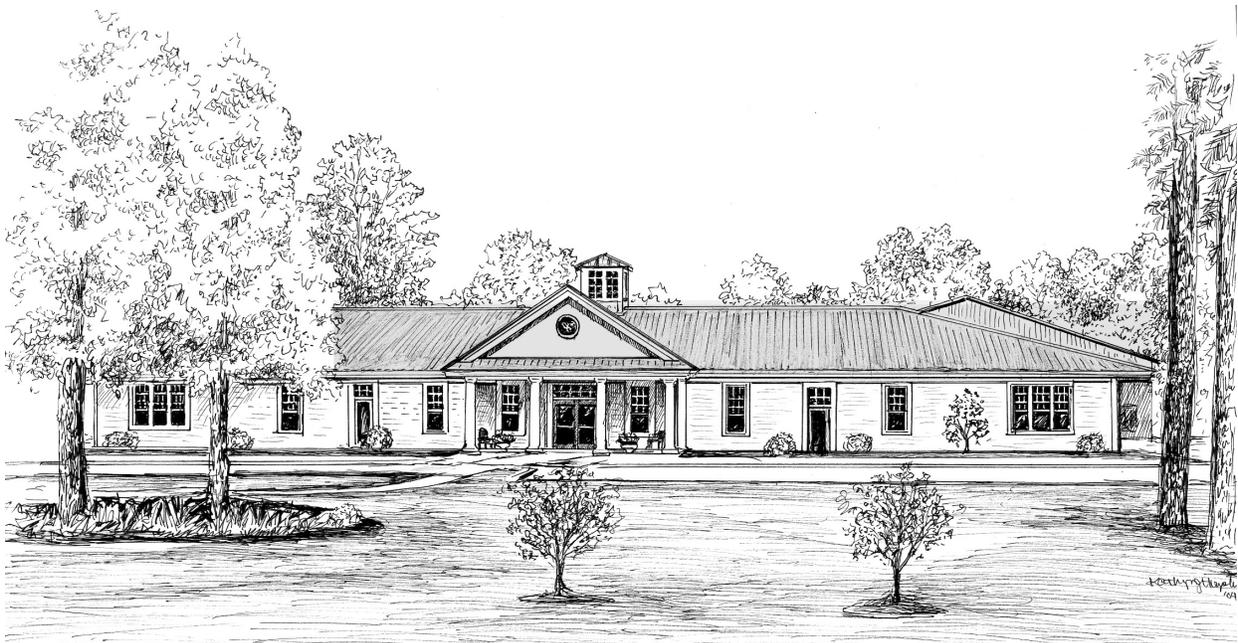


CHESAPEAKE ACADEMY

FAMILY HANDBOOK 2019-2020



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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-Kindergarten program enrolls a maximum of 16 students. This year's combined Preschool and Pre-Kindergarten maximum enrollment is 16. Staff is required to maintain negative PPD titers and to sign statements yearly that they are not aware of carrying communicable diseases. All staff maintain current CPR, first aid, AED, and Medical Administration Training. In accordance to state law, all employees have a background check. 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

To inspire each student to approach learning with curiosity and creativity, pursue excellence in all endeavors, and act with integrity—so each can make our community and world a better place.

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 21st century challenges

ADMINISTRATIVE TEAM

The Head of School is the sole employee of the Board of Trustees. Julianne T. Duvall 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.

John Baker, Academic Dean, 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.

Beth Clark, Director of Early Childhood Programs, is responsible for the day-to-day activities of Early Childhood and the licensed Extended Day Program. As the Public Relations coordinator she also oversees social and print media publications.

The Administrative Team is comprised of the Head of School, the Director of Admission, the Business Manager, the Academic Dean, and Early Childhood Programs Director. 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
Niki Allen	3rd Grade B. S., Virginia Commonwealth University M.A.T., Virginia Commonwealth University
Kelly Antonio	1st Grade B. S., Mary Washington College M. S., Old Dominion University
John Baker	Academic Dean, 8th Grade Algebra B. A., Kenyon College M. A., Columbia University Ed. D., University of Virginia
Kaitlin Benson	2nd Grade 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 Programs Director, Public Relations Coordinator, Alumni Liaison, Pre-K 3&4 B. A., Georgia State University
Julie Duvall	Head of School A. B., William and Mary M. Ed., University of Illinois
Kim Dynia	6th Grade Homeroom, Geography, Latin, Arts and Innovation, Instructional Technology Coordinator B. A., University of Michigan M.A.T., Christopher Newport Univ.
Judy Ebner	PreK 3&4 - 5th Grade Spanish B. A., University of Maryland
Catherine Emery	5th Grade Homeroom, Literature, Writer's Workshop, Geography, 4th Grade Social Studies, 7th Grade Writer's Workshop B. A., Randolph Macon Woman's College
Catherine Emry	Development Associate Rappahannock Community College
Barbara Hays	Music PreK 3&4 - 8, 1st - 4th Grade Performance B.A., Emory and Henry College M.A., Southern Methodist University M.A., Old Dominion University
Kenzie Manetz	Pre-K 3&4 - 4th Library, 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
Marshall Novak	PreK 3&4, 7th Grade US History, 7th/8th Spanish B. A., Miami University
Katie Parker	4th Grade Homeroom, Literature, Writer's Workshop, Math, Science, 5th Grade Math B.S., Longwood University
Michelle Ritter	Development Assistant Washington College
Martha Rogers	2nd 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, Literature, Pre-Algebra, 6th Grade Math, 8th Grade Individual and Society (Literature and Government) B. A., Virginia Tech
Sonja Smith	Art K-8, 6th Grade Literature, Writer's Workshop, 8th Grade Writer's Workshop Arts and Innovation B.A., Mary Baldwin College M.A.T., Mary Baldwin College
Rosetta Struse	EC/LS Extended Day Medical Careers College
Molly Vanderpool	Kindergarten B. A., Fayetteville State University
Ian York	Athletic Director, PE PreK 3& 4 - 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 and encourage our child to communicate with teachers directly, to ask questions and problem solve.
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 gym, 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 fundraisers 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 as ex-officio on the Board of Trustees.

CAPPA EXECUTIVE COMMITTEE 2019-2020

Co-Presidents	Shelly Ritter and Lara Brown
Secretary	Alissa Fulmer
Treasurer	Katie Dew
Room Parent Coordinator	Lauren Leo

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 2019-2020:

President	Leyton Dew
Vice President	Jackson Pyles
Secretary	Maddie Ritter
Treasurer	Layla Leo

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 activities 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 activities 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. (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, Institutional Advancement, Executive, Trustees as well as Buildings and Grounds. These committees meet throughout the year to address issues and needs of the Academy.

Executive Committee

Michele Faulkner, *Chair*
David Dew, *Vice Chair*
Ron Mihills, *Secretary*
John O’Shaughnessy, *Treasurer*

Board Members

Margie Armen	Martha Little
Bo Bragg	Keith Meberg
Grover Branson	Ron Mihills
Tripp Bugg	Debbie Newman
Bill Chapman	John O’Shaughnessy
David Dew	Drew Ransone
Julie Duvall	Janet Smith
Michele Faulkner	Nancy Travers
Marion James	Kay Vose

Ex-Officio

Julianne Duvall, *Head of School*
Lara Brown, *CAPPA Co-President*

2019-2020 School Calendar

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

September

- 3 New Family Orientation 9:00-10:30am / Returning Students 11am-12pm
- 4 Convocation / First Day of School / Dress Uniform / Dress Shoes
- 19 EC/LS Back to School Night 6:30pm
- 24 MS Back to School Night 6:30pm

October

- 2 Picture Day / Dress Uniform / Dress Shoes
- 3/4 Inward Bound- MS
- 8 New Parent Roundtable
- 12 CA Oyster Roast
- 14 Fall Long Weekend-Columbus Day (school closed)

November

- 6 Make-up Picture Day / Dress Uniform / Dress Shoes
- 8 Grandparents/Grandfriends Day (12 noon dismissal)
- 11-14 Parent Partnership Days 3:30-7:00pm
- 27-29 Thanksgiving Break (school / offices closed)

December

- 4 Dress Uniform / Dress Shoes
- 20 Holiday Program of Lessons and Carols (dismissal after program)
- 23-31 Christmas Break

January

- 1-6 Christmas Break Continues
- 6 Faculty Professional Development Day
- 7 Classes Resume
- 8 Dress Uniform/Dress Shoes
- 20 MLK Day – Special Assembly
- 21-24 Exams (grades 7/8)
- 24 Noon Dismissal (faculty workday)

February

- 3-6 Parent Partnership 3:30-7:00pm
- 5 Dress Uniform / Dress Shoes
- 14-17 President's Weekend (school closed)
- 18 Classes Resume

March

- 4 Dress Uniform / Dress Shoes
- 20 Noon Dismissal (faculty workday)

April

- 1 Dress Uniform / Dress Shoes
- 6-13 Spring Break (school closed)
- 14 Classes Resume

May

- 2 Auction 2020
- 5-8 DC Trip
- 6 Dress Uniform / Dress Shoes
- 20-24 ERB's
- 21 Artstravanganza
- 25 Memorial Day (school / offices closed)
- 26-29 Exams (grades 7/8)
- 27 Tag Day
- 29 Noon Dismissal / Last Day of School

June

- 1 Faculty Workday
- 2 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 AND DISCIPLINE

In keeping with the mission and philosophy of Chesapeake Academy, we believe that an expectation and purposeful instruction of the values of kindness, honesty, and respect between community members lead to growth in student character and foster a positive community. Chesapeake Academy supports students' increasing independence, responsibility, and accountability as they grow.

We recognize that developing character values in adherence with our expectations is a process that takes time, and students make mistakes that do not define them. Helping students learn to accept responsibility and to effectively monitor their own behavior requires patience, guidance, and consistent guidelines applied by teachers and parents.

The faculty and administration use the word discipline to mean instruction, and we spend considerable time promoting conscientious good citizenship through our Social and Ethical Curriculum, Responsive Classroom techniques, class meetings, advisory in the Middle School, and conflict resolution processes.

Minor breaches of conduct are handled by the classroom teachers, and when appropriate, in consultation with an administrator. Opportunities to learn from mistakes include a brief separation from an activity and correction from an adult.

More serious misbehavior is handled on a case by case basis consistent with our mission and philosophy. The circumstances of the incident, the age of the child, and his or her prior behavior are considered. Student conduct violations will be handled by the faculty and/or administrator, depending on the severity and frequency of the infractions. Each infraction will be reviewed and dealt with fairly and in communication with parents and advisors (for middle school students). Examples of disciplinary consequences include apologies, work projects, loss of privileges, parent conference, and a short or extended separation from the class.

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. The Head of School reserves the right to suspend or expel a student in the event of a serious breach of the community trust and values.

Conduct that is unacceptable includes:

- *Honor Code violations
- *Causing injury or harm to one's self or others
- *Damaging property
- *Disrespectful behavior and disruptive behavior, including bullying (*see section below*)
- *Possession of alcohol, drugs, blades, firearms, explosives or other dangerous weapons

These will be considered major offenses resulting in suspension or expulsion. Student knowledge of any danger to the Academy and its community members must be reported immediately.

Chesapeake Academy's conviction is that children must feel and be safe – both physically and psychologically – to grow academically, socially, and emotionally. Therefore, it is important to recognize and appropriately label negative student behavior directed at other students so that as a community, we address it effectively. *Note: the definitions and parameters listed below are commonly accepted by school counselors and mental health professionals.*

Almost every child will have incidences in their school experience in which they behave in a **rude** manner. We define rudeness as a child inadvertently saying or doing something that hurts someone else. In the case of rudeness, teachers will address the negative behavior and coach the child to take responsibility, making amends for his or her rudeness. In class meetings, students are taught strategies to challenge peer rudeness so as to reinforce the expectation for a positive learning environment.

Occasionally, students behave in a manner that is **mean**. We define meanness as a child purposefully saying or doing something that hurts someone else (whether one time or several times). In the case of meanness, teachers will address the negative behavior and coach the child to take responsibility, making amends for his or her meanness. In addition, teachers and administrators will work with the child and the parents to understand underlying issues and ensure a shift in behavioral patterns. Responses may include a parent conference, a meeting between an administrator and child, behavioral reinforcement strategies, and conflict resolution between students having on-going issues. All students are taught to advocate for themselves when faced with a peer's meanness so as to reinforce expectations.

Conflict resolution is a process facilitated by an administrator in which students involved in an on-going negative dynamic are coached to speak up for themselves in the process, actively listen to each other, and to problem solve to create a more positive relationship. Sometimes, students will draw up a behavioral contract between them with teacher or administrator help, which includes monitoring of the adherence to the contract.

On rare occasions, students behave in a manner that is defined as **bullying**.

Bullying is unacceptable behavior at Chesapeake Academy and is defined as intentionally aggressive behavior, repeated over time, that often involves an imbalance in power between students. Bullying can take the form of physical aggression, verbal aggression, relational aggression, or cyberbullying and is characterized by these three criteria:

- *an intent to harm (physically or emotionally)
- *a power imbalance between bully and victim (examples include: older student to younger student; student with perceived social capital to marginalized student; student with leadership role to another student)
- *repeated acts of aggressive behavior, either to one targeted student or a group of students

Bullying behavior undermines the the core values of Chesapeake Academy and will be dealt with swiftly and in communication with parents. Students engaged in bullying behavior will be removed from the community until such time as the Head of School has determined that the student is prepared to be a positive and responsible member of the community.

CHESAPEAKE ACADEMY TRADITIONS

Graduation is held on Tuesday, June 2, 2020. 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.

Academic Award Assemblies are held at the end of each marking period to recognize Middle School student achievement.

Assemblies are held routinely in the gymnasium for all grades. Middle School meetings are run by Student Council weekly. 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 the fall 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 ParentsWeb system. The link to ParentsWeb 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 4th, 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 and that proper dress conveys respect for oneself and others. 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. New and used items or PE clothing may be purchased through special sales organized by CAPP or by appointment. *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, out of the eyes and not distracting. 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 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. Canvas shoes or other athletic shoes in white, gray, black, brown, navy, or royal blue may be worn for everyday wear. Shoe design accents that detract from the uniform are not permitted. Dress shoes are acceptable every day.

Dress Uniform: *Hunter plaid jumper, dress shoes (black, brown, gray, or navy) white Peter Pan collar blouse (long or short sleeve), navy crewneck cardigan. 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 manageable, out of eyes, and not distracting. 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 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.

Canvas shoes or other athletic shoes in white, gray, black, brown, navy, or royal blue may be worn for everyday wear. Shoe design accents that detract from the uniform are not permitted. Dress shoes are acceptable every day.

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

Shorts should be 3/4 thigh length or longer.

Shorts/skorts may be worn whenever the high temperature is 40 degrees or higher. 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, brown, navy or royal blue may be worn for everyday wear. Shoe design accents that detract from the uniform are not permitted. Dress shoes are acceptable every day.

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. Dress uniform must include dress shoes. Students may bring athletic shoes for PE or recess. 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 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, brown, navy, or royal blue may be worn for everyday wear. Shoe design accents that detract from the uniform are not permitted. Dress shoes are acceptable every day.

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. Dress uniform must include dress shoes. Students may bring athletic shoes for PE or recess. 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. Shirt-tails are to be tucked in at all times. 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, navy, royal blue, gray, black, or brown may be worn for everyday wear. 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.

- ♦ Shorts/skortys may be worn whenever the high temperature is 40 degrees or higher.
- ♦ 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. The Academic Dean will make the final determination of any questionable attire referred to him 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 yellow line.

Please be aware that students are often crossing the driveway to go to the gym, playground, soccer field, and Academy Hall. In addition, we have a number of students who walk to school. Please proceed with caution on Steamboat Road.

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 a.m. or between 3:30 - 5:30 p.m. on school days 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 am 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 a.m. until 3:10 p.m. 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. **Teachers are not required to provide missing work for students who have 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 Academic Dean.

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 Academic Dean 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, parents need to communicate with 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. **Effective July 1, 2019, a booster dose of Tdap (tetanus, diphtheria, and pertussis) is required for all children entering 7th grade. This is a change from previous years.** 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 through ParentsWeb via text message to phone numbers on file, the CA website and CA Facebook page. Other unexpected closings will be announced on the local radio stations and by way of text message system. **Please check to ensure your contact information is current in ParentsWeb.**

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.

Chesapeake Academy is a peanut free school in order to keep students with life-threatening peanut allergies safe. **To reduce the chance of a student emergency occurring, do not send any peanut containing products to school with your child no matter what grade he or she is in.** The school manages protocols with hand washing and cleaning to avoid inadvertent contamination. While avoiding peanut based products as a whole school impacts other students' routines and choices, our community demonstrates the flexibility, consideration, and kindness that are the hallmark of Chesapeake Academy. Parents of students with allergies acknowledge that CA cannot make guarantees about food safety and work with children and staff to prevent exposure to known allergens and items with unknown ingredients.

The school provides guidelines for safe snacks and lunch items for parents' planning. Other nut butters are safe alternatives to peanut butter at school.

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. All students should bring a reusable water bottle daily.

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, water bottles, 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 remain locked at all times. 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. All guests should check in at the front office to obtain a visitor's pass.

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. 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 appropriately and 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. **Parents should refrain from communicating with students via email and messaging during the school day, as this puts the student in a position of violating school expectations.**

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 Arts and Innovation 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, Writer's Workshop

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

Writer's Workshop, Spanish 1B, Algebra 1, Physical Science, The Individual and Society (integrated Literature and Government)

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. Hays 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.

ARTS AND INNOVATION

Students in grades 5-8 have Arts and Innovation class weekly as part of the Arts block. Students gain experience with digital arts, robotics, and other creative applications.

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

Grades 1, 2 and 3

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

In addition to letter grades documenting progress, report cards also indicate a skill level for Math and Language Arts, Literature and Writer's Workshop. 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 attends 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 9 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 Academic Dean 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 "disciplina" 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 11-14, 2019; February 3-6, 2020** 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. Mr. Baker and Ms. Duvall will be glad to discuss these options with you and make recommendations. Mr. Baker and Ms. Duvall 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 Academic Dean.

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 Academic Dean 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 Academic Dean 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 through ParentsWeb. 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

Middle School homework assignments and class announcements are posted online as assigned. Lower School students have homework folders. Students and parents should use ParentsWeb 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 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 K-2nd grade student expect from homework?

- 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 3rd or 4th grade child expect from homework?

- Students will have several math assignments weekly.
- 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 communicate with teachers, developing self-advocacy skills
- 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 Award** is given to a returning student in the Middle School whose scholarship, citizenship, and community spirit consistently benefit Chesapeake Academy.

The **H. Hiter Harris Scholarship 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 Award** 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 The Arts Award** was first established in 2005 and then revised by consensus of the faculty in 2017. The award recognizes the student who exhibits excellence in the visual and performing arts and who gives his/her all to the arts in and out of the classroom.

The **Scholar Athlete Award** is given at the closing assembly to one boy and one girl who participated in 3 varsity sports while maintaining the highest academic standards for himself or herself.

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
Winter	JV Basketball Varsity Basketball
Spring	Varsity Tennis Club Tennis KOTR-Kids on the Run (all Spring sports are non-competitive)

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. Hair should be off of 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 may wear the Chesapeake Academy school warmup on HOME game days at the discretion of the coach. If the student chooses not to wear the school jersey, they are to wear regular school uniform. 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

ADMISSION

The application process for admission to Chesapeake Academy is outlined on the school's website for prospective families. The process includes the application, an interview, an on-site visit and testing, prior academic records, and recommendations so that the admission committee can determine if an applicant can succeed within the Chesapeake Academy program.

NEW FAMILY REFERRAL PROGRAM AND TUITION CREDIT

Current families serve as vital ambassadors for helping the Admission Office work with prospective families. To recognize this important role that our families have, Chesapeake Academy offers the opportunity for families to earn \$1000 in tuition credit for each new family that enrolls at Chesapeake Academy. Current families can refer new families and engage with them in six steps to qualify for the \$1000 tuition credit. The steps include:

1. Submit a referral form
2. Deliver brochure or other promotional materials to the new family
3. Get the new family to join the CA Facebook group
4. Welcome the new family on a Chesapeake Academy tour
5. Invite the family to a CA school event
6. When the family enrolls, the referring family will receive a \$1000 credit

The Admission Office will stay in regular contact with referring families through the process.

ENROLLMENT

Chesapeake Academy now uses a Continuous Enrollment Contract, which is signed at enrollment or was signed by each returning family in the spring of 2019. The Continuous Enrollment Contract streamlines the re-enrollment process, which is outlined below.

Re-enrollment

Students eligible for re-enrollment are automatically reenrolled at the end of January each year, in accordance with the terms of the Continuous Enrollment Contract. In certain circumstances, school administrators may meet with families in January of the current school year to discuss placement options for students who may need to be retained. However, the assumption at re-enrollment time is that with successful academic completion of the current school year, the child will be admitted to the next grade for the following school year.

Fall early decision is in December. All families will be made aware of 2020-2021 rates set by the Chesapeake Academy Board of Trustees and the deadlines for opting out of the Continuous Enrollment Contract by December 2, 2019. The Admission Office will send frequent reminders leading up to deadlines, but it is the parents' responsibility to adhere to contractual obligations.

By **February 4, 2020**, families will need to either pay a \$500 deposit toward the next year's tuition, opt out of re-enrollment for their child, or follow the steps to apply for financial assistance.

See FAQs below.

To opt out of the Continuous Enrollment Contract without penalty, families should request an opt out form from the Admission office plus choose the opt out button prior to **February 4, 2020**. By choosing this option, families give up the spots in the classes, but incur no financial obligation for the next school year. If a family's plans change after the **February 4, 2020 deadline, families may opt out by April 1, 2020 and incur a 50% obligation on the contracted tuition. Failure to opt out by April 15, 2020 will result in a 100% obligation to pay the contracted tuition rates.** Enrollment contracts are to be secured with a non-refundable \$500 tuition deposit. Re-enrollment is conditional pending satisfaction of the financial agreement. Tuition will be due in full according to the Continuous Enrollment Contract.

TUITION

The Board of Trustees sets tuition for each school year in January prior to re-enrollment. Tuition at Chesapeake Academy does not cover the true cost of education for each child, even those who do not receive financial assistance. Each child at CA receives a significant financial grant from the charitable contributions the Academy raises through fundraisers and annual giving. Annual giving is essential for the school to operate on a balanced budget. Our goal for parent participation (in any amount comfortable for a family) is 100%. When parents support the school in this way, it increases Chesapeake Academy's ability to raise money through other grantors.

Tuition for the year is payable in full by July 1st. There is an annual fee for FACTS accounts for those requesting to use a payment plan. The Continuous Enrollment Contract details the financial obligations of the parent or guardian, and payment options are outlined in the FACTS accounts.

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.

FINANCIAL ASSISTANCE

Financial assistance is available for qualifying students in kindergarten through eighth grade. If you are applying for financial assistance, please begin the application process in the FACTS Grants and Aid section by **February 4, 2020**. A non-refundable application fee of \$100 must be made at that time. This will signal to the Admission Office that you are in the consideration process. The financial assistance documents (1040, W-2, and if applicable, business taxes) are due in FACTS by **March 13, 2020** for first consideration of financial assistance.

The Financial Assistance Committee meets initially in March to determine awards and decisions will be emailed 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. Current students must be accepted for re-enrollment into the school before being considered for this assistance.

Re-enrollment FAQs

Why Continuous Enrollment?

Continuous enrollment streamlines the re-enrollment process for families and allows the school to most effectively plan for enrollment numbers for new admission prospects. More and more independent schools are using continuous enrollment successfully and families report favorable experiences with this “once and for all” enrollment process.

What Do I Need to Do to Reenroll my Child?

If you are choosing to re-enroll your child for 2020-2021, simply review the tuition rates, which will be emailed the beginning of December. Online enrollment will open **January 20, 2020**. You do not need to do anything except update your contact information in ParentsWeb. A \$500 non-refundable tuition deposit will be deducted from your FACTS account after the opt out deadline has passed.

What If I Am Applying for Financial Assistance?

If you are applying for financial assistance, you must begin the application process in the FACTS Grants and Aid section by **February 4, 2020** and make a \$100 non-refundable application fee. This will signal to the Admission Office that you are in the consideration process and are going to re-enroll. The required Financial Assistance documents are due in FACTS by **March 13, 2020** for first consideration of financial assistance. Once families receive a decision from the Financial Assistance Committee, current families will have 3 days to opt out of re-enrollment without penalty. Families who do not opt out of re-enrollment prior to the deadline accept the terms of the financial obligation outlined in the Continuous Enrollment Contract.

Will My Financial Assistance Award Remain the Same from Year to Year?

We use the financial information requested through the FACTS system to determine families' awards in a fair and consistent manner. If a family's financial situation remains similar to prior years, families can anticipate similar awards. If, however, a family's financial situation changes greatly, the award will reflect those changes. The Financial Assistance Committee expects that all families are making their children's education a financial priority.

What Do I Do if I Am Unable to Commit to Re-enrolling My Child?

To opt out of the continuous enrollment contract you signed in the spring of 2019, request an opt out form from the Admission Office plus choose the opt out button in ParentsWeb prior to **February 4, 2020**. There are no penalties for opting out prior to **February 4, 2020**, but your child has given up his or her spot in the class. Parents who opt out and then seek readmission for their child will need to go through the application process. Placement is not guaranteed after this date.

Once the **February 4, 2020** deadline passes, your child is enrolled for the next school year, with parents obligated to pay the tuition for the 2020-2021 school year in accordance with the terms of the Continuous Enrollment Contract. However, if your family's plans change and you need to opt out after the **February 4, 2020** deadline, you may do so by **April 1, 2020** and incur a 50% obligation on the contracted tuition. Failure to opt out by **April 15, 2020** will result in a 100% obligation to pay the contracted tuition rates. Please request an opt out form from the Admission Office.

What is FACTS?

FACTS is the online financial assistance and tuition management software that many independent schools use. It works seamlessly with ParentsWeb and will be integrated with your ParentsWeb profile. Through FACTS, you can file for financial assistance and manage your tuition payment plans with a credit card or ACH.

There is an annual fee for FACTS for those requesting to use a payment plan, and this is significantly less than the payment plan fees we've collected in the past.

What documents do I need if I'm filing for financial assistance consideration?

You will need to complete the FACTS questionnaire and submit 2019 1040 tax forms (personal and business, if applicable) and a 2019 W-2.

What are the deadlines I need to know?

The deadline for responding about enrollment and financial assistance is **February 4, 2020**. (This is the deadline by which you need to begin the process of financial assistance or let us know you are opting out by completing an opt out form). The deadline for submission of all financial documents for those seeking consideration is **March 15, 2020**.

What if I have more questions?

Contact Hilary Scott, Director of Admission, at hscott@chesapeakeacademy.org or at 804-438-5575

Contact Richard Abbott, Business Manager, at rabbott@chesapeakeacademy.org or at 804-438-5575

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 Academic Dean 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 Academic Dean will determine how much the exams will count toward the semester grade.

CONDITIONS OF RE-ENROLLMENT

The Academy reserves the right to require summer (and/or other) academic content and skills instruction, academic testing or personal counseling as a condition to re-enrollment or continued enrollment.

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 Bell Tower Annual Giving 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 Bell Tower Annual Giving 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.* We set a goal of 100% parent participation each year.

The Auction, a silent and live dinner auction, is Chesapeake Academy's major fundraising event and is scheduled for **May 2, 2020**.

The Community Oyster Roast is scheduled for **October 12, 2019**.

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 and email are two ways. 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 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