

CHESAPEAKE ACADEMY



CHESAPEAKE ACADEMY

AN ESSENTIAL EDUCATION

FAMILY HANDBOOK 2011-2012

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CORPORATE STATUS

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

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

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

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

Chesapeake Academy's Pre-K 3&4 program is a "certified program exempt from licensure" and is in accordance with the regulations set forth by the Virginia Department of Social Services. Chesapeake Academy is compliant with applicable laws and regulations relating to food service, health and sanitation, water supply, building codes, and the State Fire Prevention Code. With current facilities and staffing, the Preschool program enrolls a maximum of 12 students and the Pre-K 3&4 program enrolls a maximum of 18 students. This years combined Preschool and Pre-K 3&4 maximum enrollment is 14. Staff is required to maintain negative PPd titers and to sign statements yearly that they are not aware of carrying communicable diseases. Staff adheres to the school's guidelines for sickness that are published in the school's handbook. Chesapeake Academy meets or exceeds all recommended insurance coverages.

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ORGANIZATION OF THIS HANDBOOK

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

Once an Osprey, Always an Osprey

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

Mission Statement

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

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.

ADMINISTRATIVE TEAM

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

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

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

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

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

Director of Admission, Hilary Scott, is responsible for student recruitment and assisting families with the Academy's enrollment process. The marketing, publicity and public relations of CA is also a role of this office.

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

FACULTY AND STAFF

Lilith Andersen	Latin, Spanish B. A., University of Zagreb (Croatia)
Kelly Antonio	1 st Grade Resource Teacher B. S., Mary Washington College M. S., Old Dominion University
Jan Brown	Business Manager Norwalk Community College
Elizabeth S. Clark	Early Childhood Division Head, Extended Day Director Pre-K 3&4, 8 th Grade Language Arts B. A., Georgia State University
Olivia Clark	Extended Day
Deborah M. Cook	Head of School, Director of Development B.S., College of New Jersey M.A., Rider University
Ted Cook	6 th Grade Math, 6 th Grade Literature, 7 th Grade Homeroom/Literature, 8 th Grade Algebra B.A., Thomas Edison College
Kim Dynia	5 th Grade Homeroom, Language Arts and Social Studies, 4 th Grade Social Studies, 7 th /8 th Grade History B. A. University of Michigan M.A.T. Christopher Newport University

Gwen Dozier	Early Childhood Aide Rappahannock Community College
Catherine Emry	Development Associate Rappahannock Community College
David Herman	Middle School Science, 8 th Grade Homeroom B. A., Hope College
Kelsey Herman	4 th Grade Language Arts, Science, Math, 5 th Grade Math B. A., Hope College
Julie Keesee	Academic Dean, 7 th Grade Math, Middle School Health A. B., William and Mary M. Ed., University of Illinois
Pam Macaulay	Multi-Media/Library Specialist B. A., Radford University M. A., Simmons College
Karen Minter	Kindergarten B.A., Frostburg State M.A., Bowie State College
Martha Rogers	3 rd Grade B. A., Lynchburg College
Hilary Scott	Director of Admission B. A., Lynchburg College
Connie Smith	Academy Secretary Rappahannock Community College

Sonja Smith	Art B.A., Baldwin College M.A.T., Mary Baldwin College
Beth Somers	Music Old Dominion University
Molly Vanderpool	2 nd Grade B. A., Fayetteville State University
Cynthia Walker	Athletic Director, Physical Education, Middle School Health B.S., Longwood University
Julie Zimmerman	6 th , 7 th , 8 th Grade Writer’s Workshop, 6 th Grade Geography, 6 th Grade Homeroom, Communications Associate B. A., University of Richmond

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. Use agenda for communication with teachers and review daily for student progress.
5. Develop a quiet homework environment with a consistent routine.
6. Support independence of homework completion.
7. Share reading with your child....Make sure they see you reading!
8. Communicate with your child's advisor.
9. 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 8th Grade are encouraged to become actively involved in the life of the school as members of CAPPA.

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

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

CAPPA EXECUTIVE COMMITTEE 2011-2012

Vice President	Katie Dew
Secretary	Esther Platsis-Glover
Treasurer	Chris Cammerata
Room Parent Coordinator	Janet Smith
Osprey Nest	Betsy Stanley
Campus Beautification	Taz and Johanna Carrington
Hospitality	Robin Cunningham Susan Simmons

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 and families are expected to abide by the rules governing the election process. The faculty advisor is Cynthia Walker. The Student Council officers for 2011-2012:

President:	Austen-Taylor Dozier
Vice President:	T Carrington
Secretary:	AnnGardner Eubank
Treasurer:	Parker Kirkmyer

Student Council members participate in team building and leadership training prior to service and throughout the year. Student Council

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

BOARD OF TRUSTEES

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

Executive Committee

Bo Bragg ‘82, *Chair*

Tripp Bugg ‘92, *Secretary*

Brownie Watkins, *Vice Chair*

Jeff Szyperski, *Treasurer*

Margaret Nost, *Past Chair, ex-officio*

Board Members

Beth Altaffer

Ron Mihills

Jeff Bowman

Kenneth Rioland

Bo Bragg ‘82

Rawleigh Simmons

Tripp Bugg ‘92

Peggy Stalnaker

Debbie Cook

David Stinson

Charles Chase

Kay Stout

Lance Franke

Jeff Szyperski

Philip Haynie

Brownie Watkins

Ex-Officio

Charles Chase, *Foundation Board President*

Deborah M. Cook, *Head of School*

Kirsten Knull, *CAPPA President*

Rawleigh Simmons, *Alumni President*

2011-2012 School Calendar

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

September

1	New Student and Parent Orientation 9:00-10:30am Returning Students Class Visitations 10:30-11:30am
5	Labor Day (school closed)
6	Convocation / First Day of School
22	EC/LS Back to School Night 6:30 pm
27	MS Back to School Night 6:30 pm

October

4-6	Parent Partnership Days 3:30-7:00 pm
5	Picture Day-Dress Uniform
10	Columbus Day (school closed)
14	Grandparents and Grandfriends Day-12:00 dismissal
15	Oyster Roast

November

23-25	Thanksgiving (school closed)
28	Classes Resume

December

16	Holiday Program of Lessons and Carols- 12:00 dismissal
19-Jan 2	Christmas Break

January

2	Faculty Professional Development Day (no classes)
3	Classes Resume
17-20	Exams (grades 7/8)
20	Noon dismissal (faculty workday)
31	Parent Partnership 3:30-7:00pm

February

1-2	Parent Partnership Days 3:30-7:00 pm
17	Faculty Professional Development Day (no classes)

17-20 Presidents' Weekend
21 Classes Resume

March

30 Professional Development Day (no classes)

April

2-9 Spring Break
10 Classes Resume
17-20 ERB Testing

May

5 Auction 2012
10 Spring Sing
17 Athletic Banquet
28 Memorial Day (school closed)
30-31 Exams (grades 7/8)

June

1 Exams (grades 7/8)
4 Faculty Workday
8th Grade Board Chair Dinner
5 Graduation

FAMILY CODE OF CONDUCT

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

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

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

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

STUDENT CONDUCT

Positive citizenship promotes community, collaboration, respect and integrity. The listing of consequences and types of infractions is exemplary only and is not meant to serve as a comprehensive list nor an exclusive recital of the authority of the Head of School, who is the final arbiter in all matters of discipline. Conduct that is unacceptable includes:

- Honor Code violations
- Causing injury or harm to one's self or another
- Damaging property
- Disrespectful behavior and disruptive behavior

- Possession of alcohol, drugs, blades, firearms, explosives or other dangerous weapons

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

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

CHESAPEAKE ACADEMY TRADITIONS

Graduation is held on Tuesday, June 5, 2012. Kindergarten through 8th Grade are expected to attend to celebrate.

The **Holiday Program** is presented by students Pre-K 3&4 through 8th Grade and is held in the morning on the day Christmas vacation begins. Parents, grandparents and friends are invited to attend.

The **Spring Sing** is a musical program presented by students in Pre-K 3&4 through 8th Grade and is held in May. It is the culminating arts program.

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

The yearbook, *Reflections*, is an eighth grade class project. Each family receives a copy of the yearbook 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 homework blog updated daily. The link to the blog is on the CA website. Fifth and sixth graders must keep a written agenda checked by teachers. Agendas are optional for seventh and eighth graders.

UNIFORM CLOTHING and APPEARANCE

The uniform requirements apply to those students in Kindergarten through 8th Grade. Dress uniform is required the first Wednesday of every month and at other times when announced, **beginning September 6th , the first day of school.**

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

Items can be purchased from a uniform supplier such as York Uniforms or Lands End. Used items or PE clothing may be purchased from the Osprey Nest. Please consider this an important resource to keep shirt-tails the length that can be tucked in at all times!

GIRLS:

Hair and general appearance will be neat, tidy and unadorned. Hair length is to be manageable and non-distracting to the student or class. Students who play on CA athletic teams should also see guidelines for uniforms and hair in the athletic section on page 49.

Grades K-4 Hunter plaid jumper or khaki pants or shorts (see below), with a neutral belt; polo shirt or turtleneck in white, red, navy or white Peter Pan collar blouse (long or short sleeve); navy crew neck cardigan (optional); Chesapeake Academy sweatshirt (optional); navy or white socks or tights. 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 or white PE shirt may be worn under polo.

Grades K-4, DRESS UNIFORM Hunter plaid jumper, white Peter Pan collar blouse (long or short sleeve); navy crew neck cardigan; neutral color shoes (see page 22), white or navy socks, or tights.

Grades 5-8 Hunter plaid kilt or khaki pants or shorts (see below), with a neutral belt; polo shirt or turtleneck in white, red or navy or white oxford button-down collar shirt (short or long sleeve); Chesapeake Academy sweatshirt (optional); white or navy socks, or tights. Black or navy leggings or any color shorts may be worn under kilt. Leggings must go down to the ankle. Long sleeve red, white, navy plain shirts or CA gray or white PE shirt may be worn under polo.

Grades 5-8 DRESS UNIFORM Hunter plaid kilt; white oxford button-down collar shirt (short or long sleeve), navy blazer; neutral color shoes, white or navy socks or tights, or neutral hose.

BOYS:

Hair and general appearance is to be neat, tidy and unadorned. Hair length is to be above the collar and out of the eyes. Students who play on CA athletic teams should also see guidelines for uniforms and hair in the athletic handbook on page 45.

Grades K-4 Khaki pants or shorts, neutral belt; polo shirt or turtleneck in white, red or navy or white oxford button-down collar shirt (short or long sleeve). Chesapeake Academy sweatshirt (optional); white or navy socks. Long sleeve red, white or navy plain shirts or CA gray or white PE shirt may be worn under polos.

Grades K-4 DRESS UNIFORM - Khaki pants, neutral belt; white oxford button-down collar shirt (long or short sleeve), navy pullover crew neck sweater, neutral color shoes (see page 22), dark socks.

Grades 5-8 Khaki pants or shorts, neutral belt; polo shirt or turtleneck in white, red, or navy or white oxford button-down collar shirt; Chesapeake Academy sweatshirt (optional); white or navy socks. Long sleeve red, white or navy plain shirts or CA gray or white PE shirt may be worn under polos.

Grades 5-8 DRESS UNIFORM - Khaki pants, neutral belt; white oxford button-down collar shirt (short or long sleeves); navy blazer; Hunter plaid tie, neutral color shoes, dark socks.

PE Uniform for boys & girls grades 5 - 8 Navy blue CA athletic shorts, white or gray CA t-shirt, athletic shoes. (*Grade 4 students must have the PE uniform for the 4th-5th soccer play day in the fall and the 4th-5th basketball play day in the winter. Grade 3 and 4 students are encouraged, but not required, to have a PE uniform for regular PE classes*).

ADDITIONAL UNIFORM NOTES:

- Uniform shirts may have the CA logo, but may not show any other brand logo. Shirrtails must be tucked in at all times.
- Uniform sweaters must be unadorned knit (no cable stitch).
- Only CA logowear sweatshirts may be worn.
- Painter’s pants, cargo pants, or pants with jean styling are not permitted.
- Shorts/skortis must be Bermuda length and may be worn until Thanksgiving and from the first day of Spring.

Skirt lengths:

- Nearly to the knee

Shoes:

- All shoes must be closed toe.
- Athletic shoes are required for PE.
- Canvas shoes or other athletic shoes in white, off-white, navy, gray, black or brown may be worn for every day wear with the dress uniform on Wednesdays on campus only.
- Neutral color leather dress shoes are acceptable any time but are required for special occasion dress uniform days.

Accessories:

- Bracelets, earrings, and other accessories must be in keeping with the style of the uniform and should not detract from the uniform or distract student(s).

Please mark all school items with the child’s name.

Tag Day:

Tag Day attire is non-uniform, but acceptable “nice school clothing”, (i.e. standard looking clothing which is in good repair and fits the stature of the student). Lengths of skirts/dresses and shorts must be in keeping with the length of comparable uniform items. Tag Day is the last Wednesday in the month. Students must contribute 50 cents to the Student Council community service projects to be in non-uniform dress for the day.

Dress Code Enforcement

Teachers will compliment appropriateness and redirect inappropriateness.

Kindergarten: Parents are notified by the teachers.

Grades 1 - 4: A third and any successive warning will result in the loss of one recess.

Grades 5 - 8: A third and any successive warning will result in a discipline class. Students may also need to wear dress uniform as instructed by the Academic Dean.

The Academic Dean will make the final determination of any questionable attire referred to them 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. **Do not pass other cars in the line.** Please pull as far forward as possible in the drop-off/pick-up zone. Many cars may load and unload at a time, so pull forward to the Middle School side of the building. Do not cross the solid white line.

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

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

ARRIVAL and DISMISSAL

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

The back of campus is pedestrian only from 8:30 am until 3:10 pm and will be blocked from traffic following morning drop-off. No cars should be in carpool line prior to the cones being removed. If parents arrive before the cones are removed, they are directed to park in the front parking lot until they can rejoin the carpool line. At no time should CA parents cars block or impede traffic on Steamboat Road or Route 200.

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.

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.

ABSENTEE POLICY

The school calendar allows for significant breaks and vacations. Parents are discouraged from planning vacations or student absences during days when school is in session. Adequate classroom time is critical to student learning and successful academic achievement. Absences place a burden on students and teachers. Students may not be able to make up work missed due to unexcused absences. Excused absences include illness, doctor's visits and other appointments that must be scheduled during school hours. Parents are to call 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 8th 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, the student must bring a note from home to the homeroom/classroom teacher stating with whom the student is leaving. This includes departures from off campus events.

MEDICATIONS, FORMS and ILLNESS

All medication must be brought to the school office in the original container with instructions, and parental permission, and will be administered from the office. 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. An Emergency Medical and Permission Form signed by a parent must be on file in the office before attending school. **All rising 6th graders will need a dose of Tdap (tetanus, diphtheria, and pertussis) vaccine before attending school.** Parents of students who become ill at school and have a fever will be called to pick up their child. Students should never come to school with a fever.

SCHOOL CLOSINGS

Radio stations WKWI (101.7 FM), WNNT (100.9 FM), WRAR (105.5 FM) and WCVE (88.9 FM) will announce school closings for inclement weather. In addition, the website and WTVR TV 6, WRIC TV 8, WAVY TV 10 and WWBT TV 12 will air closings. Other unexpected closings will be announced on these radio stations and by way of the class phone trees. **Please check the school website for the most up-to-the-moment changes.**

GUIDELINES FOR EFFECTIVE PARENT INVOLVEMENT IN THE CLASSROOM

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

1. The classroom teacher may invite parent participation when input will enhance or reinforce the Chesapeake Academy curriculum.
2. Teachers will outline for parents the curricular goals of the planned activity, event, or trip and explain the nature of the participation involved.
3. Parents involved in classroom or field trip activities must arrive on time prepared as planned, willing to abide by teacher guidelines, and unaccompanied by other children or adults. Focus on the children engaged in the activity is essential. Try volunteering for a trip in which your child is not a participant.
4. Parents should communicate to the teacher early in the year regarding activities with which they would like to assist.

5. The homeroom parent's responsibilities in the classroom are determined by the homeroom teacher and will be outlined at the beginning of the year.
6. Visits to your child's class are welcomed and encouraged, although drop-ins can be disruptive. Please let the teacher know in advance that you wish to visit and arrange a mutually convenient time.
7. Birthday celebrations in the classroom must be discussed with the classroom teacher well in advance. The teacher will require that these parties be presented in a uniform format to avoid unintended and uncomfortable comparisons.
8. Invitations for parties off campus may not be distributed at school. This causes undue disruption to the academic day. It is important to reinforce the school's code of conduct which stresses inclusion. The Academy expects all same gender students in a class, activity, or interest group to be invited to parties.

LUNCH

Kindergarten, Lower and Middle School students bring lunch daily.

Students enrolled in Early Childhood Extended Day bring lunch daily and eat in the extended day classroom. Students should pack utensils and paper products for their own lunch, as the school does not provide these. Microwaves are available for student use; however, foods should not need more than 2-3 minutes in the microwave in consideration of others.

SNACK TIME

All students are asked to bring a 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.

LOST and FOUND

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

MONEY and VALUABLES

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

SECURITY PROCEDURES

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

TELEPHONE USE AND PERSONAL ELECTRONICS

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

Students who bring cell phones or personal electronics must leave them in the off position in their lockers or backpacks outside the classroom. Cell phones or personal electronics that are used during school hours will be confiscated. 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. 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 with internet access for student classroom work. Middle School students must sign the Acceptable Use Policy, pledging their commitment to use the resources provided for academic work. Please review the AUP with your child. Teachers provide instruction and guidance on the use of technology as well as reasonable levels of supervision of students using computers. Students who violate the terms of the AUP will have their privileges to use computers at Chesapeake Academy revoked for a period of time. In addition, violation of the AUP may be considered an honor code violation. Repeated violations will result in computer access denied for the school year.

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.

Chesapeake Academy requires parental approval for posting of a photo or likeness of a student on our website or other materials. We strongly encourage parents and students who wish to post photos of CA students on their own social networking sites or blogs to ask permission from the parent of the student. **We are committed to protecting our students and ask for cooperation from our parent community.**

EMAIL

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

ACADEMIC PROGRAMS

Chesapeake Academy offers both a sequential curriculum and grading system that expose the students to appropriate levels of skill development and evaluation. From the half day Early Childhood Division (Pre-K 3&4), to the unit classes of the Kindergarten through three, to the Bridge to the Middle School and Middle School departmentalizing (grades five through eight), the program is designed to offer the students a broad-based liberal arts education that will meet the Academy's mission.

EARLY CHILDHOOD

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

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

All Early Childhood students have access to the Library, participate in music and art projects, school performances, art show and physical activities. Kindergarteners will begin Spanish.

EXTENDED DAY PROGRAM

The Extended Day Program is for students enrolled in Pre-K 3&4 through 4th 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 is available from 3:15-5:30 and is a structured study hall.

GRADES ONE THROUGH EIGHT

All students in grades K-8 attend classes in art, music, physical education and foreign language. Students in K-6 also have scheduled library time. Grades are based on effort and participation.

GRADES 1 – 3

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

GRADE 4

Language Arts, Mathematics, Science, Ancient World History

GRADE 5

Language Arts, Mathematics, General Science, Intro to Geography

GRADE 6

Literature, Math 1, General Science, Advanced Geography and World History, Latin, Writer's Workshop

GRADE 7

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

8th Grade

Literature, Writer's Workshop, Spanish 1B, Algebra 1, Physical Science, U. S. History (2011-2012) Economics, Government and Global Relations (2012-2013)

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 Art Show. 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.

LIBRARY

The James Library is open from 8:15 am to 4:00 pm, Monday through Friday. Students in Kindergarten through grade five 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. No

fines are imposed. 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.

MUSIC

Grades 3-4 have recorder class in addition to music. Grades 6, 7, and 8 have Tone Chimes instruction. Private instrumental music lessons may be arranged on campus after school. For more information on these programs, contact Mrs. Somers at 804-438-5575.

PHYSICAL EDUCATION

Students in grades Pre-K 3&4 3&4 through 8th Grade participate in PE and Middle School students also receive instruction in Health. 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. Grade 5 and 6 take major tests which count one-tenth of the marking period grade. 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.

BOOKS

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 8th 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
U	Unsatisfactory progress

In addition to letter grades documenting progress, report cards also indicate a skill level for Math and Language Arts (Literature and Writer's Workshop, grades 6-8). The skill level reflects student progress measured against grade level benchmark standards for objectives covered through the end of the marking period.

Math and Language Arts Skill Levels

- 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.

Conduct and work habits in Lower School and Middle School are also evaluated on a 4 point scale.

Conduct and Work Habits

- 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

HONOR LISTS

Academic recognition for students in grades 4 through 8 takes two forms each marking period. All core subjects are included in the following:

Head of School’s List is earned each term by those students who have earned no grade below a B- and have a grade average of 10.0, based on a twelve point scale with no conduct or work habit grades lower than 3.

Honor Roll is earned each term by those students who have earned a grade average of 7.0 on a 12 point scale. In addition, HR students have earned no more than one C+ grade with no grades lower than a C+. HR students must earn 2’s or higher on conduct or work habits. Honors status for the first and second semesters may be earned by a student even

if that student has not been on an honors list each previous marking period.

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

The Lower School faculty is responsible for promoting and explaining the Honor Code to their students, and handling all infractions. While Lower School students are not required to sign the Honor Pledge,

developing a strong understanding of the Honor Code is an integral part of their school experience.

PARENT-TEACHER PARTNERSHIP

Parents and teachers are required to meet at least twice each year to build the adult partnership to ensure student growth and development and parents can make appointments anytime to discuss a child's progress. To stay current, afternoon conferences the week following the issuance of Interim Reports are recommended. Please call the Secretary to arrange all appointments with teachers. Scheduled partnership days are: October 4-6, 2010; January 31-February 2, 2012 for all divisions. Meetings are to be scheduled between 3:30 -7:00 pm.

SERVICES AVAILABLE TO PARENTS

Chesapeake Academy maintains a list of resource professionals for educational, psychological or neurological evaluations. A list of outside tutors for students who need additional help is also available. Mrs. Keesee and Mrs. Antonio will be glad to discuss these options with you and make recommendations.

The Director of Admissions also maintains a set of brochures and videos on independent high schools in several states for parents to borrow when making decisions on secondary education. Mrs. Cook and Mrs. Keesee will assist parents with the secondary school application process, and ensure that recommendations and transcripts are sent in a timely manner. They are available to discuss appropriate school choices with parents and students.

Parents needing recommendations for independent school admission applications or high school course placement should submit forms to the Academic Dean.

REPORT CARDS

Report cards for grades Pre-K 3&4 through eight are issued the week following each marking period. Look for them November 4, January 31-February 2 (Parent Partnership), March 23, and June 8. Students will receive the report upon dismissal in November and March. Parents will

be given the February report during Parent Partnership. The end of the year report will be mailed. Parents are asked to review the report cards and comments carefully, reply to the Academy, and contact the appropriate teacher or schedule a conference through the Secretary.

STUDENT RECORDS

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

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

HOMEWORK

Homework assignments and class announcements are posted as assigned on the class blog (the link is located on www.chesapeakeacademy.org). Lower School students have homework folders. Students and parents should use the website information as confirmation of an assignment or as a back up. Internet access is not always reliable, so students should keep their daily calendar or homework folder current.

Why do homework?

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

How should parents help with homework?

Homework is for students. As a diagnostic tool, it is difficult for teachers to figure out what a student is understanding and not understanding if parents assist the student beyond what the student can

do on his own. Of course, parents are excellent study partners when students need to review material.

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

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

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

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

What should my Lower School child expect from homework?

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

What should my Middle School child expect from homework?

- Students will not have more than 2 assessments requiring preparation outside of class on any given day (test, quiz or project all are considered assessments requiring outside preparation).
- Teachers will not assign tests to be given on the day after an away athletic contest. However, projects that have had a lengthy lead time may be due on those days. In addition, routine assessments such as weekly vocabulary quizzes may be on days following athletic contests.
- Each teacher will plan a homework "freebie night" into his/her weekly instructional plan for each subject to allow students to focus on other assignments or activities. This may include the opportunity to get a portion of a homework assignment done in class if students use their time productively
- Teachers will work to assign homework sets when appropriate several days in advance so students can plan homework time around other individual or family activities.
- When appropriate, teachers will offer choice about the homework strategies to allow students to choose the homework type that best suits their own learning preferences.
- When students are working on a class project requiring preparation outside of class, that subject teacher will reduce the amount of non-project homework to allow for thoughtful project work.

What should the teacher expect from my Middle School child?

- Students will take opportunities in the classroom and after school to get clarification and help with homework.
- Students will be honest with parents and teachers about the level of difficulty of a homework assignment and will follow procedures to get additional help.
- Students will use the modifications in homework type and amount to work productively to achieve the level of success that

they are able to.

We encourage you to use your child's calendar, log onto the class website, or e-mail teachers to communicate regarding homework.

MIDDLE SCHOOL ADVISORY PROGRAM

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

The advisory program aims to:

- create opportunities for students to discover what is unique about themselves and about others so that they can better appreciate and respect people in the community and the world.
- help students understand themselves as learners, coping with academic concerns and setting goals.
- create meaningful opportunities for students to contribute to Chesapeake Academy and the community, celebrating those achievements.
- promote responsible choices through discussion and activities.
- develop effective communication skills.
- create meaningful opportunities for students to engage in shared decision making in ways that build self-esteem, increase responsibility, and cultivate personal integrity.
- cultivate healthy, positive relationships through the use of group membership and dynamics.

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

5th – transition

6th – friendship

7th – self discovery and identity

8th – leadership and community

Advisors meet with parents for Parent Partnership Days in the fall and winter and maintain regular contact with parents regarding successes 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 **Head of School's Award** is awarded for achieving the highest grade point average in 8th Grade.

The **Salutatorian Award** is awarded for achieving the second highest academic average in 8th Grade.

The **Schroeder Cup** was 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.

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

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

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

The **Sandbox Award** is given for attending Chesapeake Academy continually from two-day preschool through 8th Grade.

The **J. E. Bouis Athletic Award** and the **Pamela I. Herrell Athletic Award** are given to 8th Grade boy and girl, respectively, for outstanding athletic accomplishment.

Attendance awards are given to students who have missed no more than two days. Three “tardies” are equivalent to one absence. The attendance awards are sent home with the end of the year grades.

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

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

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

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

ATHLETIC PARTICIPATION

ATHLETIC PHILOSOPHY

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

- **SOCIAL RESPONSIBILITY**
The value of dedication and commitment to a team.
The importance of positive interaction with teammates, coaches, and other teams.
- **HONOR AND CHARACTER**
The appropriate response in both victory and defeat.
The value of sportsmanship.
The value of understanding the nature of competition.
- **PHYSICAL WELL-BEING**
Student athletes are provided the opportunity to understand the importance of exercise and physical exertion to achieve physical well-being and a healthy lifestyle.
The value of physical activity and hard work.
- **STUDENT TO MAKE THE BEST OF HIM OR HERSELF**
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.

ATHLETIC OFFERINGS

Fall	JV Soccer Varsity Soccer Varsity Golf
Winter	JV Basketball JV Volleyball Varsity Basketball Varsity Volleyball
Spring	JV Tennis Varsity Tennis Varsity Track

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 3:45pm 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 game that day. 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

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. Junior Varsity teams may be comprised of students in 5th-8th grade.

Roster limitation may occur at the Junior Varsity level. Selection is based on skill level. If a 6th, 7th, or 8th grader and a 5th grader are of equal skill level, the upperclassman may then be given priority, assuming his or her attitude and effort are appropriate for the Junior Varsity 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. Varsity teams are not selected on class basis.

EXPECTATIONS OF ATHLETES

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

- Attend all practices and games.
- Be punctual and prepared for all practices and games.
- Inform the Coach that day if a student will miss a practice or game.
- Maintain a high priority on academic achievement.

- Desire to improve skills and knowledge of the sport.
- Be willing to work hard and be attentive in practice.
- Take responsibility for all equipment and uniforms.
- Turn in one's medical form (physical) at the beginning of the year.
- Represent oneself, the team, the school and family in a dignified and sportsmanlike manner.
- **Dress code expectations:** Athletes will keep hair in styles that contribute to optimal performance and participation. Boys' hair should be above the eyebrows, collar and earlobes. Girls' hair should be pulled back off the face and neck.

ATHLETIC BANQUET

Athletes are recognized at the Athletic Banquet held at the end of the school year. Athletes are required to wear their school Dress Uniform.

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 DAYS

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

TRANSPORTATION TO AND FROM GAMES

Students are to ride with their team to away games. Once the game is over parents may choose to take the student home. They must first sign the student out with Coach Walker 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

Students whose application, including test results, interview, prior academic record, and recommendations, indicate that they can succeed within the framework and curriculum of Chesapeake Academy are accepted. Parents may call, write, or come by the school office to receive an application and information about Chesapeake Academy. Admission to Pre-K 3&4 through 8th Grade requires a personal interview and on-site assessment with the Director of Admission. Applicants are encouraged to visit for all or part of a day.

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

ENROLLMENT

Enrollment status is based upon parent acceptance of the offer of admission and satisfactory financial arrangements. Mid-year enrollment agreements are paid (prorated) in full before a child's attendance, including a \$300.00 mid-year fee.

RE-ENROLLMENT

Parents of currently enrolled students may re-enroll their child upon receipt of the **2012-2013** enrollment agreement in February. The Academy's offer of this contract indicates that the child is succeeding within our framework and curriculum, and that upon satisfactory completion of the current school year the child will be admitted to the next grade. Enrollment agreements are to be secured with a non-refundable tuition deposit by **FEBRUARY 27, 2012**. Re-enrollment is conditional pending satisfaction of the financial agreement. Tuition will be due in full according to the re-enrollment agreement for the **2012-2013** school year.

TUITION 2011-2012

	Tuition
Pre-K 3&4 3&4 5-Day Program	\$5,590
Kindergarten	\$9,425
Grades 1 - 4	\$9,425
Grades 5 - 8	\$9,960

**Each child who enrolls receives a significant financial grant from the charitable contributions the Academy raises through fundraisers and the Annual Fund. This Annual Giving is essential for the Academy to operate on a balanced budget. Participation from each family is encouraged. Charitable donations help the school keep annual tuition increases reasonable.*

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

Chesapeake Academy does not accept gifts in lieu of tuition or other charges. The school does not make payment for services rendered by tuition credit or reduction of tuition. In order for Chesapeake Academy to continue to be financially secure, all families are expected to honor their commitments by making tuition payments on time to avoid collection work and late charges of \$50.00 per month.

FINANCIAL ASSISTANCE

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

PLEASE NOTE: To Meet the **March deadline**, the Parent Financial Statement (PFS) must be sent to the School and Student Services (SSS) in Princeton, NJ by **FEBRUARY 22, 2012**. The Chesapeake Academy Financial Assistance Application and personal tax forms (W-2's. etc.) should arrive **no later than FEBRUARY 27, 2012** to the Admissions Office at the Academy.

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

ACADEMIC CREDIT for MID-YEAR ENROLLMENT

Students who enroll in Chesapeake Academy during the school year will be assessed by the teacher(s) and the Division Head 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 Division Head will determine how much the exams will count toward the semester grade.

SUMMER TUTORIAL

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

BUSINESS OFFICE

The Business Office handles all accounts receivable and accounts payable. Questions regarding billing and credits are to be directed there. Personal or business checks are preferred as the method of payment as we discourage cash. We can accept credit cards. We ask that you comply with timely requests for payment on payment plans.

DEVELOPMENT

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

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

The Auction, a silent and live dinner auction, is Chesapeake Academy's major fundraising event and is scheduled for May 5th.

The “Community Oyster Roast” is scheduled for October 15th.

Major Gifts provide funding for specific needs that cannot be met through the operating budget, such as capital improvements to facilities and grounds or endowment growth. **Planned gifts** and **bequests** benefit the school's endowment.

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

PUBLICATIONS

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

CHESAPEAKE ACADEMY 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