



LYNNHAVEN
ACADEMY

Parent & Student Handbook
2020-2021

TABLE OF CONTENTS

Contact Information.....	2
Governance.....	3
Philosophy.....	3
Mission & Vision.....	3
Administrative Policy.....	4
Health and Safety Policy.....	10
Academic Policy.....	16
Code of Conduct.....	23
Technology Acceptable Use Policy.....	38
Curriculum.....	45
Course Catalogue.....	51
Acknowledgement of Review and Understanding Form.....	56
Appendix.....	60

CONTACT INFORMATION

1000 Westover Hills BLVD
Richmond, Virginia 23225

Main Office Phone: 804-750-2300
Fax: 804-750-2301

PURPOSE OF HANDBOOK

This handbook provides an overview of the Lynnhaven Academy program and describes the expectations for the behavior and conduct for our students. This handbook may be updated from time to time at the discretion of the Lynnhaven Academy administration. Should you have any questions regarding the information contained in the handbook or if the handbook does not address your concern, please contact Johnathan Harris.

GOVERNANCE

The school’s Board of Trustees govern the school by setting the school’s mission, vision, philosophy, and policies, by providing for the resources of the school, and by employing the Head of School to carry out the school’s program. The Head of School employs all other faculty and staff members and establishes specific procedures to achieve the school’s mission. The Core Leadership Staff consists of the following persons:

- Head of School.....Johnathan Harris
- Deputy Head of SchoolCasey Hitchcock
- Director of Admissions.....Stephanie White
- Dean of Upper School..... Bernadett Carter
- Dean of Middle School..... Israel Melendez

MISSION

Lynnhaven Academy provides an independent and creative learning environment built on principles of excellence and compassion. Within an inclusive and globally aware learning community, we foster self-reliance, integrity, social responsibility, and humor, inspiring our students to discover within themselves the courage to achieve their personal best.

VISION

All Lynnhaven Academy students will achieve personal success in their learning and become responsible and productive citizens.

PHILOSOPHY

At Lynnhaven Academy we believe a small, hands on learning environment is the key to offering instruction that is personal, engaging, and effective preparing students to be lifelong learners. We strive to meet students where they are socially, emotionally, and academically because we understand that education is a process that must be cultivated.

Lynnhaven cultivates learning by addressing seven core areas: critical thinking, curiosity, creativity, connection, collaboration, communication, and civic responsibility. We have found that our students’ appetite for learning increases and they pay more attention to detail when given the opportunity to engage with material in meaningful ways. By addressing each area of learning we intentionally teach our students to understand themselves, each other, and the world.

SCHOOL VALUES

- RESPECT
- TRUST
- RESPONSIBILITY
- FAIRNESS
- INTEGRITY

ADMINISTRATIVE POLICIES

HOURS OF OPERATION/ SUPERVISION

Blue Group

School supervision begins at 7:45 a.m. Lynnhaven is not responsible for students prior to 7:45 am unless there is a school sanctioned event. First period starts at 8:00 a.m., and the school day ends with dismissal at 1:55 p.m. Students must be picked up by 2:10pm unless participating in a school sanctioned event or activity. Lynnhaven offers an after school program for students Monday through Friday. Students must be picked up by 4:00 pm.

Gold Group

School supervision begins at 8:05 a.m. Lynnhaven is not responsible for students prior to 8:05 am unless there is a school sanctioned event. First period starts at 8:20 a.m., and the school day ends with dismissal at 2:15 p.m. Students must be picked up by 2:30pm unless participating in a school sanctioned event or activity. Lynnhaven offers an after school program for students Monday through Friday. Students must be picked up by 4:00 pm. Parents are encouraged to stay up to date with activities and events by viewing the website parent portal, calendar, and staying in regular communication with the school.

All Groups

Once a student leaves the school grounds with parents, guardians or transporter, he or she is no longer under the supervision of the school; however, we encourage students to come back for school-sponsored events. Students are not allowed to leave school grounds during the school day, when waiting to be picked up, or when waiting for an after-school event, without permission or supervision. If a student is waiting for a school sponsored event without permission, they will be sent to the after school program. If a student needs to remain on campus after school, their location must be accounted for with the After School Coordinator.

2020-2021 BELL SCHEDULE

Blue Group

1st Period	8:00 - 9:40
2nd Period:	9:45 - 11:25
LUNCH	11:30 - 12:05
3rd Period	12:10 - 1:50
Dismissal	1:55

Gold Group

1st Period	8:20 - 10:00
2nd Period	10:05 - 11:45
LUNCH	11:50 - 12:25
3rd Period	12:30 - 2:10
Dismissal	2:15

Connected Learning

1st Period	9:00 - 9:45
2nd Period	10:15 - 11:00
3rd Period	12:30 - 1:15

Inclement Weather Delays

In the event of inclement weather that does NOT result in closing school, Lynnhaven Academy will announce a 2nd Period start time and the school day will begin at the beginning of each assigned groups 2nd period.

Delays will be communicated as detailed in the Weather-Related Changes of Schedule on page 6 of the handbook.

ABSENCES & TARDIES

It is expected that students come to school every day. The scope of our instruction requires daily attendance. When students miss school, or arrive late, it disrupts their own learning, and the learning of others. We utilize collaboration and a level of academic spontaneity that cannot be reproduced for a student who is late or absent. Students are responsible for getting their missed work, not the parent.

An *excused absence* is one due to a medical illness or one that has been excused by the Head of School or designee. Except for absences due to medical illness, permission for an excused absence must be requested four weeks in advance. A student whose absence has been excused by the school is entitled to make up tests and quizzes on the first day of their return. Students will be given equal time to days missed to complete missed class and homework assignments. Faculty will not provide assignments to students to be graded upon their return to school ahead of time for a family related absence due to non- illness, or cover instruction missed as a result of an extended family vacation or related function, i.e. sporting events for siblings, graduation, prom, etc..

Excused absence example:

- Illness (absences exceeding three days require a physician statement)
- Medical/Dental appointments (we highly encourage you to make these appointments outside of school hours).
- Serious family emergency, i.e. funeral
- School sanctioned team events
- Family vacations, not to exceed four days, that have been pre-approved by the Head of School four weeks in advance

An *unexcused absence* is one that has not been excused by the Head of School or designee. Students who miss school for an unexcused absence will not be permitted to make up any assignments, quizzes or tests.

Unexcused absence example:

- Oversleeping/alarm failure
- Leaving school during the regular school day without approval of the Head of School or designee for non-emergency situations.
- Employment/job interview
- Drivers Education
- Family vacations that have not been pre-approved
- Car trouble
- Missing your ride
- Needing sleep or rest

After three unexcused absences students/parents/guardians will receive a letter from the Head of School. It is the school's policy, if a student misses more than 10 days of class meeting times, whether excused or unexcused, they will not receive credit for the course(s) and must retake the class. The Head of School will make special exceptions in cases related to COVID-19 shall a

student exceed the 10 day threshold. The Head of School will work with the family to find alternatives if the student approaches the 10 day threshold, as a preventative measure.

Parents are encouraged to review the school calendar in advance for planned absences. Professional Development days are an optimal time to schedule appointments. Requests for early dismissal or late arrival should be made in writing to the main office and in advance of the scheduled absence. The student is responsible for obtaining notes and assignments and for making up all work missed during their excused absence.

LATE ARRIVALS & EARLY DISMISSALS

Families are expected to make all reasonable efforts to assure that students arrive at school prior to the first period. Students are considered late after the 1st period begins. **Parents must follow the COVID-19 protocol outlined in the COVID-19 School Return Plan if arriving past 8:20 am.** For every five (5) late arrivals or early dismissals, a students' absence allowance will be reduced by one (1) day. Requests for early dismissal or late arrival should be in writing and in advance of the scheduled absence and emailed to the main office. Students are not entitled to make up quizzes or in class assignments for late arrivals to school or early dismissals. The student shall be responsible for initiating and making up all work missed as a result of an excused early dismissal or excused late arrival. All work missed must be turned in the day of their early dismissal or arrival, in accordance with the work due dates.

Normal Arrival & Drop Off Procedures

Lynnhaven has instituted new procedures for student drop off in the morning effective August 24, 2020. In an effort to mitigate the potential spread of COVID-19, the following procedures will put in place prior to entering the school:

- The Daily Health Screening must be completed as indicated in the policy for infectious and contagious diseases
- Upon a clear Daily Health Screening, the student must sanitize their hands at the designated sanitation station in the parking lot, prior to going into the building.
- Students will be required to wear a face covering upon sanitizing hands.
- **Refusal of all of these procedures will result in denial of school entry.**

Late Arrival Drop Off Procedures

- Parents must call the school at 750-2300 upon arriving after 8:30 a.m. so a member of the COVID Task Force can conduct the Normal Drop Off and Check In Procedures for their student.
- Parents must not drop off students and drive away as they must answer the screening questions on behalf of their student.

Early Pick Up Procedures

- Parents who wish to pick their student up early must park and call the school for their dismissal. It will be helpful if parents call ahead so that we can allocate staff to send them down to your vehicle.
- Parents are NOT permitted to enter the school simply for pick up.
- Parents are not required to physically sign students out in the main office.

Last Updated 8/1/2020

Normal Pick Up Procedures:

Lynnhaven has staggered dismissal procedures based on the students group. Please read the procedures based on the child's group.

The Blue Group gets picked up between 1:55 - 2:10pm. Parents must pick up their child in the pick up line in the main parking lot. Students will be called down by walkie talkie, one by one.

The Gold Group gets picked up between 2:15 - 2:30pm. Parents must pick up their child in the pick up line in the main parking lot. Students will be called down by walkie talkie, one by one.

Late Pick Up Procedures:

Students who are not picked up by 2:10 or 2:30 must report to After-School Care. Upon arrival, the parent must call the school and their student will be sent down to the vehicle. All students must be picked up no later than 4pm.

After School Care:

Lynnhaven is making strong efforts to mitigate the potential spread of COVID-19 and other infectious diseases. We understand that things come up from time to time and parents are unable to pick up at the normal pick up time; or a parent's work schedule makes it difficult to pick up their child at the designated time. It's important that we abide by the guidelines set for by the Governor and the Virginia Department of Education by reducing or canceling after school activities. After School Care is a staff supervised and socially distanced space for students to remain until they are picked up. Parents must contact the school 750-2300 prior to the end of the school day if their student will be utilizing After School Care. Students must report to the After-School Care Room until it's time for them to be picked up. We will permit students to stay after school until 4:00pm. Students not picked by 4pm will incur a fee of \$10 for every 10 minutes late.

WEATHER- RELATED CHANGES OF SCHEDULE

In the event of a weather- related change in the schedule, the school will activate our notification system, communicating via telephone voice mail, text alert, and/or email to share information. In addition, the school announces emergency closings or late openings due to weather or other conditions on its website and local news outlets. Lynnhaven Academy does not follow the closing patterns of other schools in the City of Richmond. Decisions to close school, open late, or dismiss early are made by the Leadership Team in accordance with the school crisis management and safety policies.

Weather conditions are sometimes variable over the greater metropolitan area. Although the school may remain open at times of inclement weather, parents may decide at any time that conditions are sufficiently poor enough for them to keep their child at home, come later, or leave early. The school will work cooperatively with parents at these times for the students' safety.

DRESS CODE

Lynnhaven embraces creativity and unique style as they relate to clothing. We expect all students to convey a sense of respect for themselves, for others, for the school, and for the serious academic endeavor in which we all are engaged. Students' dress and presentation should reflect personal and school standards of cleanliness, neatness, and respect. There will be times when formal or semi-formal attire will be required for school sponsored events such as graduation, spring

Last Updated 8/1/2020

formal, career day, field trips, and any special day the school designates. Advanced notices about such events will be communicated to the student and parent.

The school reserves the right to deny attendance or entry to any event if the appropriate attire is not followed. Any clothing or personal appearance that is disrespectful or detracts from our purpose for being at school is not acceptable.

Students may not wear the following items unless otherwise stated:

1. Hoods, hats, or head coverings of any kind inside school buildings during regular school hours, unless required for religious or medical reasons
2. No head coverings unless for religious purposes
3. Sunglasses, unless prescribed by a physician
4. Headphones, unless an accommodation approved by the Lynnhaven Student Success Team.
5. Dresses, skirts, shorts, athletic shorts, and other similar clothing with a length that does not reach the tip of the middle finger when hands placed at the sides, while standing (arms straight with palms flat).
6. Leggings, yoga pants, tights, or similar apparel worn as an outer garment are not permitted.
7. Messages on clothing, chains, jewelry, and personal belongings that pertain or may suggest to drugs, alcohol, tobacco, sex, gangs, vulgarity, or that could cause a substantial disruption to the learning environment.
8. Spiked jewelry, chains, and items which could cause student injury.
9. Beachwear (which includes bathing suits and trunks) and sleepwear.
10. Clothing that reveals undergarments.
11. Torn, ripped, or slashed clothing that reveals skin and or undergarments.
12. Clothing that reveals the midriff while sitting or standing.
13. Clothing that is see-through, revealing, or resembles undergarments.
14. Tube tops, halter-tops, halter-top dresses, strapless dresses or tops or dresses with spaghetti straps (tops must be at least two inches wide at the shoulder).
15. High heels (except for special occasions. Students must have a change of shoes at school)

The Head of School or designee has the final authority in what constitutes appropriate dress. Exceptions are allowed for medical and religious reasons. Students who are in violation of the Dress Code will be asked to remedy the situation. Depending on the nature of the violation, students may be asked to:

- Change into more appropriate clothing
- Call home to have more appropriate clothing brought to school

STUDENT ACCOUNTS

The Deputy Head of School is responsible for accurate assessment of charges to students' accounts, timely issuance of billing statements and processing of payments to Lynnhaven Academy for charges assessed to students' accounts. Parents and individuals authorized to access student account information may contact Casey Hitchcock by phone at 804.750.2300 or by email at chitchcock@lynnhavenacademy.org

FACTS

FACTS Tuition Management is a billing system that collects all tuition and itemized fees in the form of a household portfolio. Lynnhaven families have real-time access to this information 24/7 at <https://factsmgt.com/>

LUNCH AND SNACKS

Lynnhaven does not have a lunch program. Students are responsible for bringing their lunch. It is not the school's responsibility to provide lunch for students who forget it. The school will call the parent if the student forgets their lunch. Parents may not have lunch delivered to the school, i.e. Papa Johns or Jimmy Johns. **No utensils or microwaves will be provided. All lunch or snack debris must be taken home by the student. Students may NOT share food or drinks.**

No-Spill water bottles are allowed and encouraged during class. Drinks other than water are not permitted in the classrooms, but may be brought for lunch.

PERMISSIONS/COSTS FOR TRIPS & STUDENT ACTIVITIES

At the beginning of the school year, parents sign medical releases and general forms. At various times during the year, the school will ask for signed permission slips for field trips. The permission slips usually involve special circumstances such as changes in school schedule or notification of additional costs to be billed through the students account in FACTS or other means.

RECORDS REVIEW

Parents and legal guardians of a student enrolled at Lynnhaven Academy may have copies of their educational records of their child, which includes transcripts, report cards, discipline referrals, and enrollment documents, provided their account is in good financial standing. Electronic correspondences between faculty, staff, parents, and individuals who are involved with the school are not subject to a records review, nor will copies be provided. Lynnhaven Academy charges a fee of \$.25 per page for copies of educational records. The request must be made in writing using **FORM A** of the Appendix and given to the Head of School or designee. Once approved the records requested will be made available within 15 business days. Any persons with rightful access to these records may arrange to see them by appointment with the Head of School or designee. The presence of the Head of School or designee during the records review provides an opportunity for discussion of any questions regarding the records and for the school to become more aware of any concerns the parents or guardians might have about the child's progress. Parents or individuals with rightful access to records may not take pictures of documents during the review.

RELEASE OF RECORDS

Transcripts and other school records may be sent to other schools, colleges, or agencies upon receipt of written authorization signed by the parent or guardian. Requests for letters of recommendation for enrollment in programs other than Lynnhaven will be sent directly to the organization listed on the form and will not be given to the recipient or parent/guardian. It is Lynnhaven's policy to not share a letter of recommendation on behalf of the student to the parent, unless the parent waives this right, by indicating on the recommendation form. Release forms should specify exactly what records are to be released and a specific name and address for the recipient. A release form may be obtained from the school office and should be signed and returned to the school office for processing. Student accounts, including tuition and incidentals must be in good financial standing for such records to be released.

STUDENT DRIVERS

Students who drive to and from school must register their car with the school office and comply with school parking and campus regulations. **Student drivers are required to upload a copy of the vehicle insurance, registration, and copy of driver's license to the appropriate portal on the school website.** Drivers who drive at unsafe speeds, demonstrate poor driving, reckless, or

inconsiderate behavior (such as excessive volume of the stereo) while entering, leaving, or on school grounds will be reported to their parents. Such behavior may also cause the student to lose the right to park their vehicles on school property or receive other consequences issued by the Head of School or designee. All vehicles must have proper inspections and tags per state law. **Student drivers are not permitted to take other students' home or to other destinations without a written waiver and release of liability (FORM B in the Appendix) that is electronically acknowledged via the online form by the parent/guardian, the driver's parents/guardians, and the school.** Phone calls or email permissions will not be accepted, but for emergencies only. Vehicles parked on school property are subject to search in accordance with the Health & Safety Policy outlined in the handbook.

LYNNHAVEN PROVIDED STUDENT TRANSPORTATION

Lynnhaven does not provide transportation for students to and from their homes. Students may be transported on field trips or athletic activities by a Lynnhaven bus or chartered coach. Students are not permitted to be transported in faculty or staff vehicles. **All drivers and passengers must wear PPE at all times while inside the transportation vehicle.** Parents and guardians who may chaperone a field trip, may transport students other than their own, given that both parents/guardians give written permission to the office prior to leaving.

HEALTH & SAFETY POLICY

ACCIDENTS, INJURIES & ILLNESSES

The school keeps signed medical release forms on file in the event of emergencies. If a student becomes ill while at school, she/he will be sent to the designated staff. If it is determined that a student should go home due to illness or injury, the school will communicate with parents. If neither parent or guardian can be reached, the emergency contact will be called. Students who drive to school and who are determined they must go home, will not be permitted to drive themselves home or to their final destination. Students are not permitted to initiate this communication chain. Any accidents or injuries received at school should be reported to the designated staff. In accordance with the school's policy for handling potential blood-borne pathogens, students are not to touch or come in contact with the blood of another person. Teachers are prepared to get help for the injured child and instructed to disinfect an area in which blood has been spilled in an accident. Such instances or emergencies or instances of administration of first aid will be documented and communicated with the parent within a reasonable time. As a courtesy, please inform the school of injuries occurring outside of school.

ALCOHOL & SUBSTANCE ABUSE

In keeping with our concern for the healthy development of our students, we encourage open, confidential communications between parent and child and early identification and prevention of use of illegal substances.

The possession, abuse, or illegal use of drugs or alcohol, or tobacco/vaping/electronic cigarette products on the school premises, events sanctioned by the School, or on school trips is strictly forbidden and places the student's enrollment in jeopardy. Parents and visitors of the school may not smoke, vape, or use tobacco products on campus or on school sponsored events. Law enforcement officials will be called when required by law.

If the school has a reasonable suspicion that a student is using, used, possesses, or has knowledge of a student with alcohol, tobacco or drug use, the Head of School or designee will convey their concerns to the student and to the student's parents. The school may ask for the device(s) if it is reasonably suspected the student has one. The school reserves the right to communicate and formally interview a student in these instances without parent approval. Reasonable suspicion may include noticeable behavioral changes, the perceived smell of such

substances, concerns related to substance abuse as expressed by peers, any unusual behaviors or behavior patterns similar to those typically found in instances of substance abuse. The school considers these proactive communications to be confidential to the extent permitted by law. It is our hope that early communication of concern or possible warning signs could prevent the possibility of more definitive patterns of risk taking, negative behavior, and more severe consequences.

If parents have any concerns about their child's change of behaviors or tendency to take unhealthy risks, they should feel free to discuss their concerns confidentially first with the Head of School. When the parents take the initiative with the school, the school and family can work together on behalf of the young person to prevent and solve problems that either one would have difficulty tackling alone. The school may offer outside counseling for families who may face these issues. Lynnhaven Academy is also a mandated reporter of suspected child abuse or neglect. Please refer to the Code of Conduct for more information.

CONCUSSION PROTOCOL

RETURN TO PLAY: A student who is suspected of sustaining a concussion or brain injury during a practice, a game, or recess class shall be removed from activity immediately, and shall not return to play that same day, and will not begin the process of re-entering activity until evaluated and cleared for activity in writing by a licensed healthcare provider. If a student is suspected of sustaining a concussion, the parent should seek medical evaluation for the child as soon as possible.

RETURN TO LEARN: A student who is suspected of sustaining a concussion or brain injury during a school sponsored activity or outside of school should be evaluated by a licensed healthcare professional who has experience managing concussions for guidance about when it's safe to return to school as well as appropriate levels of cognitive and physical activity throughout the recovery process. Documentation must be provided to the school so that the faculty can work appropriately with the student during the recovery phase.

CONTAGIOUS & INFECTIOUS DISEASE AND SCHOOL ILLNESS

COVID-19 has greatly impacted the entire country. The economic, educational, and social infrastructure has been compromised. The decision was made in March 2020 that Lynnhaven should update the contagious infectious disease policies and procedures because COVID-19. The following policies and procedures will be put into effect beginning July 1, 2020 to help mitigate risk and to abide by CDC guidelines and the guidelines set forth by the Office of the Governor.

These updated policies and procedures will remain in effect until further notice.

SOCIAL AGREEMENT

By agreeing to send students to Lynnhaven and enter into our supervision during the school day the faculty, staff, students, and parents are engaging in a social contract and accepting the liability of in person learning. Though it is identified by the CDC to be a low to moderate risk activity, it is expected that all parents, students, faculty and staff follow the CDC guidelines and be forthcoming with any symptoms of infectious diseases, especially COVID-19. Any student who fails the required Daily Health Screening **MUST** remain at home until the student is cleared of any contagious or infectious stage of illness (including COVID-19) by a qualified health professional.

The main office **MUST** be notified at first indication of illness and documentation **MUST** be provided before the student can return. The school expects the parents to provide for the immediate medical care and supervision of the illness.

CLOSING CAMPUS

Lynnhaven will close the campus immediately to all Faculty, Staff & Students if there is a case of COVID-19 in our community: i.e. a parent of a student, a faculty or staff member, and/or a student contracts the virus. The campus will remain closed to all personnel, students, and visitors for a minimum of 14 days or the remainder of the trimester (whichever is longer). The CLP will launch within 48 hours or 2 instructional days.

REQUIREMENTS PRIOR TO ENTRY

Prior to arriving on campus, parents of students are required to complete the Daily Health Screening. If the student fails the Daily Health Screening, the student **MUST** remain at home. Lynnhaven **WILL** mandate written medical verification that the student is cleared of any contagious or infectious stage of illness before allowing the student to return and/or proof the student is COVID-19 **NEGATIVE**.

WHILE AT SCHOOL

It is our policy that a student will be isolated in the designated space and re-administered the Daily Health Screening if they present with common symptoms consistent with the COVID-19 virus or other infectious/contagious diseases. If a student fails the COVID-19 Screening the COVID-19 Task Force will notify the parents or emergency contact and require them to pick up the student from school within one hour.

COMMON SYMPTOMS

Headache **AND/OR** one other symptom from the list:

1. Fever of 100 degrees
2. Chills
3. Repeated shaking with chills
4. Muscle pain
5. Sore throat
6. New loss of taste or smell
7. Diarrhea
8. Vomiting
9. Cough
10. Shortness of breath or difficulty breathing

Doctors Note - If a student is sent home from school due to failing the Daily Health Screening, Lynnhaven **WILL** mandate written medical verification that the student is cleared of any contagious or infectious stage of illness before allowing the student to return and/or proof the student is COVID-19 **NEGATIVE**.

DAILY HEALTH SCREENING

All persons coming into Lynnhaven Academy **MUST** pass the following screening measures:

1. "Since your last visit here, have you had any of these symptoms that is not attributable to another condition?"

- Cough
- Shortness of breath or difficulty breathing
- Fever of 100 degrees or higher

- Have a headache and/or at least one of these symptoms:
 - Fever
 - Chills
 - Repeated shaking with chills
 - Muscle pain
 - Sore throat
 - New loss of taste or smell
 - Vomiting Diarrhea
2. "Have you been in contact with anyone who is exhibiting any of the above symptoms?"
 3. "Have you visited an area that has exhibited a spike in COVID-19 cases?"
 4. "Have you or an immediate family member tested positive for COVID-19 within the last 14 days?"

If the answer is **YES** to any of these questions, the person will **NOT** be permitted to be in the building.

REQUIREMENTS FOR RE-ENTRY

All persons must be cleared of any contagious or infectious stage of illness before allowing the person to return by a qualified health professional and/or submit proof the person is COVID-19 NEGATIVE.

MISSED ACADEMIC WORK

The school will work closely with the student and the family to help the student keep up with work missed as appropriate to the student's need for rest and recovery and within the limits of what can be accomplished without direct classroom instruction.

CONTRABAND

Weapons, firearms, or explosives, are prohibited on the school premises, on school trips, or school activities. For the safety of our community, the school reserves the right to inspect any school owned property or personal property. Please refer to the Code of Conduct for more information.

CRISIS PREVENTION & SAFETY MANAGEMENT RESPONSES

The school has a Crisis Management and Disaster Response Plan that addresses preparation for and management of potential disruptions to the school's daily functioning. The plan's top priority is to maintain an effective environment for enhancing the well-being of the student, faculty and staff as they pursue their work at the school. The primary objective in a time of crisis is to quickly adjust the school community situation from one of effective appropriate emergency responses to one of relative control, with timely movement toward healing and returning to the learning process.

Among other topics, this plan instructs the faculty, staff, students, campus volunteers, and members of Westover Baptist Church regarding the school's specific responses to various crises. It includes specific procedures and drills for emergency evacuation of the buildings, for a lock-down of the building, response to a dangerous intruder(s), and a drill for seeking emergency shelter from severe storm, tornado, or airborne threat. Students, faculty, and staff practice these drills according to state law in order to prepare for safe and effective responses to an emergency.

HEALTH FORMS

The following health forms may be required for students and are available from the Main Office:

Athletic Participation/Parental Consent/Physical Examination Form

- Students must have a completed annual Physical on file **before** they can participate in athletics.
- Portions of this form need to be completed by the student, parent, and a physician.

Administration of Medication Forms - This form should be completed if:

- The student should take any medication at school (prescription or non-prescription).
- The student should be allowed to carry a prescribed inhaler or epi-pen with his or her belongings or have one available in the first aid station. The prescription to carry the inhaler or epi-pen on the student's person must be clearly stated on the device.
- The student is taking medication at home before leaving in the morning and may need to have a small supply on hand stored in the first aid station in case he or she forgets to take it at home and needs to take it at school.
- You permit the school to dispense some over-the-counter medications to your student as needed.

School Entrance Immunization Certification - This form should be completed:

- Each year as part of the enrollment process.
- If your child is starting the school year as a new student.
- If there have been any changes to the student's vaccine record.

Medical Authorizations - This form should be completed to:

- Provide authorizations in case medical emergency treatment is needed for your student
- Provide the school with additional medical information regarding your student

MEDICATION

Unless otherwise prescribed, any medication (prescribed or "over-the-counter") must be kept in the main office or designated area for dispensing. These medications must be brought to the school office by an adult and accompanied by a signed authorization from a physician that includes specific instructions for administration. Any medication must be in the original container and accompanied by written order from the doctor regarding instructions for dispensing to the student. Under no circumstances will any medication be dispensed without the proper forms. The designated staff will release medications only as prescribed by the doctor or physician. The fact of a standing prescription of any medication should be noted on the annual health form. The school will notify parents when 50% of the medication has been dispensed. This will help the parent get refills in a timely manner, if necessary.

In order to allow a student to carry an inhaler or epi-pen, the parent or guardian and physician must also complete a medical authorization form. If a parent/guardian and physician request that the student not carry these medications, the medications will be kept in the First Aid Station. Even if the student carries these aids as prescribed, an extra inhaler or EpiPen must be supplied by the parent/guardian to be kept in the office in case of emergency.

Any medical condition requiring special attention and/or medications such as: diabetes, epilepsy, severe allergies, etc., should be reported on the annual health form and discussed with the Head of School or designee. Such medical conditions discovered during the school year should also be brought to the attention of the Head of School or designee.

The student is responsible for going to the First Aid Station at the appropriate time to receive the medication. However, the designated personnel will work cooperatively to help students taking daily medication to get into the habit of taking care of this responsibility. Parents who are interested may call the school to check on the student's patterns of coming for such medication.

VIOLENCE AND PREVENTION

Commonwealth of Virginia regulations require Lynnhaven Academy to include a statement of violence prevention policy, to include prevention of self-injurious behavior.

While incidents of student violence at Lynnhaven Academy are extremely rare, the School has nonetheless maintained a variety of measures to, among other reasons, prevent instances of student violence and self-injurious behavior. These include:

- Early intervention through the School's low student-teacher ratio, house advisor system, and school values and philosophy on discipline
- Communication with parents, the advisor, administration, and outside counselor (if applicable) in the event of a student's emerging tendency toward violence
- Faculty supervision at lunch, and after school, and well-defined on- and off-limit areas for students
- Faculty advising and assemblies that offer students positive alternatives to unacceptable behaviors, including violence

If the School becomes aware of a student's potential tendency toward self-harm or harm to other students or staff, the student may not be permitted to attend school without a note from an attending psychologist or qualified mental health professional stating that the student is no longer a threat to self or others. Such knowledge to inflict self harm may be communicated directly by the student, indirectly from the student by way of a peer, written via email or other documentation, or by parent and or family members.

Behavior management techniques are applied in order of their degree of intrusiveness or restrictiveness. The decision to use behavior management techniques of increasing degrees of intrusiveness or restrictiveness will be at the discretion of the Head of School or designee, and only when less intrusive or restrictive techniques have proven ineffective.

Physical restraint or seclusion is allowed only in an emergency situation and only when necessary for a time period to protect the student or others from imminent danger of serious harm, and only after less intrusive interventions have been attempted and have failed to manage that particular behavior, and where there is a substantial explanation for why the other interventions were deemed inadequate or inappropriate. The need for such measures is extremely rare at Lynnhaven Academy. A conduct report will be written as soon as appropriate following an incident involving the use of physical restraint or seclusion.

The use of restraint or seclusion, particularly if there is repeated use for an individual child, multiple uses within the same classroom or office, or multiple uses by the same individual, shall trigger a review and, if appropriate, a revision of behavioral strategies currently in place to address dangerous behavior. Please refer to the Code of Conduct for more information.

PERSONAL PROPERTY

Students should leave valuable personal property not used for instruction at home. Please refer to the Code of Conduct for more information. The school cannot be responsible for keeping clothing or property that is not adequately labeled or for personal property not stored, locked, or carried as suggested. All outerwear and layered clothing should be labeled or initiated for possible return if misplaced. It is not the school's responsibility to label these items. Any items left in lost and found for one week will be discarded to a local charity, i.e. Goodwill.

Last Updated 8/1/2020

SCHOOL PROPERTY

Any breakage or damage to school property, accidental or otherwise, should be reported immediately to the main office. Although occasional accidents are expected in a school setting, vandalism will not be tolerated. Please refer to the Code of Conduct for more information.

ACADEMIC POLICY

GRADING PERIOD

Lynnhaven's academic calendar operates on a trimester grading period.

WEIGHTED GRADES

40% - Summative Assessments: Tests, Projects, Papers, Presentations/Performances

30% - Formative Assessments: Quizzes, Journals

30% - In Class Assignments & Homework

GRADING SCALE

Letter Grade	Start Score	End Score	GPA	Description
A+	98	100	4.3	Denotes excellence. Work that is of an "A+" quality goes beyond the basic requirements of the assignment. It is exceptionally accurate and detailed and displays a deep understanding of the content.
A	94	97	4.0	
A-	90	93	3.7	
B+	87	89	3.3	Reflects a solid understanding of the assignment. "B" quality work is accurate and may have flashes of excellence.
B	84	86	3.0	
B-	80	83	2.7	
C+	77	79	2.3	Work that receives a "C" is good, average quality work based on the student's ability. It displays a basic understanding of the assignment. It meets the requirement but may lack some details or supporting information. Work that is of "C" quality is generally accurate, although it may include small inaccuracies or omissions.
C	74	76	2.0	
C-	70	73	1.7	
D+	68	69	1.3	The grade of "D" indicates that although the student has some understanding of the content he or she has not met all the basic requirements of the assignment. It may also display significant inaccuracies. "D" quality work is below the expected level of mastery and understanding for a student.
D	65	67	1.0	
F	0	64	0.0	Failing work is work that does not meet the basic requirements and demonstrates that the student does not understand key portions of the content. Students met less than 90% of the requirements in the course.

HONOR ROLL

The Honor Roll at the end of each grading period recognizes students who achieve all of the following: no grade below a "B-".

EXTRA CREDIT

Extra credit is not allowed to be entered as a part of a student's academic classroom grade. Extra credit artificially inflates grades, and in doing so, does not accurately measure what a student knows and can do.

SCHOOL SUPPLIES

The school supply list is made available typically by the end of June. Parents are responsible for purchasing supplies and replenishing as needed throughout the year.

TECHNOLOGY REQUIREMENTS

Lynnhaven participates in a 1:1 program wherein each student is issued a laptop at the beginning of the year. This laptop and accompanying accessories are for the students to use at home and at school. Parents of students who are assigned a laptop shall pay a non-refundable annual usage fee. Users will comply at all times with the Lynnhaven Academy Parent and Student Handbook policies. Any failure to comply may result in termination of user rights of possession effective immediately and Lynnhaven Academy may repossess the laptop. Lynnhaven Academy has legal title to the property at all times. The user's right of possession and use is limited to and conditioned upon full and complete compliance with this agreement and the Lynnhaven Academy Parent and Student Handbook policies. If a laptop is damaged, lost, or stolen, the student or parent/guardian should immediately notify the school administration. If a laptop is lost, stolen, or damaged as a result of irresponsible behavior, the parent may be responsible for the full replacement or repair cost. Students who leave Lynnhaven Academy during the school year must return the laptop, along with any other issued accessories, at the time they leave the School. The laptop and all accessories should be returned to the Head of School. Any fees collected as a part of this initiative will not be refunded. If the user does not fully comply with all the terms of this Agreement and the Lynnhaven Academy Parent and Student Handbook, including the timely return of the property, Lynnhaven Academy shall be entitled to declare the user in default. The user's right to use and possession of the property terminates not later than the last day of the school year unless earlier terminated by Lynnhaven Academy or upon withdrawal from Lynnhaven.

HONOR CODE

Lynnhaven Academy embraces an honor code system that is integral to academic success. Lynnhaven values and believes we must show **Respect** for others and the learning process to demonstrate academic honesty. It is essential to have **Trust** in others to act with academic and social honesty as a positive community. Students should demonstrate **Responsibility** in order for them to recognize and demonstrate their best effort to prepare and complete academic tasks. **Fairness** is demonstrated so that every student can experience an academic environment that is free from the injustices caused by any form of intellectual dishonesty. We believe we should have **Integrity** for all members of the school community as demonstrated by a commitment to academic honesty and support.

ACADEMIC HONESTY

Students are expected to act with honesty and integrity in all academic work. Students are taught appropriate techniques for crediting sources and are required to use these at all grade levels. As academic seniority increases, expectations for academic honesty become more stringent.

Plagiarism, cheating or any other form of academic dishonesty will be viewed as a serious offense and

will be subject to an automatic failing grade based on the circumstances. Students suspected of plagiarism or cheating, based on the circumstances, may be expected to provide a successful oral defense of the assignment as well as all rough drafts. In some instances, students will receive a zero for the assignment, or be expected to complete an alternative assignment to meet or surpass the requirements of the original assignment. All Lynnhaven Academy students are educated about the Honor Code. In certain cases, students may be dismissed from Lynnhaven if they continue and knowingly engage in plagiarism, cheating, or other forms of academic dishonesty. The final decision rests with the Academic Leadership Team.

HONOR PLEDGE

Many teachers include the following pledge on examinations, tests or assignments as a reminder of a student's agreement to academic honesty and integrity: *I pledge that I have neither given nor received help on this test or assignment, nor have I seen anyone else do so and that all work is my own.*

HONOR OATH

By signing that you have read and understood the Parent and Student Handbook, you are also accepting the responsibility of the following:

With a clear understanding of all that the Honor Code implies, I pledge that I will uphold the school values in every phase of life at Lynnhaven Academy, and I recognize and accept my responsibility for helping others to live up to those values.

HOMEWORK AND ASSIGNMENTS

The student's homework and class assignments are his/her responsibility. It is a vital component of their academic success. All students will be given homework and class assignments on a regular basis. All assignments will be graded and will count as part of the student's overall average.

STUDENT ATHLETES

Student athletes are expected to complete homework, assignments, and tests at the same deadline and rate as non-student athletes. They must receive no grade lower than a C each grading or marking period to be eligible to play in games. Academically ineligible student athletes may still practice with the team until their grade is updated at the next midterm or marking period. There are no exceptions to extend homework assignments or adjust quizzes or tests, etc. due to games or practices.

TESTS

Lynnhaven faculty administer the end of section exams at the middle and end of each trimester. Lynnhaven will permit senior students to be exempt from third trimester examinations if they have an "A" average in the course. Test retakes are generally not permitted.

QUIZZES

Faculty routinely administer quizzes throughout the marking period. The number of quizzes given during the marking period is at the discretion of the teacher. It is the school's policy that students are not permitted to retake quizzes.

LATE ASSIGNMENTS

Students will receive a grade of "0" for any late assignment submitted.

COURSE RETAKES & CREDIT RECOVERY

Students are eligible to retake or recover up to three (3) credits. If a student receives less than a 70% in a course it is REQUIRED that they retake or recover the credit.

COURSE RETAKES

Course retakes are recommended for students who receive less than a 70% in a course. Parents and students must fill out the course retake form (**FORM C** in the appendix) within five (5) days of being issued the final report card for the year. The course retake must be approved by the administration. Should the retake be approved, the student will be enrolled in the course for the following school year. The higher grade will replace the lower grade on the transcript.

CREDIT RECOVERY

Credit recovery is an option for students who receive less than a 70% in a course. Parents and students must fill out the course retake form (**FORM C** in the appendix) within five (5) days of being issued the final report card for the year. The credit recovery must be approved by the administration and will be at the expense of the parent (see Lynnhaven Online course catalogue for cost per course). Should the recovery be approved, the student will be enrolled in the course for a specified amount of time, not to exceed three months. The original grade and the recovered grade will be averaged together for the final grade on the transcript, additionally it will be identified as a recovered credit (CR).

PARENT CONFERENCES

Parents are encouraged to communicate with their child's teacher throughout the marking periods. Lynnhaven holds formal conference opportunities as scheduled on the Academic Calendar. Lynnhaven Academy values the relationship between our students' families and our school staff and considers it to be one of the most important factors in a student's success. It is of paramount importance that students participate in the conference process. Students who receive below a "C" for the marking period in any class must have a conference. The teacher will communicate via email and telephone for conference requests.

STUDENT SUPPORT

The student success team (SST) is in place to intentionally monitor students who are struggling socially/emotionally or in their academics. Their role is to formally communicate with teachers and parents, and in some instances, develop a plan of action to support the student. The team will meet each Wednesday to initiate discussion for students and identify those needing support. Parents will be notified in writing by the House Advisor if SST wishes to have an accommodation determination meeting with the parent. Parents may also initiate the request using **FORM D** in the appendix and submitting it to the administration.

The following is a list of accommodations offered by the school. It is up to the SST to determine which of the following, if necessary, will be granted to the student. The accommodations, if granted, will be for one school year. Additional testing may be recommended by the SST. Lynnhaven provides cognitive and educational evaluations to help families determine learning differences. The fee is \$450.00.

List of Accommodations:

- Extended time on exams
- Extended time on papers and projects
- Help with study skills and time management, i.e. planner, formal teacher check ins
- Separate room for testing to reduce distractions

- Tests read aloud
- Scribe for written midterms and exams only
- Access to headphones during class instruction, not during lecture
- Self space based on predetermined signal or student request
- Use of laptops for tests and exams
- Use of calculators for tests and exams
- Permission to make audio recordings of classes
- Copies of notes from a classmate or teacher
- Peer to Peer support
- Access to audiobooks
- Access to text-to-speech program
- The SST may also determine to place a student on one of the following Academic Support Levels based on their academic performance.

ACADEMIC SUPPORT LEVELS

1. Academic Warning

- You will receive a notice of academic warning if you receive below a 70% in any core class at the end of a trimester.
- Warnings are meant to alert you that you may need to acquire skills and/or resources.
- A conference with the parent, teacher, and student is required.

2. Academic Probation

- You will be placed on academic probation if you receive below a 70% in any core class for TWO consecutive trimesters.
- Probation status is meant to alert you that you are in danger of not receiving credit for that class.
- Students on academic probation must check in with that teacher twice weekly for the remainder of the class to check the status of their progress.

ACADEMIC LETTER

Academic letters are awarded to rising juniors who maintain a cumulative GPA of 3.7 or higher at the end of school year during the awards ceremony.

EXPERIENTIAL LEARNING REQUIREMENT - *This requirement will be waived for the 2020-2021 SY*

Essential Experiences

As 50% of their experiential learning grade each year, students in grades 9-12 are required to participate in the various essential experiences (ie. field trips, experiential learning weeks, community service days etc)

Service Learning

As 50% of their experiential learning grade each year, students in grades 9-12 are required to complete the following volunteer hours, outside of school, within a calendar year beginning the last day of school prior to the academic year requiring service hours.

Last Updated 8/1/2020

9th Grade - 15 Hours
10th Grade - 20 Hours
11th Grade - 30 Hours
12th Grade - 35 Hours
TOTAL HOURS: 100*

*Students who transfer to Lynnhaven Academy are required to complete all 100 service hours in order to fulfill the Experiential Learning credit requirement for graduation.

Please review the guidelines:

- All outside school volunteer hours must be with a non-profit organization.
- Helping family members, i.e. cousins, aunts, uncles, etc. move, cutting their grass, painting, etc. does not count for volunteer hours.
- All volunteer hours must be completed outside of the school day. While Lynnhaven will participate in volunteer activities during the school day, these will not count toward students hour requirement, but will count towards the Experiential Learning Credit and Grade. School sponsored volunteer events that take place outside of school hours (ie Monument Ave. 10K, Campus Beautification Day) will count toward students' hour requirement..
- Students who complete their volunteer hours within the time frame each of their four years in high school will receive a green cord during graduation.

CULTURAL DIVERSITY REQUIREMENT - *This requirement will be waived for the 2020-2021 SY*

Lynnhaven Academy recognizes that life in a global society of the 21st century requires an ability to comprehend the dimensions of human difference. To that end, Lynnhaven requires upper school students to complete 20 hours (5 Hours Each Year) of experiences that speak to both the foundations—cultural, material, psychological, historical, social, and biological—of human difference and the operation, the promises and problems of plural societies as well as the challenges that must be addressed to achieve just, equitable, and productive societies. Through these experiences students will exercise thoughtful consideration of issues of equity and justice, critical thinking, self-reflection, empathy, engaged global citizenship, and the skills necessary to work effectively with individuals, groups, and teams from diverse identities and perspectives.

To fulfill the Diversity requirement each year:

- Students must complete two experiences of 1 hour or more in length that are in the spirit of diversity (ie course at Elegba Folklore Society, Lecture on Racism in Modern Society, Performance of the Latin Ballet of Virginia, etc.)

As Well As

- Participate in three experiences of 1 hour or more in length with Lynnhaven Academy that are in the spirit of diversity (ie Field trips to the National Museum of African American History & Culture, tour of the Islamic Center of Virginia, etc.)

GRADE PROMOTION

Students in grades 9-12 will be promoted each year based on grades and credits achieved. Lynnhaven has prescribed guidelines (noted below) for class promotion. Students who will not return to Lynnhaven the next year due to behavior or conduct issues, will not be permitted to participate in the promotion ceremony at the end of the school year. The following is required to be promoted to the next grade.

- Must have a minimum annual GPA of 1.7
- Must have met required minimum attendance

GRADE CHANGES

All trimester, and final grades are submitted in accordance with internal deadlines set by the Head of School or designee and are final. Requests for grade changes will not be honored unless it is determined that an input error occurred by the administrative team.

DUAL ENROLLMENT

Juniors and Seniors may elect to enroll at JSRCC or JTCC (community college) to gain college credit. Students may take one class each semester in lieu of taking the course at Lynnhaven provided a formal written request is made to the Head of School for approval at least one semester prior to the Lynnhaven academic school year. Students must be in good academic standing at the respective community college for the course to count at Lynnhaven Academy. Students must achieve a passing grade of “C-” or higher for it to count.

SENIOR GRADUATION REQUIREMENTS

Students must satisfy the following requirements to successfully graduate from Lynnhaven Academy.

- Successfully achieve at least 23 credit hours with a 1.7 GPA or higher
- Fulfill the volunteer hour requirement (100 hours)
- Complete reflection speech and present at the senior dinner
- Regularly participate in senior activities

COURSE REQUIREMENTS FOR GRADUATION*

English	4 credits
Mathematics	3 credits
History	3 credits
Science	3 credits
Foreign Language	2 credits
Fine Art	1 credits
Experiential Learning	1 credit
Personal Finance	1 credit
Seminar	1 credit
Cultural Diversity	1 credit
Electives	3 credits
Total	23 credits

*These updated graduation requirements will begin for the class of 2022

POST GRADUATE PLANNING

It is expected that all students will be prepared to attend a four-year college upon graduating from Lynnhaven Academy. After a student's sophomore year, the official college counseling process begins with students, parents, and designated college counselors. The goal is to provide them with information about the college search process. Students in 9th and 10th grade will have the opportunity to take the PSAT. Seniors will have a chance to take the SAT at Lynnhaven in the fall, but they are recommended to begin taking it during the spring of their junior year. Parents and students are encouraged to schedule postgraduate conferences during the fall of their junior year. This will help identify potential internships or job shadowing opportunities related to their career interests.

COLLEGE COUNSELING

Lynnhaven Academy's college counseling program is designed to help guide each student individually through what can be a complicated, yet exciting journey. Though it is very exciting, choosing a college may be the first major decision in a student's life.

STANDARDIZED TESTING - The PSAT 9, PSAT 10, PSAT/NMSQT will not be administered 2020-2021

All standardized testing is at the cost of the parent. The school will facilitate, organize, and administer these tests throughout the school year.

PSAT 9: Ninth grade students have an opportunity to take the PSAT 9. This test helps students prepare for the PSAT/NMSQT. Students will receive in class instruction on the format of the test and take a practice test a week prior to the actual test. The test is administered at Lynnhaven and by our faculty. It typically is given in October.

PSAT 10: This test is designated for students in 10th grade. This test helps students prepare for the PSAT/NMSQT. Students will receive in class instruction on the format of the test and take a practice test a week prior to the actual test. The test is administered at Lynnhaven and by our faculty. It typically is given in March.

PSAT/NMSQT: This test is designated for students in the 11th grade. Students have an opportunity to be considered for national merit scholarships. As with the PSAT 9 & 10, students will receive in class instruction on the format of the test and take a practice test a week prior to the actual test. The test is administered at Lynnhaven and by our faculty. It typically is given in mid-October. The PSAT simulates the SAT testing experience within a shorter test window on two SAT subtests, Reading and Math.

SAT: The SAT is designed for 11th/12th grade students. Teachers will give sample SAT and ACT math and English questions as warm ups throughout the school year as an additional means to expose students to the types of questions on the tests. Lynnhaven offers the SAT on site in the spring and fall.

AP: Students who are interested in attempting the College Board AP Examination in the spring for a given subject must notify the Deputy Head of School in writing by October 1st of the given school year. The student does not need to be enrolled in the course to attempt the exam.

CODE OF CONDUCT

We believe that all members of the Lynnhaven Community must be treated with consideration and respect. Our Code of Conduct guidelines are essential for fostering our core values and maintaining a safe and respectful environment. Lynnhaven believes each student has the ability to make choices that guide their behavior, thus controlling their outcomes. We believe in a progressive discipline process that is in step with the students' age, developmental level, how the infraction impacts the school community, and the seriousness of the infraction. We encourage parents to help students to adopt the school values as their guide and compass. There may be times when a student will make a poor choice that impacts his or her learning and possibly the school community. We will strive to work together and treat each situation with care and understanding. It is equally important for families to share the same value system as the school. Lynnhaven may issue consequences because of a student's poor choice by way of a referral from a teacher or administrator. There may be times when students habitually violate the code of conduct. It is our aim to be fair (one of our values) in all decisions that impact the student and the school. There may be times when the parent and school do not agree on issued consequences. Our goal is to maintain the integrity (one of our values) of the school and family. Students and families who adopt our values as their own make an excellent adjustment to this school community. Activities contrary to these values slow the progress that is possible in a more cooperative atmosphere. Persistence and habitual actions places a student's enrollment in the school in jeopardy.

If students or parents have concerns about any student behavior or discipline that occurs in the classroom, they should feel free to speak with the appropriate teacher and or house advisor. If the matter requires deeper consideration, then the Head of School or designee will get involved. Lynnhaven Academy reserves the right to immediately terminate placement if your child's behavior impedes the education of their fellow students as determined by the code of conduct. Our goal is to progressively issue consequences based on the severity and or frequency of the infraction. There may be times when progressive discipline will be more immediate, based on the infraction and recommendation from the leadership team. There may be instances when the leadership team, in conjunction with the parents, develop a specialized plan to identify and address behaviors and implement formal actions to help prevent the undesirable and problematic behavior or sets of behaviors. These plans, commonly called "Behavior Contracts," will have timelines in which the actions or behavior should reasonably cease. There may be instances when expulsion is the result of failing to meet contract terms. The school reserves the right to terminate student placement due to a single behavior infraction without the creation of a behavior contract.

Bullying:

A student, either individually or as a part of a group, shall not harass or bully others. Prohibited conduct includes, but is not limited to: physical, verbal, or written intimidation, taunting, name-calling, insults, lies, rumors, social exclusion or isolation, threatening body posture, money or possessions taken or damaged, being threatened or forced to do things, and any combination of prohibited activities. Prohibited conduct includes verbal or written conduct consisting of comments regarding the race, gender, religion, physical abilities, sexual orientation or characteristics of a person or group, or associates of the targeted person or group. Any aggressive behavior that involves unwanted negative actions and a pattern of behavior repeated over time, and an imbalance of power or strength is considered bullying and will not be tolerated. Bullying behavior can be in person or through electronic means (cyber-bullying).

Description	L1	L2	L3
Any physical involvement	X	X	X
Verbal	X	X	
Written	X	X	
Taunting	X	X	
Name calling	X	X	X
Insult	X	X	X
Lies		X	X
Rumors		X	X
Social exclusion or isolation	X		
Threatening body posture	X	X	
Money or possessions taken, but returned	X	X	
Money or possessions taken, but not returned		X	X
Being threatened or forced to do things unwillingly	X	X	X
Any discrimination by race, gender, religion, physical, sexual orientation		X	X

Bullying Consequence Menu based on Level

L1	L2	L3
Verbal warning by teacher	Any Level 1 consequence	Any level 1 or 2 consequence or combination of the two + Level 3 interventions
Written letter of apology	Lunch detention	Saturday community service
Seat change	Detention: Lunch, After School, Saturday School	Short term out of school suspension (1-3 days)
Peer mediation and conflict resolution	Restitution	Behavior contract developed
Seat change	In-school suspension	Long term revocation of privileges.

Temporary loss of classroom/school privileges	Parent/Teacher/Student/Head of School Meeting	Referral to law enforcement as required by law.
Parent/teacher conference/phone call		

Cheating

Cheating is defined as obtaining or attempting to obtain, or aiding another to obtain credit for work, or any improvement in evaluation of performance, by any dishonest or deceptive means. Cheating includes, but is not limited to: lying; copying from another's test or examination; discussion at any time of answers or questions on an examination or test, unless such discussion is specifically authorized by the instructor; taking or receiving copies of an exam without the permission of the instructor; using or displaying notes, "cheat sheets," or other information devices inappropriate to the prescribed test conditions; allowing someone other than the officially enrolled student to represent the same.

Description	L1	L2	L3
Lying	X	X	X
Copying from another's test or examination			X
Discussion at any time of answers or questions on an examination or test	X	X	X
Taking or receiving copies of an exam without the permission of the instructor			X
Unauthorized talking during the assessment	X	X	
Using or displaying notes, "cheat sheets," or other information devices (cell phones, computers, etc.) inappropriate to the prescribed test conditions		X	X
Possession of a cell phone or other electronic device	X	X	
Allowing someone other than the officially enrolled student to represent same			X

Cheating Consequence Menu based on Level

L1	L2	L3
Verbal warning by teacher	Any Level 1 consequence	Any level 1 or 2 consequence or combination of the two + Level 3 interventions
Seat change	Reduction of 1 letter grade	Receives a "0" on the assessment without chance of a retake
Removal of device	Reduction of 2 letter grades	Receives a "F" in the course

Parent/Teacher Conference/phone call	Reduction of 3 letter grades	Behavior contract developed
	Reduction of 4 letter grades	Long term revocation of privileges.
	Parent/Teacher/Student/Head of School Meeting	

Plagiarism

Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own without giving proper credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledgement of an original author or source must be made through appropriate references; i.e., quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to the following: the submission of a work, either in part or in whole completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; failure to use quotation marks (or other means of setting apart, such as the use of indentation or a different font size) when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; close and lengthy paraphrasing of another's writing without credit or originality; use of another's project or programs or part thereof without giving credit.

Description	L1	L2	L3
Submission of a work, either in part or in whole completed by another individual or source.		X	X
Failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another	X	X	X
Statements, facts or conclusions which rightfully belong to another	X	X	X
Failure to use quotation marks (or other means of setting apart, such as the use of indentation or a different font size) when quoting directly from another a sentence, or even a part thereof.	X	X	
Close and lengthy paraphrasing of another's writing without credit or originality		X	X
Use of another's project or programs or part thereof without giving credit.	X	X	X

Plagiarism Consequence Menu based on Level

L1	L2	L3
Verbal warning by teacher	Any L1 consequence + L2 consequences	Any L1 or L2 consequence or combination of the two + L3 interventions
Parent/Teacher Conference/Phone Call	Reduction of 1 letter grade	Receives a "0" on the assessment without chance of a retake
	Reduction of 2 letter grades	Receives a "F" in the course
	Reduction of 3 letter grades	Behavior contract developed
	Reduction of 4 letter grades	Long term revocation of privileges.
	Parent/Teacher/Student/Head of School Meeting	

Defiance

Behavior or an attitude which shows that a student is not willing to obey persons in school authority. Examples include but not limited to, ignoring faculty or staff requests, passive aggressive behavior, non-compliance with directions, confrontational actions, openly and boldly challenging resisting school authority.

Description	L1	L2	L3
Ignoring faculty or staff requests		X	X
Passive aggressive behavior		X	X
Non-compliant behavior	X	X	
Confrontational and argumentative behavior		X	X
Openly and boldly challenging resisting school authority			X

Defiance Consequence Menu based on Level

L1	L2	L3
Verbal warning by teacher	Any L1 consequence + L2 consequences	Any L1 and or L2 consequence + L3 consequences

Temporarily removed from class	Detention: After school, lunch, Saturday school.	Out of school suspension (3-5 days)
Temporarily loss of privileges	Administrative/Parent/Teacher conference	Saturday school – 4 hours max for (2-3 days)
Parent/Teacher conference/phone call	Short term out of school suspension (1-2 days)	School community service (8 hours max)
Written letter of apology	In school suspension (1-2 days)	Expulsion from Lynnhaven with an opportunity to return
Behavior Contract	Removal from class/Schedule change/Independent Study	Expulsion from Lynnhaven without an opportunity to return
	School community service (2 hours max)	Revocation of school privileges
		Referral to law enforcement as required by law.

Disruption

Students are entitled to a learning environment free of unnecessary disruption. Any physical, written, or verbal disturbance, communication or activity, within the school setting or during related activities, which may interrupt or interfere with teaching and the orderly conduct of school activities is prohibited. Any communication or activity committed outside of the school setting that interrupts or interferes with the school day is also prohibited, and subject to the Code of Student Conduct.

Description	L1	L2	L3
Physical disruption, i.e. throwing paper, pencils, etc.		X	X
Grandstanding		X	X
Sleeping in class	X	X	
Prolonged chatting	X	X	
Lateness to class or school	X	X	
Noisy electronic devices	X	X	

Disruption Consequence Menu based on Level

L1	L2	L3
Verbal warning by teacher	Any L1 consequence + L2 consequences	Any L1 and or L2 consequence + L3 consequences
Temporarily removed from class	Detention: After school, lunch, Saturday school.	Out of school suspension (3-5 days)
Temporarily loss of privileges	Administrative/Parent/Teacher conference	Saturday school – 4 hours max for (2-3 days)
Parent/Teacher conference/phone call	Short term out of school suspension (1-2 days)	School community service (8 hours max)
Written letter of apology	In school suspension (1-2 days)	Expulsion from Lynnhaven with an opportunity to return
Behavior Contract	Removal from class/Schedule change/Independent Study	Expulsion from Lynnhaven without an opportunity to return
	School community service (2 hours max)	Revocation of school privileges
		Referral to law enforcement as required by law.

Disrespect

Behavior that is a lack or regard or respect for school authority. Examples include, but not limited to willfully not following directions, talking back to faculty and staff, willfully interrupting, inappropriate language towards peers, school authority, inappropriate language towards school authority or students.

Description	L1	L2	L3
Willfully not following directions		X	X
Talking back to faculty and staff	X	X	X
Willfully interrupting		X	X
Inappropriate language towards peers	X	X	X
Inappropriate language towards faculty or staff			X
Inappropriate language towards Head of School			X

Disrespect consequence menu based on level

L1	L2	L3
Verbal warning by teacher	Any L1 consequence + L2 consequences	Any L1 and or L2 consequence + L3 consequences
Temporarily removed from class	Detention: After school, lunch, Saturday school.	Out of school suspension (3-5 days)
Temporarily loss of privileges	Administrative/Parent/Teacher conference	Saturday school – 4 hours max for (2-3 days)
Parent/Teacher conference/phone call	Short term out of school suspension (1-2 days)	School community service (8 hours max)
Written letter of apology	In school suspension (1-2 days)	Expulsion from Lynnhaven with an opportunity to return
Behavior Contract	Removal from class/Schedule change/Independent Study	Expulsion from Lynnhaven without an opportunity to return
	School community service (2 hours max)	Revocation of school privileges

Tobacco Products

All students are PROHIBITED from the use and possession of tobacco products, to include smokeless tobacco, matches, electronic cigarettes and vaporizers, and lighters on school property. This prohibition includes all school related locations and activities (i.e., bus stops, school buses, extracurricular activities, school-sponsored events, etc.).

Description	L1	L2	L3
Possession, Distributing, Smoking, or Chewing of any tobacco products or paraphernalia to include, electronic cigarettes, vaporizers, matches, tobacco, dip, etc.			X

Tobacco Products Consequence Menu

L3
Out of school suspension (10 days)
Saturday school – 4 hours max (2 days) – Parents will be billed \$60.00 per Saturday to compensate faculty
Behavior Contract

Supervised school community service (20 hours minimum)
Long term suspension with an opportunity to complete school year in an alternative format
Expulsion from Lynnhaven with an opportunity to return
Expulsion from Lynnhaven without an opportunity to return
Revocation of school privileges
Referral to law enforcement and or local government agencies as required

Substance Abuse

Students shall not possess alcohol or alcoholic beverages on school property or at a school-sponsored event with the intent to sell, give, share, pass on to, take orders for, or arrange for a sale to occur before, during, or after school. Students shall not use, be under the influence of, or have in their possession any alcoholic beverages on school property or at any school-sponsored event.

The possession of a Schedule I & II Drug (e.g. heroin, cocaine, opium, morphine, LSD, methamphetamines, ecstasy, Adderall®, Hydrocodone®, Percocet®, Ritalin®, Oxycontin®, etc., includes controlled substance analogs and cannabimimetic agents as further described in the Definitions section of this Code).

Description	L1	L2	L3
Possession, Under the influence, Distributing, Selling, or Ingesting alcohol, drugs (schedule I & II)			X

Substance Abuse Consequence Menu

L3
Refer to counseling
Expulsion from Lynnhaven with or without an opportunity to return
Referral to law enforcement and or local government agencies as required

Assaulting/Fighting/Threats

Actions, comments, or written messages intended to cause others to fight, which may result in a fight, or that obstruct staff from trying to break up a fight/altercation are prohibited. Intentionally hitting, shoving, scratching, biting, kicking, blocking the passage of, or throwing objects at a student is prohibited. Conveying by gestures, notes, or verbal comments with the intent to cause bodily injury or to deprive a student of his/her rights is prohibited. Fighting involving two or more parties in conflict when they are striking each other for the purpose of causing harm or injury is prohibited. This action may extend to mutual shoving, wrestling, or other aggressive actions which may result in the danger of harm or injury to either party, bystanders, or school property.

Description	L1	L2	L3
Intentionally hitting, shoving, scratching, biting, kicking, blocking the passage of, or throwing objects at a student is prohibited.			X
Conveying by gestures, notes, or verbal comments with the intent to cause bodily injury or to deprive a student of his/her rights.		X	X
Actions, comments, or written messages intended to cause others to fight.		X	X

Assaulting/Fighting/Threats Consequence Menu based on level

L2	L3
Out of school suspension (1-2 days)	Out of school suspension (10 days)
Saturday school – 4 hours max (1 day)	Saturday school – 4 hours max (2 days) – Parents will be billed \$60.00 per Saturday to compensate faculty
In school suspension – Full Day – (1-2 days)	Supervised school community service (20 hours minimum)
Conference with Head of School, Parent, and Student	Behavior Contract
Behavior contract	Schedule/class change
	Long term suspension with an opportunity to complete school year in an alternative format
	Expulsion from Lynnhaven with an opportunity to return
	Expulsion from Lynnhaven without an opportunity to return
	Revocation of school privileges
	Referral to law enforcement and or local government agencies as required

Larceny/Theft

Stealing another person’s possessions without right or permission. The possession of stolen property is considered theft. This includes theft of money, personal or public property and/or theft involving breaking and entering, including lockers and unauthorized or illegal use of technology.

Description	L3
Stealing another person’s possessions without right or permission	X

Larceny/Theft consequence menu based on level

L3
Expulsion from Lynnhaven without an opportunity to return
Restitution via written contract
Referral to law enforcement and or local government agencies as required

Trespassing

Any student who has been suspended or expelled from attendance may be considered a trespasser if he/she appears on any Lynnhaven Academy property, or at any Lynnhaven Academy activity, during the suspension/expulsion period. Violation of this section will be considered an additional infraction and will require a separate consequence including notification of law enforcement if necessary. Students who arrive at school before school opens or remain after the close of their school day without specific need or appropriate authorization and supervision may be considered trespassers. Any student who is requested by an administrator to leave school property is expected to do so immediately. Failure to do so may be considered trespassing. No student or other person may attend or visit Lynnhaven Academy as a guest during the regular school day without authorization from the school’s administration.

Description	L1	L2	L3
Enter school grounds after being suspended or expelled from attendance			X
Students, without parent or guardian supervision, who arrive at school before school opens or remain after the close of their school day without specific need or appropriate authorization and supervision	X	X	X
A student who is requested by an administrator or faculty to leave school property and refuses to do so immediately.		X	X

*School grounds means the entire campus of Lynnhaven Academy, which includes Westover Baptist Church.

Trespassing consequence menu based on level

L1	L2	L3
Administrator/Parent/Student conference	L1 consequences and or + L2	L1, L2 and or + L3 consequence
Individual will be asked to leave and return during appropriate times.	Detention: After school, lunch, and or Saturday school (1-2 days max each occurrence)	Local authorities are notified and charges of trespassing will be made on behalf of Lynnhaven Academy
Written letter of apology	In-School Detention (1 day max)	Out of school suspension (max 3 days)
	Written letter of reprimand.	In – School suspension (max 2 days)

Vandalism

Vandalism is the willful marring, defacing, or destruction of school property, including leased property or any employee’s or other person’s property. This infraction includes, but is not limited to: the buildings, both exteriors and interiors thereof, books, computer equipment and software, school buses, private automobiles, school grounds, and property as designated above. Causing, intent to cause, or attempt to cause damage to school or personal property of others is prohibited.

Description	L1	L2	L3
Willful marring, defacing, or destruction of school property, including leased property or any employees or other person’s property.		X	X

Vandalism consequence menu based on level

L2	L3
Out of school suspension (1-2 days)	Any L2 and + L3 consequence
Community service hours (max 10)	Out of school suspension (5-10 days)
Saturday school – 4 hours max (1 day)	Saturday school – 4 hours max (2 days) – Parents will be billed \$60.00 per Saturday to compensate faculty
In school suspension – Full Day – (1-2 days)	Supervised school community service (20 hours minimum)
Conference with Head of School, Parent, and Student	Behavior Contract

Behavior contract	Schedule/class change
Parents must pay restitution of the full amount along with shipping and handling within 7	Long term suspension with an opportunity to complete school year in an alternative format
Temporary Revocation of school privileges	Expulsion from Lynnhaven with an opportunity to return
	Expulsion from Lynnhaven without an opportunity to return
	Revocation of school privileges
	Referral to law enforcement and or local government agencies as required

Sexual Harassment

Sexual harassment includes any unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal, written, electronic, or physical conduct of a sexual nature that creates an intimidating, hostile, or offensive environment. A student shall not sexually harass another student or any school employee, volunteer, student teacher, or any other person present in school facilities or at school functions. Examples include, but not limited to: unwelcome leering, sexual flirtations, or propositions, unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions; graphic comments about an individual’s body or overly personal conversation; targeted sexual jokes, stories, drawings, pictures, or gestures toward others; spreading sexual rumors;) inappropriate or suggestive sexual gestures; cornering or blocking of normal movements; displaying sexually suggestive objects in an educational environment; or displaying sexually explicit behavior. Sexual harassment/inappropriate sexual behavior may be in person or by electronic means.

Description	L2	L3
Verbal unwelcome sexual advances, requests for sexual favors		X
Electronic or written unwelcome sexual advances, requests or sexual favors		X
Graphic comments about an individual’s body or overly personal conversation	X	X
Targeted sexual jokes, stories, drawings, pictures, or gestures toward others; spreading sexual rumors	X	X
Inappropriate or suggestive sexual gestures; cornering or blocking of normal movements		X
Displaying sexually suggestive objects in an educational environment		X
Displaying sexually explicit behavior	X	X

Sexual Harassment consequence menu based on level

L2	L3
Out of school suspension (2-3 days)	Any L2 and + L3 consequence
Community service hours (10-15 hours)	Out of school suspension (5-10 days)
Saturday school – 8 hours max (2 days min)	Saturday school – 4 hours max (2 days) – Parents will be billed \$60.00 per Saturday to compensate faculty
In school suspension – Full Day – (2-3 days)	Supervised school community service (20 hours minimum)
Conference with Head of School, Parent, and Student	Behavior Contract
Behavior contract	Schedule/class change
Written letter of apology	Long term suspension with an opportunity to complete school year in an alternative format
Temporary Revocation of school privileges	Expulsion from Lynnhaven with an opportunity to return
Refer to counseling	Expulsion from Lynnhaven without an opportunity to return
	Revocation of school privileges
	Referral to law enforcement and or local government agencies as required

Transportation

Proper behavior is required to, from, and while riding the bus to assure that the rights of others are respected. Students are required to listen to and follow the directions of the bus driver. Riding a school bus when necessary is a privilege. Students who violate the Code of Student Conduct and designated bus rules on the school bus may lose the privilege of riding the bus for a specified period of time or permanently. In addition, other consequences may apply.

*Students are expected to follow the code of conduct in the same manner on school buses and or sanctioned school trips.

Description	L1	L2	L3
Leaving the seat while the bus is in motion	X	X	X
Throwing objects		X	X

Eating or drinking on the bus	X		
-------------------------------	---	--	--

Transportation consequence menu based on level

L1	L2	L3
Administrator/Parent/Student conference	L1 consequences and or + L2	L1, L2 and or + L3 consequence
Verbal warning by transportation driver	Detention: After school, lunch, and or Saturday school (1-2 days min each occurrence)	Local authorities are notified and charges of trespassing will be made on behalf of Lynnhaven Academy
Written letter of apology	In-School Detention 1-2 days	Out of school suspension 1-2 days
	Temporary suspension from transporting on the next 2 school sanctioned trips	In – School suspension 2-3 days

Arson

The use, intent to use, or threat to use an explosive, including but not limited to: fireworks, cherry bombs, smoke/stink bombs, or any device contributing to a fire or representation of an explosive device, including a bomb threat, is prohibited. These actions include bringing, receiving, and/or storing the items on school property or at a school-sponsored event. The use or intent to use any material (matches, lighters, etc.) which may result in a fire on school property or setting fire to the property of students, staff, or volunteers is prohibited unless specifically authorized by school officials.

Description	L3
The use, intent to use, or threat to use an explosive, including but not limited to: fireworks, cherry bombs, smoke/stink bombs, or any device contributing to a fire or representation of an explosive device, including a bomb threat,	X

Arson consequence menu based on level

L3
10 Day suspension from Lynnhaven Academy + a Behavior Contract
Expulsion from Lynnhaven without an opportunity to return
Long term suspension + alternative learning format
Restitution via written contract

Referral to law enforcement and or local government agencies as required

Dangerous Weapon or Firearm

In accordance with § 22.1-277.07 of the Code of Virginia, a student who is determined to have possessed a firearm or an air rifle or BB gun on school property, in a school vehicle, or at a school-sponsored event may be expelled. The Head of School or, his designee may determine, based on the facts of the particular case, that special circumstances exist and no disciplinary action or another disciplinary action is appropriate. The possession of look-alike weapons, including, but not limited to, cap guns, squirt or water guns, toy pistols, comb knives, etc., is prohibited on school property. The possession of dangerous objects is prohibited. Dangerous objects include the representation of items commonly understood to be inappropriate to school activities. These items include, but are not limited to, bullets, machetes, brass knuckles, switchblades, knives, box cutters, other sharp objects, Chinese stars, mace, firecrackers, fireworks, stink bombs, etc. Also included is the misuse of commonplace objects, including but not limited to keys, locks, etc. The possession, use, or representation of a firearm, whether loaded or unloaded, operative or inoperative, on any school property or during any school activity, is prohibited unless specifically authorized by school officials. Firearms which meets the definition of firearm in the Code of Virginia. The possession or representation of any explosive or flammable material considered to have the capacity to create an explosion or to start a fire, including, but not limited to, firecrackers, lighter fluid, and other flammable substances, is prohibited unless specifically authorized by the school administration.

Possession of a Pneumatic Weapon (includes pellet guns, BB guns, CO2 air pistols, stun weapons, paintball guns, and any other device utilizing air driven projectiles) is prohibited.

Description	L3
Possession of any firearm or an air rifle or BB gun on school property, in a school vehicle, or at a school-sponsored event	X
The possession of look-alike weapons, including, but not limited to, cap guns, squirt or water guns, toy pistols, comb knives, etc	X
The possession of dangerous objects is prohibited. Dangerous objects include the representation of items commonly understood to be inappropriate to school activities. These items include, but are not limited to, bullets, machetes, brass knuckles, switchblades, knives, box cutters, other sharp objects, Chinese stars, mace, firecrackers, fireworks, stink bombs, etc. Also included is the misuse of commonplace objects, including but not limited to keys, locks, etc.	X
The possession or representation of any explosive or flammable material considered to have the capacity to create an explosion or to start a fire, including, but not limited to, firecrackers, lighter fluid, and other flammable substances, is prohibited	X
Possession of a Pneumatic Weapon (includes pellet guns, BB guns, CO2 air pistols, stun weapons, paintball guns, and any other device utilizing air driven projectiles)	X

Dangerous Weapon or Firm Arm consequence menu

L3
10 Day suspension from Lynnhaven Academy + a Behavior Contract + Revocation of school privileges
Expulsion from Lynnhaven without an opportunity to return
Long term suspension with or without an option for an alternative learning format at the expense of the parent.
Referral to law enforcement and or local government agencies as required

Dress Code

While most students dress appropriately and safely for school, Lynnhaven and school staff rely on students and parents to exercise judgment in promoting modesty, decency, and a sense of decorum so as not to disrupt the learning environment. School climate has a direct influence on student achievement, and the manner in which students dress is a significant factor in school climate. Students must dress modestly and in a manner that neither distracts from nor substantially disrupts the learning environment; therefore, a student's appearance that is disruptive, distracting, or hazardous is prohibited. The administration has the authority to notify students and parents of modifications to the dress code for spirit days and other school celebrations, as particular items pose a disruption, or as other circumstances warrant. Please see page 7 for a list of items not permitted to be worn at school.

Dress Code violation consequence menu

L1	L2	L3
Verbal warning	L1 and or + L2	L1, L2 and or + L2
Communication with parent	Detention: Lunch or After School 1-3 days	Out school suspension 1-2 days
Student must change into clothes provided by school	In School suspension 1-2 days	Behavior contract + loss of school privileges until duration of contract
In school suspension until parent brings new clothes	Temporary revocation of school privileges	Saturday school for 1-2 days.

Technology

Students are PROHIBITED from: 1. Using technology for any illegal purpose; 2. Creating unauthorized networks of any kind; 3. Downloading, uploading, importing, or intentionally viewing material that promotes the use of illegal drugs, alcohol, pornography, or illegal and/or violent behavior; 4. Introducing non-approved software, hardware, or resources into the Lynnhaven network or clients. Approval can be sought through the Department of Technology. 5. Saving, transferring, or loading non-school related material on a school file server; 6. Running software applications from a USB device. Failure to honor the above regulations may result in the restriction of Internet privileges and/or the restriction of other technology access in addition to disciplinary action up to and including criminal charges. 7. Unauthorized

use of cell phone or device. Examples of dual violation are (i) computer hacking or trespassing, (ii) harassment, threats, or cyber bullying via computer, and (iii) computer fraud (see Title 18.2 of the Code of Virginia). Refer to the technology agreement in the appendix.

L1	L2	L3
Verbal warning + loss of technology privilege + school privilege for 3-5 days	L2 and or + L2	L1, L2 and or + L3
Administrator/Parent/Student conference	In school suspension 1-2 days + loss of technology for 5-7 days	Out of school suspension + behavior contract + loss of technology and school privileges for 10 days
Detention: After school and or lunch detention 1-2 days + loss of technology privilege + loss of school privileges for 3-5 days	Detention: After school and or lunch 3-5 days + loss of technology privileges for 5-7 days	Out of school suspension + behavior contract + loss of technology and school privileges for 20 days
	Saturday school for 1-2 days + loss of technology and school privileges for 5-7 days	Expulsion for the remainder of the year with or without the opportunity to return + loss of technology and school privileges as appropriate.

Tardy to class

Students must arrive to class on time. The administration will conduct random “sweeps” after class has started. Teachers will lock their doors to prevent entry, while the administration collects students who are not in class. They will be sent to the office with possible disciplinary action.

L1	L2	L3
Verbal warning	L1 and or + L2	L1, L2 and or + L2
Communication with student and house advisor	Detention: Lunch or After School 1-3 days	Out of school suspension 1 day
Parent communicated with via email	In School suspension 1-2 days	Behavior contract + loss of school privileges until duration of contract
Lunch detention 1-2 days	Temporary revocation of school privileges	Saturday school for 1-2 days.

GRIEVANCE PROCEDURE

Lynnhaven Academy's aim is to work in partnership with families. Parents should feel free to contact their child's advisor before contacting the Head of School to file a grievance as the result of a consequence issued by the School. Lynnhaven reserves the right to conduct an Administrative Hearing to address chronic misbehavior and habitual code of conduct violations. There will be a Chief Hearing Officer, a Deputy Hearing Officer, the student, and parent. present during the hearing.

STUDENT BEHAVIOR MANAGEMENT

The Commonwealth of Virginia regulations requires Lynnhaven Academy to document that the following acts, related to student behavior management, are prohibited:

1. Restraint and seclusion, except when necessary to protect the student or others from personal harm, injury, or death, and when other less restrictive interventions were unsuccessful
2. Prone "face down" restraints, mechanical restraints, pharmacological restraints, and any other restraint that restricts breathing or harms the child or interferes with the child's ability to communicate;
3. Deprivation of food or drinking water;
4. Limitation on contacts and visits from a student's probation officer, social worker, or other service provider as appropriate;
5. Any action that is humiliating, degrading, or abusive;
6. Corporal punishment;
7. Deprivation of approved prescription medication or other necessary services;
8. Denial of access to toilet facilities;
9. Application of aversive stimuli;
10. Strip and body cavities;
11. Discipline, restraint, or implementation of behavior management plans by other students

ACCEPTABLE USE OF TECHNOLOGY POLICY

Use of technology at Lynnhaven Academy should reflect a genuine respect for health and safety of each member of the school community; a desire to shape an educational environment which encourages learning and involvement; and, a willingness to show respect for one another, the school, and for the school property. Technology includes but is not limited to computers, other hardware, electronic devices including any cell phone, tablet, software, Internet, Intranet, e- mail, and all other networks.

Purpose of Technology: Technology provides access for students and staff to resources from around the world. Expanding technologies take students and staff beyond the confines of the classroom, and provide tremendous opportunities for enhancing, extending, and rethinking the learning process. The goal in providing these resources is to promote educational excellence by facilitating resource sharing, innovation, and communication with the support and supervision of parents, teachers, and support staff.

Risks of Use: With access to computers and people all over the world comes the potential availability of material that may not be considered to be of educational value in the context of the school setting, or that may be harmful or disruptive. Lynnhaven Academy cannot completely predict or control what users may or may not locate. We believe that the educational value of limited access to the information, interaction, and research capabilities that technology offers outweighs the possibility that users may obtain or encounter material that is not consistent with our educational goals.

In accordance with the Children's Internet Protection Act, Lynnhaven Academy installs and operates filtering software to limit users' Internet access to materials that are obscene, pornographic, harmful to children, or otherwise inappropriate, or disruptive to the educational process, notwithstanding that such software may in certain cases block access to other materials as well. Lynnhaven Academy cannot guarantee that filtering software will in all instances successfully block access to materials deemed harmful, indecent, offensive, pornographic, or otherwise inappropriate. The use of filtering software, as explained in the does not negate or otherwise affect the obligations of users to abide by the terms of this policy and to refrain from accessing such inappropriate materials.

No technology is guaranteed to be error-free or totally dependable, nor is it safe when used irresponsibly. Among other matters, Lynnhaven Academy is not liable or responsible for:

- Any information that may be lost, damaged, or unavailable due to technical, or other, difficulties;
- The accuracy or suitability of any information that is retrieved through technology;
- Breaches of confidentiality;
- Defamatory material; or
- The consequences that may come from failure to follow Lynnhaven Academy's policy and procedures governing the use of technology.

Acceptable Use: Student users may access technology for only educational purposes. The actions of student users accessing networks through Lynnhaven Academy reflect on the school; therefore, student users must conduct themselves accordingly by exercising good judgment and complying with this policy and any accompanying administrative regulations and guidelines. Students are responsible for their behavior and communications using Lynnhaven Academy computers and networks.

Student users of technology shall

- Use or access technology only for educational purposes.
- Comply with copyright laws and software licensing agreements.
- Understand that email and network files are not private. Network administrators may review files and communications to maintain system integrity and monitor responsible student use.
- Respect the privacy rights of others.
- Be responsible at all times for the proper use of technology, including proper use of access privileges, complying with all required system security identification codes, and not sharing any codes or passwords.
- Maintain the integrity of technological resources from potentially damaging messages, physical abuse, or viruses.
- Abide by the policies and procedures of networks and systems linked by technology.

Students may not use technology for improper uses. These uses include, but are not limited to:

- Any and all illegal purposes;
- Any and all obscene or pornographic purposes, including, but not limited to, retrieving or viewing sexually explicit material;
- Any and all discriminatory purposes, including harassment and bullying of individuals based on race, gender, religion, sexual orientation, or disability, among others;
- Any and all purposes that would violate state, federal or international law, including
 - Family Educational Rights and Privacy Act (FERPA), which governs students' rights to privacy and the confidential maintenance of certain information including, but not limited to, a student's grades and test scores;
 - Copyright laws;
 - Cyberbullying laws; and
 - Sexting laws.
- Any use of profanity, obscenity, or language that is offensive or threatening;
- Reposting or forwarding personal communications without the author's prior consent;
- Reposting or forwarding of junk mail, chain letters, or inappropriate or offensive jokes;

- Destruction, alteration, disfigurement or unauthorized access of hardware, software, or firmware;
- Obtaining financial gain or Transacting any business or commercial activities;
- Plagiarizing (claiming another person's writings as your own);
- Political advocacy;
- Disrupting the use of others to any process, program or tool, including downloading or otherwise spreading computer viruses;
- Engaging in hacking of any kind, including, but not limited to, the illegal or unauthorized access;
- Allowing others to use Property issued under the program without authorization, including students whose access privileges have been suspended or revoked;
- Soliciting or distributing information with the intent to incite violence, cause personal harm, damage a person's character, or to harass another individual.
- Any and all other purposes that would violate the Student Code of Conduct.

Disciplinary Actions: Violations of this policy, or any administrative regulations and guidelines governing the use of technology, may result in disciplinary action which could include loss of technology use, suspension or expulsion, or other appropriate disciplinary action. Violations of local, state or federal law may subject students to prosecution by appropriate law enforcement authorities.

Internet Safety: Students must take steps to ensure their safety on the internet, including, but not limited to, the following rules:

- Students should never give out identifying information such as home address, school name, or telephone number to others on the Internet or by email, including in a public message such as chat room or newsgroups. If a person asks for such personal information, students must have approval of their parent or guardian before providing the information.
- Students should not post photographs of themselves in newsgroups or on websites that are available to the public.
- Students should not arrange a face-to-face meeting with someone they "meet" on the Internet or by email without parental/guardian permission. If a meeting is arranged, the meeting must be in a public place and the student's parent/guardian must attend.
- Student Users should not respond to messages that are suggestive, obscene, belligerent, threatening, or make a student user feel uncomfortable. If a student receives such a message, he or she should provide a copy of the message to his or her parent or guardian immediately. If the message requires school action (e.g., bullying) the student's parent should provide a copy to the OPRFHS principal.

Lynnhaven Academy recommends that parents/guardians read and follow the U.S Department of Justice Guidelines for Parents/Guardians on Internet Safety located at:

<https://www.justice.gov/criminal-ceos/children-internet-safety>

Student Privacy: Lynnhaven Academy may provide students with access to online educational services and websites through contracts with educational companies and vendors. Students may be provided with a username and password to access educational content on these websites. Such websites may collect personally identifiable information from students including usernames and passwords. Specific website company/vendor privacy policies should be consulted regarding collection of information, including information for students under the age of 13. Please contact Lynnhaven Academy at any time regarding privacy questions or concerns or to request to review what personally identifiable information has been provided by the school. As requested, Lynnhaven Academy can also provide contact information for the educational companies and vendors for such websites for parents to contact directly. Parents can also contact Lynnhaven Academy (and/or the website company/vendor) at any time to request that they delete the personally identifiable information of their child and disallow further access. Please note that this removal could prevent the student from having access to critical instructional materials.

Last Updated 8/1/2020

Lynnhaven has the right to inspect any computer or other electronic device and the contents contained therein on demand with or without notice to the user.

PERSONAL CELL PHONES/ELECTRONIC DEVICES

There are many applications that are educational and useful for students in the 21st century classroom; however, a student also has a responsibility to use electronic devices in a safe and appropriate manner that will not distract themselves or others.

Cell phone technology is permitted at school; however, phones should be kept silent and put away unless permitted. Permissible times include: in-class activities when instructed by the teacher and to call home to arrange transportation needs when at sports practice or on field trips. Students will be permitted to use their cell phones after school while on campus with expressed verbal consent from a teacher.

During free-time such as lunch, upper school students (7th and 8th graders are not permitted to use cell phones during school hours) may use their device recreationally; however, the acceptable use policy governing the use of school technology applies to personal devices when on campus or during school activities.

The school reserves the right to temporarily confiscate phones and other electronic devices if used inappropriately by students. Examples of inappropriate use include: phones ringing in class, texting during school hours, cheating, cyber bullying, circumnavigating the firewall, inappropriate websites, and unauthorized photography, video, or audio recording.

LYNNHAVEN ACADEMY CURRICULUM

What We Seek

At Lynnhaven, we look for driven, creative students who want to and are able to take advantage of the intellectual freedom and autonomy afforded students both in the classroom and across their experience of our school.

Lynnhaven teachers describe their most successful students as those with an appetite for learning, who are eager to seize responsibility for their own education and are team players. Lynnhaven works best for learners who are excited by their own curiosity and who work best in a small learning environment.

Lynnhaven students regularly devise questions, challenge assumptions and propose new directions to pursue. These higher order thinking skills create flexible thinkers and problem solvers ready to tackle life in the unknowns of the 21st century.

What We Expect

At Lynnhaven you'll feel a strong sense of community. We expect everybody to not only learn and play together, but also do the work necessary to make our school community a better place.

How It Works

We start with what all thriving schools do well: build authentic relationships with students. Recognizing that the student-teacher relationship forms the foundation for all learning, we position the learner at the center of the course. Learning is relevant, hands-on, and inquiry-driven. More personalized instruction increases efficiency and effectiveness around differentiation, remediation, and project-based learning. In this learning environment, alternate learning activities available to students, encourage students to spend the bulk of their learning time in the research, exploration, interactive, and problem-solving activities. Neither education nor learning is static at Lynnhaven Academy. As such, we are not afraid to experiment. We engage in ongoing evaluation, constantly soliciting feedback from students and encouraging reflection amongst our faculty and administrators.

Our Curriculum

Our curriculum is college preparatory with a commitment to learning that's grounded in the progressive belief that students learn best when they are actively involved and working side by side with others. That's why hands-on, student-centered exploration is part of everything we do at Lynnhaven. It's also why many of our units of study are integrated across content areas.

Instead of learning being driven by predetermined pathways, lessons are shaped by students' questions about the world. We begin with everyday experience and work back to an academic lesson. Students are encouraged to explore, reflect on their findings, and discuss answers or solutions. It is our firm belief that developing the *Sassafras Seven C's* (Critical Thinking, Curiosity, Creativity, Connection, Collaboration & Leadership, Communication, and Civic Responsibility) within our students will set them above their peers and ready them to tackle life beyond Lynnhaven.

At Lynnhaven, there's no such thing as extracurricular. Everything is learning.

Students learn all of the time, inside and outside, with teachers and fellow students, through student jobs and leadership roles, in independent study, and in classrooms. We call our students to action: to be creative and work hard. At Lynnhaven, students learn to be bold and innovative, to work and to lead, to consider themselves and others, and to live at home and out in the world. We foster self-reliance, integrity, social responsibility, and humor, inspiring our students to discover within themselves the courage to achieve their personal best.

The Lynnhaven Core

There are three components to the Lynnhaven curriculum:

- I. **Sassafras 7:** Seven overarching skills and habits of mind that guide development through a student's time at Lynnhaven.
- II. **Subject Learning Objectives:** Specific learning objectives define the detail of content and skills that a student will need in each academic discipline.
- III. **Essential Experiences:** Invaluable and immeasurable opportunities to develop qualities which people should progress toward throughout life.

Sassafras 7

The Sassafras 7 are overarching skills and habits of mind, supported throughout our curriculum through coursework, projects, activities, jobs, group experiences, and independent studies.

Each area is assessed using a rubric that describes each goal in detail and delineates the following levels: Novice, Emerging, Proficient, and Beyond. In order to graduate, students must demonstrate, through supporting evidence and reflection in their portfolio, that they have achieved the proficient level in all seven areas.

Critical Thinking: The skillful analysis assessment, and reconstructing of information to better apply the knowledge acquired through the learning process.

Seeks Clarity from peers and instructors.

Insures Accuracy by checking work

Is **Relevant** and uses current information to form ideas.

Digs Deeper in looks beyond the surface to gain understanding

Looks Broader to make connections with other classes or ideas

Uses Logic to evaluate arguments and make thinking clear.

Curiosity: The desire to seek answers to life's questions that fuels an intrinsically motivated lifelong love of learning.

Asks Questions to stay engaged and deepen understanding.

Seeks Novelty by trying on new ideas and concepts.

Understands Complexity by trying to examine many angles to a problem.

Guides their choices towards new and challenging opportunities.

Questions Assumptions within themselves and others in a way that leads to confidence in ideas.

Creativity: The use of originality and self-expression to explore new possibilities and adapt to new situations.

Uses imagination to visualize concepts and invent

Takes Risks in order to grow and try new things

Tolerates Ambiguity by seeing many points of view

Practices Trust by putting out new ideas and being open to feedback

Is **Open to New Experiences** in the classroom with positivity.

Connection: The ability to understand the broader context of content and see the value of information across subjects.

Recognizes themes that repeat and are universal.

Applies what they've learned to Real World Situations through discussion and projects
Integrates subjects by incorporating what they are learning from other classes to form new ideas about the world.
Seeks Global Awareness by looking beyond immediate surroundings and seeking diverse opinions and experiences.

Collaboration & Leadership: The ability to work as part of a team, channel the energy and potential of their peers, and inspire others to achieve a shared vision or common goal.
Practices Respect of themselves and others through active listening and authentic collaboration.
Uses Integrity and positivity leads by example without prompting or reward.
Creates equity and ownership within the classroom while working with peers by incorporating others ideas and being open to differences.
Develops Strategies to overcome obstacles in group dynamics or to achieve a desired goal.
Is accountable for actions and can be counted on to complete tasks.

Communication The process of conveying thoughts, intentions, and objectives as clearly and accurately a possible to individuals or groups.
Uses clarity in thoughts, words, and actions to convey the intended meaning.
Practices understanding by seeing things from another's point of view.
Is aware of nonverbal cues by ensuring actions convey the intended message instead of conflicting.
Encourages discussion about interesting or debatable topics in order to gain multiple thoughts or perspectives.
Listens carefully when others are speaking in order to be an active participant in a discussion.
Is attentive during discussions and conversations by using eye contact and indicating understanding.

Civic Responsibility: The investment in the rights, duties, and privileges of being a global citizen.
Serve others by helping where needed.
Stay informed by following current events, trends, and announcements
Practice Tolerance by accepting peers and displaying kindness and respect.
Get Involved by volunteering within the community and around the school.
Live the Lynnhaven Values by practicing trust, respect, responsibility, fairness, and integrity.

Subject Centered Objectives

Students are evaluated, formally, three times each year through content exams and broader project based learning opportunities where the focus is on collaboration and teamwork.

Art

- Analyze and comprehend art across disciplines using historical and cultural contexts
- Recognize elements of design in works of art (color, line, form, texture, rhythm, etc.)
- Use materials, tools and processes from a variety of media (printmaking, painting, sculpture, ceramics, photography)
- Demonstrate problem-solving skills by providing a step-by-step approach to specific issues in class projects
- Self-evaluate, discuss, and critique art using appropriate vocabulary
- Create original objects of art in a specific medium
- Demonstrate competence in at least one artistic discipline
- Manifest concept with 2D, 3D, performance or mixed media art

English

- Read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the diverse cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
- Adjust use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- Apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
- Conduct research on issues and interests by generating ideas and questions, and by posing problems.
- Gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate discoveries in ways that suit the purpose and audience.
- Develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

History & Social Studies

- Use history as a tool for understanding across disciplines, cultures, space, and time
- Locate and use academic resources to interpret, analyze, and construct historical arguments.
- Develop the ability to distinguish between fact and fiction while understanding that there is no one historical truth.
- Produce well researched written work that engages with both primary sources and the secondary literature.
- Demonstrate understanding of cause and effect along with their knowledge of the general chronology of human experience.
- Explore varying points of view of the same event.

Mathematics

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Model change using mathematics
- Use technology and coding to facilitate mathematical work and exploration

- Use geometric reasoning to model and analyze spatial relations and patterns
- Use probability and statistics to understand and manage variability in data
- Demonstrate financial literacy

Modern Languages & Cultures

- Listen, read, speak, and write at an intermediate skill level in one non-native language/culture.
- Recognize and describe the cultural forces (history, social values, economic practices, and politics) that shape the professional practices in the target culture;
- Examine the validity of one's own behaviors and norms by contrasting and comparing them with those of the target culture;
- Perceive and value diversity and reinterpret the place of the self as an identity culturally situated in the global context.
- Displays familiarity with multiple perspectives, employs other interpretations, and considers a range of human experiences in analysis.

Science

- Possess a working knowledge of major biological, chemical, and physical principles
- Describe these principles and concepts at three different scales, molecular, organismal, and ecosystem
- Design and implement lab-based inquiries to investigate novel questions using the scientific method
- Describe, analyze, and report on a body of evidence generated by scientific investigations
- Communicate scientific concepts and interpretations to different audiences orally and in writing

Essential Experiences

There are qualities we wish all Lynnhaven graduates to have, which are inherently valuable, and in fact are qualities towards which people should make progress throughout their lives. These qualities include global awareness, self-reliance, social responsibility, an appreciation for hard work, an appreciation of fine arts, and courage for the "hard stretching of oneself." Essential experiences are key parts to the independent and creative learning environment provided by Lynnhaven to develop these qualities.

1. **Maintain Reasonable Physical Activity:** participate in an activity at least twice a week that develops aerobic fitness, physical endurance, or physical strength. The experience of maintaining a reasonable level of physical activity helps students maintain their physical well-being and affords them opportunities to "play as wholeheartedly as they work."
2. **Do the Work Necessary to Sustain the School Community:** The experience of engaging in productive labor allows students opportunities to be proud of working to support the community within which they are learning as well as practicing important skills such as collaboration, perseverance, and leadership.
3. **Learn in the Outdoors:** The experience builds a connection with the natural world, develops self-reliance, and can also foster an ability to work interdependently within a group.
4. **Create and Experience a Wide Variety of Art:** Maintain frequent, regular immersion in a variety of creative arts. Frequent and regular experience with, and exposure to a wide range of art forms, both as a creator and viewer; helps build an ability to use art throughout one's life.

5. **Volunteer:** Complete the minimum required hours for each grade through experiences on and off campus. Volunteering offers vital help to people in need, worthwhile causes, and the community.

The Work of a Lynnhaven Student

Classroom Work

At Lynnhaven, no two classrooms look alike, no two teachers teach in exactly the same way, and students are trusted to play important roles in the process of learning. Core academic courses ensure that our learning community has a bedrock of shared knowledge and proficiencies. Courses are designed to challenge and engage our students and use thoughtful differentiation to meet each student's individual needs.

Independent Work

Independent work is our way of preparing students for a world without roadmaps, without operating instructions. At Lynnhaven students will learn to be self-motivated and discover issues, actions, and concepts they care about. Students will bring their ideas to fruition and share them with the community and beyond. Students will be inspired by their fellow students' reactions and conversations. By designing and executing their own projects, Lynnhaven students strengthen their organizational skills and learn to apply what they have learned in the classroom.

Experiential Learning

We believe that students learn best by doing and that there is no better way to understand what a student has learned than to ask them to apply their knowledge creatively and interdependently. In addition to regular fieldwork within content areas, students carry out projects inspired by curiosity and tied to their academic coursework. They are challenged to research deeply, forge connections between disciplines, and work together collaboratively. It is a chance for students to chase their passions, challenge themselves, and develop critical time and task management skills.

MIDDLE SCHOOL COURSE CATALOGUE

The 6th, 7th and 8th grade program at Lynnhaven Academy is unique in many ways. Our project-based curriculum is unified across subjects and focused on experiential activities based on the region of the world being studied. For example, when students learn about the European Renaissance in social studies, they study Shakespeare in language arts, attend a Renaissance fair, create artwork with techniques from the 16th century and cook foods based on the era. Our small class sizes ensure that every student gets personal attention from teachers. Students Field trips and elective classes allow students to study special interests, from canoeing and fishing to coding and building robots.

ENGLISH

Language Arts I, II, III

Language Arts examines the development and use of written language, oral language and analysis of literary works. Students lift the sophistication of their writing through attention to individual scenes, symbols, and writing techniques they've discovered from close readings of powerful short fiction. Students will read high quality, complex non-fiction texts and works of literature. Students will analyze, in writing, two or more texts that provide conflicting information on how point of view can be manipulated to persuade or create specific effects such as dramatic irony. Students will investigate how passages within

the text connect to one another to advance the plot, revealing the character or highlight an idea. They will learn to compose principled arguments by drawing on evidence, contextualizing their positions, and addressing multiple perspectives.

SOCIAL STUDIES

Civics & Social Responsibility

Exploring the structure of the United States government on a national, state, and local level, this course challenges students to learn and understand fundamental concepts and philosophies that led to the creation of the United States Constitution. Students will analyze the political process, political parties, and influences that affect them both. By instilling a thorough understanding of the foundation of American power, this course inspires students to investigate what it truly means to be an American citizen.

The Old World

This course covers world history and geography from prehistory to 1500 AD. The course will emphasize how people in various cultures influence, and are influenced by, their physical and ecological environments. While focusing on people, places and patterns of life from prehistory to 1500 AD, students will compare the locations and cultures of empires in Europe, Asia, and Africa. Significant attention will be given to the ways in which the environment impacted human populations, migration, and culture. Using texts, maps, pictures, stories, diagrams, charts, and a variety of chronological, inquiry/research, and technological skills, students develop competence in chronological thinking, historical comprehension, and historical analysis.

The New World

This course covers world history and geography from prehistory to 1500 AD. The course will emphasize how people in various cultures influence, and are influenced by, their physical and ecological environments. While focusing on people, places and patterns of life from prehistory to 1500 AD, students will compare the locations and cultures of empires in Oceania and the Americas. Significant attention will be given to the ways in which the environment impacted human populations, migration, and culture. Using texts, maps, pictures, stories, diagrams, charts, and a variety of chronological, inquiry/research, and technological skills, students develop competence in chronological thinking, historical comprehension, and historical analysis.

MATHEMATICS

Math 6

In this course, students will be introduced to the theory and applications of rational numbers. Modeling and real-world problems are emphasized throughout the course. This course develops problem solving skills through numeric manipulation and visual representation of the topics presented, and prepares students for grade 7 mathematics.

Math 7

This course continues to emphasize the foundations of algebra. Topics in grade seven include proportional reasoning, integer computation, solving two-step linear equations, and recognizing different representations for relationships. Students will apply the properties of real numbers in solving equations, solving inequalities, and use data analysis techniques to make inferences, conjectures, and predictions.

Pre-Algebra

This math course is intended to serve two purposes. The first objective is to review or extend concepts

and skills learned in previous grades. Second, it contains new content that prepares students for more abstract concepts in algebra and geometry. The units of study provide students additional instruction and time to acquire the concepts and skills necessary for success in Algebra I. Students will gain proficiency in computation with rational numbers and will use proportions to solve a variety of problems. New concepts include solving multistep equations and inequalities, graphing linear equations, visualizing three-dimensional shapes represented in two-dimensional drawings, and applying transformations to geometric shapes in the coordinate plane. Students will verify and apply the Pythagorean Theorem and represent relations and functions, using tables, graphs, and rules.

SCIENCE

Integrated Science I

This course is designed to increase interest in science and learning while developing the necessary skills to be able to succeed in a middle school classroom environment. The focus of content curriculum is integrated across the spectrum of Physical and Earth Science. Students will complete course work in the areas of:

Energy - conservation, transformation, types of energy, energy systems

Weather and Atmosphere - weather, climate, human factors, land/sea interactions

Cell Biology - plant/animal, cell reproduction

Body Systems - internal systems, relationships, circulation, role of cells in process

Integrated Science II

This course follows in conjunction with the social studies focus of human development in Ancient River Civilizations in Africa, Asia, as well as sea faring empires in Europe. The emphasis is a more complex understanding of change, cycles, patterns, and relationships in the living world. Using Next Generation Science Standards (NGSS), this course embodies the new vision for science focusing on the big picture concepts and teaching students how to “do science.” Students will explore the relationships between natural processes and human activities that cause energy to flow and matter to cycle through Earth’s systems. Students will develop conceptual understanding and skills related to the following topics: matter, thermal energy transfer, chemical reactions, Earth’s natural resources, Earth’s cycling of matter and energy, plate tectonics, ecosystems, biodiversity, and engineering.

Integrated Science III

This course follows in conjunction with the social studies focus of human migration and adaptation across the land in the Americas and Oceania. The emphasis is a more complex understanding of change, cycles, patterns, and relationships in the living world. Using Next Generation Science Standards (NGSS), this course embodies the new vision for science focusing on the big picture concepts and teaching students how to “do science.” The guiding concept for this year is that the processes that change Earth’s systems at different spatial scales today also caused changes in the past. Students will develop conceptual understanding and skills related to the following topics: forces and motion, gravity, electricity, magnetism, waves, solar system, eclipses, evolution, fossil record, biodiversity, and engineering.

ELECTIVES

CORE CLASS: Art

In this year long course, students will develop their skills to build upon their ability to draw. Students will be able to draw and paint with chalk, pencils, charcoal, and create art works from direct observation. They will draw items in the community and around campus. They will maintain a sketchbook that will continually track their growth with exercises. An end of marking period assessment will be project based. Exercises

Last Updated 8/1/2020

will be assigned in various media including; paper/cardboard, wire, fiber arts, household “trash,” environmental items, i.e. grass, bark, dirt, etc., found-object altering and other assorted tactile media.

Trimester 1 Electives

Model UN (DOUGHERTY): Step into the shoes of ambassadors at the United Nations and debate a range of issues on the UN’s agenda. The student “delegates” research and prepare draft resolutions, plot strategy, negotiate with supporters and adversaries, resolve conflicts, and navigate the UN’s rules of procedures—all in the interest of resolving problems affecting the world

Creative Thinking (BROWN): Do you see problems in the world around you that you’d like to fix? Want to discover how? Through this elective, you’ll learn how to identify a need or problem, brainstorm your own ideas, collaborate with others, and come up with a plan. Under the umbrella of the scientific process, this course has a strong emphasis on STEM principles and how creative thinking solved past, current, and future problems. Students also learn about people who thought ‘outside the box’ to solve a problem.

Drama I (GRAHAM): In this course, students will be introduced to mime, improv, character development, timing, makeup and costuming etc. Students will create a series of one-man sketches for a socially distanced stage experience!

Exploring the James (ALL): Each Week tackle a different section of trail along the James River: from the Flatwaters to West Point.

Trimester 2 Electives

Yearbook (Brown): Become a part of the team developing a yearbook through cooperative group processes. Using 21st-century tools, students will work collaboratively using remote technology. The yearbook is completely created, formatted, and published by students in these courses.

Keyboarding (Dougherty): So you can text and tweet without looking, but how are you with typing emails and research papers? This course is designed to teach students the touch method of typing at a rate of 30 WPM or faster. Basic word processing and formatting skills are also a part of the curriculum to support students in being able to communicate in our global society. Students will also learn basic digital literacy skills including, but not limited to computer parts and terms, using the internet, email, and cloud services, and protecting their digital identity while online

Lego Challenge (Graham): Each week students will be given a lego challenge: from stop animation to creating a working bridge, students will learn spatial awareness, engineering, and more! Students will be assigned a gallon of Lego’s if needed.

Trimester 3 Electives

Archaeology (DOUGHERTY): This six week course will partner with resident metal detecting expert, David Parish. Students will learn how artifacts are located, preserved and used to learn about past societies.

Last Updated 8/1/2020

Drama II (GRAHAM): Students will continue their study of Drama with Theater History, monologue performance, self critique, scene writing and performance. Students will take full responsibility for developing a scene including costumes, sound, lighting and final performance

Explore Richmond (Brown): Sure, you're from Richmond, but do you really know your city? Find hidden gems and explore the places you never knew existed! Filming & photographing along the way. At the end create a virtual tour and show the world the city you love in a whole new way!

Exploring the James (ALL): Each Week tackle a different section of trail along the James River: from the Flatwaters to West Point.

UPPER SCHOOL COURSE CATALOGUE

ENGLISH

World Literature - Grade 9 & 10

English I focuses on comprehension and composition of informational, literary, and persuasive texts as well as on speaking, listening, research, and critical reasoning. This course exposes students to a variety of texts from world literature including: novels, short stories, plays, essays, poems, and nonfiction. Students write in a variety of styles with a focus on structure, vocabulary, and writing mechanics. In addition, students engage in a variety of discussions and oral presentations, as well as research and argumentation.

American & British Literature - (Not Offered 2020-2021)

English II focuses on comprehension and composition of informational, literary, and persuasive texts as well as on speaking, listening, research, and critical reasoning. This course exposes students to a variety of texts from American and British literature including: novels, short stories, plays, essays, poems, and nonfiction. Students write in a variety of styles with a focus on structure, vocabulary, and writing mechanics. In addition, students engage in a variety of discussions and oral presentations, as well as research and argumentation.

AP Literature and Composition - Grades 11 & 12

This course is designed with the goal of enhancing students' abilities to explore, comprehend, interpret, evaluate, and appreciate complex literary texts. Upon completion of this course a student should be proficient in discussing literature of varied themes, historical contexts, and genres whether it be in an on-demand, timed writing prompt, an in-depth, scrutinized, and revised essay, or in class discussion. Students entering this course must have the initial expectation that they will read, contemplate, and write about literature extensively. They must be willing to challenge and justify their understandings, attempt to see other perspectives, and discuss in a mature and lively manner.

AP Language and Composition - Grades 11 & 12 (Not Offered 2020-2021)

Language and Composition course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. The overarching objective is to enable students to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives. This course will teach students to read primary and secondary sources carefully, to synthesize materials from these texts in their own compositions, and to cite sources using conventions recommended by professional organizations such as the Modern Language Association (MLA), the

University of Chicago Press (The Chicago Manual of Style), and the American Psychological Association (APA).

HISTORY

World History – 1500 to Present Day – Grade 9

Students will explore the historical development of people, places, and patterns of life from ancient times until 1500 AD. (CE) in terms of the impact on Western civilization. Students will engage in historical thinking draw upon chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and decision making. Experiential and place-based learning, collaborative work, outside speakers, and short and long research projects enhance the classroom experience. In addition to working with document-based questions, or “DBQs,” students learn to analyze a question with a persuasive, evidence-based argument.

United States History to 1865 – Grade 10

This course covers the history of early America and the United States from 1491 until 1865 – from pre-colonial American civilizations to the end of the Civil War and Reconstruction. The goal of the course is to give students a breadth of knowledge and understanding of U.S. history so that they may develop their own well-reasoned and well-informed opinions, while exercising responsible citizenship. The use of primary sources, visual interpretations, media, and propaganda are all heavily incorporated into this course. Activities include field trips, guest speakers, and occasional films. Discussion of current events and open debate are also encouraged. Experiential and place-based learning, collaborative work, outside speakers, and short and long research projects enhance the classroom experience. Students develop a deep understanding of causation, periodization, change and continuity, and historical interpretation. In addition to working with document-based questions, or “DBQs,” students learn to analyze a question with a persuasive, evidence-based argument.

Modern United States History - Grades 11 & 12

This course covers the history of the United States from 1865 to the present – from Reconstruction to the twenty-first century and the era of globalization. Topics of interest include the effects of the Civil War, the Progressive era, American imperialism, the World Wars, the Great Depression, the Cold War, and the era of social change. As with the previous course, the goal is to give students a breadth of knowledge and understanding of U.S. history so that they may develop their own well-reasoned and well-informed opinions, while exercising responsible citizenship. Students continue to work with primary sources. Visual interpretations, media, and propaganda are all heavily incorporated into this course. Activities include field trips, guest speakers, and occasional films. Discussion of current events and open debate are also encouraged. Experiential and place-based learning, collaborative work, outside speakers, and short and long research projects enhance the classroom experience. Students develop a deep understanding of causation, periodization, change and continuity, and historical interpretation. In addition to working with document-based questions, or “DBQs,” students further develop their ability to analyze a question with a persuasive, evidence-based argument.

U.S. Government and Politics - Grades 11 & 12 (Not Offered 2020-2021)

This course provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.

Sociology (Not Offered 2020-2021)

The purpose of this course is to provide students with a chance to examine human social interaction and the ways in which individuals are influenced by other people and society. Students will learn how to

become more reflective of themselves, their community, and their society. Students will complete 10 additional community service hours throughout the year in place of a written final exam. Sociology focuses on special topics such as: groups, culture, socialization, deviance and inequalities (gender, social class, race, ethnicity). This class will explore these areas through sociological readings and engaging in discussion and simulation. Though this class will help prepare students to take sociology in college, it will also help all students think critically about society in general and their own lives specifically.

MATHEMATICS

Integrated Math (Not Offered 2020-2021)

Integrated Math topics include recognizing and developing patterns using tables, graphs and equations. Mathematical modeling is stressed as a methodology for approaching the solution to problems. Students will explore operations on algebraic expressions, and apply mathematical properties to algebraic equations. Students will problem solve using equations, graphs and tables and investigate linear relationships, including comparing and contrasting options and decision-making using algebraic models. Reinforcement of topics from two-dimensional Geometry is integrated into this curriculum. This includes applications from the areas of area and perimeter, the Pythagorean Theorem and its applications, as well as geometric proportion. Finally, introductory instruction in the area of mathematical probability is provided to reinforce the use of fractions and numerical modeling. Technology will be used to introduce and expand upon the areas of study listed above.

Algebra I

Algebra 1 topics include recognizing and developing patterns using tables, graphs and equations. In addition, students will explore operations on algebraic expressions, apply mathematical properties to algebraic equations. Students will solve problems using equations, graphs and tables to investigate linear relationships. Technology will be used to introduce and expand upon the areas of study listed above.

Geometry

This course is designed to emphasize the study of the properties and applications of common geometric figures in two and three dimensions. It includes the study of transformations and right triangle trigonometry. Everyday use of geometry is taught on a weekly basis. This helps the students use the skills learned outside of the learning session. After basic concepts and vocabulary are introduced, students use inductive reasoning to develop theorems about parallel lines, congruent triangles, quadrilaterals, and similar figures. Deductive reasoning skills are developed through solving practical and real-life problems. A special emphasis is placed on hands-on opportunities with the use of concrete models and drawings. As the year progresses, students analyze figures and use their understanding of that type of figure to apply appropriate and real-life formulas.

Algebra II

This course is designed to build on algebraic and geometric concepts. It develops advanced algebra skills such as systems of equations, advanced polynomials, imaginary and complex numbers, quadratics, and concepts and includes the study of trigonometric functions. It also introduces matrices and their properties. The content of this course are important for students' success on both the ACT and college mathematics entrance exams. A TI-84 series graphing calculator is strongly recommended. This is a yearlong course.

Probability and Statistics (Not Offered 2020-2021)

This course was designed to help students master the basic principles of statistics in order to understand variability in data and apply these concepts to understand probability and improve ability in making informed decisions. The first semester is an introduction to the collection, representation, and interpretation of data. Students then explore topics of probability, including experimental and theoretical probability, permutations, combinations, independent and dependent events, standard deviation, and

Last Updated 8/1/2020

normal and binomial distribution. As students study they develop their skills in analysis and critical thinking as they apply these principles to a variety of real world scenarios.

Pre-Calculus

Precalculus combines the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus and strengthens students' conceptual understanding of problems and mathematical reasoning in solving problems. Facility with these topics is especially important for students intending to study calculus, physics, and other sciences, and/ or engineering in college. For this Precalculus course, instructional time will focus on five critical areas: (1) extend work with complex numbers; (2) expand understanding of logarithms and exponential functions; (3) use characteristics of polynomial and rational functions to sketch graphs of those functions; (4) perform operations with vectors; and (5) expand work with trigonometric functions. The student will need access to a graphing calculator on a regular basis. A TI-84 series graphing calculator is strongly recommended.

Calculus (Not Offered in 2020-2021)

The overall goal of this course is to help students understand and apply the three big ideas of Calculus: limits, derivatives, and integrals and the Fundamental Theorem of Calculus. Imbedded throughout the big ideas are the mathematical practices for Calculus: reasoning with definitions and theorems, connecting concepts, implementing algebraic/computational processes, connecting multiple representations, building notational fluency, and communicating mathematics orally and in well-written sentences.

SCIENCE

Origins

This one-year course explores the foundations of Earth science in the following related topics / fields: Earth's place in the universe, dynamic Earth processes, energy in the Earth system, biochemical cycles, structure and composition of the atmosphere, and Virginia geology. Students will have the opportunity for self-assessment, as well as for teacher guidance and assessment throughout the course including the preparation and finalization of two semester Problem Solving Projects, which focus on research, organization, and drafting strategies. The course covers scientific terminology, historical and cultural advances in science, vocabulary building, test taking strategies, and several simulated labs, hands-on labs, science essays, workplace documents, and science projects using the scientific method. This is a yearlong course.

The Living World

This Biology course is designed to provide students with a detailed understanding of living systems. Emphasis continues to be placed on the skills necessary to examine alternative scientific explanations, actively conduct controlled experiments, analyze and communicate information, and gather and use information in scientific literature. The history of biological thought and the evidence that supports it are explored, providing the foundation for investigating biochemical life processes, cellular organization and mechanisms of inheritance. The importance of scientific research that validates or challenges ideas is emphasized at this level. This is a yearlong course.

The Environment

This Biology/Ecology course is designed to provide students with detailed understanding of ecosystems and the dynamic equilibria within populations, communities, and the basis for the modern classification system. The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which: observations of living organisms are recorded in the lab and in the field; hypotheses are formulated based on direct observations and information from scientific literature; variables are defined and investigations are designed to test hypotheses; graphing and arithmetic calculations are used as tools in data analysis; conclusions are formed based on recorded quantitative and qualitative data. This is a yearlong course.

Solutions (Not Offered 2020-2021)

The overarching goal of this Honors Science course is to provide a mechanism for science students to pursue advanced science research to solve a scientific problem of their choice. Students in this course will be introduced to the literature review, research, APA writing style, the scientific method, statistics, types of investigations, and a variety of laboratory techniques. The IRB approved science research proposal and experimental design developed by the student with direction/advice from their mentor will be implemented to gather and statistically analyze data. The data will be used to develop a quantitative research paper for presentation to the scientific community. The requirements of this course include a minimum of 8 hours of independent research in every two week cycle during the school year. Students will be assessed on and will self-assess oral presentations, portfolios, mentor contacts, and written reports. As we progress through the year, students will (1) perfect the research projects; (2) identify a mentor or team in your academic field to enhance your research; (3) review and revise your research literature; (4) present your findings to science faculty, the community, and peers also conducting research.

ELECTIVES

Art I

The content for Art I emphasizes the development of the ability to recognize visual arts content, concepts, and skills needed to create, discuss, and understand original works of art. Students use art-making processes to communicate ideas and personal life experiences. They maintain portfolios documenting their artistic growth. They select representative work to take to the next level of study. This is a semester-long course.

Art II (Not Offered in 2020-2021)

The content for Art II builds from Art I and goes deeper into the art-making processes. Students will continue to communicate ideas and life experiences through creative expression. They maintain portfolios documenting their artistic growth. They select representative work to take to the next level of study. This is a semester-long course.

Digital Art & Design (Not Offered in 2020-2021)

This course introduces students to contemporary media as an extension of the creative experience. Students will enjoy a deeper understanding and appreciation for all things digital as they explore this special genre of art found in everything from advertising to animation to photography and beyond. In this course, students will learn about the evolution of art, the basic principles of art and design, and the role of art in politics and society. Through this project based course, students will be prepared to create fine and commercial artwork using the computer and a variety of software as tools to manipulate images.

Art & Activism

Art and activism is a dynamic practice that combines the creative power of the arts to move us emotionally with the strategic planning of activism necessary to bring about social change. In this year-long course students will explore this dynamic and the difference between AFFECT and EFFECT.

Personal Finance

This course connects practical mathematical concepts to personal and business settings. Relevant, project-based learning activities cover stimulating topics such as personal financial planning, budgeting and wise spending, banking, paying taxes, the importance of insurance, long-term investing, buying a house, consumer loans, economic principles, traveling abroad, starting a business, and analyzing business data. Offered as a year long course for high school students, this course encourages mastery of math skill sets, including percentages, proportions, data analysis, linear systems, and exponential

functions.

African Studies

African Studies is a conceptually driven course that introduces students to the exploration of the rich and diverse history and culture of African Americans. The goal of this course is to broaden the knowledge and understanding of students interested in learning about history, citizenship, culture, economics, science, technology, geography, and the political realities of African Americans before 1864. These strands should not be taught in isolation but woven together in an integrated study that helps students understand the world in which we live. This course should provide students with an opportunity to engage with the social, economic, and political activities of African Americans in a way that allows them to make deep connections across the content. The historical content of this course should be taught with relevance to contemporary and current issues in order to ensure a deeper understanding for students.

Spanish I

Spanish I is a broad based course designed to introduce the student to all aspects of foreign language study. Grammar, reading, writing, speaking, and listening skills are included. Cultural information is provided and taught throughout the duration of the course. Students will do research on various cultural topics. This is achieved by groups, partners and individual practice dependent on the subject. Emphasis is placed on conversation, vocabulary and correct usage of the language. Correct pronunciation and oral proficiency are primary goals. This requires a daily emphasis on listening and speaking. The classroom experience will provide an appreciation and development of cultural awareness through various readings, media resources and authentic materials.

Spanish II

Spanish 2 begins with a detailed review of Spanish 1 grammar. There is an emphasis on increasing opportunities to use the language through speaking, writing, reading and listening. Students will learn new vocabulary and grammar necessary for more sophisticated readings and more complex dialogues. Students will be engaged in a variety of activities to foster a better understanding of the language and culture

Seminar

This course is for 11/12th grade students and focuses on SAT Preparation, exploration of college and career options during the first semester. More important, though, are the lessons in college preparation relating to a growth mindset, positive and proactive attitude, and college culture. The use of online lessons and tutorials is the primary means to deliver test preparation. Students practice questions in Math and Evidence based Reading to become familiar with the directions, format, and types of questions. The goal is for seniors to complete all college applications by November. The second semester is dedicated to a special focus on social justice topics involving race, politics, gender equality by way of engaging in novel studies, guest speakers, lectures, field trips, reading short and long essays, watching videos, reading current events, and the news. A diversity of readings will include primary and secondary sources. Seniors will research familiar, unfamiliar and sometimes uncomfortable topics, collect data, analyze and synthesize the material by presenting the findings in a variety of ways, i.e. oral presentations, group presentations, written responses, essays, and examinations. It is critically important for students to develop original ideas, increase awareness in the global society. This is a yearlong course.

Digital Education

Lynnhaven Academy uses Edmentum, a platform for Digital Education, to deliver instruction in two ways:

1. Online Only Courses: These courses may be of particular interest to a student but are not available during the school year.

Last Updated 8/1/2020

2. Credit Recovery: These are available to a student who did not complete a course in the prescribed amount of time or had issues with attendance.

Lynnhaven Academy

Acknowledgement of Review and Understanding
Student and Parent Handbook 2020-2021

The 2020-2021 Student/Parent Handbook provides important information related to student learning, expectations for student behavior and other information related to student and parent rights. Lynnhaven Academy requires that a parent/guardian for each student signs this form to acknowledge that they have read and understand the guidelines and expectations set forth in the handbook.

THIS FORM MUST BE SIGNED ELECTRONICALLY BY THE FIRST DAY OF SCHOOL

Last Updated 8/1/2020

Appendix

The following forms have been added to the Parent and Student Handbook for your convenience.

FORM A - Academic Records Request

FORM B - Student to Student Transportation Liability Waiver

FORM C - Course Retake Request

FORM D - Student Support Request

Form A Formal Records Request

THIS FORM IS NOW ONLINE AT LYNX NET

Form B

Waiver/Permission to Transport Student by a Minor

THIS FORM IS NOW ONLINE AT LYNX NET

FORM C COURSE RETAKE REQUEST FORM

THIS FORM IS NOW ONLINE AT LYNX NET

Student Support Team Request Form (Form D)

THIS FORM IS NOW ONLINE AT LYNX NET