and make real efforts to complete homework on their own.

We have support in place to assist our students in managing homework. Lower School teachers are available during recess ("workers") and after school by arrangement with parents.

For Middle School students, we have academic help daily from 3:15-3:50 and athletic teams have built-in study halls on practice days. Extended day provides opportunities for homework completion, and we are available to provide additional guidance as well as appropriate modifications to assignments.

We know that healthy, productive students need to have activities outside of school--family time, time to goof off, and plenty of sleep. We want to reinforce good habits, both academic and non-academic!

### **What should my Lower School child expect from homework?**

- ✦ Students will have homework assignments planned daily or weekly, along with weekly spelling or vocabulary assessments.
- ✦ Students will read every day.
- ✦ Students may have other projects and assessments with plenty of time leading up to the due date.

### **What should my Middle School child expect from homework?**

- ✦ Students will not have more than 2 assessments requiring preparation outside of class on any given day (test, quiz or project all are considered assessments requiring outside preparation).
- ✦ Teachers will not assign tests to be given on the day after an away athletic contest. However, projects that have had a lengthy lead time may be due on those days. In addition, routine assessments such as weekly vocabulary quizzes may be on days following athletic contests.
- ✦ Each teacher will plan a homework "freebie night" into his/her weekly instructional plan for each subject to allow students to focus

on other assignments or activities. This may include the opportunity to get a portion of a homework assignment done in class if students use their time productively

- ✦ Teachers will work to assign homework sets when appropriate several days in advance so students can plan homework time around other individual or family activities.
- ✦ When appropriate, teachers will offer choice about the homework strategies to allow students to choose the homework type that best suits their own learning preferences.
- ✦ When students are working on a class project requiring preparation outside of class, that subject teacher will reduce the amount of non-project homework to allow for thoughtful project work.

### **What should the teacher expect from my Middle School child?**

- ✦ Students will take opportunities in the classroom and after school to get clarification and help with homework.
- ✦ Students will be honest with parents and teachers about the level of difficulty of a homework assignment and will follow procedures to get additional help.
- ✦ Students will use the modifications in homework type and amount to work productively to achieve the level of success that they are able to.
- ✦ We encourage you to use your child's calendar, log onto the class website, or e-mail teachers to communicate regarding homework.

### **MIDDLE SCHOOL ADVISORY PROGRAM**

Each Middle School student is assigned a faculty advisor with whom he or she meets weekly. The Middle School advisor is an adult advocate with the opportunity and responsibility to know and support individual students. All Middle School students meet with their faculty advisor and fellow advisees weekly to focus on issues that relate to students in their role as individuals, learners, and members of the community. The Advisory “families” are single gender groups with students from grades 5-8. The 8th graders provide leadership to the group with the advisor’s guidance. Each year, the advisory groups explore the character theme through discussion, activities, and service to the school and community.

The advisory program aims to:

- ✦ create opportunities for students to discover what is unique about themselves and about others so that they can better appreciate and respect people in the community and the world.
- ✦ help students understand themselves as learners, coping with

academic concerns and setting goals.

- ✦ create meaningful opportunities for students to contribute to Chesapeake Academy and the community, celebrating those achievements.
- ✦ promote responsible choices through discussion and activities.
- ✦ develop effective communication skills.
- ✦ create meaningful opportunities for students to engage in shared decision making in ways that build self-esteem, increase responsibility, and cultivate personal integrity.
- ✦ cultivate healthy, positive relationships through the use of group membership and dynamics.

In addition, the grade level themes listed below are emphasized in advisory and literature classes.

5th - transition

6th - friendship

7th - self discovery and identity

8th - leadership and community

Middle School students meet with their advisor and their parents for Parent Partnership Days in the fall and winter to discuss accomplishments and goals. Advisors maintain regular contact with parents regarding successes, plans, or concerns.

### **MIDDLE SCHOOL INWARD BOUND**

The Inward Bound experience for students in grades 5-8 is designed to promote the school's annual theme, building a sense of community among Middle School students. Students are mixed in a variety of ways--advisory groups, grade level groups, and multi-age groups--as they work together. Activities include initiative games, challenges, problem-solving, skits, and bonding.

## **CHESAPEAKE ACADEMY AWARDS**

The following awards are presented at the end of the school year:

The school's highest honor is the **Schroeder Cup** established by Captain and Mrs. William A. Schroeder to recognize a Middle School student who fully gave his/her all to school life: academically, athletically, and socially. This award is presented to a student who represents the spirit, dedication, and successful progress valued by our faculty in all areas of school life.

The **Head of School's Award** is awarded for achieving the highest grade point average in Grade Eight. The recipient meets or exceeds grade level expectations for conduct and work habits.

The **Salutatorian Award** is awarded for achieving the second highest academic average in Grade Eight. The recipient meets or exceeds grade level expectations for conduct and work habits.

The **C. Jackson Simmons Award** was established in 1999 in memory of C. Jackson Simmons to recognize excellence in History and English.

The **Tidewater Foundation Scholarship** is given to a returning student in the Middle School and who is deemed valuable to the school.

The **H. Hiter Harris Award** was established in 1998 by the Hiter Harris family of Richmond to be awarded to a student who exhibits excellence in academics and citizenship.

The **Sandbox Award** is given for attending Chesapeake Academy continually from two-day preschool through Grade Eight.

The **J. E. Bouis Athletic Award** and the **Pamela I. Herrell Athletic Award** are given to Grade Eight boy and girl, respectively, for outstanding athletic accomplishment.

**Attendance awards** are given to students who have missed no days of school. Three "tardies" are equivalent to one absence. The attendance awards are given at the closing assembly.

The **Catherine E. Schroeder Scholarship** was established in 2001 by the Alumni Association to honor Catherine E. Schroeder. It is awarded to a deserving student who represents a fantastic work ethic, strong academics, high levels of participation and a big heart.

The **Excellence In Music Award** was established in 2005 and awarded at the discretion of the Music Director to a student excelling in one or more aspects of vocal or instrumental music.

The **Excellence In Art Award** was established in 2006, and is given at the discretion of the Art Teacher to the student excelling in aspects of the fine arts.

*For policies and requirements to name an endowed fund or award, or to participate in the endowment of existing funds or awards, please call the Director of Development.*

## **ATHLETIC PARTICIPATION**

### **ATHLETIC PHILOSOPHY**

The Athletic Philosophy supports the Chesapeake Academy mission in four ways:

- ✦ **SOCIAL RESPONSIBILITY**
  - The value of dedication and commitment to a team.
  - The importance of positive interaction with teammates, coaches, and other teams.
  
- ✦ **HONOR AND CHARACTER**
  - The appropriate response in both victory and defeat.
  - The value of sportsmanship.
  - The value of understanding the nature of competition.
  
- ✦ **PHYSICAL WELL-BEING**
  - Student athletes are provided the opportunity to understand the importance of exercise and physical exertion to achieve physical well-being and a healthy lifestyle.
  - The value of physical activity and hard work.
  
- ✦ **PERSONAL DEVELOPMENT**
  - The skills and rules of the game.
  - The lifelong value of involvement in sports.
  - Mental skills training for performance enhancement.

## **SPORTSMANSHIP**

Chesapeake Academy is proud of its interscholastic sports program and firmly believes that competitive team experiences contribute significantly to students' development. Good sportsmanship is an

important quality of our program. We expect our coaches, players, students, and parents to represent Chesapeake Academy both on and off the field of play. Opposing teams, their fans, and officials are to be treated as our guests. Chesapeake Academy's fans and supporters are there to cheer the strengths and victories of our teams.

## **RESPONSIBILITIES FOR SPORTSMANSHIP**

### **The Player:**

- ✦ Treats opponents with respect.
- ✦ Plays hard, but plays within the rules.
- ✦ Exercises self-control at all times, setting the example for others to follow.
- ✦ Respects officials and accepts their decisions without gesture or argument.
- ✦ Wins without boasting, loses without excuses, and never quits.
- ✦ Always remembers that it is a privilege to represent the school and our community.

### **The Coach:**

- ✦ Treats own players and opponents with respect.
- ✦ Inspires in the athletes the love for the game and the desire to compete fairly.
- ✦ Demonstrates the type of person he/she wants the athletes to be.
- ✦ Disciplines those on the team who display unsportsmanlike behavior.
- ✦ Respects the judgment and interpretation of the rules and the officials.
- ✦ Knows he/she is a teacher, and understands the athletic arena is a classroom.

### **The Parent and Spectator:**

- ✦ Treats all coaches and players with respect.
- ✦ Inspires all athletes on the court and field to love the game and to compete fairly.
- ✦ Exercises self-control at all times.
- ✦ Respects the judgment and interpretation of the rules and the officials.

## **ATHLETIC OFFERINGS**

### **Fall**

JV Soccer (grade 4 and MS)  
Varsity Soccer  
JV Girls Volleyball  
V Girls Volleyball  
Varsity Golf

<b>Winter</b>	JV Basketball Varsity Basketball
<b>Spring</b>	Tennis Kids on the Run

## **ACADEMIC ELIGIBILITY**

Being a student athlete requires a student to balance his or her workload between academics and athletics. Academics will always come first. Students are encouraged to go to their teachers every afternoon from 3:15pm to 3:50pm to keep up with their academic work. Each practice day students will have a study hall before or after their athletic practice. No athlete will be excused from any academic work- quizzes, test, homework- because of an athletic event. The athlete must make arrangements in advance for all assignments to be completed on time.

Middle School teachers communicate to the Coach daily if students have not turned in homework, or if their grades are starting to drop. Students who are not turning in homework will not be allowed to practice or play until that assignment has been turned in. If a student accumulates a 3rd missed assignment during the season, that student will not be allowed to practice or play in the next team activity that day or the next future date. Any late assignments thereafter will result in the same consequence.

If a student's grades begin to drop, the advisor will communicate this information to the parent. Any student in academic danger, with 2 or more D's or an F at the interim or report card marking period, will be held off of all athletic teams until the next reporting period, interim or report card. At that time, if the student's grades are raised, and he or she meets the academic expectations, the student will be allowed to rejoin the team.

## **SELECTION OF TEAMS**

### **Club**

The School may offer a club level instructional team if there are sufficient numbers of middle school students for whom that would be an appropriate level.

### **Junior Varsity**

The Junior Varsity teams are considered the learning teams. This is the opportunity for many young athletes to learn how to play the game. In

keeping with ISAC rules, Junior Varsity teams may be comprised of students in 5th-7th grade. Selection is based on skill level.

### **Varsity**

At the Varsity level, the commitment is to put the best teams possible on the field or court. Varsity teams will have roster limitations. Each athlete's skill level is re-evaluated at the beginning of the season for team membership and is evaluated against the current pool of ability. Varsity selection is earned based on skill and maturity of the individual players. In keeping with ISAC rules, Varsity teams are comprised of students in 6th-8th grade.

### **EXPECTATIONS OF ATHLETES**

Students should understand fully that by joining a team they are accepting the pleasures and benefits of participating as well as the responsibility and commitment to that team. As an athlete chosen to represent Chesapeake Academy, the student is expected to:

- ✦ Attend all practices and games.
- ✦ Be punctual and prepared for all practices and games.
- ✦ Inform the Coach that day if a student will miss a practice or game.
- ✦ Maintain a high priority on academic achievement.
- ✦ Desire to improve skills and knowledge of the sport.
- ✦ Be willing to work hard and be attentive in practice.
- ✦ Take responsibility for all equipment and uniforms.
- ✦ Turn in one's medical form (physical) at the beginning of the year.
- ✦ Represent oneself, the team, the school and family in a dignified and sportsmanlike manner.
- ✦ **Dress code expectations:** Athletes will keep hair in styles that contribute to optimal performance and participation. Boys' hair should be above the eyebrows, collar and earlobes. Girls' hair should be pulled back off the face and neck.

### **ATHLETIC AWARDS**

Athletes are recognized at the end of each athletic season during a special assembly.

### **SCHOOL ATTENDANCE AND ATHLETIC PARTICIPATION**

- ✦ Students with an excused absence who arrive at school by 10:30am and are present for at least 4 classes on the day of a game are eligible to play.
- ✦ Students who have missed practices for any reason may not have priority for playing time.

## ✦**SCHOOL ATTIRE FOR GAME DAY**

- ✦ Junior Varsity teams are to wear regular school uniform on all game days.
- ✦ Varsity teams are to wear the Chesapeake Academy school warmup on HOME game days. If the student chooses not to wear the school warmup, they are to wear regular school uniform with their jersey top. Varsity teams are to wear Dress School Uniform on AWAY game days. Once the team has arrived to the opponents' school, the athletes will change into their uniforms.

## **TRANSPORTATION TO AND FROM GAMES**

Students are to ride with their team to away games. Once the game is over parents may choose to take the student home. They must first sign the student out with Coach York or other supervising Chesapeake Academy faculty member. Students not signed out will ride the bus back to Chesapeake Academy.

### **DIRECTIONS TO AWAY GAMES**

#### **AYLETT COUNTRY DAY SCHOOL**

Start address: 107 Steamboat Rd Irvington, VA 22480

End address: Aylett Country Day School 1657 Powcan Rd Bruington, VA 23023

Start at: 107 Steamboat Rd Irvington, VA 22480

- ✦ Head northeast on Steamboat Rd toward Irvington Rd/VA-200 - 0.1 mi
- ✦ Slight right at Irvington Rd/VA-200 Continue to follow VA-200 - 1.8 mi
- ✦ Turn right at Mary Ball Rd/Rappahannock Dr/VA-3 Continue to follow VA-3 - 7.4 mi
- ✦ Turn right at Bayview Ave/VA-3/VA-33 Continue to follow VA-33 - 6.9 mi
- ✦ Continue on 17/Bayview Ave/Grays Point Rd/School St Continue to follow 17/Bayview Ave/School St - 0.8 mi
- ✦ Slight right at Tidewater Trail/US-17/VA-33 Continue to follow US-17 - 25.9 mi
- ✦ Turn left at US-360 - 6.4 mi
- ✦ Turn left at Dunbrooke Rd/VA-620 Continue to follow VA-620 - 266 ft
- ✦ Turn right to stay on VA-620 - 0.2 mi
- ✦ Turn left at Powcan Rd - 0.5 mi

Arrive at: Aylett Country Day School 1657 Powcan Rd Bruington, VA 23023

## **CHRISTCHURCH SCHOOL**

Start address: 107 Steamboat Rd Irvington, VA 22480

End address: Christchurch School 49 Seahorse Lane Christchurch, VA 23031

Start at: 107 Steamboat Rd Irvington, VA 22480

- ♦ Head northeast on Steamboat Rd toward Irvington Rd/VA-200 - 0.1 mi
- ♦ Slight right at Irvington Rd/VA-200 Continue to follow VA-200 - 1.8 mi
- ♦ Turn right at Mary Ball Rd/Rappahannock Dr/VA-3 Continue to follow VA-3 - 7.4 mi
- ♦ Turn right at Bayview Ave/VA-3/VA-33 Continue to follow VA-33 - 3.8 mi
- ♦ Turn right at VA-638 Destination will be on the right - 0.1 mi

Arrive at: Christchurch School 49 Seahorse Lane Christchurch, VA 23031

## **DAHLGREN SCHOOL**

Start address: 107 Steamboat Rd Irvington, VA 22480

End address: Sampson Rd Dahlgren, VA 22448

Start at: 107 Steamboat Rd Irvington, VA 22480

- ♦ Head northeast on Steamboat Rd toward Irvington Rd/VA-200 - 0.1 mi
- ♦ Slight right at Irvington Rd/VA-200 Continue to follow VA-200 - 1.8 mi
- ♦ Turn right at Mary Ball Rd/Rappahannock Dr/VA-3 Continue to follow VA-3 - 7.4 mi
- ♦ Turn right at Bayview Ave/VA-3/VA-33 Continue to follow VA-33 - 6.9 mi
- ♦ Continue on 17/Bayview Ave/Grays Point Rd/School St Continue to follow 17/Bayview Ave/School St - 0.8 mi
- ♦ Slight right at Tidewater Trail/US-17/VA-33 Continue to follow US-17 - 54.9 mi
- ♦ Turn right at A P Hill Blvd/US-301 Continue to follow US-301 - 14.6 mi
- ♦ Slight right at Dahlgren Rd/VA-206 Continue to follow VA-206 - 1.9 mi
- ♦ Slight right at Sampson Rd - 0.3 mi
- ♦ Turn left at US Naval Surface Weapons Center - 102 ft
- ♦ Turn right to stay on US Naval Surface Weapons Center - 121 ft
- ♦ Turn left at Sampson Rd - 0.1 mi

Arrive at: Sampson Rd Dahlgren, VA 224

**NORTHUMBERLAND MIDDLE SCHOOL**

Start address: 107 Steamboat Rd Irvington, VA 22480

End address: Northumberland Middle School 9020 Northumberland Hwy Heathsville, VA 22473

Start at: 107 Steamboat Rd Irvington, VA 22480

- ✦ Head northeast on Steamboat Rd toward Irvington Rd/VA-200 - 0.1 mi
- ✦ Slight left at Irvington Rd/VA-200 - 4.6 mi
- ✦ Turn left at S Main St/VA-200/VA-3 Continue to follow VA-200 - 12.8 mi
- ✦ Turn left at US-360 - 8.3 mi

Arrive at: Northumberland Middle School 9020 Northumberland Hwy Heathsville, VA 22473

**ST. CLARE WALKER (Middlesex)**

Start address: 107 Steamboat Rd Irvington, VA 22480

End address: St Clare Walker Middle School 6814 General Puller Hwy Locust Hill, VA 23092

Start at: 107 Steamboat Rd Irvington, VA 22480

- ✦ Head northeast on Steamboat Rd toward Irvington Rd/VA-200 - 0.1 mi
- ✦ Slight right at Irvington Rd/VA-200 Continue to follow VA-200 - 1.8 mi
- ✦ Turn right at Mary Ball Rd/Rappahannock Dr/VA-3 Continue to follow VA-3 - 7.4 mi
- ✦ Turn right at Bayview Ave/VA-3/VA-33 - 1.0 mi
- ✦ Make a U-turn at VA-620 Destination will be on the right - 0.1 mi

Arrive at: St Clare Walker Middle School 6814 General Puller Hwy Locust Hill, VA 23092

## **WARE ACADEMY**

Start address: 107 Steamboat Rd Irvington, VA 22480

End address: Ware Academy 7936 John Clayton Memorial Hwy  
Gloucester, VA 23061

Start at: 107 Steamboat Rd Irvington, VA 22480

- ✦ Head northeast on Steamboat Rd toward Irvington Rd/VA-200 - 0.1 mi
- ✦ Slight right at Irvington Rd/VA-200 Continue to follow VA-200 - 1.8 mi
- ✦ Turn right at Mary Ball Rd/Rappahannock Dr/VA-3 Continue to follow VA-3 - 7.4 mi
- ✦ Turn left at Bayview Ave/VA-3/VA-33 Continue to follow VA-3/VA-33 - 3.4 mi
- ✦ Slight right at Twiggs Ferry Rd/VA-3 Continue to follow VA-3 - 4.6 mi
- ✦ Turn right at Buckley Hall Rd/VA-198/VA-3 - 1.6 mi
- ✦ Turn left at VA-3/Windsor Rd - 2.1 mi
- ✦ Turn right at VA-14/VA-3 - 5.5 mi
- ✦ Make a U-turn at Foster Rd Destination will be on the right - 135 ft

Arrive at: Ware Academy 7936 John Clayton Memorial Hwy  
Gloucester, VA 23061

## **MILLWOOD SCHOOL**

Start address: 107 Steamboat Rd Irvington, VA 22480

End address: Millwood School 15100 Millwood School Lane  
Midlothian, VA 23112

Start at: 107 Steamboat Rd Irvington, VA 22480

- ✦ Head northeast on Steamboat Road - 0.02 mi
- ✦ Keep right at the fork to continue to Steamboat Road - 0.04 mi
- ✦ Steamboat Rd becomes VA-200 - 1.8 mi
- ✦ Turn right onto Rappahannock Dr/VA-33. Continue to follow VA-3 - 7.4 mi
- ✦ Turn right onto General Puller Hwy / VA-33. Continue to follow General Puller Hwy / VA-33. - 6.9 mi
- ✦ Turn left onto Gloucester Rd / VA-33. Continue to follow VA-33. - 0.8 mi
- ✦ Stay straight to go onto Gloucester Rd / VA-33 - 0.02 mi

- ✦ Turn left onto Tidewater Trl /US-17 S / VA-33. Continue to follow US-17 S / VA-33. - 2.3 mi
- ✦ Turn slight right onto Lewis B. Puller Memorial Hwy N / VA-33. Continue to follow VA-33. - 18.7 mi
- ✦ Merge onto I-64 W toward Richmond. - 19.0 mi
- ✦ Take the I-295 S exit, Exit 200, toward US-60 / Rocky Mt. NC. - 1.3 mi
- ✦ Keep left at the fork in the ramp. - 0.5 mi
- ✦ Merge onto I-295 S via the ramp on the left. - 3.1 mi
- ✦ Merge onto VA-895 W via exit 25 toward Richmond. - 8.2 mi
- ✦ Take the US-1 / US-301 / Jeff Davis Hwy exit. - 5/7 mi
- ✦ Merge onto US-360 W / Hull Street Rd toward Amelia. - 10.9 mi
- ✦ Turn right onto Woodlake Village Pkwy. - 0.3 mi
- ✦ Turn left onto Village Square Pkwy. - 0.5 mi
- ✦ Take the 3rd right onto Millwood School Ln. - 0.08
- ✦ 15100 Millwood School Ln is on the right.

Arrive at: Millwood School 15100 Millwood School Lane  
Midlothian, VA 23112

## ADMISSION

Students whose application, including test results, interview, prior academic record, and recommendations, indicate that they can succeed within the framework and curriculum of Chesapeake Academy are accepted. Parents may call, write, or come by the school office to receive an application and information about Chesapeake Academy. Admission to Pre-K 3&4 through eighth grade requires a personal interview and on-site assessment with the Director of Admission. Applicants are encouraged to visit for all or part of a day.

**Admission to Chesapeake Academy is a 5 step process:  
Inquiry, Application, Assessment, Admission, Enrollment**

## ENROLLMENT

Enrollment status is based upon parent acceptance of the offer of admission and satisfactory financial arrangements. Mid-year enrollment agreements are paid (prorated) in full before a child's attendance, including a \$350.00 mid-year fee.

## RE-ENROLLMENT

Parents of currently enrolled students may re-enroll their child upon receipt of the 2017-2018 enrollment agreement in January. The Academy's offer of this contract indicates that the child is succeeding within our framework and curriculum, and that upon satisfactory completion of the current school year the child will be admitted to the next grade. Enrollment agreements are to be secured with a non-refundable tuition deposit by **FEBRUARY 28, 2017**. Re-enrollment is conditional pending satisfaction of the financial agreement. Tuition will be due in full according to the re-enrollment agreement for the 2017-2018 school year.

## TUITION 2016-2017

Pre-K 3&4 5-Day Program	\$6,250
Pre-K 3&4 Flexible Full Day (includes ext. day)	\$8,450
Kindergarten	\$11,100
Grades 1 - 4	\$11,100
Grades 5 - 8	\$11,800

*\*Each child who enrolls receives a significant financial grant from the charitable contributions the Academy raises through fundraisers and the Annual Fund. This Annual Giving is essential for the Academy to*

*operate on a balanced budget. Participation from each family is encouraged. Charitable donations help the school keep annual tuition increases reasonable.*

Tuition for the year is payable in full by July 1<sup>st</sup>. Other payment options, requiring an additional fee, are administered by the Academy. Two and ten month payment plans are available beginning in July. The enrollment agreement details the financial obligations of the parent or guardian, as well as the payment options.

Chesapeake Academy does not accept gifts in lieu of tuition or other charges. The school does not make payment for services rendered by tuition credit or reduction of tuition. In order for Chesapeake Academy to continue to be financially secure, all families are expected to honor their commitments by making tuition payments on time to avoid collection work and late charges of \$100.00 per month.

## **FINANCIAL ASSISTANCE**

Financial assistance is available for qualifying students in Kindergarten through eighth grade. Applications are available from the Academy's Office of Admission or online at [www.nais.org/financialaid/sss](http://www.nais.org/financialaid/sss).

**PLEASE NOTE:** Parent Financial Statement (PFS) must be sent to the School and Student Services (SSS) in Princeton, NJ by **March 6, 2017**. The Chesapeake Academy Financial Assistance Application and personal tax forms (W-2's, etc.) should arrive **no later than March 6, 2017** to the Admissions Office at the Academy.

The Financial Assistance Committee meets initially in March to determine awards and decisions will be mailed to families in April. Students who are accepted into the school after April will be considered for financial assistance until such time as all funds have been allocated. All financial assistance decisions are held in the strictest confidence. Applicants must be accepted into the school before being considered for this aid.

## **ACADEMIC CREDIT for MID-YEAR ENROLLMENT**

Students who enroll in Chesapeake Academy during the school year will be assessed by the teacher(s) and the Assistant Head of School to determine eligibility for grades based on the amount of time enrolled at Chesapeake Academy. As part of their orientation with the Academy and their peers, Middle School students who enroll before exams will be expected to take exams regardless of their date of entry.

The teachers and the Assistant Head of School will determine how much the exams will count toward the semester grade.

### **SUMMER TUTORIAL**

The Academy reserves the right to require summer (and/or other) academic content and skills instruction as a condition to re-enrollment or continued enrollment. A variety of interesting courses can be discovered for extension and remediation purposes.

### **BUSINESS OFFICE**

The Business Office handles all accounts receivable and accounts payable. Questions regarding billing and credits are to be directed there. We can accept credit cards, and welcome establishing electronic recurring payments. We ask that you comply with timely requests for payment on payment plans.

### **DEVELOPMENT**

The Development Office oversees the Annual Fund, event fundraising, capital giving, and stewardship for Chesapeake Academy. All requests for donations on behalf of Chesapeake Academy are coordinated through this office. These donations are used to support the operation of the school, capital improvement projects, and the endowment. Tuition revenues cover only 70% of the yearly operating costs of the Academy. The Annual Fund, fundraising events, and other gifts are the sources of funds that meet the gap between tuition revenues and total expenses. *These activities directly support students, faculty, programs and facilities.* Our student- to- teacher ratio, curriculum development, professional development, and technology are all directly impacted by the success of these events.

The **Annual Fund** begins July 1 and concludes June 30 of each year, providing an essential source of unrestricted, tax-deductible contributions from \$1.00 to \$10,000. All parents, alumni, faculty/ staff, current and former board members, grandparents and friends are asked to participate according to their financial ability. *Many consider Chesapeake Academy among their top philanthropic priorities.*

**The Auction**, a silent and live dinner auction, is Chesapeake Academy's major fundraising event and is scheduled for May 6th.

**The Community Oyster Roast** is scheduled for October 15th.

**Major Gifts** provide funding for specific needs that cannot be met through the operating budget, such as capital improvements to

facilities and grounds or endowment growth. **Planned gifts** and **bequests** benefit the school's endowment.

Other fundraising efforts at Chesapeake Academy benefit projects and classes. Several are sponsored by Student Council to support student activities. The proceeds from CAPPAs fundraisers, such as "Box Tops for Education" and used uniform sales, are used to support CAPPAs activities for students, teachers and the school community.

## **PUBLICATIONS**

Information is sent home by several methods. The website [www.chesapeakeacademy.org](http://www.chesapeakeacademy.org) and email are two ways. The website provides links to class homework blogs and course pages. Please check the website for the very latest information, and let us know if something is missing. Another source of information is our "Heads Up!" newsletter. This resource is issued bi-weekly and is emailed on Fridays. Heads Up includes event reminders, notices, meeting times and locations, and much more. A great deal of important information is distributed in this way - *please read it thoroughly*.

Chesapeake Academy also maintains a Facebook page and a group page for distribution of information.

# **Chesapeake Academy Crisis Management Plan**

*This plan is designed to be implemented in the event of a crisis. A crisis is defined as any event that departs from the ordinary and may cause severe injury or damage to an individual, our community or property. At the Head of School's direction, the crisis response team will take action appropriate to the crisis, maintain open lines of communication throughout the crisis, and carry out necessary follow-up measures as outlined in this plan.*

## **Crisis Management Plan**

This plan is designed to be implemented in the event of a crisis or emergency at Chesapeake Academy and covers all programs and events associated with the school. Should a situation warrant, this plan will coordinate with the Town of Irvington Emergency Plan and Planner and law enforcement officials. In the event of an emergency at Chesapeake Academy, the Head of School will oversee the school's response. In the Head's absence, these crisis management responsibilities will be delegated to the next in charge; i.e., the Assistant Head of School or the director of the affected program or division. In all situations the school's response may be assisted by the school's crisis response team listed on page 58.

The Crisis Management Plan will be reviewed annually in July by the Head of School or her designee for modifications to the procedures, changes of key personnel or other resources, and additions of new crisis management information. Each member of the staff will be trained in the procedures and implementation of the plan.

The Crisis Management Plan will be reviewed by all school personnel and will be available to all school programs. Copies of the plan will be maintained in the following places at Chesapeake Academy:

- Head of School's Office
- Assistant Head of School's Office
- Program Leaders' Handbooks
- Academy Secretary
- Faculty Study
- Both of the school's Crisis Boxes (Chesapeake Hall, Wiley Hall)

### **IMMEDIATE ACTION (GENERAL)**

- Dial 911 if appropriate/coordinate with fire, police, and medical personnel.
- Administer first aid if needed—secure areas and check for Medic Alerts
- Start notification of appropriate people (Head of School, crisis response team)
- Protect life and property/secure campus (entrances and exits, depending on crisis)

## **IMMEDIATE RESPONSE TO A DANGEROUS SITUATION ON CAMPUS**

In the event of a dangerous situation on campus, the school will respond in one of four ways:

1. **Fire/Earthquake**—If it is necessary to remove students from school buildings immediately, the fire alarm will ring and faculty will escort students to their respective meeting places. Support staff, visitors and volunteers will meet in their designated areas.
2. **Safety**—If it is necessary to secure students, faculty and staff in their current locations immediately, two way radios will be used to communicate this announcement. Teachers close and lock doors and windows and lower blinds, direct students away from doors and windows and remain with students until given further instructions. Color coded cards will be placed in exterior classroom windows to alert rescue and police personnel of the status of classroom. Green-everyone safe and accounted for; red-help needed, emergency.
3. **Weather**—If it is necessary to secure students, faculty, and staff in their current locations because of a weather situation, two way radios will communicate this announcement. Teachers will direct students away from windows and doors into hallways and other protected areas.
4. **Evacuation**—If it is necessary to evacuate campus, we will follow the orders of the Lancaster Sheriff's Office. The Academy Secretary and Early Childhood teacher will bring the Crisis Boxes, required student medications and evacuation supplies. *\*Children and faculty will be evacuated to the Irvington Baptist Church or Grace Episcopal Church depending on the emergency. Parents will report to the Irvington Baptist Church (Rev. John Farmer) parking lot or the Grace Episcopal Church (Rev. David May) parking lot to meet their children.*
5. **Crisis Boxes**- Located in Chesapeake Hall by Academy Secretary's desk and in Wiley Hall in closet next to door.

## Crisis Response Team

Title	Name	Home#	Cell#	School Ext.
Head of School	Deborah Cook	804-438-5671	804-436-3755	110
	<a href="mailto:dcook@chesapeakeacademy.org">dcook@chesapeakeacademy.org</a>			
Assistant Head of School	Julie Keesee		804-832-0039	107
	<a href="mailto:jkeesee@chesapeakeacademy.org">jkeesee@chesapeakeacademy.org</a>			
EC Division Head	Beth Clark	804-435-9425	804-436-3092	114
	<a href="mailto:bclark@chesapeakeacademy.org">bclark@chesapeakeacademy.org</a>			
Admission	Hilary Scott	804-435-1014	804-580-1018	105
	<a href="mailto:hscott@chesapeakeacademy.org">hscott@chesapeakeacademy.org</a>			
Dir. of Development	Deborah Cook	804-438-5671	804-436-3755	110
	<a href="mailto:dcook@chesapeakeacademy.org">dcook@chesapeakeacademy.org</a>			
Technology	Mike Antonio	804-435-6129	804-938-2310	
	<a href="mailto:mikeantoniographics@yahoo.com">mikeantoniographics@yahoo.com</a>			
Technology	Tim Sullivan		804-925-7506	
	<a href="mailto:tim@sullivanpond.com">tim@sullivanpond.com</a>			
Business Manager	Richard Abbott	804-435-3193	804-577-3043	104
	<a href="mailto:rabbott@chesapeakeacademy.org">rabbott@chesapeakeacademy.org</a>			
Record Keeper	Connie Smith		804-724-3535	101
	<a href="mailto:csmith@chesapeakeacademy.org">csmith@chesapeakeacademy.org</a>			
<b>Crisis Resource Group</b>				
Board Chair	Margaret Nost	804-435-0480	804-366-2590	

Title	Name	Home#	Cell#	School Ext.
	<a href="mailto:mmost@tcfrichmond.org">mmost@tcfrichmond.org</a>			
Counseling	Julie Keesee		804-832-0039	107
	<a href="mailto:jkeesee@chesapeakeacademy.org">jkeesee@chesapeakeacademy.org</a>			
Facilities	Richard Abbott	804-435-3193	804-577-3043	104
	<a href="mailto:rabbott@chesapeakeacademy.org">rabbott@chesapeakeacademy.org</a>			
Attorney	Tripp Bugg	804-438-5967	804-687-3982	
	<a href="mailto:trippbugg@rumseyandbugg.com">trippbugg@rumseyandbugg.com</a>			
CAPPA	Michelle Ritter		301-717-5157	
	<a href="mailto:emichelleritter@gmail.com">emichelleritter@gmail.com</a>			
	Janet Smith	804-580-4507	804-436-6895	
<a href="mailto:jcdjem@yahoo.com">jcdjem@yahoo.com</a>				
<b>Emergency Numbers</b>		<b>Campus Fax: 804-438-6146</b>		
Athletic Director	Ian York		434-981-6677	
	Hillary Smith	804-436-7560		
Coaches	Ted Cook	410-207-6970		
	American Red Cross	YMCA	804-435-7669	
Bus Companies	Bay Transit	804-435-0141		
	Oleta Bus Lines	1800-656-5382 757-253-1008		
	James River	1804-342-7300		
Bus Driver	Kelly Antonio Grover Branson	804-435-6129 276-365-0440		

<b>Title</b>	<b>Name</b>	<b>Home#</b>	<b>Cell#</b>	<b>School Ext.</b>
Custodian	Welford Bromley		804-761-8654	
Extended Day	Beth Clark Susan May	804-438-5575	804-450-3164	114
Grace Episcopal	David May	804-435-1285		
Hospitals	Rappahannock General	804-435-8000		
	Riverside	804-693-8800		
Irvington Baptist	John Farmer	804-438-6787		
Lancaster Fire/Police/ Sheriff		911 or 804-462-5111		
Rescue Squad		911 or 804-462-7375		
State Ext. Day Licenser	Sharon Curlee	804-662-9758		
Poison Control		1800-222-1222		
State Police		1800-552-9965		
Town of Irvington Emergency Planner	Dr. William Westbrook	804-438-6348	804-438-1000 (w)	
Transportation	Richard Abbott	804-435-3193	804-577-3043	

A Floor plan/diagram of each building will be posted in all classrooms and common areas indicating the primary and secondary routes for egress from each area. The diagram will also identify the building's shelter locations and evacuation assembly points. Emergency phone

numbers will be displayed by all telephones in the school. The school's approved shelter areas are identified by a placard containing a tornado symbol over the door to the shelter. Keys are available from the crisis response team and in the front office and in the school's Crisis Boxes.

### Emergency Notification Protocol

Emergency Event	Initial Notification	Secondary Notification	Actions
Fire, Smoke, Noxious Fumes	Pull Fire Alarm, 911	Notify Office	Evacuate
Bomb Threat, Security Issues	911	Notify Office	Gather info from caller, evacuate the building
Suspicious Item	Notify Office, 911	Notify Crisis Response Team (CRT)	Follow instructions from 911, evacuate the building
Medical Emergencies	Notify Office, 911		Follow 911 instructions
Safety Incident	Notify Office, 911	Notify Crisis Response Team	Follow instructions from office, 911
Post Natural Disaster (building unsafe)	Notify Office, 911	Notify Crisis Response Team	Follow 911 instructions, evacuate the building

### School Evacuation Procedures

 In the event of an **immediate threat to school buildings (bomb threat, fire, flood, other major building problem)**, the appropriate member of the crisis response team will initiate and supervise the evacuation of the affected building or buildings to their pre-designated assembly points. (See Appendix B: Emergency Evacuation Routes)

- 🚒 Faculty members will escort students safely from buildings, bringing only student rosters and walkie talkies.
- 🚒 Front office staff will bring school's attendance book, sign out book, and a list of visitors or volunteers and necessary student meds, and the crisis box as they exit the building.
- 🚒 Early Childhood and Lower School assemble on the playground, and Middle School assembles on the soccer field.
- 🚒 The crisis team will ensure that affected buildings are cleared, that all windows and doors are closed, and that all children are accounted for in the assembly spaces.
- 🚒 The Assistant Head of School and Business Officer will ensure that all students and faculty have evacuated Chesapeake Hall. The Early Childhood Division Head will ensure complete evacuation of Wiley Hall. The Athletic Director and Art Teacher will ensure that the gymnasium is cleared. The Academy Secretary will ensure that other buildings that may be in use are cleared and that all volunteers and school visitors are evacuated.
- 🚒 Attendance must be taken immediately and absentees reported to the Head of School or crisis response team.
- 🚒 If necessary and safe, the crisis team will turn off power, gas, and water to the building.
- 🚒 Should the responsible member of the team feel that the assembly points are not an adequate distance, he/she will direct the school's evacuation to the next designated area.
- 🚒 If students and faculty must leave the campus, appropriate members of the crisis team will accompany the students and teachers to the next designated area.
- 🚒 The Head of School or appropriate member of the crisis response team will coordinate all actions with community public safety and/or emergency management officials, confirm transportation requirements and secure transportation, determine the host facility and contact them with estimated time of arrival.
- 🚒 The Head of School or appropriate member of the crisis response team will notify families of an evacuation as soon as possible.
- 🚒 The Head of School or appropriate member of the crisis response team will make arrangements for support of children at the host facility until they can be reunited with families

In the event of a more **widespread threat (chemical spill, widespread fire)**, school personnel will use school vehicles to move children and faculty to the off-site shelter deemed appropriate. Personal vehicles are used as a last resort.

In the event of a **mass ordered evacuation or declared state of emergency**, the crisis response team, lead by the Head of School, will

evacuate faculty and students to a mass shelter determined by the local Sheriff's Department. School vehicles will be used for transportation or transportation will be contracted with a bus line. Which staff accompanies which children will be carefully recorded. In the event of a school evacuation the following roles will be assigned:

🚒 Evacuation chief—Head of School or appropriate member of the crisis response team.

🚒 First Aid—Academy Secretary or appropriate member of the crisis response team will bring the crisis box, first aid kit and student medications.

🚒 Communications—Head of School will approve all communications. No Academy faculty or staff person will communicate with press without the Head of School's approval.

🚒 Child Pick up Point—appropriate member of the crisis response team. Each school program will be ready to assign roles and alternates to each of these jobs should the Head of School or member of the crisis response team be unavailable. For example, the extended day program director will coordinate any event in the program. Should she be unavailable, program leaders will act as alternates.

### **Evacuation Drills**

Drills are done monthly for all campus buildings and documented by program leaders. Two drills will be held at naptime for the extended day program. In addition when programs at the school extend to off hours, a drill will be held during this time as well. Evacuation routes are posted in each class and common room with assembly points noted. The Head of School or the appropriate member of the crisis response team will account for all students, faculty members and staff and report any missing individuals to the emergency responders. A copy of Chesapeake Academy's Crisis Management Plan is on file with the Lancaster County Sheriff's office, the Town of Irvington's Emergency Planner and the White Stone Fire department and Rescue Squad.

### **Sheltering In Place**

Sheltering in place is defined as moving people into the building and isolating the building environment from the outside. The crisis response team will shut down air handling, and electrical systems, as required. Sheltering in place is conducted in response to hazardous materials incidents. This involves keeping all windows and doors closed and covering all air intake vents to provide protection from airborne hazardous materials. Dependent on the nature of the incident, the Head of School or the appropriate member of the crisis response

team will determine the need for sheltering in place. Should this response be necessary the following guidelines will be followed:

- 📞 Call 911
- 📞 All personnel bring hand-held radios.
- 📞 A member of the crisis response team will be assigned to shut off systems as directed.
- 📞 A member of the crisis response team will ensure that all children and staff members are in the buildings and accounted for.
- 📞 A member of the crisis response team will ensure that the crisis box is within the shelter.
- 📞 All doors and windows will be closed and secured.
- 📞 The Head of School or the appropriate member of the crisis response team will ensure that all personnel remain in the building until further direction from the emergency response authorities.

### **Medical Emergencies**

All Academy staff members maintain certification in CPR. The extended day program, front office staff and athletic staff maintain certification in first aid and medications administration training as well. Many medical situations are managed by staff members who notify parents and/or guardians and front office personnel of all significant injuries and complete accident reports.

Life threatening emergencies require immediate medical intervention. Examples of these emergencies include compound fractures, severe lacerations, internal bleeding, severe burns, difficulty breathing, heart problems, shock, severe allergic reactions contact or animal bites, and/or ingestion of chemicals/poisoning and unconsciousness.

The staff responder to any life threatening emergency will remain calm, render first aid and call for help from the office and 911. CPR/ First Aid Manuals are available in all school buildings, the faculty study, the front office, the school's Crisis Boxes, and the school's vehicles. The front office will send assistance and coordinate with the emergency services personnel. Victims should not be moved unless safety or health is at risk. The Head of School or appropriate member of the crisis response team will ensure that the following actions are taken:

- 📞 Report to the Head of School/front office/crisis response team or call 911 if they have not already been called.
- 📞 Assign an individual to guide emergency medical personnel to the emergency location.
- 📞 Secure the emergency forms from the records and have them available for the emergency personnel when they arrive.
- 📞 Assign a staff member to accompany child to the hospital.

- 📞 Call parents or emergency contacts.
- 📞 Ensure the accident report is filled out by first responders and eye-witnesses.
- 📞 Maintain communications with staff member assigned to stay with the patient for progress reports.
- 📞 No comment will be made about medical status. The Head of School or designee will speak for the school.

### **Severe Weather Situations**

The crisis response team will monitor all weather advisories. Chesapeake Academy will post all weather closings on the website, radio and television stations. Should severe weather call for action, the Head of School or appropriate member of the crisis response team will direct the school's response.

The crisis response team will issue an announcement in the event of a tornado warning directing students and faculty to take cover, and the school's faculty will accompany students to the pre-designated tornado shelters. Pre-designated tornado shelters are clearly marked in each building. Assigned personnel will bring hand-held radios.

📞 **Chesapeake Hall:** Students will line the front halls, seated along interior walls, covering heads. Classroom teachers will account for all children in their care and report to the appropriate member of the crisis response team.

📞 **Wiley Hall:** Children will line the interior hall, seated along the walls, covering heads. Classroom teachers and extended care staff will account for all children in their care and report to the appropriate member of the crisis response team. Time permitting, faculty will accompany students to Chesapeake Hall. An assigned person will bring the crisis box.

📞 **Academy Hall:** Students will gather in interior hallway, along walls covering heads, or use the closet. Time permitting, faculty will accompany students to Chesapeake Hall and line halls covering heads according to plan. Classroom teachers will account for all children in their care and report to the appropriate member of the crisis response team.

📞 **Gymnasium/Art Room:** Students will gather in locker rooms along the walls, covering heads. Time permitting, faculty will accompany students to Chesapeake Hall to line the interior front halls, seated along the walls, covering heads. Classroom teachers will account for all children in their care and report to the appropriate member of the crisis response team.

📞 All personnel will bring hand-held radios.

A member of the crisis response team will scout outlying buildings for remaining staff and children and ensure all students, visitors and faculty members have taken cover. The academy secretary will notify the crisis response team of all visitors or volunteers on campus.

Should the structure be rendered unsafe, the Head of School or the crisis response team will direct the evacuation. The front office staff will bring the crisis box. Crisis Boxes are stored in Wiley and Chesapeake Hall.

### **Utility Disruption (water, heat, electricity)**

If utilities are disrupted in the school, the Head of School or appropriate member of the crisis response team will determine whether or not the school should remain open.

### **Fire/Earthquake**

All school buildings have a fire emergency plan including an evacuation procedure, marked exits, fire/smoke detectors, fire extinguishers, and all buildings hold and document monthly fire safety training and drills. The State Fire Marshall inspects the school annually for hazards. All rooms have clearly marked evacuation routes, and all phones have emergency numbers posted.

If a fire/smoke is discovered, immediately activate the nearest pull station and call 911. Alert the front office to notify the Head of School or business manager. Buildings will be evacuated to the prearranged assembly points. All personnel will bring hand-held radios.

### **Hazardous Materials**

Hazardous materials are substances that are flammable, combustible, explosive, toxic, noxious, corrosive, oxidizable, an irritant or radioactive. If hazardous materials present a threat either internally or externally, the School will notify the fire department and follow safety directions. The Head of School or appropriate member of the crisis response team will make the determination of whether to evacuate or shelter in place.

### **Bomb Threats/Suspicious Articles**

Calls of a threatening nature must be recorded as accurately as possible, noting details, and reported to the police. Keep the phone caller on the phone as long as possible. Write down everything the caller says, note any background noises. ***Even after the caller hangs up, keep the phone off the hook so police can trace the call.***

Depending on the nature of the call, the Head of School or designee will take appropriate action to protect lives and property. ***HAND-HELD RADIOS AND CELL PHONES MUST NOT BE USED***

**FOR ALERT.** The crisis response team will disseminate instructions to evacuate.

Evidence of a suspicious article, package or letter should be reported to the appropriate member of the crisis response team and the Head of School immediately. The Head of School or designee will contact the police immediately, and no attempt to move the article should be made unless advised by the police. Appropriate action to protect life and property should be taken and will be directed by the Head of School or the appropriate member of the crisis response team.

### **Potentially Violent Situations**

A potentially violent situation (**disgruntled person, unstable custody**) may be cause for a selective evacuation procedure. Should such a situation occur, staff will immediately notify the Head of School or appropriate member of the crisis response team and call 911 and determine whether or not to call for a selective evacuation or lockdown.

- ☹ Staff should try to isolate the potential aggressor from as many adults and children as possible.
- ☹ Remain calm and be polite.
- ☹ Do not physically restrain or block movements.
- ☹ While one staff member engages the potentially violent individual, other available persons should direct unaffected classrooms to move to locations around the facility that are farthest from the incident point. This selective evacuation should proceed room by room and be as orderly and quiet as possible. Be careful to use routes not visible to the incident point.
- ☹ If the disgruntled person's child is known, move the child to another room out of sight.
- ☹ If possible a member of the crisis response team or an available staff member should make sure no other individuals, other than emergency personnel, enter the space where the potentially violent individual has been isolated.
- ☹ If the individual cannot be isolated and chooses to leave the premises, staff should allow them to leave, making note of the car model, license plate and direction of travel. Communicate immediately with 911.

In circumstances where concern exists that a weapon could be involved, children should be maintained in their current locations. Academy personnel will follow procedures for a **safety lock down situation** which will be called a safety drill. The Head of School or member of the crisis response team will call 911, making sure that the operator knows that there may be an armed person in the school and providing any information regarding the suspect and location. The

crisis response team will follow instructions. Any person encountering an armed person should:

- 👤 Take cover if possible.
- 👤 Remain as quiet as possible.
- 👤 Do not address the armed person.
- 👤 Should dialog be required, remain calm and polite.

Should a faculty member hear gunfire, encounter an armed person with hostile intent or hear the safety alarm, faculty and staff are follow the following procedures for a school lock down. The faculty and staff create a calming effect by their actions and reactions to situations. Good judgment and reasoned action are necessary. Individual fear or emotion must be controlled and not communicated to students.

- 👤 Faculty will gather any students in or near their classrooms into their rooms, lock the door, and barricade it if possible.
- 👤 Move students away from the door and out of view from the hallway, close window shades, block the door's window, and keep students out of sight.
- 👤 Encourage students to remain calm and as quiet as they can.
- 👤 Once classrooms are secured, no-one may be admitted. The assailant could be a member of the school community.
- 👤 Faculty will turn off the lights.
- 👤 Faculty will write down the names of everyone in the room.
- 👤 Do not unlock door unless notified by police or rescue workers.
- 👤 Faculty will assist authorities following the emergency.
- 👤 Color coded cards will be placed in exterior classroom windows to alert rescue and police personnel of the status of classroom. Green-everyone safe and accounted for; red-help is needed-emergency.

### **Missing Child**

- 👤 Immediate notification of the front office and the police should be made once an initial search of the facility has been made and rapid attempts have been made to confirm whether or not a family member may have picked up the child.
- 👤 Conduct an immediate search of all areas of the school, including closets, cabinets and the surrounding area.
- 👤 Make all required notifications.
- 👤 Continue searching while waiting for emergency support.
- 👤 The Head of School or responsible member of the crisis response team will remain at the School as the point person to gather information /description of the child to share with authorities.

### **Vehicle Accident**

- 👤 The faculty member present with the group administers first aid to

the victims of the accident. A first aid manual is in the first aid kit on school vehicles.

☛ The faculty member present should call the Head of School or appropriate member of the crisis response team to advise school of the status of students and staff.

☛ The principle responsibility of the School's representative is to see that the students receive appropriate medical attention. Emergency permission forms are on all school vehicles.

☛ School personnel will comply with emergency personnel.

☛ The Head of School will notify parents.

### **Follow-Up Response (After Everyone Is Safe)**

☛ Write a statement of situation for distribution to faculty and staff.

☛ Record keeper records notes of all events and actions taken.

☛ Determine the scheduling of classes, sports, and sending students home.

☛ Decide when and how to announce to each constituency.

☛ Create a plan for what's next.

☛ Collect information and establish a fact sheet.

☛ Determine need for security of campus.

☛ Call attorney if appropriate.

☛ Call insurer if appropriate and/or advised to do so by attorney.

☛ Call Board President.

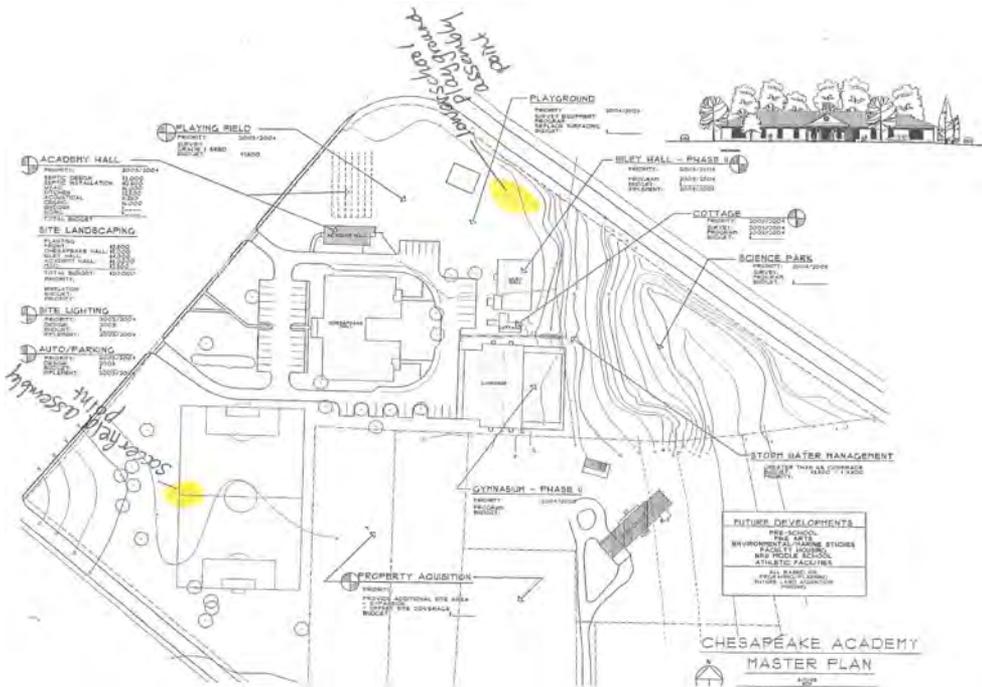
☛ If crisis occurs during the summer, decide when and how to announce.

☛ Review documentation about how school responded to other crisis situations.

☛ Evaluate how school handled crisis.

# Attachment A: Campus Map, Building Floor Plans with Utilities Notes

## Chesapeake Academy Campus Map



### Campus Wide Utilities Notes:

- Electrical service to supply the Gym, Academy Hall and Chesapeake Hall enters the property from two big transformers behind Wiley Hall.
- The cottage and Wiley Hall are supplied by a separate transformer and pole also located behind Wiley Hall. The cottage and Wiley have separate electric meters.

## Chesapeake Hall—main master key

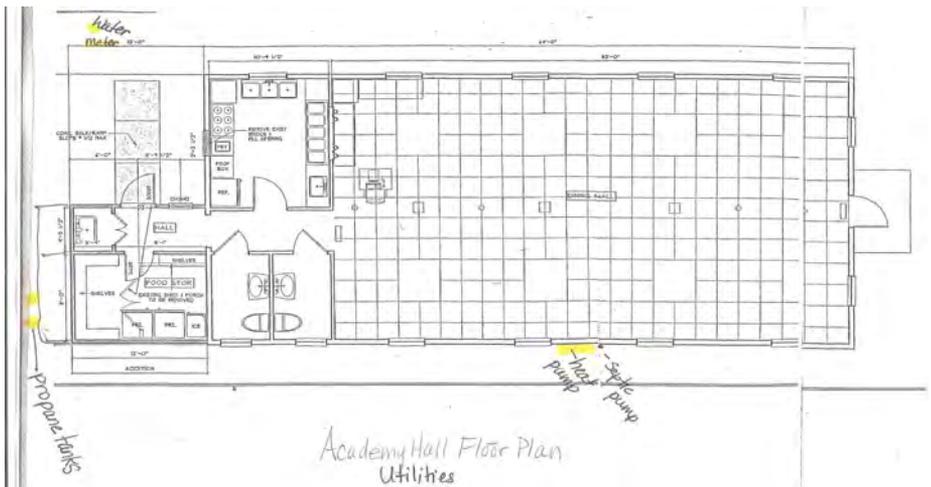


### Chesapeake Hall Utilities Notes:

- ⦿ Electrical Service - Two panel boxes cover the building electrical service and the outside lights, one on lower school hall (covers office, library and lower school) behind interior lower school hallway doors, one on middle school side in front hall
- ⦿ Water - water main to campus shut off on incoming drive outside the development office by the heat pumps, requires a very long pole with a fitting on the end to turn the valve. Additional water shut off is outside the science room. Further investigation is needed to understand what each valve supplies.
- ⦿ Water Heater - janitor's closet in front hall (need's a key). Auxiliary water heater located in Science lab.
- ⦿ Heat - four heat pumps with shut off boxes (two on each side)
- ⦿ Meter Box - The meter box is on incoming driveway outside the development office outside the utility room. Inside the utility room, there is an 800 amp panel relay box.

- Phone Lines - CTI hub is in the mechanical room. Main phone utility box at incoming driveway entrance.
- Computer: Server located in the outdoor utility closet of Chesapeake Hall.
- Septic Tanks - in front of school by exit driveway, two tanks
- Septic Pumps Drainfield

### Academy Hall—main master key

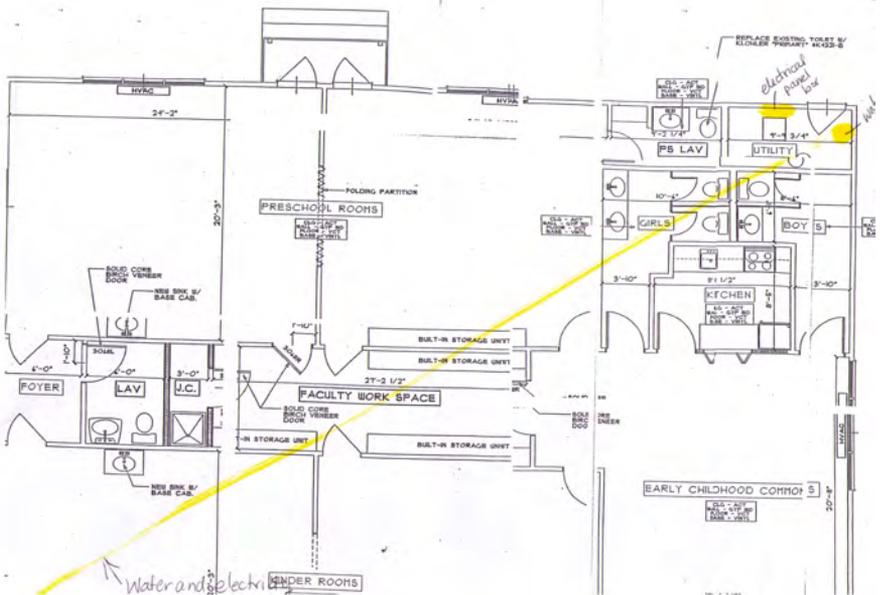


### Academy Hall Utilities Notes:

- Electricity - There is a panel box outside the kitchen in the back of Academy Hall.
- Water - Presumably main valve is covered by mulch near back entrance.
- Heat - Heat pump on lower school playground side with a cut off switch.

- ⦿ Meter Box - in incoming driveway side of Academy Hall outside the kitchen.
- ⦿ Propane - Tanks in the back of the building have a shut off valve on top of the tank. The utility closet in the back of Academy Hall has a ball-valve shut off. A third shut off valve is by the stove in the kitchen.
- ⦿ Septic Pump - On lower school playground side near the heat pump. This septic pump has an alarm that rings if the pump is not working.
- ⦿ Drainfield - On lower school playground

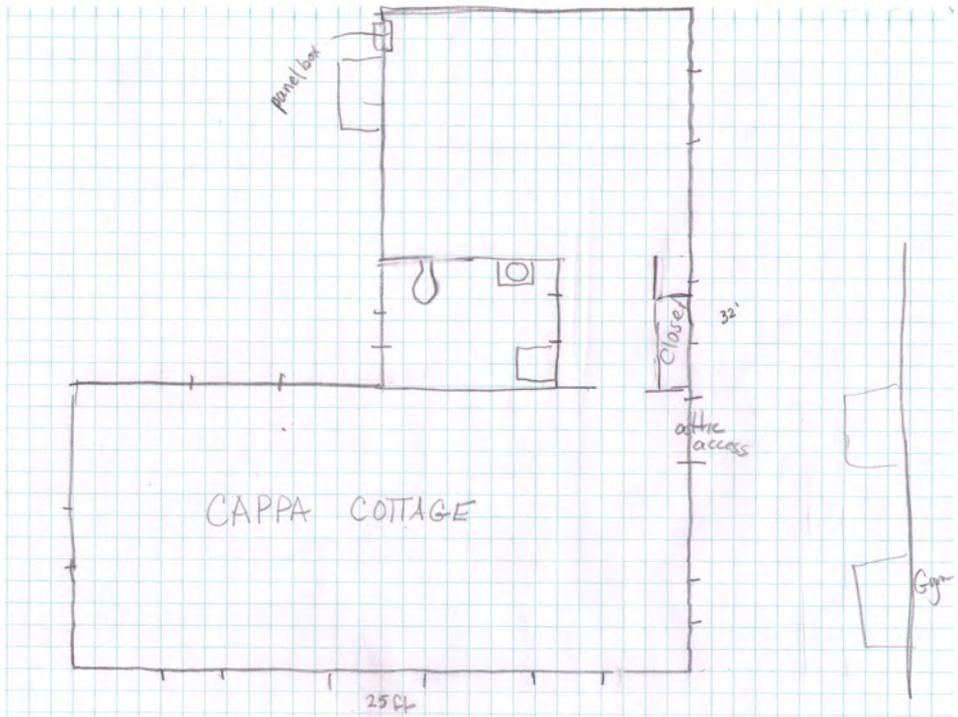
### Wiley Early Childhood Center—main master key



### Wiley Hall Utilities Notes:

- ⦿ Electricity - main panel boxes in mechanical room at back right end of building
- ⦿ Water - Believed to be controlled by main shut off behind Chesapeake Hall near bell tower
- ⦿ Heat - heat pumps on right hand end of building with cut off switches on them
- ⦿ Meter Box - Near door to utility room behind building
- ⦿ Septic Tanks - between Wiley and the playground
- ⦿ Drainfield - under the rocks on lower school playground
- ⦿ Utility Room key available from EC Division Head and Front Office

### CAPPA Cottage—main master key

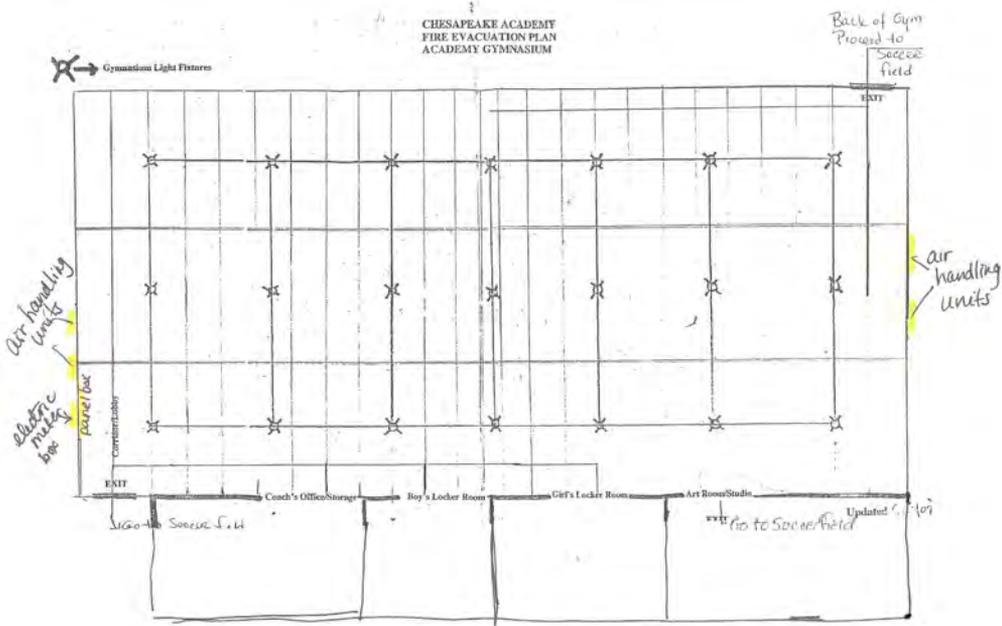


### CAPPA Cottage Utilities Notes:

- ⦿ Electricity - panel box in back room with a main switch

- Water - shut off outside middle school side of Chesapeake Hall, requires a long pole with a hook to turn valve.
- Water Heater - Wiley Mechanical Room
- Heat - baseboard electrical
- Meter Box - located on the back of the building.

### Gym – main master key



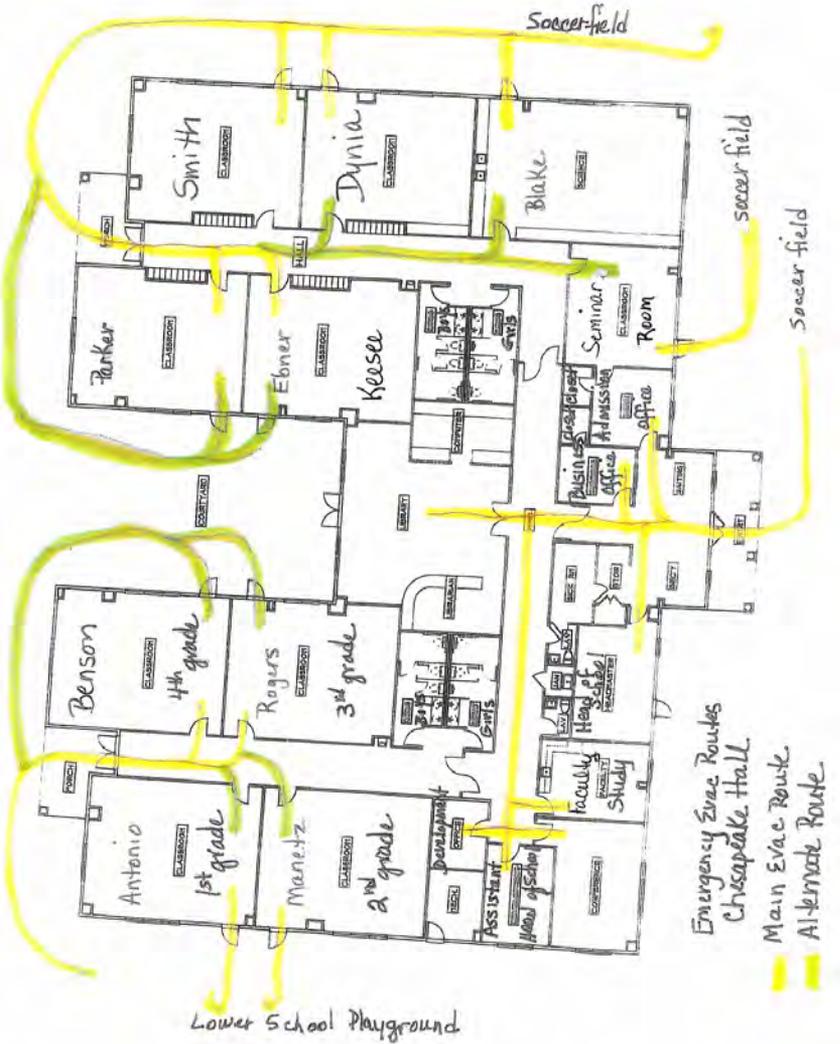
### Gym Utilities Notes:

- Electricity - panel box inside doors to gym 200 amp service plus a large double doored junction cabinet, which is locked.
- Water- needs further investigation, but is either near the bell tower behind Chesapeake Hall or is controlled by the shut off valve located near the science room in front of Chesapeake Hall.
- Heat - four air handling units/heat pumps with separate shut offs, two on each side.
- Meter Box - beside the air handlers on the way to the nature trail.

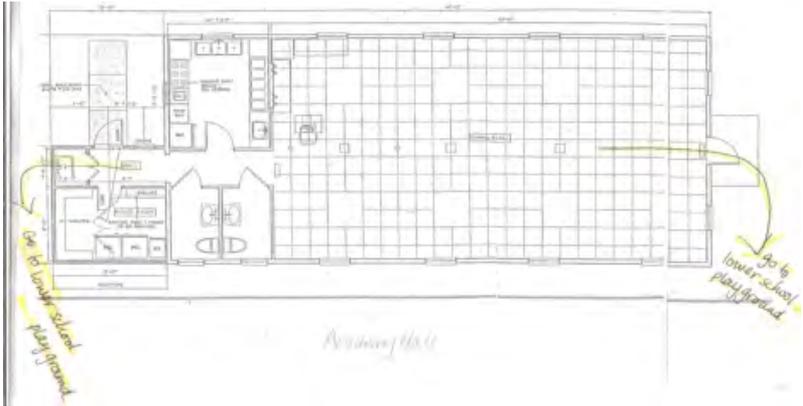


# Chesapeake Hall Evacuation Routes

## Tornado Shelter Front Interior Hallway

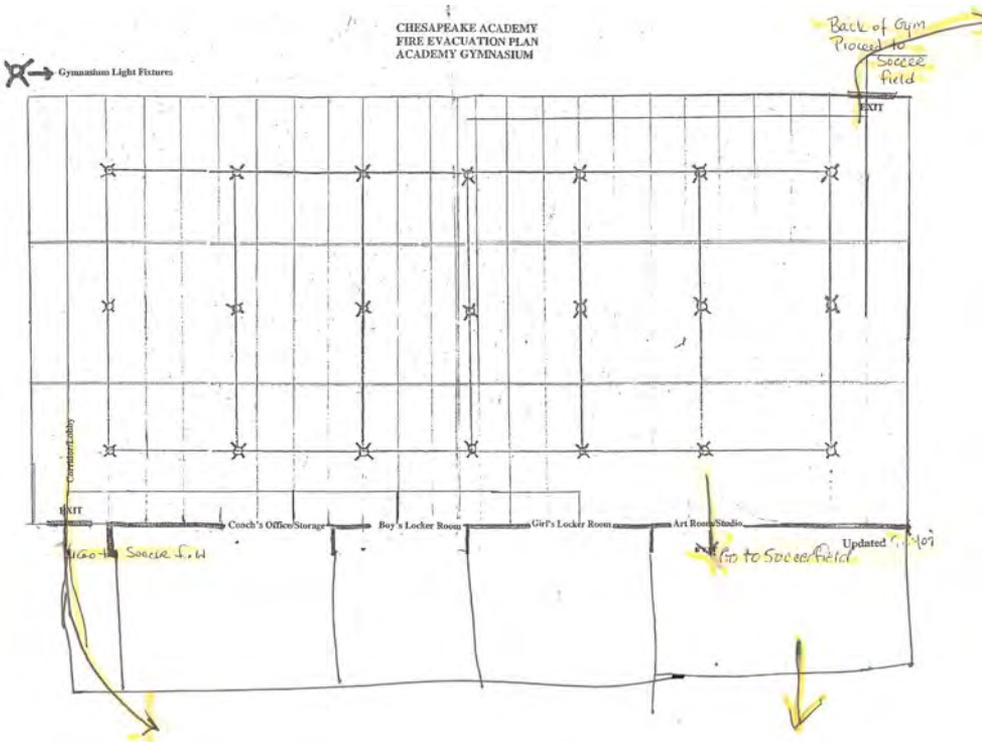


## Academy Hall Evacuation Routes



**Tornado Shelter- Interior Hallway**

# Gymnasium / Art Room Evacuation Routes



## Tornado Shelter-Boys Locker Room



## **Attachment C: Emergency Kits, Crisis Box, Evacuation and Shelter In Place Supplies**

### **Crisis Box**

Crisis Boxes will be maintained in the front office of Chesapeake Hall and in Wiley Hall. The Crisis Boxes will be maintained and rotated annually in July. The Academy Secretary will oversee the annual maintenance, update lists and phone numbers, replace batteries, update first aid boxes, and student permissions and health information.

### **Chesapeake Hall Crisis Box Contents**

- 📁 Copy of Crisis Management Plan
- 📁 School Directory
- 📁 Class Lists
- 📁 Advisor Lists
- 📁 Phone Trees
- 📁 Emergency campus key ring (including keys to vehicles, student files, all buildings)
- 📁 Faculty/Staff phone List
- 📁 Board of Director's phone numbers and addresses
- 📁 List of special student health needs and powers of attorney
- 📁 Special student health supplies (nebulizer, Epi-pens, etc)
- 📁 Parent/student permission forms
- 📁 Heavy duty radio and small television with battery option
- 📁 Eight water resistant battery powered flashlights
- 📁 Basic First Aid Kit (see contents list)
- 📁 Hand Held Radios
- 📁 Cell Phones
- 📁 Emergency television and radio numbers and codes
- 📁 Whistle
- 📁 Blood bourne pathogens kit
- 📁 CPR / First Aid Manual

### **Wiley Hall Crisis Box Contents**

- 📁 Copy of Crisis Management Plan
- 📁 School Directory
- 📁 Class Lists
- 📁 Extended Day Lists
- 📁 Floor plan of Wiley Building
- 📁 Master Key
- 📁 List of special health needs
- 📁 Basic First Aid Kit

- Hand-held radio
- CPR / First Aid Manual
- Cell Phone
- Whistle

### **First Aid Kit Contents**

- First aid manual
- Scissors
- Tweezers
- Gauze pads
- Adhesive tape
- Antiseptic cleansing solution
- Pads
- Thermometer,
- Triangle bandages
- Single use gloves
- Activated charcoal
- Advil / Tylenol
- Icepack
- Battery operated flashlight
- Battery operated radio
- Face mask

### **Travel First Aid Kit Contents**

- Gauze pads
- Adhesive tape
- Antiseptic cleansing solution
- Triangle bandages
- Gloves
- Advil / Tylenol
- Ice pack
- Face mask
- Scissors
- Cell phone

### **Evacuation Supplies**

- Crisis boxes
- First aid kits
- Shelter supplies if needed

### **Shelter In Place Supplies**

- 👤 Water (1.5 gallons per day per person)
- 👤 Food
- 👤 Duct tape
- 👤 Scissors
- 👤 Candles
- 👤 Matches

### **Attachment D: Overall Operational Crisis/Emergency Roles and Responsibilities**

#### General Notes on Staff Responsibilities

- 👤 The Head of School will coordinate communications with faculty and staff, parents, and public officials. The Head of School speaks for the school and will give no off the record comments. The Head of School will clear all public notices with attorneys and board of trustees, public officials (police) prior to release.
- 👤 The Director of Development will be kept up to date and will assist as needed in coordinating communications.
- 👤 The Academy Secretary will coordinate the safety of all visitors, volunteers or non staff visitors.
- 👤 Division Heads and Staff Members will function as the Crisis Response Team.
- 👤 Faculty will maintain the safety and well-being of students.

## CHESAPEAKE ACADEMY ALMA MATER

*Nestled near the broad deep water,  
Proud to share its name  
Stands the school to which we're loyal  
And with praise acclaim.  
Lift her colors—white and blue—  
Like foam on windswept sea,  
Symbols of our strong devotion,  
Truth and purity.*

**Chorus:** *Chesapeake Academy!*

*Let us honor thee—  
Seeking knowledge like the water—  
Broad and deep and free.*

*Sing we now of former days  
When others knew your grace  
In their hearts, as well as ours,  
You'll never be replaced.  
Eighty-nine and sixty-five –  
Great years that speak your fame,  
Many years will follow now  
As students praise your name.*

### **Chorus**

*From your humble birth we've loved you,  
Proud to be a part,  
We shall ever hold your spirit  
Deep within each heart.  
Now we leave thy halls of learning  
Longing to remain  
Memories will be returning  
When we hear thy name.*

### **Chorus**

Marion Mine