

*The J. Frank White Academy
of
Lincoln Memorial University
Student Handbook*



2024-2025 Academic Year

This handbook is designed to serve as a guide to the rules, policies, and expectations of the University as related to the J. Frank White Academy; therefore, it is not intended to establish a contract, and the University and/or JFWA reserves the right to amend, modify, or change regulations, policies, and financial charges stated in this handbook throughout the year. In such a case, JFWA will make reasonable efforts to notify the JFWA community, in a timely manner, of any changes in policies and regulations. Notification shall be made via email and/or the JFWA website as deemed appropriate.

Table of Contents

- Administrative Staff.....2
 - Special Message Regarding COVID-192
- Message from the Principal3
- Lincoln Memorial University Mission and Purpose.....4
- Institutional Goals.....4
 - Non-Discrimination Policy5
- J. Frank White Academy General Information.....6
 - What We Believe6
 - Institutional Goals.....6
 - History6
 - Desired Learner Outcomes and Indicators7
 - FERPA (Family Educational Rights and Privacy Act).....7
- ADMISSIONS.....8
 - Policies and Procedures.....8
 - Admissions Process.....9
 - Enrollment.....10
 - Conditional Admission.....10
 - Re-Admissions/Enrollment10
 - Withdrawal from JFWA.....10
 - School Holidays & Training Closures.....11
- 2024-2025 Tuition11
 - Unpaid Accounts12
 - Scholarships.....12
- STUDENT CONDUCT12
 - Honor Code Agreement.....12
 - Attendance13
 - After School Program15
 - Academic Integrity.....15
- JFWA Uniform Dress Code.....16
 - Formal Days16
 - Spirit Days.....17
 - Academic Casual Days.....17
 - Lower School Students (PreK- Grade 4).....18
 - Gym Apparel.....18
 - Consequences for Dress Code Violations19
- HEALTH AND SAFETY POLICIES & PROCEDURES19
 - Illness Protection & Prevention19

Returning to school after illness	20
Medication	20
Alcohol/Drug Policy	20
Harassment	21
Profanity.....	22
Student Vehicles (Students aged 16 and above)	22
Technology Policy.....	22
Restricted Areas	22
Visitors.....	23
Vandalism	23
Threats of Violence.....	23
Weapons	23
Gambling or Wagering.....	23
Public Displays of Affection	23
Emergency Procedures.....	24
Inclement Weather/School Closure Policy	24
Disaster Plan.....	24
Medical Emergency	24
STUDENT SERVICES.....	24
Food Services.....	24
Library Services.....	25
Lost and Found	26
Student Center	26
Student Insurance	26
Co-curricular Activities.....	27
Fundraising	28
Publication Policy	28
Student ID's	28
Textbooks.....	28
Lockers	28
ACADEMICS	28
Guidance Program.....	28
Parent/Guardian & Teacher Conferences.....	29
Class Load	30
Community Service.....	30
Partial-Day Homeschool Students	30
Lower School Academic Information (PreK- 4)	30
Grading Policies (Grades K-4)	30
Upper School and Senior High School Academic Information	32
General Course Offerings (Grades 4-12).....	32
Grading Policies (Grades 4-12).....	33
Honor Roll.....	35
Academic Awards	35

Class Changes	36
Online Courses.....	36
Summer School.....	36
Summer Reading	37
Homework.....	37
Upper School: Grades 5-8 Course Information	37
Language Arts	37
Math	37
Social Studies.....	37
Physical Education	37
Science	38
Fine Arts.....	38
Co-curricular Activities.....	38
Policies.....	38
Course Catalog (5 th - 8 th).....	39
Upper School (Grades 9 & 10) & Senior High School (11 &12)	43
Course Information for JFWA Juniors & Seniors.....	43
Programs of Study (9-12).....	45
High School Four-Year Plan of Study (STEM Acceleration Major).....	45
High School Four-Year Plan of Study (Liberal Arts or Business Major).....	46
High School Four-Year Plan of Study (Collegiate Success Plan).....	47
Upper School (9-10) & Senior High School (11-12) Course Catalog.....	48
JFWA FACULTY/STAFF ROSTER 2024-2025	56
JFWA SUBSTITUTE ROSTER.....	60
ADDENDUM: PRE-K INFORMATION & POLICIES	61
Message from JFWA PreK Program Director	61
Goals & Objectives for Parents/Guardians	62
Goals & Objectives for Enrolled Children.....	62
General Information	62
Registration Process	63
Health & Safety Information.....	63
Miscellaneous Information.....	64
Food Information.....	64
Lunch/ Snack	64
Behavior Management	65
Termination of Enrollment	65

Administrative Staff

Principal (Upper School/Senior High School)	Dr. Kristina Hudson
Assistant Principal, Curriculum Coordinator	Mr. Jason Cave
Director of Admissions	Ms. Tonya Perry
Athletic Director	Mr. Bobby Lockhart
Guidance Counselor	Ms. Jamie Baker
Office Manager	Ms. Geri Marcum
Lower School Principal/Pre-K Program Dir.	Dr. Marcinda Asbury
Lower School Administrative Assistant	Ms. Sherri Brock
JFWA Receptionist & Administrative Assistant	Ms. Thelma Brooks

Special Message Regarding COVID-19

COVID-19 has posed innumerable challenges for businesses, individuals, and institutions around the world. The ever-evolving nature of COVID-19 makes crafting policies, protocols, and procedures in response to this threat especially difficult. At any one time, such policies constitute the best practice at that moment, but, as we have seen since 2020, best practice is apt to change rapidly.

In this handbook, COVID-19 is referenced only in the section on Attendance.

LMU has crafted a comprehensive response to COVID-19 in a plan that is posted prominently on the University's home page: www.lmunet.edu. The university updates those policies as circumstances warrant changes.

Students and families should review those policies for more detailed information pertaining to a variety of issues specifically related to COVID-19.

Message from the Principal

August 2024

Dear J. Frank White Academy Student and Family:

Welcome to the 2024-2025 academic year at the J. Frank White Academy!

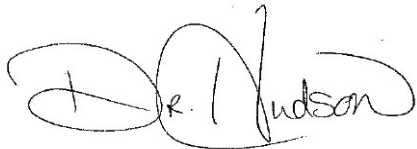
Since our inception in 1989, the Academy has built a strong track record of success in preparing students for the rigors of university and professional pursuits. Our faculty and staff are dedicated to helping you grow as a student and as an individual. We strive to continuously improve the ways we can assist you as you seek to find what your future holds.

Carefully review the policies, procedures, and information contained in this handbook as they provide guidance about many of the important aspects of academic and extracurricular life at JFWA.

Should you need my assistance on any matter here at the Academy, my office is located on the 1st floor of the Upper School. Don't hesitate to come see me!

Best wishes to you as you embark on this school year!

Sincerely,

A handwritten signature in black ink that reads "Dr. Kristina Hudson". The signature is fluid and cursive, with the first name "Kristina" being more prominent than the last name "Hudson".

Dr. Kristina Hudson, Principal
JFWA Upper School & Senior High School
Kristina.hudson@lmunet.edu
Phone: 423-869-6640

Lincoln Memorial University Mission and Purpose

Lincoln Memorial University is a comprehensive values-based learning community dedicated to providing quality educational experiences at the undergraduate, graduate, and professional levels. The University strives to give students a foundation for a more productive life by upholding the principles of Abraham Lincoln's life: a dedication to individual liberty, responsibility, and improvement; a respect for citizenship; recognition of the intrinsic value of high moral and ethical standards; and a belief in a personal God.

While primarily committed to teaching, the University supports research and service. The University's curriculum and commitment to quality instruction at every level are based on the beliefs that graduates must be able to communicate clearly and effectively in an era of rapidly and continuously expanding communication technology, must have an appreciable depth of learning in a field of knowledge, must appreciate and understand the various ways by which we come to know ourselves and the world around us, and must be able to exercise informed judgments.

The University believes that one of the major cornerstones of meaningful existence is service to humanity. By making educational, service, and research opportunities available to students, Lincoln Memorial University seeks to improve life for the students it serves. While serving students from throughout the state, nation, and many other countries, the University retains a commitment to enrich the lives of people and communities in the Appalachian region.

Revised July 6, 2017; approved by Board of Trustees, November 10, 2017

Institutional Goals

Lincoln Memorial University is a private, independent, non-sectarian University with a clearly defined mission that distinguishes it from other educational institutions. While the University cherishes its heritage and rich traditions, it recognizes that dynamic growth and change are required to meet the needs of today's students. The University has identified the following institutional goals, which are derived from its mission and reflect its vision for the future:

1. Make educational opportunities available to all persons without reference to social status. The University seeks to strengthen student recruitment and retention by fostering an academic and social environment that facilitates success and rewards achievement.
2. Maintain fiscal integrity in all University activities, programs and operations through efforts to increase endowment and financial standing.
3. Provide quality educational experiences that have their foundation in the liberal arts and professional studies, promote high personal standards and produce graduates with relevant career skills to compete in an ever-changing, increasingly global society.
4. Advance Cumberland Gap, Appalachia, and other communities through public service and outreach activities in continuing education, healthcare, leadership development, recreation and the fine and performing arts.
5. Serve as a critical educational, cultural, and recreational center for the area and develop and maintain facilities, which are safe, accessible, and conducive to the development of body, mind, and spirit.
6. Attract and retain a diverse and highly qualified faculty and staff, committed to teaching, research and service.
7. Commit resources to support the Institution's primary role of teaching, and, as appropriate, research and service.

8. Support faculty and staff development programs with priority for allocation of resources determined by institutional needs.
9. Improve technological resources for faculty, staff, and students in all academic programs regardless of where or how programs are delivered.
10. Develop and implement academic programs in response to anticipated or demonstrated educational needs, and continuously evaluate and improve the effectiveness of current programs.
11. Provide a caring and nurturing environment where students, faculty, and staff with varied talents, experiences, and aspirations come together to form a diverse community that encourages students to grow intellectually and personally to meet their academic and career goals.
12. Provide quality educational opportunities through selected degree programs for students who live and/or work a significant distance from the Lincoln Memorial University main campus, and for whom other options are not as accessible or satisfactory.

Revised: July 11, 2019

Non-Discrimination Policy

Lincoln Memorial University is an Equal Opportunity and Affirmative Action educational institution. In support of its Mission Statement, LMU is committed to equal opportunity in recruitment, admission, and retention for all students and in recruitment, hiring, training, promotion, and retention for all employees. In furtherance of this commitment, Lincoln Memorial University prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, veteran status, military status, sexual orientation, marital status, parental status, gender, gender identity, gender expression, and genetic information in all University programs and activities. Lincoln Memorial University prohibits retaliation against any individual for 1) filing, or encouraging someone to file, a complaint of discrimination; 2) participating in an investigation of discrimination; or 3) opposing discrimination. "Retaliation" includes any adverse action or act of revenge against an individual for filing or encouraging someone to file a complaint of discrimination, participating in an investigation of discrimination, or opposing discrimination. The Office of Institutional Compliance investigates allegations of prohibited discrimination, harassment, and retaliation involving members of the LMU community.

This policy is widely disseminated in University publications, including the employee handbook and all LMU student catalogs and handbooks. All members of the University community bear responsibility for compliance with this policy. Compliance is monitored and reported annually through the offices of the Executive Vice President for Academic Affairs; the Executive Vice President for Administration; the Assistant Vice President for Academic and Student Support Service; the Office of Human Resources; and the Institutional Compliance Office.

This policy is in compliance with federal and state law, including the provisions of Title VII of the Civil Rights Act of 1964, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the ADA Amendments Act of 2008, Executive Order 11246, the Vietnam Era Veterans Readjustment Act of 1974 as amended by the Jobs for Veterans Act, the Uniformed Services Employment and Reemployment Rights Act, as amended, the Genetic Information Nondiscrimination Act of 2008, and the Tennessee Human Rights Act.

J. Frank White Academy General Information

What We Believe

Each student is a valued individual whose unique physical, social, emotional, and intellectual needs merit a variety of educational approaches. We recognize an imperative need for continual self-improvement and know that with mutual respect among students and staff and the shared support of teachers, administrators, parents/guardians, and community members, the students of J. Frank White Academy are empowered to become confident self-directed, life-long learners.



J. Frank White Academy

Institutional Goals

At J. Frank White Academy, we strive to:

1. Offer a demanding and rich academic curriculum that prepares students for college and life beyond.
2. Craft experiences that challenge students to think analytically, critically, and creatively.
3. Motivate students to develop excellent communication skills.
4. Respect the need to learn as an individual, while also realizing the benefits of group instruction.
5. Provide an atmosphere wherein individual differences shall be respected and celebrated.
6. Inspire a lively sense of achievement and self-worth through the commendation of benchmark achievement.
7. Assist students in their academic, emotional, ethical, and social development by providing focused guidance.
8. Foster an appreciation for and understanding of creative artistry, as well as esthetic and cultural diversity.
9. Deliver a range of co-curricular activities serving as academic, creative, recreational opportunities for success.
10. Stimulate lifelong habits of health, fitness, and interest in the well-being of the physical body.
11. Nurture sportsmanship, an appreciation of team goals, and a healthy sense of competition.
12. Cultivate a sense of civic responsibility by providing service opportunities in the school and the community at large.
13. Encourage the exploration of issues related to the rapid technological and sociological changes of our time.

History

In its early years, Lincoln Memorial University operated both a primary and high school, but re-opening D.A.R.-Whitford Hall as the J. Frank White Academy on September 5, 1989, ended a sixty-year gap in the allowance of pre-college students to take full advantage of the college's resources. Graduates of the University's first on campus high school, the L.M.U. Academy (formerly the Harrow Academy primary school in Cumberland Gap) were some of the most respected members of the community but it was closed in 1929 because of financial troubles and low enrollment. J. Frank White, best known as the proprietor of the White Furniture Store in Middlesboro, Kentucky, was inspired by the vision of the L.M.U. Academy and left a million-dollar estate to his wife Roberta upon his passing in 1925. At her death many years later, the estate was left in trust with hopes that a private boys' school would be in Claiborne County, Tennessee. The impracticality of the bequest led the estate trustees David Stanifer, Tom Shumate, and Moss White to ask the court to render an appropriate distribution and in 1988 the J. Frank White Academy was established, opening its doors to 34 students its first year.

The Academy is fully accredited by Cognia. Advanced students shall take university classes (either as dual credit or as university credit only) and *all* students are granted access to Lincoln Memorial's various research, recreational and laboratory facilities including the Carnegie-Vincent Library, Tex Turner Arena, and Mary E. Mars Gymnasium.

Desired Learner Outcomes and Indicators

1. Learning-to-Learn Skills (Metacognition)
 - Students make a commitment to creating quality work and striving for excellence.
 - Students use a variety of learning strategies, personal and time management skills to enhance learning. Students reflect on and evaluate their learning for the purpose of improvement.
2. Expanding and Integrating Knowledge (Interconnected Learning)
 - Students connect knowledge and experiences from different subject areas.
 - Students use what they already know to acquire new knowledge and skills and expand understanding. Students apply multi-disciplinary approaches to solving problems or completing tasks.
3. Communication Skills
 - Students communicate with clarity, purpose, and understanding of audience.
 - Students integrate the use of a variety of communication forms and use a range of communication skills. Students recognize, analyze, and evaluate various forms of communication.
4. Thinking and Reasoning Skills (Creative Thinking, Problem Solving and Critical Thinking)
 - Students gather and use information effectively to gain new information and knowledge, classify and organize information, support inferences, and justify conclusions appropriate to the context and audience.
 - Students utilize, evaluate, and refine the use of multiple strategies to solve a variety of types of problems. Students generate new and creative ideas by taking considered risks in a variety of contexts.
5. Interpersonal Skills
 - Students work with others in a variety of situations to set and achieve goals. Students have the ability to evaluate their behavior as group members.
 - Students deal with disagreement and conflict caused by diversity of opinions and beliefs.
6. Personal and Social Responsibility
 - Students take responsibility for personal actions and demonstrate honesty, fairness, and integrity. Students respect themselves and others, and understand and appreciate the linguistic and cultural diversity, and interdependence of all people.
 - Students demonstrate an understanding of and responsibility for global and environmental issues. Students act as responsible citizens in the community, state, and nation.

FERPA (Family Educational Rights and Privacy Act)

The J. Frank White Academy of Lincoln Memorial University complies with the provision of the Family Educational Rights and Privacy Act (FERPA), as amended. The Family Educational Rights and Privacy Act affords eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or a student of any age who attends a postsecondary institution.) These rights include:

1. The right to inspect and review the student's education records within 45 days after the day LMU receives a request for access. A student should submit to the Registrar a Request to Inspect and Review Education Records that identifies the record(s) the student wishes to inspect. The Registrar will make arrangements for access and notify the student via LMU email of time and place where the records may be inspected. If the records are not maintained by the Registrar, the student will be advised of the official to whom the request has been directed.
2. The right to request the amendment of the student's education records which the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Under provision of this law, parents/guardians and students under 18 shall review their records according to procedures established by the University. For more information regarding FERPA, [click here](#).

Public Notice Designating Directory Information

LMU designates the following information contained in students' education records as "directory information." Directory information may be disclosed by the University without the student's prior consent pursuant to the provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA). However, the University is not required to disclose directory information and, therefore, carefully evaluates requests for information. At LMU, directory information includes the student's name, address, telephone number, email address, date and place of birth, photographs, major and minor field(s) of study, dates of attendance, class (freshman, sophomore, etc.), enrollment status (undergraduate or graduate; full or part-time), participation in officially recognized activities or sports, height and weight of student-athletes, degrees, honors (including Dean's List) and awards received, and the most recent educational agency or institution attended.

Currently enrolled JFWA students may withhold disclosure of directory information under FERPA. To withhold disclosure, students must submit a Request to Restrict Release of Directory Information ([found here](#)) to the JFWA Principal, and the student's directory information will remain confidential. Former students may not submit a request to restrict disclosure of directory information on their education records, but they may request removal of a previous request for nondisclosure.

ADMISSIONS

Policies and Procedures

JFWA welcomes applications from motivated students in grades Pre-K-12 who have a desire to excel academically and plan to attend college.

A JFWA student:

- Desires a college preparatory education and shows evidence that he or she can excel in this type of curriculum.
- Is interested in an environment of high moral and ethical values.
- Has no chronic history of disciplinary problems and has never been expelled or suspended from school.
- Is drug and alcohol free and has no criminal record.
- Has demonstrated a minimum GPA of 2.0 (grades 5-12 only).
- Can be successful in a college preparatory curriculum without modification or special education-related services designed to overcome learning disabilities.

Admissions Process

JFWA follows a similar application and enrollment process to that of Lincoln Memorial University's Undergraduate Admissions model—a rolling admission model. While the specific admissions considerations may be different for PreK/Lower School and Upper School/Senior High School, the application and admission process is the same.

The JFWA Admissions Committee will receive and review all admissions applications and related materials. The JFWA Admissions Committee is made up of the following:

- Director of Admissions
- School Counselor
- Lower School Principal
- Upper School/Senior High School Principal
- One faculty member from each school
- LMU's Executive VP for Administration

In addition, the JFWA Admissions Appeal Committee consists of the following:

- Executive Vice President of Administration
- Lower School Principal
- Upper School/Senior High School Principal
- Director of Admissions
- School Counselor

The Admissions Appeals committee may choose to uphold or overturn the decision of the JFWA Admissions Committee.

PreK/ Lower School (K-4) Admissions Process

The JFWA PreK/Lower School Admissions process is as follows:

- Application
- Records request
- Screening (if applicable)
- Interview (parent/student/both as required)
- Admissions Decision
- Accepted (with one of the following enrollment distinctions)
 - Immediate (available opening, appropriate to start as soon as possible)
 - Waitlisted (would qualify for immediate acceptance, but no opening exists)
 - Deferred (qualifies, circumstances require a delay in enrollment not related to available space)
- Conditional Admission (see below)
- Denied

Upper School/Senior High School Admissions Process

The JFWA Upper School/Senior High School Admissions process is as follows:

- Application
- Records request
- Screening (if applicable)
- Interview (parent/student/both as required)
- Admissions Decision

- Accepted (with one of the following enrollment distinctions)
 - Immediate (available opening, appropriate to start as soon as possible)
 - Waitlisted (would qualify for immediate acceptance, but no opening exists)
 - Deferred (qualifies, circumstances require a delay in enrollment not related to available space)
- Conditional Admission (see conditional admission below)
- Denied

Enrollment

Prospective students must submit the following documents in order to be considered for enrollment:

- Completed application
- Official transcripts from previously attended schools
- Standardized test scores
- Immunization records

The Academy reserves the right to contact all references listed on the application including principals, counselors, or teachers from the most recent school attended. The Admissions Committee (the JFWA Principal, Director of Admissions, Assistant Principal and Guidance Counselor) will review the enrollment materials and notify parents/guardians by physical mail and/or email of their decision.

With enrollment, parents and guardians accept that students are held accountable for all written and verbal JFWA policies, that enrollment is for the entire academic year (or, for students enrolling mid-year, the portion between when the student begins classes and the end of the school calendar) and tuition is owed for the total amount of time a student attends JFWA, even if dismissed or withdrawn mid-year.

Conditional Admission

The Admissions Appeals committee (the Executive Vice President of Administration, the JFWA Principal, director of admissions and School Counselor) shall choose to admit students who do not meet the regular admissions standards. Likely candidates for conditional admission are those whose teacher recommendations or test scores indicate that their GPA is not a true reflection of their academic potential. Terms of the admission will be documented upon acceptance and shall include a probation period.

Re-Admissions/Enrollment

In order to be readmitted for the following academic year, JFWA students must have maintained a GPA of at least 2.0 and completed the readmissions process by the date specified in the JFWA communications.*

In addition, the admissions committee will evaluate each student's progress and determine whether it is in the best interest of the student to return to the J. Frank White Academy the following year.

**Class sizes for each grade are predetermined, and thus, prompt submissions are necessary to avoid being placed on a waiting list.*

Withdrawal from JFWA

In order to withdraw mid-year, students must obtain, complete, and return a withdrawal form from the Director of Admissions, participate in an exit interview with parents/guardians, JFWA Principal and Guidance Counselor, and pay all unpaid tuition/fees for transcripts and other forms to be released.

Parents/guardians are reminded that tuition is due for the total amount of time a student attends JFWA, even if dismissed or withdrawn mid-year.

School Holidays & Training Closures

All programs are closed on the following days

Aug. 2, 5 (Faculty Inservice)	Nov. 27-29 (Thanksgiving Break)	Mar. 10 (Faculty Inservice)
Sept. 2 (Labor Day)	Dec. 19 (Faculty Inservice)	Mar. 24-28 (Spring Break)
Oct. 11 (Faculty Inservice)	Dec. 20-Jan. 1 (Winter Break)	April 18 (Good Friday)
Oct 21-25 (Fall Break)	Jan. 20 (M.L.K Day)	

2024-2025 Tuition

Student Group	Tuition Rates (per year)
JFWA Pre-K- 3 rd (with lunch)	\$6,000
JFWA 4 th - 8 th	\$7,000
JFWA 9 th – 12 th	\$8,000

Tuition includes lunch. Other fees shall include, but are not limited to:

Fee Description	Fee Amount
4 th – 6 th grade textbook rental	\$200
Digital Licensure/Technology Fee	\$80
Transportation Fee	\$1,250
Parking Sticker Fee (drivers only)	\$30
Graduation Fee (Seniors only)	\$75
After School Program Fee	\$800

Additional fees may include (but are not limited to):

- Laboratory or art supplies
- Yearbook
- Textbooks, workbooks, iBooks, or required literature
- **Athletic fees and Uniform costs**
- Field trips/travel
- Testing fees

Tuition must be paid in full at registration, or payment arrangements must be made with LMU’s Student Financial Services Office. For eligible families, monthly installments are available through the Tuition Management System (TMS). Poor payment history will be the most significant factor in determining eligibility. Parents/guardians wishing to enroll in a payment plan agreement through TMS must complete documents with the LMU’s Student Financial Services staff. Those enrolled in a twelve-month payment plan will begin making payments in June. These payments will be for the academic year starting in August. Shorter payment plans are also available. Enrollment in four or more classes is considered full-time enrollment at JFWA and will be billed at the full tuition rate.

Please see the *Pre-K Addendum* (p. 65) for PreK-specific information.

Unpaid Accounts

The Academy follows the policies and procedures in the [Lincoln Memorial University Railsplitter Community Standards Guide](#) regarding returned checks, late payments, and other business procedures. Those policies are as follows:

- No grades or transcripts will be released for students with outstanding accounts, including unreturned school or library materials, parking or traffic violations or van fees owed until such accounts are paid in full or borrowed materials are returned.
- Students with unpaid balances on their accounts at the end of the school year will not be allowed to register for classes for the new school term until the balance owed is paid in full.
- Students with overdue accounts shall also be required to pay in cash at the beginning of the school year with no opportunity to utilize a monthly payment plan.
- Student-athletes whose accounts are 60 (sixty) or more days overdue will be removed from athletic eligibility.

Scholarships

The J. Frank White Academy offers a limited number of need-based, partial tuition, scholarships. To be considered for a scholarship, students must complete an application either at the time of enrollment or by June 1st for the session beginning in August that year. Students are reminded to re-apply yearly, as scholarships are not automatically renewed.

STUDENT CONDUCT

The Student Conduct Section of the handbook is written with three basic assumptions:

1. Students are enrolled at JFWA because they desire a college preparatory education;
2. Students at JFWA will conduct themselves as aspiring scholars striving to become the best versions of themselves;
3. Students (and parents/guardians) understand that this handbook cannot mention everything that is expected, but rather serves as a framework for students. Since all situations and rules cannot be cited here, final decisions regarding the interpretation of school rules and regulations are left to the J. Frank White Principal (applicable by Pre-K Program, Lower School, Upper School and Senior High School).

Honor Code Agreement

Upon acceptance at the Academy, students are required to agree to the J. Frank White Honor Code.

As a student at the J. Frank White Academy, I understand it is my responsibility to conduct myself in a manner consistent with the goals, mission, and principles of the school as stated in the [JFWA Student Handbook](#). I recognize that JFWA students are required to maintain high ethical standards of truthfulness and fairness. I realize that I am expected to follow such standards in academic work, which includes avoiding cheating and plagiarism. I promise not to injure or threaten other people, and I pledge not to steal or damage property. I recognize that I, and all the JFWA students, must respect the rights and dignity of others, and that such respect involves avoiding behavior and speech that insults or degrades other people, their culture, or backgrounds. I understand that violating the JFWA Honor Code shall result in disciplinary action being taken against me, which could ultimately include my dismissal from the school.

Suspension and Expulsion

Maintaining an atmosphere conducive to learning is of the utmost importance. JFWA does not practice corporal punishment, but consequences for infractions could include conferences with the parent/guardian, teacher, and student, detention, loss of break privileges, in-school suspension, out-of-school suspension, and/or expulsion.

An out-of-school suspension will occur any time a student poses a danger to themselves or others, or if a student accrues more than 3 in-school suspensions. During an out-of-school suspension, students cannot attend or participate in school functions. They will receive a zero on all assignments (including tests) during the time of suspension and will not be allowed to make up the work. The length of the suspension will be based on the nature of the infraction. If the duration is not specified in this handbook, the length of the suspension will be determined by the Principal.

Offenses warranting suspension include, but are not restricted to: fighting, harassment, inappropriate touching, verbal or physical abuse of another student or a faculty/staff member, vandalism of school property, theft, and insubordination.

For offenses involving (but not limited to) drug use or possession, endangerment of another student or staff member, etc. a student shall be expelled. Parents/guardians are reminded that tuition is due for the total amount of time a student attends JFWA, even if expelled (or withdrawn) mid-year.

Appeals

Students have the right to appeal suspension or expulsion. The student or the student's parents/guardians shall have 72 hours from the notification of the JFWA Administration's decision to appeal, in writing, as a part of the appellate process outlined below.

As the appeal process, students have the right to request a disciplinary hearing, in writing, from the Office of the Executive Vice President for Administration (EVPA), no later than 72 hours after the initial administrative decision is rendered. The hearing is attended by the JFWA Principal, the student's parent(s)/guardian(s), and the Executive Vice President for Administration.

Prior to scheduling a disciplinary hearing, the Office of the EVPA will review the incident file and all documentation associated with the case. An appeal (and subsequent hearing) will only be granted if one of the following three criteria are met:

- There was a flaw in the process and/or the resolution was excessively delayed;
- New information can be provided that was not readily available at the time of the initial administrative decision; or
- The assigned sanction(s) are extraordinarily disproportionate to the violation(s).

If a disciplinary hearing is determined to be warranted, parents/guardians will be notified via the email address on record with JFWA the date, time, and location of the hearing. The decision of the Office of the Executive Vice President for Administration will be final. All appeal proceedings are documented and recorded and housed in the student's file in the JFWA Office.

Attendance

Tardiness

The school day at JFWA begins at 8:00 am and ends at 3:00 pm. On the third instance of a student arriving late to school the student will be marked as inexcusably absent, lose their afternoon break, and as is the case with any unexcused absence a parent/guardian meeting will be set up to review the JFWA

attendance policy. The accumulation of ten tardies will result in in-school suspension. Three class tardies will result in detention during afternoon break.

Absences

Parents/guardians are required to contact JFWA in the event of any absence.

General

Students may be absent six days per semester with no penalty. No excuse or note from home has to be presented for the first six absences. Upon the seventh absence, and thereafter, students will not be allowed to make-up missed work, tests, etc. without mitigating circumstances which have been communicated by parents/guardians to school officials.

Absences for medical or dental appointments will not be counted against a student's six-absence total as long as an official written excuse from the medical/dental provider is presented. Such excuses should be presented within five school days of the absence for the appointment.

COVID-19 Related Absences

Absences due to circumstances related to COVID-19 (e.g., testing positive for COVID-19 or direct exposure to COVID-19 plus symptoms) will not be counted against a student's total number of absences. This includes missing school due to possible exposure, missing school due to symptoms associated with COVID-19, and/or self-isolation as requested by JFWA/LMU.

While these absences will not count against the allowable absences, if a student misses a number of days due to a COVID-19-related issue, we ask that parents/guardians and students be mindful of missing for other reasons since a high rate of absenteeism, regardless of the reason, tends to have a negative impact on a student's academic performance.

Students and parents/guardians should refer to the latest edition of the [COVID-19 Plan](#) issued by LMU for further guidance and specific information and policies related to COVID-19.

Sign-out Procedures

The school day at JFWA begins promptly at 8:00 a.m. and ends at 2:30 p.m. (Pre-K - 3) or 3:00 p.m. (4-12). In all cases, students must be signed out by a parent or guardian in person. The only exceptions will be in the event of an emergency or a pre-approved arrangement with the Academy (written notes will be confirmed over the phone by JFWA staff).

Students (11th and 12th grade) who have first or fifth-period LMU classes shall check in late or early on days their LMU classes are not meeting (provided proper permission forms are signed by parents/guardians and on file). The Academy is not responsible for the supervision of students who are under such an arrangement however, any time an Academy student is on campus and engages in misconduct, they are subject to enforcement of University policies and procedures, including the application of stated disciplinary action.

Skipping or Leaving Class

Any student who has not arrived in their classroom at the start of class and has not been reported absent by a parent or guardian is considered inexcusably absent. Students are permitted to leave a class once it has begun only with the permission of the staff member in charge. Skipping class and leaving early under false pretense or without excuse are infractions that can warrant suspension from school.

Students with Injuries

In the Lower School, students with injuries that prohibit the use of stairs may make arrangements to be dropped off and picked up at the upper/front door of the school so they can access the appropriate classroom.

In the Upper School, if a student sustains an injury or condition that requires the use of crutches, wheelchair, or other mobility device that prohibits the use of stairs, he/she shall be allowed to use the elevator in the Upper School.

A medical release will be required before the student will be allowed to resume normal activity.

After School Program

In general, the Academy does not offer supervision for students after 2:30 p.m. (Pre-K – 3) or 3:00 p.m. (4-12) unless they are enrolled in the after-school program or are with a staff member or teacher for sponsored activities such as tutoring, athletics or school club activity.

For an additional fee, students in grades Pre-K-8 may be enrolled in JFWA's after-school program. Space is limited. Those families interested in this option should discuss it with the Director of Admissions or the Pre-K Program Director (see page 63).

Academic Integrity

LMU and JFWA aim to foster a high standard of integrity. The attempt of any student to present someone else's work as his/her own is regarded by the faculty and administration as a very serious offense and the offender is subject to severe consequences, including but not limited to suspension.

Activities that constitute cheating include but are not limited to:

- Dishonesty of any kind on examinations or written assignments
- Unauthorized possession of questions prior to examination
- Use of unauthorized notes from another student
- Assisting others in cheating
- Altering grade records
- Entering an office or restricted area
- Talking to other students during a test
- Having notes, books, or notebooks open or near students during testing unless specifically permitted by the teacher
- Knowledgeable Plagiarism

Activities constituting plagiarism include but are not limited to:

- Offering the work of another as one's own without proper acknowledgment
- Failing to give credit for ideas, quotations, or essentially identical material taken from books, magazines, internet sources, encyclopedias, other reference works, or from themes, reports, or writings of a fellow student, or Artificial Intelligence (AI).

The consequences for students found responsible for cheating or plagiarism include, but are not limited to:

- A zero on the test or assignment with no opportunity for make-up
- A phone call to parents/guardians
- A written report by the teacher to the Principal for the student's academic file

- Possible suspension or expulsion

JFWA Uniform Dress Code

As JFWA seeks to encourage scholars to be the best versions of themselves, the JFWA uniform enhances school pride, unity, and community spirit. Additionally, the use of school uniforms creates an environment where students are free to focus on academic, social, and emotional growth without the distractions of clothing brands, trends, or labels.

Formal Days

The first day of every week is considered Formal Day in which all students dress in their formal attire. On these days and other special occasions such as Awards Day or in the event of a guest speaker, Academy students will be asked to dress in Formal Day attire. Typically, Formal Day will be observed beginning after Labor Day.

In the 2024-2025 school year, the first Formal Day will be:

- **Tuesday, September 3** for the Lower School
- **Monday, September 9** for the Upper School & Senior High School

Formal Day uniform consists of the following:

Required Formal Day Attire for Males:

- Navy blazer
- White button-down shirt (short or long sleeve)
- Khaki dress pants, Navy Dress pants
- Clear-blue plaid necktie or bowtie from Land's End, navy necktie or bowtie
- Dress shoes (no athletic shoes)
- Matching brown or black belt

Required Formal Day Attire for Females:

- Navy blazer
- White button-down shirt (short or long sleeve)
- Khaki dress pants OR Clear-blue plaid skirt from Land's End
- White, black, or navy knee socks, tights, or leggings (worn under skirts only)
- Clear-blue plaid necktie or bowtie from Land's End, navy necktie or bowtie
- Dress flats (no heels or athletic shoes)
- Matching brown or black belt OR Clear Blue Plaid belt from Land's End

Additional notes:

- Formal Day pants MUST be khaki or navy.
- PreK-3 students will only participate in Formal Day on the first Monday of each month.
- Additional Formal or Spirit days may be added and will be announced.

Preferred Vendor

Land's End is the preferred vendor for our uniform dress code. You are NOT REQUIRED to purchase all of your clothing from Land's End; however, the required Blue Plaid tie is only available through Land's End. Clothing may be purchased elsewhere so long as it matches our specifications. Emblems are not required, but the apparel purchased from Land's End will have embroidered JFWA emblems. To purchase from Land's End, you may use the following link to go to the website and create your own account. You may call them at 1-800-469-2222. Our preferred School Number with Land's End is 900141649. To view the Land's End website, please [click here](#).

Spirit Days

The last day of the school week (typically Friday) is Personal Choice Day (unless designated a Spirit Day).

Personal Choice Day Attire is attire that is of the student's choice with the following restrictions:

- No holes or ragged hem shorts or pants
- Shorts must end at least 6 inches above the knee
- No profane or offensive slogans
- Shirts must have sleeves, no sleeveless or strapless attire.
- No leggings, pajama pants, or sweatpants.
- No flip-flops or backless clog-style shoes.

Spirit Days (days of athletic events) are always announced, and during Spirit Days students may wear the attire outlined below:

- Academy or LMU-branded shirts, sweatshirts, hoodies, etc. (these items MUST have an Academy or LMU logo).
- If an Academy or LMU shirt is not worn, students should adhere to the regular dress code policy for Academic Casual Days (below). These days will be held periodically throughout the year.
- Blue jeans (no leggings) OR Dress-style shorts
- 'Jogging' pants are only allowed with JFWA athletic team-issued warm-up suits.
- No restrictions on shoes these days EXCEPT no flip-flops or backless clog-style shoes.

Approved colors for shirts: white, black, gray, royal blue, navy blue, and light blue. Patterns (stripes, plaid, etc.) are allowed as long as all colors fall within the designated color scheme.

Approved colors for pants and shorts: khaki, navy blue, and black.

NOTE: Additional Formal or Spirit days may be added and will be announced.

Academic Casual Days

All other days of the week (typically Tuesday-Thursday), students may wear khaki pants (all) or skirts, dresses, skorts, etc. (females) that meet the dress requirements outlined below.

- Students may not reveal bare shoulders, armpits, abdomen, or waistline. Shirts must be long enough to be tucked in and no undergarments may be showing. Very tight, knit, spandex, or stretch pants may NOT be worn. Leggings may only be worn under dresses, skirts, or jumpers.
- Skirts, skorts, shorts, and dresses must extend to below mid-thigh; students may be asked to refrain from wearing skirts, skorts, shorts, dresses, etc. that are deemed too short for the school environment. Apparel that is excessively tight or has an inappropriately low neckline is not allowed.
- Clothing that is worn or manufactured with holes, tears, or patches will not be permitted. Hats and caps may not be worn in any JFWA facility at any time, including lunch and breaks in class.
- Students may wear clothes that have brand emblems no larger than 2 inches on them. Hoodies, sweatshirts, etc. worn on Academic Casual Days should not have full-front/full-back graphics, logos, etc. (except those that are branded with JFWA or LMU logos, images, etc.).
- Shirts should have a collar.
- Sweaters may be worn without a collared shirt underneath; if a sweater is removed, however, a collared shirt should be worn underneath the sweater.

- Hoodies may be worn so long as they meet the outlined dress requirements; like sweaters, if a hoodie is removed, a collared shirt should be worn underneath the hoodie.

Attire for Males:

Males may pick from among these items:

- Collared shirts (flap collars or upright/band collars; no Henley-style collars), long or short-sleeved
- Polo-style shirts in approved colors
- Dress pants in approved colors
- Dress-style shorts in approved colors; no DENIM, no Cargo Style, and no Athletic shorts
- Sweaters -- v-neck, crew neck, cardigans, or vests
- No restrictions on shoes these days EXCEPT no flip-flops, slides, or clog-style shoes.

Attire for Females:

Females may pick from among these items:

- Collared shirts (flap collars or upright/band collars; no Henley-style collars), long or short-sleeved
- Polo-style shirts in approved colors
- Dress pants in approved colors
- Dress-style shorts in approved colors; no DENIM, no Cargo Style, and no Athletic shorts
- Sweaters -- v-neck, crew neck, cardigans, or vests
- Skirts/skorts and dresses in approved colors
- Matching solid color socks, tights, or leggings in approved colors. Leggings may only be worn under skirts, dresses, or jumpers.
- No restrictions on shoes these days EXCEPT no flip-flops, slides, or clog-style shoes.

Approved colors for shirts: white, black, gray, royal blue, light blue, and navy blue. Patterns (stripes, plaid, etc.) are allowed so long as all colors fall within the color scheme.

Approved colors for pants and shorts: khaki, navy blue, and black.

Lower School Students (PreK- Grade 4)

Elementary students (grades K- 4) will observe Formal Days only on the first Monday of each month except August (no Formal Days) and September (the first Formal Day is **September 3, 2024**). Elementary students (K-4) will observe Spirit Days on the last school day of each week. Teachers in the Lower School (grades K-4) and Pre-K Program will convey dress expectations to students and parents/guardians for all other days.

Students in the 4th grade will follow the Academic Casual dress code found on the next set of pages for all other days.

Gym Apparel

Students may only wear the following items in the gym for PE classes (Grades 4-12 only):

- Gray, navy, royal (cobalt) blue or black athletic shorts, sweatpants, or track pants.
- Gray, navy, royal (cobalt) blue, white, or black t-shirts.
- Athletic shoes.
- Shirts MUST have sleeves for both male and female students.

- Shorts must end 6" maximum above knee.

Consequences for Dress Code Violations

Determination regarding dress code violations will be made by the Principal, Assistant Principal, or designee. On the first dress code offense, students will be warned, and a dress code violation will be emailed to the student's parent/guardian. Parents/guardians may also be required to bring students appropriate clothing.

In case of a second offense (regardless of whether or not the student was warned of this particular occurrence), students will be assigned detention(s). Additionally, parents/guardians may be called to bring school-appropriate clothes.

A parent/guardian conference shall be scheduled to review the dress code upon the third violation of any student.

In the event a student is wearing excessively tight or revealing clothing, regardless of the number of previous dress code violations, the student may be required to remain in the office or report to in-school suspension until appropriate clothing can be delivered to the student.

Students violating the dress code beyond a second offense will face consequences that may include detention, in-school suspension, or out-of-school suspension.

HEALTH AND SAFETY POLICIES & PROCEDURES

Illness Protection & Prevention

Students who enter JFWA must produce a complete record of immunization, according to state law.

We provide several prevention activities to prevent germs from spreading. These activities include monitoring children for symptoms of illness, frequent hand washing, toy sanitation, and staff training regarding infection control. We are not licensed to care for sick children and therefore require all children to be picked up promptly if the need arises. A child will be isolated in the office if he/she becomes ill at school, and parents/guardians will be contacted to pick up their child. In situations when we are unable to reach a parent/guardian, the emergency person listed on the application will be contacted. It is critical that individuals listed on the application as emergency contacts are people within a reasonable distance to the school and who are willing to pick up the child.

Please let us know when your child will be absent, especially if he/she has a contagious illness that another child might have been exposed to on previous days (e.g., chicken pox, pink eye, etc.). J. Frank White Academy reserves the right to request parents/guardians to submit a doctor's note verifying a child's health status and /or current treatment after having (or suspected of having) a contagious condition. In these cases, the child can return to the school only with this requested written information.

A health alert notice will be sent out via email if a child has contracted a contagious illness and the possibility exists of exposure to other children.

Students will not be permitted to remain at school if and when the following symptoms/conditions are visually observed:

- Fever of 100.4 degrees or greater (without the aid of fever-reducing medication)

- Vomiting
- Diarrhea
- Eye drainage
- Unidentified rashes
- Appearance/ behavior (e.g., unusually tired, poor color, etc.)
- Other contagious conditions

Returning to school after illness

Students may return to school following an illness upon meeting the following criteria:

- After being fever free for 24 hours without medication
- 24 hours after receiving antibiotics
- 24 hours after being free of vomiting
- Diarrhea cases should return after stools have somewhat firmed
- Parents/guardians may be asked to return with a doctor's note

Medication

Ideally, students should take prescription or over-the-counter drugs before or after school.

If directed by a physician to take medication during school hours, parents/guardians must leave the medication (along with contact information and permission form) in the Office where it will be administered by school staff and locked away from children's reach. Medication brought in by a parent/guardian will never be left in a cubby, backpack, locker, etc. Leaving medication and other toxic items within a student's access is cause for immediate enrollment dismissal. Medication will only be administered with written authorization and MUST be in the original prescription bottle/box with the enrolled child's name on it (including epi-pens). Please ask the JFWA Office for medication forms to fill out. Some medications require two different forms (epi-pens / asthma medications). Medication records must be updated yearly.

Injury

Accident reports are provided for all injuries. Parents/guardians will not be contacted unless immediate attention is needed, or parents/guardians provide a written request to receive contact regarding all injuries. The one exception to this is in the case of head injuries. Parents/guardians are always contacted for head injuries.

All injuries, no matter how minor, must be reported immediately to the Principal or the Assistant Principal.

In cases of an extreme medical emergency, the JFWA staff will contact LMU Campus Police and Security who will either assist in administering first aid, or call emergency services to campus.

JFWA is within reasonable proximity to medical clinics and community hospitals. Information about clinic schedules and policies shall be obtained from the Academy Office. Four medical clinics are located within one mile of the campus; two hospitals are located within five and twelve miles of campus.

Alcohol/Drug Policy

Substance abuse is not tolerated at JFWA. The use or possession of any controlled substance on school property, during school-sponsored activities, or in the transportation to and from such activities can result in permanent expulsion from the Academy.

As part of the effort to create and maintain a drug- and alcohol-free school, one admissions/retention requirement of JFWA is that students may have to submit to a drug/alcohol test administered by

appropriately trained personnel. Students shall not be tested by relatives or by improperly trained persons. The time and place for the test will not be announced in advance. Testing can occur with randomly selected groups throughout the course of the school year. Some students can be tested more than once. Random testing can be administered throughout the school year at no extra charge to students unless a student's test comes back positive. Random testing can be done throughout the school year with or without cause.

Students who exhibit erratic or suspicious behavior suggesting drug and/or alcohol use (as determined by the Principal or the Assistant Principal) can be asked to submit to testing. In the case of a positive result, the student shall be permanently expelled from the Academy, and the cost of the test must be paid by the student's parent/guardian. If the test is negative, the cost will be borne by the Academy. In those very rare instances where a student shall be allowed to remain after a drug or alcohol violation, the student must agree to submit to random drug/alcohol testing without specific cause. Counseling may also be required, and would be the responsibility of the student and their parent/guardian, (unless the student is enrolled in LMU courses, in which case they may utilize the on-campus Mental Health Counseling Center). Other conditions for the student's remaining at the Academy can be required.

Vaping Policy

The use of vaping, electronic cigarettes, etc. poses a serious health threat to young adults. Students caught using these or similar devices on campus or at a school-related event, including transportation to and from school on a University/JFWA vehicle, may be subject to disciplinary actions up to and including suspension or expulsion.

Harassment

Harassment can take many forms:

- Teasing
- Name-calling
- Bullying
- Initiating or spreading of malicious gossip
- Improper touching
- Wrestling
- Disturbing another's property
- Jokes or pranks carried to an extreme

Regardless of its nature, harassment will not be tolerated at JFWA. The consequences for harassment shall include suspension or expulsion, according to its severity as determined by the Principal. *Any* harassment should be reported immediately to the Principal.

Online Harassment

JFWA administration cannot be responsible for students' behavior when they are home or otherwise under the supervision of parents/guardians. Instances of social media postings that were created outside the school environment should be handled between the involved parties and their parents/guardians. If, however, such behavior causes disturbances during the school day, students who post offensive and/or libelous remarks about other students, faculty or staff, a parent/guardian conference will immediately be called. Consequences, such as suspension, or other measures, will occur as deemed appropriate by the Principal. Students who post, text or otherwise publish insults or gossip during the school day will be suspended for a period of time to be determined by the Principal, or may face possible expulsion.

Profanity

Language used by Academy students while on campus or involved with school activities must reflect a high level of academic and professional integrity. Therefore, use of profanity is forbidden. Consequences include but are not limited to a written warning, conferences, calls home to parents/guardians, suspension, and expulsion.

Abusive or flagrant use of profanity such as that used in front of a class or directed towards an individual shall be cause for immediate suspension.

Student Vehicles (Students aged 16 and above)

Students are only allowed to drive on campus for morning arrival and afternoon dismissal. Students shall not drive to any locations on campus for LMU classes except those classes held in the Math and Science building. In these cases, students may not transport other students to this location without written and confirmed consent from parents/guardians of the student driver and passenger(s). Students shall not sit in vehicles during the school day and must enter the building upon arriving to campus in the morning. Knights Order members have specific guidelines to follow in addition to those outlined above.

Vehicles must be registered with LMU, and student drivers agree to follow all published policies and procedures related to the operation and use of vehicles on campus ([found here](#)).

Technology Policy

All parents/guardians and students must sign the “Technology Use Policy” stating agreement to terms for use of technology on the campus of Lincoln Memorial University.

Mobile Phones

The use of cellphones (including text messaging) in the classroom is prohibited. Teachers will retrieve phones if the phone has become an instructional disruption or distraction. On the first and second offenses, the phone will be returned to the student at the end of the day. Third offenses shall result in more serious consequences, as deemed appropriate by the JFWA administration.

Restricted Areas

J. Frank White Academy Buildings

Under no circumstances are students to be in offices or faculty work areas without the presence of a faculty or staff member.

University Campus

LMU Student dorm rooms are **always** off-limits to Academy students. This includes visitation times and weekends, as there are no visitation times for Academy students. Those who violate this policy are subject to expulsion. Academy students shall not participate in LMU student activities unless specifically permitted by the Principal. Those who are on campus on weekends, after facilities are closed, or when there is no Academy activity can be questioned by LMU Campus Policy & Security and reported to the Principal.

All campus buildings (including the Mary E. Mars Gymnasium, Tex Turner Arena, Carnegie-Vincent Library, and the LMU Student Center) are unsupervised after school hours and, unless there is a specific Academy event taking place, neither LMU nor JFWA are responsible for JFWA students during those times. Similarly, Internet use at the Carnegie-Vincent Library after school is also not monitored.

Per LMU policies, minors should not be present on campus without supervision by a parent/guardian or

an Academy faculty/staff member when involved in an Academy event or function.

Visitors

Only prospective students are allowed to visit the Academy. Parents/guardians must pre-arrange a partial day visit for a prospective student through the JFWA Director of Admissions. Guests must retrieve a visitor's pass from the Upper School Front Office, show it to teachers throughout their visit, and return it to the Upper School Office when leaving.

Visitors are not allowed (and can be removed from campus) if they are not prospective students or if the visit has not been pre-arranged through the Director of Admissions, on test days, or on days or when they should be attending their school, during lunch, or during other release times on campus when not pre-arranged.

Vandalism

Any student who defaces or damages school property is subject to suspension or expulsion and is responsible for paying the cost of repairing and/or replacing damaged property. The Principal will determine the duration of the suspension.

Threats of Violence

Any student who threatens bodily harm to other students or to faculty or staff members, whether written or oral, shall be subject to immediate suspension or expulsion. "Joking" about such behavior will be treated as a true threat. This includes threats involving weapons, bombs, beatings, or other violent or illegal behavior. Such incidents will be taken seriously, regardless of the manner in which they are presented. LMU Campus Police and Security will be notified, and local authorities shall also be called, especially in instances of bomb threats, threats regarding weapons, or threats of bodily harm.

Weapons

Employees, students, and visitors are not allowed to bring a weapon to school or on school property. LMU Campus Police and Security will be notified of any breach of this policy and the Principal will determine the consequences, which could involve immediate suspension or expulsion.

Gambling or Wagering

Gambling of any sort is not permitted on campus. This includes activities such as betting on pool or card games, pitching coins or other such activities where wagering is involved. Students who engage in such activities are subject to suspension.

Public Displays of Affection

Students must refrain from kissing, petting, and other such activities in the school environment. Hand holding is allowed, but the privilege shall be revoked if students engage in inappropriate touching. The consequences for such activities are:

- First offense: a verbal warning and report to the Principal.
- Second offense: parents/guardians are notified.
- Third offense: students involved are suspended for one day.
- Extreme, extensive, or flagrant incidents shall result in immediate suspension without prior warning.

Emergency Procedures

Inclement Weather/School Closure Policy

Information regarding school closure (CLOSED or ONLINE DAY) is available at:

- WBIR- TV and www.WBIR.com
- School-wide email issued to parents/guardians and students

JFWA administrators do not follow a county-wide plan in deciding on closures, but rather make such decisions based on what is best for our unique student body. Every effort is made to announce closing status by 6:00 a.m. but is not always possible if weather conditions deteriorate later in the morning. Because JFWA students come from four different counties, road conditions can vary greatly, and parents/guardians are advised to use their judgment about whether it is safe to send students, even if the Academy remains open. Students will not be counted absent on days a parent/guardian calls to report that roads in their area are unsafe for travel.

2-hour Delay:

Please watch for an email/text, or WBIR regarding delayed openings.

Refunds due to closure:

Refunds or credits will not be issued due to inclement weather or any closure due to illness, etc.

Disaster Plan

JFWA and LMU have in place [an Emergency Preparedness Plan](#) covering many instances that could happen during the day such as but not limited to, fire, tornado, and an emergency lockdown scenario. We conduct drills to help the children prepare for such instances. We strive to provide the safest possible care for your child.

Medical Emergency

It is extremely important to have at least two emergency names/phone numbers of available individuals in your student's file. Our staff will follow these emergency procedures:

1. Start CPR or other needed immediate First Aid and contact LMU Campus Police & Security.
2. Contact the Principal or other professional staff to help.

Another staff person contacts the parent/guardian during the beginning of the entire process, making the parent/guardian aware of the situation and seeking their decision regarding the next step (e.g., the parent decides to meet the child at school with a possible broken arm injury instead of EMS transporting). In a severe emergency, Step 1 is followed immediately. All efforts will be made to contact parents/guardians before transportation to needed medical facilities, but in some situations that may not be possible.

STUDENT SERVICES

Students at JFWA are especially fortunate to have the opportunity to utilize Lincoln Memorial University facilities. Students should honor restrictions that apply concerning social events, athletic programs, etc.

Food Services

Tuition includes a lunch prepared and presented by LMU's food service provider and served either in the LMU Dining Hall (Grades 4-12), Lower School Cafeteria (Grades K-3), or the Pre-K classroom. The "Dine on Campus" app is available for parents/guardians to view daily menus.

Library Services

JFWA students have access to LMU's Harold M. Finley Learning Resources Center, where the Carnegie-Vincent Library is located. The [Library](#) houses collections totaling over 198,000 bound books and periodicals. Users also have access to extensive electronic and audiovisual materials. Students and faculty of JFWA have complete access to the library. The Harold M. Finley Learning Resources Center is located on the main campus quadrangle, directly facing Duke Hall.

Web site: <http://www.lmunet.edu/library>

Library Policies

Students are required to have a library card to check out materials from the library. A library card can be issued at no charge from the circulation desk. The owner of the card is responsible for any charges incurred, so sharing of library cards between students is strongly discouraged.

Students must be mindful of the following policies:

- Food and drink are restricted to the Academic Support Center, and tobacco products are prohibited.
- Students must handle materials carefully while on loan, observe all loan periods and return borrowed materials on time. Students who violate library policy are subject to fines and/or loss of library privileges.
- Only students who have a validated ID and a current library card are allowed to check out materials. Students shall be asked to stop for a book check when leaving the facility.
- Students should allow ample time for response to special requests.

Library Hours: See the [library web site](#) for a listing of the library's operating hours.

Glossary of Library Locations

Stack Area

The general collection is shelved on both the first and second floor.

Reference Room

Reference books, periodical indexes, bound periodicals and newspapers and all microfiche and microfilm, along with appropriate hardware are located to the right of the main entrance in the Reference Room. Videos are in the Reference Room.

Tagge Center for Academic Excellence

The Tagge Center is located on the same floor as the main entrance. Tutoring, computer terminals, and academic counseling are available for juniors and seniors taking LMU dual credit courses.

Library Services

Aid and Instruction

The library staff helps students identify and locate needed materials and demonstrates unfamiliar equipment.

Interlibrary Loans

Materials not in the library shall be obtained from other libraries by library staff. Students should make requests at the circulation desk or online from the library's web site and allow at least two weeks for materials to be delivered.

Copier

A coin-operated photocopier is available next to the circulation desk.

Microform Readers and Printers

Specific microfiche and microfilm reader machines are equipped to copy the materials being read.

Other Library Services

Laminating and purchase of transparency sheets are available services.

Circulation Policies

Books 14 days

DVD 5 days

Laptop Computer 4 hours

Renewals

Maximum of one renewal shall be made for all materials by presenting the materials due at the circulation desk or by telephone. Renewal is allowed only if the item does not have a recall status.

Overdue Materials

- Nine-day grace period
- 10 days overdue patrons are charged the following fines:
 - \$.15 per day per book/DVD
 - \$1.20 per hour for laptops (\$25 max per person)

Lost Materials

Materials not returned within 30 days are considered lost and students are fined per item:

- Cost of replacement
- \$20.00 processing fee
- Accrued overdue fines

Student fines and fees will be sent to the Finance Office for posting to the student's account. The Academy will not release grades or process requests for transcripts until all library fines and fees levied against the student are cleared.

Lost and Found

JFWA does not assume responsibility for the loss or damage of a student's personal property. Items found by other students are considered to be lost and should be brought to the JFWA Upper School Front Office or Lower School Front desk where the administrative assistant keeps lost and found items.

Student Center

While at the Student Center, Academy students are expected to behave in a manner consistent with the standards of the Academy. Students are not permitted on the top floors of the Student Center, nor can they visit it during school hours. After hours, students must be accompanied by a parent/guardian.

Student Insurance

Health insurance is the responsibility of parents/guardians. Lincoln Memorial University and J. Frank White Academy students are required to show proof of health insurance coverage. JFWA students are covered at no cost to the parent/guardian by a secondary insurance policy for accidents that occur at school or during school-related activities. Claims must be filed by the school with proper accompanying documentation.

Co-curricular Activities

Participating students should adhere to club constitution and by-laws which are on file in the Principal's Office. All school policies and procedures apply during school trips and activities, both on- or off-campus.

The J. Frank White Academy provides extracurricular activities to serve as academic, creative, and recreational opportunities for success and to stimulate lifelong habits of health, fitness, and interest in the well-being of the physical body. The athletics program includes interscholastic team sports such as basketball, tennis, cross-country, track, volleyball, soccer, and cheerleading. National clubs at the Academy include Junior and Senior Beta Clubs, National Honor Society Chapter, First Priority Club, and Key Club. Additionally, JFWA continues to expand its co-curricular activity offerings with programs such as: Academic Team, Art Club, Gaming Club, Chorus, Sportstravagaza, and more. A full list can be found on the website.

JFWA High School students also have a unique opportunity to apply to participate in the yearly World School International Forum. Destinations vary, but JFWA is the only high school in the United States to participate in World School. Other opportunities for international and domestic travel, along with local field trips, will be offered when possible.

Yearbook

Yearbooks can be purchased at an additional charge and are distributed in the spring each year.

National Honor Society

For admission to the National Honor Society, students are required to have a 92.5 average as early as their sophomore year and a 90 average to maintain membership. Any disciplinary infractions on the student's record, including documented incidents of cheating or plagiarism will be taken into consideration as part of the acceptance process. Elements of leadership, service, and character are critical to the selection process.

Junior and Senior National Beta Club

Junior Beta Club is for students in grades 5-9 and Senior Beta Club for grades 10-12. For admission to Beta Club, students are required to have an 82.5 average and an average of 80 to maintain membership. One service project is required each month as Beta Club members are expected to demonstrate a commitment to service.

Athletics Policy

The Academy curriculum is demanding, and students who elect to take part in co-curricular activities must do so with the understanding that class work and grades must not suffer because of such participation. JFWA encourages students to participate in our athletic programs as the faculty and staff feel that such opportunities are important to developing a well-rounded student.

Students must be in good academic standing in order to participate in sports activities. Specific guidelines appear in the *JFWA Athletics Handbook*. Students must sign a participation agreement for each sport they choose to play before they will be allowed to participate, and parents/guardians must attend a pre-season meeting. Students who are suspended for disciplinary or academic infractions are not allowed to participate in sports in any capacity; this includes playing, practicing, and sitting on the bench.

Each coach will supply their team with individual team policies at the start of the season. These policies regarding practice, uniform maintenance, physical requirements, etc. have been approved by the Principal and the Director of Athletics before distribution and will be enforced.

JFWA students must be enrolled full-time to be eligible to participate in athletics.

Fundraising

JFWA must raise annual funds to supplement tuition income in order to provide scholarships, offer athletics (supported entirely by non-tuition revenue), and to fund general operating costs. Fundraising resources in the community supporting JFWA are limited, and careful consideration is given to each fundraising initiative to make sure it does not impinge upon or eliminate opportunities to meet any of the Academy's other fundraising needs. As such, all fundraising efforts must be incorporated into the Academy's annual fundraising plan, one which is in concert with the fundraising efforts of LMU. A proposal for fundraising done on behalf of any group, team, activity, etc. under the auspices of the J. Frank White Academy must be submitted to the Principal prior to the event. A proposal that is not timely shall not be approved. Large-scale fundraising shall also require approval by the University's Finance Office and/or University Advancement.

Publication Policy

All student publications must be reviewed by the Principal or the Assistant Principal before release. The Principal reserves the right to prohibit the publication of materials that are detrimental to the spirit or mission of JFWA. All press releases must also be approved by the Principal and disbursed through the University's Marketing division.

Student ID's

Students are required to wear JFWA-issued IDs at all times. IDs are needed for the safety of students by LMU Campus Police and Security, checking out materials from the library, etc. IDs must be properly validated to ensure full use of campus facilities; there is a charge to replace one if lost.

Textbooks

Textbooks are provided for grades K-6. Students in grades 7-12 purchase textbooks which are available at the University's bookstore (located in the LMU Student Center). Students may be able to sell their books back to the bookstore at the end of each year and are therefore advised not to deface them unnecessarily. Bookstore policies will be followed in the selling back of textbooks.

Some textbooks will be offered in digital format. Licenses for such will either be purchased by the student, or through the Academy on behalf of the student.

Lockers

Students are assigned lockers at the beginning of each school year. Students shall provide locks for their lockers as long as the combination or key is provided to the office. Lockers and other storage areas are the property of the Academy and are therefore subject to search without notification.

Students shall not open or take possessions from other students' lockers and it is advised that valuables not be left inside. Permission from JFWA staff is necessary before students are allowed to switch lockers, and all possessions must be removed on the last day of school. Students shall not keep food in their lockers at any time and must not leave backpacks or athletic bags in the hallways or other traffic areas (pursuant to the fire code).

ACADEMICS

Guidance Program

The mission of the guidance department at JFWA is to place students in the appropriate classes, maintain frequent communication with parents/guardians and the students, and to closely monitor academic progress throughout the student's academic journey at the Academy. The Guidance Counselor also oversees all testing programs and communicates requirements and other related information to students and parents/guardians.

Parent/Guardian & Teacher Conferences

Parent/Guardian and teacher conferences are an important part JFWA for all grades. These parent/guardian and teacher conferences are completed at parent request or if students' grades in a particular subject drop below 90%. Additional meetings can be requested on the recommendation of the teacher, or at the request of the parent/guardian. It is important to discuss your goals for your student. Our staff will plan challenges for the growth and development of each student based on your input as well as the student's assessment, grades, development, and progress. Please discuss prior to the conference any life-changing events that your student's teacher may need to know that will help the teacher best be able to reach your student (e.g., a recent move, birth of sibling, divorce, separation, adoption, etc.).

Academic Advising

Newly enrolled families participate in an academic advising session designed to review previous standardized tests, determine where best to place students, or determine if additional assessment is needed. Students and parents/guardians are involved in the creation of the four-year plan; an outline that determines that student's entire academic high school experience. Every student receives individual academic advising from the Guidance Counselor or Principal before the school year begins and at the start of the spring semester.

Starting junior year and continuing throughout senior year, students will meet regularly with the Guidance Counselor for coaching and assistance with the selection of and application to the colleges/universities of their choice.

Pre-K-3 Students: Newly enrolled Lower School students, including Pre-K enrollees, will complete a screening process to assess readiness and benchmarks in areas of literacy and numeracy in addition to sensorimotor and social-emotional competencies.

College Entrance Examinations & Testing

Preparatory materials, exam dates, and registration deadlines for college entrance exams (ACT, SAT) are easily accessible at the J. Frank White Academy. Announcements are posted on bulletin boards throughout the building.

PSAT

The school counselor administers the PSAT test in the fall to students in the 10th and 11th grades. Payment of appropriate fees is the responsibility of the student. The PSAT is a preliminary exam for the SAT and is recommended for all juniors as it is used to select National Merit Scholarship finalists.

MAP

JFWA students are administered the MAP assessment three times per year; beginning, middle, and end. This year's schedule dates are August 12-15, Dec 16-18, and April 21-24. These are for math, language arts, and science contents. Classes who do not have a MAP assessment will take an instructor generated benchmark and final exam.

End-of-Course (EOC) Tests

Academy students are required to take End of Course (EOC) tests in Algebra I, Algebra II, Geometry, Biology I, U.S. History, English I, and English II when they are enrolled in those classes.

ASVAB

All 11th graders and any 12th graders who have not previously taken it can take the Armed Services Vocational Aptitude Battery if desired. Results are not sent to Armed Services personnel, and there is no cost to students for the test.

Class Load

Students must take 5 classes each year during the regular school day at JFWA regardless of the number of credits they have earned or their grade level. Junior or senior-level students who meet certain requirements (see below) shall be allowed to take a University course for college or dual credit. A dual-credit agreement form must be completed prior to the student's enrollment in the course.

Community Service

Since service to humanity is one of the values of Lincoln Memorial University, and therefore the J. Frank White Academy, JFWA students must complete the following community service hours by grade level:

- PreK- 5: No community service requirements but learning about the importance of community service is integrated into their curriculum.
- Grades 6-8: 15 hours of community service
- Grades 9-12: 25 hours of community service

Students must provide supporting documentation upon completing their community service hours and submit that documentation to the JFWA Director of Admissions.

Partial-Day Homeschool Students

The J. Frank White Academy offers partial-day attendance opportunities for area homeschool students. Students who wish to participate in the partial-day program must complete an Academy application and meet all regular admission requirements. Partial-day students are held accountable for all applicable policies and procedures regarding grading, attendance, dress code, etc., and must also sign and abide by the Academy's honor code. Tuition is pro-rated and varies according to the number of courses attended.

Parents/guardians of homeschooled students shall be asked to submit evidence of the grade level the student is currently classified as, a description of the homeschool program (and any official affiliations), and copies of the student's most current standardized test scores.

Additionally, homeschooled students shall be required to take Academy tests for the purposes of placement in subjects for which they are requesting credit.

Grades received from Academy classes are recorded on a transcript and filed in the Guidance Counselor's office.

Lower School Academic Information (PreK- 4)

Grading Policies (Grades K-4)

JFWA incorporates a Standards-Based Grading approach in grades K-4. Standards across all content areas are assessed using a range of "Academic Performance Levels". These levels are as follows:

E – Exceeding Expectations M – Meeting Expectations G – Growing N – Needs Improvement

Requirements for Promotion (Grades K-4)

Promotion to the next grade level shall be based on the successful completion of required academic work or demonstration of satisfactory progress in each of the relevant academic areas.

Retention Policy (Grades K-4)

Factors used to identify students who may be considered for retention shall, at a minimum, include:

1. The student's ability to meet the expectations of the current grade-level standards;
2. The results of assessments (state and classroom) and screening results;
3. The overall academic achievement of the student;
4. The student's likelihood of success with more difficult content if promoted;
5. The student's attendance record;
6. The student's social and emotional maturity.

If a student is considered for retention, the school shall notify the student's parent or guardian within fifteen (15) calendar days of identification. The school shall then develop and implement an individualized promotion plan to help the student avoid retention. The individualized promotion plan shall be developed in coordination with the student's teachers and will include input from the student's parents/guardians, school counselor, or other appropriate school personnel. All promotion plans shall include evidence-based promotion strategies and shall be tailored to the student's learning needs. Each promotion plan shall also include expectations and measurements that can be used to verify that a student has made sufficient progress to be promoted to the next grade level. Evidence-based promotion strategies may include:

1. Response to Instruction and Intervention to address deficits in student learning;
2. Modification and personalization of curriculum and instruction;
3. Extended learning time beyond the regular school day or school week;
4. Attendance reports and interventions;
5. Individual or small group tutoring; or
6. Other personalized programming to augment the individual student's classroom learning and instructional experience.

At the end of the academic year, parents/guardians, administrators, and teachers will meet to discuss a final decision regarding retention. Retention shall be considered only when it is in the best interests of the student. Upon a decision of retention, the school shall develop an individualized academic remediation plan for the retained student prior to the start of the next school year. This plan shall be developed in coordination with the student's teacher, parents/guardians, school counselor, and other appropriate school personnel. The plan shall be implemented with the goal of helping the retained student attain and demonstrate learning proficiency. Student progress relative to the plan shall be measured and discussed with parents/guardians at the end of each grading period.

Upper School and Senior High School Academic Information

General Course Offerings (Grades 4-12)

The J. Frank White Academy program of study is designed to be completed by high school graduation. Any student who does not pass a course must take summer school or a pre-approved correspondence or online course in order to graduate on time. Seniors who do not have all credits completed at the end of the senior year will not be allowed to participate in graduation exercises.

Not all the following courses are offered every year and some are only offered on an as-needed basis:

ENGLISH

- Grammar & Writing (*Co-Requisite English I*)
- English I (*Co-Requisite Grammar & Writing*)
- English II (*Pre-Requisite English I*)
- English III (*Pre-Requisite English II*)
- English IV (*Pre-Requisite English III*)
- Creative Writing
- Journalism

MATHEMATICS

- Algebra I
- Geometry (*Pre-Requisite Algebra I*)
- Algebra II (*Pre-Requisite Algebra I and Geometry*)
- Statistics (*Pre-Requisite Algebra I and Geometry*)
- Pre-Calculus (*Pre-Requisite Algebra II and Geometry*)
- Calculus (*Pre-Requisite Pre-Calculus*)

FINE ARTS

- High School Art
- Orchestra
- Chorus
- Drama
- Yearbook and Other Print Media
- World Languages
- Creative Writing
- Journalism

SCIENCES

- Physical Science
- Biology I
- Biology II (*Pre-Requisite Biology I*)
- Chemistry I (*Pre-Requisites: Algebra I and Physical Science*)
- Anatomy and Physiology (*Pre-Requisites: Biology I, Chemistry I or Physical Science*)
- Physics (*Pre-Requisites: Physical Science & Algebra II*)

SOCIAL STUDIES

- U.S. History
- Economics/Personal Finance
- American Government/World Geography
- World History

WORLD LANGUAGES

- Spanish I
- Spanish II
- French I
- French II

WELLNESS (Health and Physical Education)

- Wellness
- Fitness and Conditioning (*does not count for required wellness credit*)

Grading Policies (Grades 4-12)

JFWA follows an exact grading scale (no minuses or pluses are given).

A = 90-100	Superior	4 points
B = 80-89	Above Average	3 points
C = 70-79	Average	2 points
D = 60-69	Below Average	1 point
F = Below 60	Failing	0 points

Teachers who give extra credit work must not report averages above 100. Therefore, students will not receive averages over 100. Additionally, an average of 100 must be a pure 100 – not rounded up from 99.5% or higher. A student with a 100 average must have earned a perfect score on every test and graded assignment during the grading period. This is to ensure that highest average awards and senior rankings are fair and precise. Teachers shall round other grades up from .5%, except for 99.5.

Grades for LMU courses taken by JFWA students will be weighted by 1.0, resulting in a 5-point scale: 5 points for an A, 4 points for a B, 3 points for a C, and so on. For example, if a student earns an A in an LMU class, when that student's grade point average is calculated, that LMU grade of an A will be awarded 5 points. Only LMU classes taken during a fall or spring semester will be included in the calculation of a student's grade point average; LMU classes taken during summer terms are not included in grade point average calculations.

Weighted grade point averages will be used to determine class ranking for graduating students, including the determination of salutatorian and valedictorian. Class ranking for these two honors and all other official purposes will be determined at the conclusion of the seventh semester of high school enrollment. Students who re-classify their grade designation (for example, electing to change from 12th to 11th grade, thereby, changing their graduation year) and extend their enrollment beyond the traditional eight semesters will be ranked the year they graduate based on their grade point average at the end of their seventh semester.

The student's transcript holds the number grades and a legend that describes the Academy's grading scale. Letter grades are recorded for classes taken elsewhere or for LMU courses that are assigned only a letter grade.

In the event that a student fails one half of a yearlong course, so long as the average of the two semesters is a passing grade, full credit for the course will be granted.

The academic year is divided into two semesters of eighteen weeks, and each semester is divided into two nine-week grading periods. The grade for each semester is derived from the average of the two nine-

week grading periods. Students can track their progress via the current online grade reporting system used.

The faculty of J. Frank White Academy encourage parents/guardians to review all grade reports carefully and contact them should any questions arise. Grades are updated regularly on JFWA's online grade reporting system.

Incompletes

At the completion of a nine-week or semester grading period, teachers will assign the grade a student has earned in a class. If students have not completed all work by the time grades are due, the current grade will be posted to the online grade reporting system and will include zeros or other reduced grades for incomplete or missing work. In extreme circumstances, with the approval of the Principal, a student may submit incomplete or missing work after the end of a grading period, and the grade on the online grade reporting system will be updated to reflect grade changes resulting from the completion of missing or incomplete work.

Academic Probation

Students who fall below a 2.0 GPA for a nine-week grading period will be placed on academic probation. While on academic probation, students receive weekly progress reports, attend mandatory meetings at a frequency determined by the Guidance Counselor, and are strongly advised to seek tutoring.

If the student fails to improve their GPA, or if they improve their GPA only to let it drop below 2.0 in a subsequent nine-week grading period, the student is eligible for academic suspension (dismissal for unsatisfactory academic progress). The Academic Appeals Committee (Executive Vice President for Administration, the Principal, the Assistant Principal and the Guidance Counselor) will see the student for an evaluation and may decide to either extend the period of academic probation or place the student under academic suspension. Academic suspension will only occur at the end of each semester so that suspended students can transfer to other schools with the least disruption to their schedules.

Requirements for Diploma

To receive a diploma from JFWA, students must:

1. Earn a minimum of twenty-three (23) credits in the following subjects:
 - English - Four credits that include English I, English II, English III, and English IV.
 - Social studies - Four credits, including World History, U.S. History, American Government, World Geography (0.5 credit), Economics (0.5 credit), and Personal Finance (0.5 credit).
 - Science - Four credits, including Physical Science, Biology, and Chemistry.
 - Mathematics - Four credits that include Algebra I, Geometry, Algebra II, and one class above Algebra II.
 - World language - Two credits in the same world language
 - Wellness - One & one-half credits that include ½ credit in Fitness & Conditioning
 - Fine arts - Two credits
 - Electives - One & one-half credits, can include LMU courses
2. Take a minimum of five (5) classes per semester. Students who fail a class and are therefore short on credits shall be required to enroll in summer school or an approved online course to obtain the credits they need to graduate on time.
3. Be enrolled at JFWA the two semesters prior to graduation (or a pre-approved online or distance learning course), if fewer than 50% of their credits have not been earned at JFWA or

be enrolled at JFWA the final semester before graduation if 50% or more of their credits have been earned at JFWA in prior semesters.

4. Have a minimum GPA of 2.0 at the end of the eighth semester and a satisfactory attendance and conduct record. JFWA reserves the right to refuse a diploma to any student whose conduct record is not satisfactory or who shall poorly represent the institution as a graduate.
5. Pay all tuition and fees in full.

Seniors who have failed to meet all requirements for graduation by commencement date (including required class credits) or those who have outstanding financial obligations will not be allowed to participate in commencement exercises. Students who fail to meet graduation requirements by the scheduled commencement date will have their diplomas mailed to them when all requirements are satisfied.

Tennessee Hope Scholarship

Academy students who choose to attend an accredited college in the state of Tennessee shall be eligible for the Tennessee Hope (lottery) Scholarship as long as they have been Tennessee residents (or a neighboring county) for at least one year and have a minimum ACT score of 21, or an unweighted overall GPA of 3.0.

Honor Roll

JFWA recognizes excellent students by releasing the "All A" and "A and B" Honor Roll to local newspapers at the end of each nine-week grading period.

Seniors are ranked only to determine valedictorian and salutatorian, and when specifically requested on a college application. The Academy maintains both a student's cumulative numeric average and an average based on the 4.0 grading scale.

Academic Awards

Each year the J. Frank White Academy holds an awards ceremony to recognize excellent students. Awards are not limited to but include:

Highest Average in an Individual Subject

An award determined by comparing the cumulative average per subject in the middle of the spring semester.

Principal's Award for Excellence

This award (generally given to seniors) is for students who have demonstrated overall achievement, displayed the ability to go above and beyond expectations, and promises to be an excellent ambassador for JFWA after graduation.

DAR Good Citizenship Award

The recipient of the DAR Good Citizenship Award is for a student who demonstrates exceptional dependability, service, leadership, and patriotism. Seniors are nominated for the DAR Award by faculty and then selected by fellow graduating seniors.

Commercial Bank Citizenship Award

The Commercial Bank Citizenship Award is for the Academy student who is judged by the

faculty to exhibit outstanding citizenship qualities.

Valedictorian Award*

The Valedictorian is the graduating senior who has acquired at least 50% of their high school credits (or two academic years including the senior year) at JFWA and who has the highest weighted grade point average (on the 4-point scale).

Salutatorian Award*

The Salutatorian is the graduating senior who has acquired at least 50% of their high school credits (or two academic years including the senior year) at JFWA and who has the second highest weighted grade point average (on the 4-point scale).

Honor Graduates*

Honor Graduates are graduating seniors who have maintained a weighted grade point average of 3.5 or above.

**Valedictorian, Salutatorian, and Honor Graduates are determined by weighted grade point averages of students' first seven semesters in high school. Should a student's average drop dramatically at mid-term of the eighth semester, or should the student earn an unsatisfactory attendance or disciplinary record, the student shall lose academic honor rank.*

Tutoring

The Academy does offer limited tutoring opportunities during breaks and before/after school, primarily in math. The arrangement of these tutoring sessions will be coordinated between teachers and students on a case-by-case basis, and space in tutoring sessions/times is limited.

Tutoring for Grades 11-12

JFWA students enrolled in LMU college courses may utilize the University's free tutoring resources. More information can be found [here](#).

Class Changes

Because much attention is given to the creation of individual class schedules during the student's one-on-one advising sessions, changes are permitted only under the rarest of circumstances (and are never allowed beyond the third day of the semester). Class changes must be approved by the Guidance Counselor and the Principal. In some cases, the affected instructors will be consulted.

Online Courses

Academy students are allowed to take up to two online or correspondence courses for credit if it is deemed necessary in order to meet graduation requirement deadlines. Courses must be taken from COGNIA or state-accredited programs, and only with the prior approval of both the JFWA Principal and Guidance Counselor.

Summer School

Academy students shall receive credit for up to two summer school courses if they received a failing grade for the same class at JFWA (and/or if it is needed to meet graduation requirements), the class is taken through a COGNIA or state-accredited programs, and the Principal and Guidance Counselor have given prior approval.

Summer Reading

English faculty shall provide a summer reading list for specified English classes in most grade levels above grade 6. Grades earned on exams that cover the summer reading assignments will be included in the first nine-week grading period of the school year.

Homework

Most of the courses at the Academy require daily homework. It is the responsibility of the student to complete homework and teachers shall reduce a grade or assign zeros for work not turned in on time. Policies regarding the late submission of work will be communicated to students.

Upper School: Grades 5-8 Course Information

The mission statement, philosophy, and objectives for the fifth through eighth grades are generally the same as those for the levels of grades nine through twelve but can be expanded as follows:

The academic program for the middle school component of the Academy is designed to provide preparation for the secondary years at the Academy. Students are given the opportunity to cultivate good study skills and work habits. Writing ability is strongly cultivated throughout the curriculum, as are independent research and projects. Students in the middle school component of JFWA receive basic instruction in library use and research. They are also oriented to the campus (both JFWA and LMU) and to the various programs of the Academy.

Language Arts

The language arts component for the fifth through eighth grades is designed to introduce the students to the rhetorical modes they will use as they continue at the Academy or at any other high school. They are taught the basics of organization, thesis development, proofreading techniques, etc. They are also given an opportunity to improve their skills in mechanics and grammar. Through the literature strand, instructors seek to develop good reading habits for life and to introduce students to classic literature and literary criticism techniques. Good penmanship is encouraged, and students are provided the opportunity to improve their spelling through regular instruction and vocabulary development. The four major elements of language arts are stressed: reading, writing, speaking, and listening.

Math

Students in the seventh grade take basic Pre-Algebra or Introduction to Algebra. Eighth graders who have taken Pre-Algebra and measure at *proficient* or *advanced* levels on state testing shall take Algebra I. Students who wish to receive high school credit in Algebra I must maintain an overall "B" average for the year. Students shall be permitted to take Algebra I or Pre-Algebra in an earlier grade with teacher recommendation.

Social Studies

Students in middle school receive a broad overview of World and U.S. History as preparation for curriculum at the high school level.

Physical Education

Physical education is designed to stimulate lifelong habits of health, fitness, and interest in the well-being of the physical body. Students participate in team sports, but also have the opportunity to swim, play tennis, walk, jog, play badminton, and other individual activities. Additionally, middle school physical education classes also emphasize skill-building in specific sports.

Science

Middle school science courses are designed to give students an introduction to all sciences, scientific research, and laboratory use. Earth and life sciences are taught alternatively in the seventh and eighth grades.

Fine Arts

Fine Arts are offered for middle school students. Not all choices for fine arts classes are offered every year; some course offerings shall alternate years. Visual art emphasizes basic skills in drawing, design and other media, along with art criticism and appreciation. The strings class is a beginning program that teaches basic musical knowledge using violins and other members of the stringed instrument family. Other music course offerings are available pending student interest (such as JFWA Balladeers- chorus).

Co-curricular Activities

Special middle school activities and student life opportunities are offered to middle school students, but they may also participate in any club or JFWA activity for which they are eligible.

Policies

Middle school students are responsible for knowing all policies and procedures in the *JFWA Student Handbook* concerning student conduct, attendance, satisfactory academic progress, etc.

Programs of Study (5th-8th)

First Year- 5th Grade

Credits

Social Studies: JFWA- 503	1
Language Arts: JFWA-504	1
Mathematics: JFWA- 505	1
Science: JFWA- 506	1
Physical Education: JFWA- 452	.5
Music: JFWA- 508	.5
Art: JFWA-451	.5
Intro to World Language: JFWA-	.5

Second Year- 6th Grade

Credits

Language Arts: JFWA- 610	1
Mathematics: JFWA- 602	1
Science: JFWA- 603	1
Social Studies: JFWA- 604	1
Physical Education: JFWA- 671	.5
Music: JFWA-183	.5
Art: JFWA-605	.5
Intro to World Language	.5

Third Year- 7th Grade

Credits

Language Arts: JFWA-704	1
Mathematics: JFWA- 705 OR Pre-Algebra: JFWA- 784	1
Science: JFWA-709	1
Social Studies: JFWA- 710	1
Physical Education: JFWA- 671	.5
Orchestra: JFWA-183	.5
Reading: JFWA- 127	.5
World Language	.5

Fourth Year- 8th Grade

Credits

Language Arts: JFWA- 801	1
Pre-Algebra: JFWA- 784 OR Algebra I: JFWA- 894 (<i>*dual middle school & high school credit</i>)	1 1*
Science: JFWA- 809	1
Social Studies: JFWA- 805	1
Physical Education: JFWA- 808	.5
Orchestra: JFWA-183	.5
Art: JFWA-806	.5
Reading: JFWA- 127	.5

Course Catalog (5th- 8th)

Fine Arts

<p>Middle School Art</p>	<p>5th Grade: JFWA-451 (1/2 credit) 6th Grade: JFWA-605 (1/2 credit) 8th Grade: JFWA-806 (1/2 credit)</p>
<p>This foundations class provides students the ability to gain confidence in the reasoning and applications of artistic principles. The classes are designed to scaffold skills, building on prior applications, and understanding, while exploring new media and methods. Multiple strategies are utilized to meet learners’ needs on many levels, through a variety of cross-curricular projects. Learners will recognize and use art as a means to express personal strengths and interests and develop an understanding of the relationships between Art and the core disciplines through STEM integration. The culminating Living Wax Museum project incorporates multiple disciplines and builds presentation, research, and graphic design skills.</p>	

<p>Middle School Music & Orchestra</p>	<p>5th Grade: JFWA-508 (1/2 credit) 6th-8th Grade: JFWA-183 (1/2 credit)</p>
<p>Orchestra is a course that can be repeated. The complexity depends on the skill levels of the students and learning can be individualized to a degree. In the category, “The Science of Sound,” the following concepts will be reiterated regularly: vibrations & the production of pitch; the shape of string instruments and differences between their sounds; the science of sound, pitch, and harmony. In the category, “The Language of Music,” the following concepts will be taught: reading and interpreting the way music is printed on the page; various musical symbols that tell us what to do; theory of scales, keys, rhythms, etc. In addition, students will learn to develop correct hand and physical body positions. Students will also learn the etiquette of orchestra playing along with processes and habits for rehearsals and concert settings. Students may play solos, duets, and field orchestrations, cementing an appreciation through the playing of pieces from various styles of music from Baroque to modern. Finally, students will perform in appropriate school/community functions throughout the year.</p>	

Physical Education

<p>Middle School P.E.</p>	<p>5th Grade: JFWA-452 (1/2 credit) 6th/7th Grade: JFWA-671 (1/2 credit) 8th Grade: JFWA-808 (1/2 credit)</p>
<p>In Physical Education class, the focus is to teach the students respect for other players, both teammates and non-teammates. Another main goal is to implement good sportsmanship into each student’s mental attitude. Through playing individual and team sports in class, the students learn what it is like to be a part of a team and to help each other reach a common goal. In middle school grades, general overall health and wellness are incorporated into the curriculum. Building healthy habits and goals for physical, mental, and emotional fitness during the transition into adulthood is central.</p>	

Social Studies

<p>5th Grade Social Studies</p>	<p>JFWA-503 (1 credit)</p>
---	----------------------------

Time Period: Gilded Age and into the Twenty-First Century (American History)

This course provides a basic underpinning for the high school US History course that students traditionally complete their junior year. Modern industrialism, twentieth-century social norms and movements, and the transition from the Era of the Republicans to the Era of Divided Government are emphasized along with military history of the time period. In the spring semester, the course shifts to Tennessee History.

6TH Grade Social Studies

JFWA-604 (1 credit)

Time Period: Early Civilizations Through the Decline of the Roman Empire (World History)

Students will study the geographical, social, economic, and political foundations of the ancient world with an emphasis on the development of human civilizations. This course will be the first concentrated study of world history and geography and will utilize appropriate informational texts and primary sources.

7th Grade Social Studies

JFWA-710 (1 credit)

Time Period: Middle Ages Through Exploration (World History)

This course will continue where the 6th grade course ends with a potentially brief review of Ancient Rome and the Fall of Rome. The focus will be on the Middle Ages, with lessons on nearly every continent (The Americas, Africa, China, Japan, The Middle East, and Europe). This course will prepare students for the high school World History course which begins with a more in-depth study of Renaissance Europe.

8th Grade Social Studies

JFWA-805 (1 credit)

Time Period: Colonial America through Reconstruction and the American West (American History)

This course will introduce students to colonial settlement, the Revolution & American Founding (including lessons in basic U.S. governmental structure), The War of 1812, 19th century politics & society, The Civil War, Reconstruction, and Westward Expansion.

Science

5th Grade Science

JFWA-506 (1 credit)

Academic standards for the 5th grade course establish the core content and practices of science and engineering. Disciplinary core ideas include multiple aspects of physical science; life sciences; earth and space sciences; and engineering, technology, and applications of science.

Units Emphasized: Matter and Its Interactions; Motion and Stability; From Molecules to Organisms (Structures and Processes); Heredity (Inheritance and Variation of Traits); Biological Change; Earth's Place in the Universe; Engineering Design

6th Grade Science

JFWA-603 (1 credit)

Academic standards for the 6th grade course establish the core content and practices of science and engineering. Disciplinary core ideas include multiple aspects of physical science; life sciences; earth and space sciences; and engineering, technology, and applications of science.

Units Emphasized: Energy; Ecosystems; Biological Change; Earth's Systems; Earth and Human Activity; Engineering Design

7th Grade Science

JFWA-709 (1 credit)

Academic standards for the 7th grade course establish the core content and practices of science and engineering. Disciplinary core ideas include multiple aspects of physical science; life sciences; earth and space sciences; and engineering, technology, and applications of science.

Units from 5th grade science course are examined more in depth.

8th Grade Science

JFWA-809 (1 credit)

8th Grade Science emphasizes Earth Science, a *laboratory science course* that explores origins and the connections between the physical, chemical, and biological processes of the earth system. Students experience the content of Earth Science through inquiry-based laboratory investigations and focus on topics associated with matter, energy, crystal dynamics, cosmic evolution, and structure, cycles, geochemical processes, and the expanded time scales needed to understand events in the earth system. Earth Science provides the knowledge, skills, and habits of mind needed for problem solving and ethical decision making about scientific and technological issues. Previous middle school concepts are also taught in more depth.

Mathematics

5 TH Grade Math	JFWA-505 (1 credit)
At this level of study, success in the standards for mathematical practice is foundationally vital. Students will become more familiar with habits of mind, or “processes and proficiencies” that will assist in the development of mathematical fluency, procedural skills, and conceptual understanding. Students will explore operations and algebraic thinking, number and operations in base ten, number and operations in fractions, measurement and data, basic geometry, and basic problem solving.	

6 th Grade Math	JFWA-602 (1 credit)
At this level of study, success in the standards for mathematical practice is foundationally vital. Students will become more familiar with habits of mind, or “processes and proficiencies” that will assist in the development of mathematical fluency, procedural skills, and conceptual understanding. Students will explore ratios and proportional relationships, the number system, expressions and equation, basic geometry, statistics, and probability.	

7 th Grade Math	JFWA-705 (1 credit)
7 th grade math is a course designed to emphasize the study of ratios and proportional relationships. Other important concepts in this course are rational numbers, expressions, and linear equations. Additional concepts studied in this course are listed as follows: proportions, percents, integers, slope, similar triangles, measures of central tendency, interquartile range, and theoretical probability. This course should help students prepare for Pre-Algebra.	

Pre-Algebra	JFWA-784 (1 credit)
The goal of Pre-Algebra is to develop fluency with rational numbers and proportional relationships. Students will extend their elementary skills and begin to learn algebra concepts that serve as a transition into formal Algebra and Geometry. Students will study fractions, decimals, percents, positive and negative integers and rational numbers. They will become more proficient in using ratios, proportions and solving algebraic equations. Students will learn to recognize and generate equivalent expressions and solve single-variable equations and inequalities. Students will investigate and explore mathematical ideas and develop multiple strategies for analyzing complex situations as well as analyze situations verbally, numerically, graphically, and symbolically. Students will apply mathematical skills and make meaningful connections to life's experiences. Through creativity and analysis, students will develop and expand problem solving skills to solve word problems. Successful completion of this course prepares students for success in Algebra I.	

8 th Grade Algebra 1	JFWA-894 (1 credit) *Dual MS and HS credit
Algebra I provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses. In particular, the instructional program in these courses provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. Topics include: (1) operations with real numbers, (2) linear equations and inequalities, (3) relations and functions, (4) polynomials, (5) algebraic functions, and (6) nonlinear equations	

Language Arts

5th Grade Language Arts	JFWA-504 (1 credit)
<p>This course aids in the development of logic, problem solving, literary analysis, and language usage. At the end of this course, students will be able to: write legibly, with a developing sense of articulation and confidence; read with sufficient accuracy and fluency to support comprehension; demonstrate command of the conventions of standard English grammar and usage including proper capitalization and punctuation when writing; recognize varied types of writing to include biography, autobiography, tall tales, myths, nonfiction, creative nonfiction, fiction, primary sources, secondary sources, and expository writing; recognize and categorize parts of speech; demonstrate understanding of figurative language, word relationships, and nuances in word meanings; command strategies for self-sufficient vocabulary acquisition while reading; provide grade level verbal and written literary analysis and summarization when asked; recognize bias in written sources; utilize context clues for deepening inference when reading.</p>	

6th Grade Language Arts	JFWA-610 (1 credit)
<p>This course is designed to further develop reading comprehension and language proficiency. Students in sixth grade language arts should be able to: recognize and explain the function of parts of speech; begin to write more proficiently with complex sentence structure in an articulate manner, maintaining consistency in style and tone; use proper capitalization and punctuation to include commas, parentheses, quotations, and dashes; clarify meaning and author intent using multiple strategies like context clues and external reference materials; acquire and accurately use grade-appropriate general academic and domain-specific words and phrases.</p>	

7th Grade Language Arts	JFWA-704 (1 credit)
<p>This course will emphasize exposure to a wide variety of literature. We will read a variety of short stories and poems, academic writing, and plays, as well as one or two novels. Students will consider ideas such as theme, purpose, symbolism, metaphor/simile, and allegory.</p> <p>In addition to the literary component, this course will also focus on grammar and good academic writing. Students will look at all aspects of writing a strong paper, from the foundations of thought organization to the production of a grammatically correct, critical paper. Students will practice many different types of academic writing (Persuasive, Compare/Contrast, Cause and Effect, Research, etc.). Emphasis on spelling and grammar will be key.</p>	

7th/8th Grade Reading	JFWA-127 (1/2 credit)
<p>This course compliments upper middle school primary language arts courses by allowing extra tutelage in reading comprehension skills. It is particularly vital for students who enroll at JFWA from other institutions. It assists the English department in assuring that all students are at a similar reading skill level during their transition to high school.</p>	

8th Grade Language Arts	JFWA-801 (1 credit)
<p>This course will focus on improving the student's grammar and developing skills that will be used in academic writing. Students will learn how to create a strong critical paper, from the conceptual stages to drafting and revising. A variety of academic styles will be covered, such as persuasive and comparison/contrast, and students will gain experience in researching and citing sources. Students will also analyze several literary themes in their review of novels during the school year.</p>	

World Language

Middle School World Language	Course Numbers & Credits Vary
<p>At intervals during their middle school years, students will be introduced to a world language to build foundational awareness in preparation for the high school foreign language requirement.</p>	

Upper School (Grades 9 & 10) & Senior High School (11 & 12)

Course Information for JFWA Juniors & Seniors

LMU Course Guidelines

Juniors and seniors who score at least a 17 on the ACT and maintain a cumulative 3.0 GPA shall take two 100-level LMU classes per semester (and potentially two classes in the summer) in the following areas of study:

- Art
- Biology
- Chemistry (and other sciences)
- Computer Literacy
- Communication
- English
- Geography
- History
- Math*
- Music
- Psychology
- Sociology

**LMU Math and English shall be taken for elective credit after satisfying Academy requirements*

Before registering for a University class, students must check the [LMU catalog](#) for prerequisites and obtain approval from the Guidance Counselor and Principal. Occasionally, the Principal of JFWA and the LMU Office of Academic Affairs will allow other courses to be substituted. In general, students are not permitted to enroll in:

- Physical Education courses
- Courses at a 200-level or higher
- Courses that cause time conflicts with a student's JFWA class schedule
- Credit that duplicates the content of a previous Academy course

Students who have a minimum 3.0 grade point average and who score 17 or higher on the ACT shall take a total of 12 credit hours per calendar year (exceeding 6 credit hours per academic semester) for university credit. Tuition is free with enrollment at J. Frank White Academy,* but students are responsible for any other associated costs. College classes taken during the summer are for University credit only (not dual credit) and are only available for students who are entering their junior or senior year, are excelling academically, and have been given permission by the JFWA Principal and Guidance Counselor.

Students should demonstrate consistent and adequate academic progress in LMU classes. Academy students who display a pattern of poor progress and/or failing grades in LMU classes may be asked to refrain from enrolling in future LMU classes.

**In order to constitute full payment for the professor LMU requires a minimum enrollment number per summer course. Academy and other tuition remission students do not count toward this minimum number and therefore shall have to pay for the class in order to participate.*

Dual-Credit

Two LMU courses per semester may be counted for credit towards JFWA graduation requirements, provided a dual-credit agreement form is completed and pre-approved by the Principal and Guidance Counselor. Additionally, the LMU course cannot duplicate the contents of a previous Academy course.

LMU courses shall earn dual credit as JFWA credits in the following instances:

- to satisfy JFWA elective requirements

- to earn a credit in a world language that JFWA does not currently offer
- to earn a credit in math or science if the student has already earned all credits in all math or science courses offered by JFWA or if a senior needs the class to resolve an unavoidable schedule issue preventing them from taking a needed JFWA math course
- to earn fine arts credit

All other requirements and/or restrictions regarding LMU classes (such as the number of LMU classes that shall be taken by JFWA students in a given semester, etc.) apply to LMU classes taken for dual credit.

A three-hour University course equals one Academy course credit, and this credit shall replace any required Academy classes, including electives. LMU courses taken for dual credit will be calculated into the student's overall GPA. Students will receive a weighted GPA (on the 5-point scale) for all three-hour LMU courses.

At the end of each semester where dual credit classes are taken through LMU, students must submit a copy of the grades from their LMU classes to the Guidance Counselor since JFWA staff are not able to access LMU grades.

Daily Procedure

Students taking LMU classes must sign in and out on the log sheet in the JFWA Front Office. Driving is only permitted with written parent/guardian consent. In the event students will be riding to class together, all students, including the driver, must have written parent/guardian consent and permission from the Principal. While enrolled at JFWA, Academy students are considered to be LMU students and are accountable for compliance with policies set forth in the [LMU Railsplitter Community Standards Guide](#) and course syllabi (e.g., punctuality, attendance, grading, etc.). JFWA personnel will not intervene on behalf of Academy students regarding any of these issues. If Academy classes are cancelled, it is the students' responsibility to check whether LMU classes are in session.

Alternate Day Guidelines for students in LMU classes

On days LMU classes are not meeting, Academy students enrolled in those classes are expected to use the time to study in a supervised, designated area. Attendance rolls are prepared, attendance is taken and all policies cited in the [LMU Railsplitter Community Standards Guide](#) regarding classroom behavior and procedures apply to designated study areas.

Students who leave assigned areas without permission from the staff member in charge will be treated as if they are skipping class. Those who chronically abuse time by failing to follow conduct expectations or failing to report shall lose the privilege to attend college classes and will instead be re-assigned to Academy classes.

Students who have first or fifth-period LMU classes shall check in late or early on days their LMU classes are not meeting (provided proper permission forms are signed by parents/guardians and on file). The Academy is not responsible for supervision of students who are under such an arrangement; however, any time an Academy student is on campus and engages in misconduct, they are subject to enforcement of University policies and procedures, including the application of stated disciplinary action.

Programs of Study (9-12)

The following programs of study represent typical tracks JFWA Upper School students follow. When scheduling students, however, JFWA may deviate from these plans in order to offer individualized instructional plans.

High School Four-Year Plan of Study (STEM Acceleration Major)

First Year

Course	Credits
9 th Grade Grammar & Writing	1
English 1	1
Geometry	1
Physical Science	1
World History	1
Biology 1	1
Total=6 credits	

Second Year

Course	Credit
English 2	1
Algebra 2	1
Chemistry	1
Economics	.5
Personal Finance	.5
Wellness	1
Foreign Language 1	1
Total=6 credits	

Summer Term: It is recommended students of this major take & pass the following if ACT scores permit:

LMU Biology 111 or Chemistry 111

Third Year

Course	Credit
English 3	1
Pre-Calculus	1
Physics or Biology 2	1
US History	1
Foreign Language 2	1
Fine Arts Choice or LMU Course	1
Total=6 credits	

Summer Term: It is recommended students of this major take & pass the following if ACT scores permit:

LMU Biology 112 or Chemistry 112

Fourth Year

English 4	1
LMU Math Fall/LMU Math Spring	1-2
LMU English Comp 1/LMU English Comp 2*	1-2
American Government	.5
Fitness & Conditioning	.5
Fine Arts Choice	1
* May opt to take JFWA Anatomy & Physiology in place of LMU Course	*

Total=6-8 JFWA credits

JFWA Credits=23-24/College Credit Hours=up to 24

Please note: Students who select this major may develop an individualized plan with the Guidance Counselor if taking Algebra 1 or Algebra 1A/1B their freshman year.

High School Four-Year Plan of Study (Liberal Arts or Business Major)

First Year

Course	Credit
9 th Grade Grammar & Writing	1
English 1	1
Algebra 1, Algebra 1A/1B, or Geometry	1
Physical Science	1
World History	1
Wellness	1

Total=5-6 credits

Second Year

Course	Credit
English 2	1
Geometry or Algebra 2	1
Biology 1	1
Economics	.5
Personal Finance	.5
Fine Arts Choice	1
Foreign Language 1	1

Total=6 credits

Summer Term: It is recommended students of this major take & pass the following if ACT scores permit:

LMU Fine Arts (dual credit) and/or LMU Business 100

Third Year

Course	Credit
English 3	1
Algebra 2, Statistics, or Pre-Calculus	1
Chemistry 1	1
US History	1
Foreign Language 2	1
Fine Arts Choice or LMU English Comp 1/English Comp 2	1-2

Total=6-7 credits

Summer Term: It is recommended students take & pass the following if ACT scores permit:
LMU Economics 212 and/or Business 250

Fourth Year

Course	Credit
English 4	1
Statistics, Pre-Calculus, or LMU Math	1-2
LMU Economics 213/LMU Business 260	1-2
American Government	.5
Fitness & Conditioning	.5
Fine Arts Choice or Fourth Science	1

Total=6-8 JFWA credits

JFWA Credits=23-24/College Credit Hours=up to 24

**For Liberal Arts Majors, business classes will be substituted with prerequisite courses for prospective majors.*

High School Four-Year Plan of Study (Collegiate Success Plan)

First Year

Course	Credit
9 th Grade Grammar & Writing	1
English 1	1
Algebra 1 or Algebra 1A & 1B	1
Physical Science	1
World History	1
Wellness	1

*Students in Algebra 1A/1B will take one of their core classes later.

Total=5-6 credits

Second Year

Course	Credit
English 2	1
Geometry	1
Biology 1	1
Economics	.5
Personal Finance	.5
Fine Arts Choice or Geometry	1
Foreign Language 1	1

Total=6 credits

Third Year

Course	Credit
English 3	1
Algebra 2	1
Chemistry	1
US History	1
Foreign Language 2	1
Fitness & Conditioning	1

Total=6 credits

Fourth Year

Course	Credit
English 4	1
Statistics or Pre-Calculus	1
Biology 2	1
American Government	.5
World Geography	.5
Fine Arts Choice	1
Elective, Fine Arts, or 4 th Math	1

Total=6 credits

23-24 JFWA credits earned, 23 total credits required.

**Students may take LMU courses with consultation from the Guidance Office if ACT scores and academic performance are satisfactory.*

Upper School (9-10) & Senior High School (11-12) Course Catalog

Fine Arts

JFWA-9121: High School Art	Credit: 1 Fine Arts Credit Prerequisite(s): None Recommended Grade Level: 9-12 Eligible Grade Level: 9-12
<p>Students in high school visual art courses will create, evaluate, and research the historical context of works of art. Three levels of instruction are included in the course framework. Students in Beginning Art are exposed to a variety of media on an introductory level, to encourage exploration in areas of interest and to develop a framework for more concentrated applications at higher levels. The students will apply various media, techniques, and processes in the creation and analysis of artworks. Through the application of practice and sequential study, students will strive to achieve technical mastery in the areas of art production, art criticism, aesthetics, and art history. As the students progress through the courses in the area of visual art, they will develop problem-solving and critical-thinking skills. These skills are gleaned from the study of ideas, concepts, issues, and knowledge related to the visual arts. Learners learn to recognize and use art as a means to express personal strengths and interests and develop an understanding between the relationships of Art and the core disciplines. Artwork created at upper-level classes requires a more rigorous concentration on the quality of work submitted and exploring the use of mixed media.</p> <p>Class may be repeated.</p>	

JFWA 589U: HS Orchestra	Credit: 1 Fine Arts Credit Prerequisite(s): None Recommended Grade Level: 9-12 Eligible Grade Level: 9-12
<p>The complexity of the high school orchestral course depends on the skill levels of the students and learning can be individualized to a degree. Students will continue the journey into musical genres and expand their knowledge of instruments and how those instruments build an overall sound. Reading and interpretation of music will be enhanced at this level, with the rigor of musical selections denoting that. Students will be expected to reflect on their practice and critique themselves and others on a regular basis, both verbally and in writing. Students will perform in appropriate school/community functions throughout the year, serving as orchestral leaders with younger players.</p> <p>Class may be repeated.</p>	

JFWA 950: Yearbook & Other Print Media	Credit: 1 Fine Arts Credit Prerequisite(s): None Recommended Grade Level: 9-12 Eligible Grade Level: 9-12
<p>This class is designed to provide students with the ability to gain confidence in the reasoning and applications of artistic principles in 2-D design, as well as editing, communication skills, teamwork, and photography. Class work will require concentration in the development of graphic layout using Yearbook Avenue software and proofing/editing. Teamwork and student-led organization are key components necessary for the successful development of a final product. In addition to the construction of a yearbook and a Lower School mini-book, students will develop at least one issue of the Knight Times during the school year, honing their journalism skills after they've learned to write yearbook copy.</p> <p>Class may be repeated or taken only for one semester for ½ credit.</p>	

JFWA-580U: Drama	Credit: 1 Fine Arts Credit Prerequisite(s): None Recommended Grade Level: 9-12 Eligible Grade Level: 9-12
<p>Students in high school drama will practice acting skills and learn about set design, building a repertoire in the first semester. As a troupe, with instructor guidance, the drama students will help determine which play will be performed at the end of the year. Students must try out for desired roles, work to construct their own sets, and procure costumes. The production is a culminating project that all must participate in.</p> <p>Class may be repeated.</p> <p>*This course is not offered every year.</p>	

JFWA-199: Creative Writing	Credit: 1 Fine Arts Credit Prerequisite(s): None Recommended Grade Level: 9-12 Eligible Grade Level: 11-12
<p>This course will involve daily writing and reading. Students taking this course should have a real interest in creative writing. Writing prompts and daily journal writing will be utilized to create two major projects- a memoir and an original short story. Students should also be aware that they will be sharing work with classmates as this class relies heavily upon revision and peer workshopping.</p> <p>*This course is not offered every year.</p>	

Physical Education

JFWA-5802: Wellness	Credit: 1 Wellness Credit, <i>Required Course</i> Prerequisite(s): None Recommended Grade Level: 9-10 Eligible Grade Level: 9-12
<p>Wellness class is designed to teach students the basics of a healthy lifestyle. Through the teaching of nutrition, fitness, and physical and mental health, the focus is to have the students realize the importance of lifelong fitness and how to go about achieving it.</p>	

JFWA-810: Fitness & Conditioning	Credit: 1 Wellness Credit, <i>1/2 Credit Required</i> Prerequisite(s): Middle School P.E. Recommended Grade Level: 10-12 Eligible Grade Level: 9-12
<p>Fitness and Conditioning class is unlike the other health classes offered at the Academy. There are very few in-class days. Most class time is spent in a weight room where the students are taught various workouts including both weightlifting and conditioning. The focus is to teach students the importance of continuing to perform these tasks throughout their lifetime so that they may maintain a healthy lifestyle.</p>	

Social Studies

JFWA-151: World History	Credit: 1 Social Studies Credit, Required Course Prerequisite(s): Middle School World History Recommended Grade Level: 10 Eligible Grade Level: 9-12
<p>In this course, students will analyze and research the history and constitution of human civilization, with a concentrated focus on the development of Western Civilization from the Renaissance in Europe through World War II.</p>	
JFWA-150: US History	Credit: 1 Social Studies Credit, Required Course Prerequisite(s): Middle School American History Recommended Grade Level: 11 Eligible Grade Level: 9-12
<p>This course is designed to thoroughly acquaint students with U.S. History from the Gilded Age through The Cold War. Students will familiarize themselves with what we call “modernity” with a focus on twentieth-century technologies and the nineteenth-century inventions and innovations that contributed to those technologies. Social changes, popular culture, and the transformation in the collective mentality of Americans over time will be highlighted in addition to U.S. domestic problems and triumphs, U.S. political relations with other countries in the last century, and significant events and achievements that have altered national dynamics.</p>	
JFWA-590: Economics	Credit: ½ Social Studies Credit, Required Course Preferred Prerequisite(s): English I Recommended Grade Level: 12 Eligible Grade Level: 9-12
<p>Economics introduces students to essential concepts, approaches, and perspectives for modern economic study. Students study economic systems, with an emphasis on free market economies like that of the United States. Foundational economic terms and theories receive extensive attention, providing students with an important tool for understanding contemporary economic issues.</p>	
JFWA-241: Personal Finance	Credit: ½ Social Studies Credit, Required Course Preferred Prerequisite(s): English I Recommend Grade Level: 12 Eligible Grade Level: 10-12
<p>Personal Finance will give upperclassmen a broad understanding of the essential concepts of the world of finance. Students will examine the world of consumer credit, home mortgages and other financial instruments. Students will learn how financial fees and interest are calculated and survey the general world of financial investments.</p>	
JFWA-240: American Government	Credit: ½ Social Studies Credit, Required Course Preferred Prerequisite(s): English I Recommended Grade Level: 11-12 Eligible Grade Level: 9-12
<p>The American Government high school course focuses on United States' government with some basic comparison to other forms. Students will examine the structure, functions, and powers of our government at the national, state, and local level, with emphasis on federalism. Keeping in mind founding principles and beliefs that root American federalism, students will become acquainted with the three branches of our government and how they function both independently and interdependently. Primary source analysis is emphasized in this course.</p>	
JFWA-599: World Geography	Credit: ½ Social Studies Credit, Required Course Preferred Prerequisite(s): None Recommended Grade Level: 9-12 Eligible Grade Level: 9-12

In World Geography, students study people, places, and environments at local, regional, national, and international levels from the spatial and ecological perspectives of geography. The six social studies standards (culture; economics; geography; governance and civics; history; individuals; groups, and interaction) of essential content knowledge and four process skills are integrated for instructional purposes. Geographic regions studied include (1) The World (climates, basic map recognition), (2) The U.S. & Canada, (3) Latin America, (4) Europe, (5) Russia, (6) The Middle East & North Africa, (7) Africa South of the Sahara, (7) Asia, (8) Australia, Oceania, and Antarctica (this unit only if time permits).

Science

JFWA-210: Physical Science	Credit: 1 Science Credit; Required Course Prerequisite(s): Prior grade level science Recommended Grade Level: 9 Eligible Grade Level: 9-10
This laboratory course serves as an in-depth introduction to Physics and Chemistry. Semester one focuses on utilization of the scientific method in inquiry, principles, and laws of motion, energy & thermodynamics, & wave properties and behaviors. Semester two focuses on properties & classification of matter, atomic theory, chemical reactions, and applications of chemistry.	
JFWA-224 Biology 1	Credit: 1 Science Credit; Required Course Preferred Prerequisite(s): Physical Science Recommended Grade Level: 10 Eligible Grade Level: 9-11
Biology I is a course that introduces students to the world of living things. The students explore the following: Basic life processes at the molecular, cellular, systemic, organismal, and ecological levels of organization within the biosphere; Interdependence and interactions within the environment to include relationships, behavior, and population dynamics; Cultural and historical scientific contributions of men and women; Evidence that supports biological evolution; Current and emerging technologies.	
JFWA 10112: Biology 2	Credit: 1 Science Credit Prerequisite(s): Biology I Recommended Grade Level: 11 Eligible Grade Level: 10-12
Biology 2 is a course that introduces students to major specialty areas of biology. Students will explore the following: Comparative anatomy and Zoology; Embryology; Genetics; Immunology; Microbiology; Botany It is expected that students will experience the content of Biology II through an inquiry approach. Using available technology, students will investigate the world around them. Biology II will provide the student with knowledge, prerequisite skills, and habits of mind needed for daily living and ethical decision- making. This course provides a foundation for advanced biological studies and personal career. *This course is not offered every year.	
JFWA-10113: Chemistry	Credit: 1 Science Credit, Required Course Prerequisite(s): Physical Science, Algebra 1 Recommended Grade Level: 10-12 Eligible Grade Level: 10-12
Chemistry is a <i>laboratory science course</i> in which students investigate the composition of matter and the physical and chemical changes it undergoes. Students use science process skills to study the fundamental structure of atoms, the way atoms combine to form compounds, and the interactions between matter and energy.	

JFWA-945: Anatomy & Physiology	Credit: 1 Science Credit Prerequisite(s): Biology I & Chemistry I or Physical Science Recommended Grade Level: 11-12 Eligible Grade Level: 11-12
<p>Anatomy and Physiology is the study of the body's structures and respective functions at the molecular/biochemical, cellular, tissue, organ, systemic, and organism levels. Students explore the body through laboratory investigations, models, diagrams, and/or comparative studies of the anatomy of other organisms. The study of anatomy and physiology prepares students for a variety of pursuits such as health care, sports, and fitness careers, as well as for taking an active part in their own health and fitness.</p> <p>*This course is not offered every year.</p>	

JFWA-299: Physics	Credit: 1 Science Credit Prerequisite(s): Physical Science, Algebra 2 Recommended Grade Level: 11-12 Eligible Grade Level: 10-12
<p>Physics is a <i>laboratory science course</i> that examines the relationship between matter and energy and how they interact. This course will have a strong emphasis in the mathematics of physics. Students explore physics concepts through an inquiry approach. Embedded standards for Inquiry, Technology, Engineering, and Mathematics are taught in the context of the content standards for Mechanics, Thermodynamics, Waves and Sound, Light and Optics, Electricity and Magnetism, and Atomic and Nuclear Science.</p>	

Mathematics

JFWA 894: Algebra 1 or Algebra 1A/1B	Credit: 1 Math Credit, Required Course Recommended Prerequisite(s): Pre-Algebra Recommended Grade Level: 9 Eligible Grade Level: 9-10
<p>High school Algebra provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses. In particular, the instructional program in these courses provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. Topics include: (1) operations with real numbers, (2) linear equations and inequalities, (3) relations and functions, (4) polynomials, (5) algebraic functions, and (6) nonlinear equations.</p> <p>Algebra 1A & 1B extend the time frame of course content for students who require a slower pace for concept acquisition.</p>	

JFWA-911: Geometry	Credit: 1 Math Credit, Required Course Prerequisite(s): Algebra 1 Recommended Grade Level: 9-10 Eligible Grade Level: 9-11
<p>Geometry is a course designed to emphasize the study of properties and real-world applications of common two-dimensional and three-dimensional geometric figures. Additionally, transformations, right triangle trigonometry, inductive reasoning, deductive reasoning, and writing proofs are important concepts in geometry. Other concepts studied in this course are listed as follows: parallel and perpendicular lines, congruent triangles, relationships in triangles, proportions and similarity, quadrilaterals, area, surface area, and volume.</p>	

JFWA-910: Algebra 2	Credit: 1 Math Credit, Required Course Prerequisite(s): Algebra 1 Recommended Grade Level: 10-11 Eligible Grade Level: 10-12
<p>Algebra II is a course designed to build on algebraic and geometric concepts. This course helps students develop advanced algebra skills. During this course, students will be expected to become proficient in the following concepts: systems of equations, advanced polynomials, complex numbers, quadratic equations, matrices, and trigonometric functions using the unit circle. This course should help students prepare for the ACT and college level math courses.</p>	

JFWA-126: Pre-Calculus	Credit: 1 Math Credit Prerequisite(s): Algebra 1, Algebra 2, Geometry Recommended Grade Level: 11-12 Eligible Grade Level: 11-12
<p>Pre-Calculus is a course designed to build on algebraic and geometric concepts. This course will spend a great deal of time on trigonometry concepts. This course will also focus on exponential functions, polynomials, rational functions, logarithmic functions, trigonometric functions, trigonometric identities, trigonometric equations, systems of equations, matrices, conic sections, vectors, complex numbers, limits, and derivatives. This course should help students prepare for college level math courses.</p>	

JFWA-122: Statistics	Credit: 1 Math Credit Prerequisite(s): Algebra 1, Geometry, Algebra 2 Recommended Grade Level: 11-12 Eligible Grade Level: 11-12
<p>High school Statistics follows a non-theoretical approach to classical probability and statistics. Topics include: (1) Frequency Distributions, (2) Data Description, (3) Probability and Counting, (4) Confidence Intervals, (5) Means and Proportions, (6) Correlation and Regression, and (7) Chi-Square Tests. Applications span a broad range of topics including business, sports, health, architecture, education, and political science.</p>	
<p>*This course is not offered every year</p>	

JFWA-999: Calculus	Credit: 1 Math Credit Prerequisite(s): Algebra 1, Algebra 2, Geometry, Pre-Calculus Recommended Grade Level: 12 Eligible Grade Level: 11-12
<p>Calculus is an advanced mathematics course designed for students desiring maximum preparation for collegiate math courses. This course will include the study of continuity, limits, derivatives, integrals, and the applications of derivatives and integrals.</p>	
<p>*This course is not offered every year.</p>	

Language Arts

JFWA-125: 9th Grade Grammar & Writing	Credit: 1 English Credit; Required Course Prerequisite(s): None Recommended Grade Level: 9 Eligible Grade Level: 9
<p>Grammar & Writing is a foundational course in the JFWA curriculum. This course provides the root level grammar & writing skills that students need to move forward in their English courses and serves as a bit of a skills leveler to freshmen coming from other institutions. This course is paired with English 1, which focuses more on literary analysis.</p>	

JFWA-901: English 1	Credit: 1 English Credit; Required Course Prerequisite(s): None Recommended Grade Level: 9 Eligible Grade Level: 9
<p>This course will focus on exposure to a variety of literature. Students will read a variety of short stories and poems, academic writing, and plays, as well as one or two novels. Students will consider ideas such as theme, purpose, symbolism, metaphor/simile, and allegory. The class will also spend time working on writing development, specifically writing about literature.</p>	

JFWA-101: English 2	Credit: 1 English Credit; Required Course Prerequisite(s): English I Recommended Grade Level: 10 Eligible Grade Level: 10
----------------------------	---

This course will focus on the evaluation of various types of literature, including novels, short stories, poetry, and plays. Students will be expected to examine what they have read through discussion and academic writing, and research information related to relevant authors and time periods. Topics discussed in this class will include irony, foreshadowing, character development, tone, and structuring.

This grammar & writing component of this course will focus on good academic writing. Students will look at all aspects of writing a strong paper, from the foundations of thought organization to the production of a grammatically correct, critical paper. Students will have practice on all different types of academic writing as well. (Persuasive, Compare/Contrast, Cause and Effect, Research, etc.)

JFWA-113: English 3

Credit: 1 English Credit; *Required Course*
Prerequisite(s): English II
Recommended Grade Level: 11
Eligible Grade Level: 11

English III provides students with a survey of important literary periods and works from American literature. Students study key literary terms and concepts along with notable American authors. Additionally, students will perform a variety of writing tasks including literary analysis, personal reflection, written persuasion, and research-based composition.

JFWA-124: English 4

Credit: 1 English Credit; *Required Course*
Prerequisite(s): English III
Recommended Grade Level: 12
Eligible Grade Level: 12

English IV provides students with a survey of important literary periods and works from the English literary tradition. Students study key literary terms and concepts along with notable English authors. Additionally, students will perform a variety of writing tasks including literary analysis, personal reflection, written persuasion, research-based composition.

World Language

JFWA-406: French I

Duration: Full Year
Credit: 1 World Language Credit
Prerequisite(s): None
Recommended Grade Level: 9-11
Eligible Grade Level: 9-11

This course is designed to introduce basic language skills and develop interpersonal communication skills in the Target Language (TL). In addition to developing skills in grammar, phonetics, reading comprehension, and writing in the TL, students will become familiar with French-speaking cultures, geographies, and current events. The confluence of these skills and knowledge will empower the student to engage multicultural communities, at home and abroad, in relevant and applicable ways.

JFWA-499: French II

Duration: Full Year
Credit: 1 World Language Credit
Prerequisite(s): French I
Recommended Grade Level: 11-12
Eligible Grade Level: 10-11

This course is designed to expound on language skills acquired in French I and develop interpersonal communication skills in the Target Language (TL). In addition to further developing skills in grammar, phonetics, reading comprehension, and writing in the TL, students will become increasingly familiar with French-speaking cultures, geographies, and current events. International awareness will be developed within this course, which is paired with our international travel program when possible.

JFWA-584: Spanish 1	Duration: Full Year Credit: 1 Foreign Language Credit Prerequisite(s): None Recommended Grade Level: 9-11 Eligible Grade Level: 9-11
<p>This course is designed to introduce basic language skills and develop interpersonal communication skills in the Target Language (TL). In addition to developing skills in grammar, phonetics, reading comprehension, and writing in the TL, students will become familiar with French-speaking cultures, geographies, and current events. The confluence of these skills and knowledge will empower the student to engage multicultural communities, at home and abroad, in relevant and applicable ways</p>	

JFWA-611: Spanish 2	Duration: Full Year Credit: 1 Foreign Language Credit Prerequisite(s): Spanish 1 Recommended Grade Level: 11-12 Eligible Grade Level: 9-11
<p>This course is designed to expound on language skills acquired in Spanish I and develop interpersonal communication skills in the Target Language (TL). In addition to further developing skills in grammar, phonetics, reading comprehension, and writing in the TL, students will become increasingly familiar with Spanish-speaking cultures, geographies, and current events. International awareness will be developed within this course, which is paired with our international travel program when possible.</p>	

JFWA-611: Spanish 3-Arts & Culture	Duration: Full Year Credit: 1 Fine Arts or Elective Credit Prerequisite(s): Spanish 2 Recommended Grade Level: 11-12 Eligible Grade Level: 11-12
<p>In this course, students will become familiar with more nuanced aspects of Spanish-speaking cultures, geographies, and current events in the Spanish-speaking world. Students will engage advanced literature and art in Spanish, as well as play significant roles in planning and coordinating the Mountain Fiesta. The confluence of these skills and knowledge will empower the student to engage multicultural communities, at home and abroad, in relevant and applicable ways.</p>	

JFWA FACULTY/STAFF ROSTER 2024-2025

Marcinda Asbury, 2022

JFWA Lower School Principal, Director of Pre-K Program
BA (Elementary Education), Lincoln Memorial University (2009)
MEd (Curriculum & Instruction), Lincoln Memorial University (2013)
EdS (Curriculum & Instruction), Lincoln Memorial University (2015)
EdD (Curriculum & Instruction), Lincoln Memorial University (2019)

Ryan Bailey, 2021

JFWA Social Studies Instructor
BA (History), Lincoln Memorial University (2011)
MAT (Teacher Education), University of the Cumberland (2022)
Practitioner Teacher (TN 124 Middle Grades Social Science 6-8; 133 History 6-12)

Jamie Baker, 2021

JFWA Guidance Counselor
AA (Arts & General Studies), Southeast Community & Technical College (2007)
BS (Psychology), Union College (2010)
MEd (School Counseling), Lincoln Memorial University (2014)
School Counselor (TN PK-12)

Katherine Bisceglia-Stotts, 2011

JFWA Lower School Assistant Principal, Elementary Instructor
BS (Interdisciplinary Studies in Human Learning & Development), LMU (2009)
MEd (Curriculum & Instruction), Lincoln Memorial University (2013)
EdS (Curriculum & Instruction), Lincoln Memorial University (2015)
Professional Teacher (TN 499 Elementary K-6)

Amanda Blair, 2022

JFWA Pre-K Lead Instructor
BS (Education) Lincoln Memorial University
Postgraduate Professional License (VA Early/Primary Education PK-3)

Sherri Brock, 2019

JFWA Lower School Administrative Assistant
Associates of Art, Southeast Community & Technical College (2006)

Thelma Brooks, 2022

JFWA Receptionist and Administrative Assistant

Jason Cave, 2023

JFWA Assistant Principal
BA in Interdisciplinary Studies with PreK-6 Certification, Virginia Intermont College MEd
Instructional Leadership, LMU
Administrator's license in Administration and Supervision (PreK-12)

Judy Collins, 2019

JFWA Mathematics Instructor
BS (Mathematics), Lincoln Memorial University (1992)
MS (Mathematics), University of Tennessee (1996)
Rank 1 (Administration), Union College (1999)
Professional Teacher (TN 125 Mathematics 6-12)

Kiplyn Collins, 2015

JFWA Music Instructor
BS (Music Education), Indiana Wesleyan University (2007)
MEd (Music Education), Boston University (2013)
EdD (Curriculum & Instruction, Higher Education), Lincoln Memorial University (2020)
Practitioner Teacher (TN 428 Vocal/Gen Music K-12; 429 Instr Music K-12)

Cassandra Dowell, 2021

JFWA Elementary Instructor
AA (Church Ministries), Clear Creek Baptist Bible College (2011)
BA (Church Ministries), Clear Creek Baptist Bible College (2017)
MEd ITL- in process

Amanda Gibson, 2018

JFWA Elementary Instructor
BS (Education), Lincoln Memorial University (2014)
MEd (Curriculum & Instruction), Lincoln Memorial University (2020)
Professional Teacher (TN 499 Elementary K-6)

Paula Goins, 2024

JFWA Instructor
BS (Education), East Tennessee State University
MEd (Education), East Tennessee State University
EdS (Education), East Tennessee State University

Kayla Hammer, 2021

JFWA Science Instructor
BA (Biology), Lincoln Memorial University (2021)
Practitioner Teacher (TN 126 Biology 6-12)
Master of Education in process

Anthony Hensley, 2018

JFWA Science Instructor
BA (Biology, Chemistry), Alice Lloyd College (2012)
MA (Education), University of the Cumberlands (2017)
Professional Teacher (TN 126 Biology 6-12)
Rank 2 (KY Biology 8-12)

Arlene Heck, 2022

JFWA PreK Teacher Assistant

Kristina Hudson, 2023

BS in Elementary Education, LMU
MEd in Educational Administration and Supervision, LMU
EdS in Curriculum and Instruction, LMU
EdD in Instructional Leadership, LMU

Sue Lintelman, 2019

JFWA Art Instructor
BS (Art Education), Edinboro State University (1989)
MA (Technology in International Development), NC State University (1995)
EdS (Curriculum & Instruction), Lincoln Memorial University (2017)
Professional Teacher (TN 123 Middle Grades Science 6-8; 427 Visual Arts K-12)

Alexander Long, 2024

JFWA Instructor
AS (General Studies), Mountain Empire Community College
BA (Mass Communication-Advertising), East Tennessee State University
MA (English Literature), East Tennessee State University
Teaching Licenses: English Literature & Writing, History and Social Studies
Adjunct Professor-Department of Literature and Languages, East Tennessee State University
Guest Lecturer/Conference Lecturer, Oxford University and University of Edinburgh

Caroline Long, 2024

JFWA Instructor

Mary Mars, 2009

JFWA Physical Education Instructor
BA (Kinesiology Education), Lincoln Memorial University (2007)
MEd (Curriculum & Instruction), Lincoln Memorial University (2009)
Practitioner Teacher (TN 420 Phys Ed K-12)

Curtis Massengill, 2010

JFWA English Instructor
BA (English), East TN State University (2007)
MA (English), East TN State University (2009)
Transitional Teacher Licensure Program, Carson Newman (2016)
Professional Teacher (TN 407 English 7-12)

Geraldine Marcum, 2013

JFWA Main Office Manager
AS (Applied Science), Mountain Empire Community College (2000)

Traci McDonald, 2022

JFWA Elementary Instructor
BA (Interdisciplinary Studies of Human Development), Lincoln Memorial University (2012)
MA (Interdisciplinary Studies of Early Childhood Education), Eastern KY University (2021)
Professional Teacher (TN 467 Early Childhood Ed PK-3)

Wendy Muncy, 2022

JFWA Lower School Teacher Aide

Janet Nelson, 2022

JFWA Mathematics Instructor

BS (Mathematics) Milligan College (1989)

Collegiate Professional License (VA Mathematics)

Tonya Perry, 2023

Associate of Science in Elementary Education, Walter State Community College

Bachelor of Science in Liberal Studies and Human Development, LMU

Master of Education in Curriculum and Instruction, LMU

Educational Specialist in Educational Administration and Supervision, LMU

Emily Proctor, 2023

JFWA World Language Instructor

BA (French and Francophone Studies), University of Tennessee (2022)

Licensure program (University of TN) in progress

Stacey Ray, 2018

JFWA Elementary Grades Instructor

BS (Education), Lincoln Memorial University (2010)

MS (Special Education K-12), University of Tennessee (2013)

Professional Teacher (TN 460 SPED Modified K-12; 499 Elementary K-6)

Robert Thomas, 2015

JFWA English Instructor

BA (English), Lincoln Memorial University (2014)

Professional Teacher (TN 407 English 7-12)

JFWA SUBSTITUTE ROSTER

Kim Adamo, 2023

JFWA Substitute Teacher

Natalia Bondarenko, 2023

JFWA Substitute Teacher

Becky Bowling, 2023

JFWA Substitute Teacher

Rebecca Doyle, 2023

JFWA Substitute Teacher

Bill Kobus, 2019

JFWA Substitute Teacher

Victoria Hammer, 2023

JFWA Substitute Teacher

Jim Melton, 2023

JFWA Substitute Teacher

Preeti Verma, 2021

JFWA Substitute Teacher

ADDENDUM: PRE-K INFORMATION & POLICIES

Beginning in August 2022, the J. Frank White Academy was pleased to expand the Lower School to include its inaugural Pre-K class. The following pages outline information pertaining specifically to the Pre-K program.

Message from JFWA PreK Program Director

Dear Parents/Guardians,

Welcome to the J. Frank White Academy Preschool Program. We are excited that you and your child(ren) will be joining us for a wonderful year full of activities and growth. My hope for this year is that you will have a positive experience, with a loving and dedicated staff that will be there for you and your child.



Our preschool development program focuses on activities to help your child with various key developmental areas including social, emotional, physical, and intellectual growth. We provide fun educational activities in a developmentally appropriate manner, both structured and non-structured. Our vision for the children enrolled, and their families, is as follows:

To instill honor, respect, and compassion in each student and provide them with an exceptional education to prepare them as they progress through their educational journey.

We view play as extremely important; and therefore, we provide a positive enriched environment. Our staff works very hard towards planning a balanced program of activities which allows for the children to acquire a multitude of skills in all development areas. Developmentally appropriate activities are provided based on the individual needs of each child.

We want to support and encourage you in your parenting role. We know that caring for children is a challenging job! We want to be there with you to help in guiding your child in a positive way through their young lives.

Your input as a parent/guardian is very important to us and we welcome your concerns or suggestions. I enjoy talking with parents/guardians at any time. The love and care we provide for your child are of major importance to us! I look forward to a growing friendship with you and our time together with your child! We are extremely grateful to be a part of your child's educational journey.

Sincerely,

Dr. Marcinda Asburry

J. Frank White Academy Lower School Principal & Preschool Program Director

Goals & Objectives for Parents/Guardians

Parents/guardians can help prepare their child for preschool by doing the following:

1. Assuring the child that he/she will be safe and secure at school
2. Introducing the child to school by visiting the school with him/her
3. Keeping informed about their child's progress
4. Notifying the teacher of problems encountered with one's child
5. Being aware of and participating in school activities when possible
6. Making sure they get at least 8 good hours of sleep and providing a good breakfast
7. Attending parent/guardian meetings and conferences
8. Updating immunization records, making us aware of contagious conditions, emergency information, address/phone changes, etc.
9. Extending classroom learning to the home (i.e., discuss/question what was done)

Goals & Objectives for Enrolled Children

To develop a **positive self-concept** by participating in experiences that focus on:

1. Believing that he/she is a worthwhile person; believing that he/she can be successful
2. Being able to adjust to adversity as well as success

To begin the process of **social development** by:

1. Developing warm relationships with teachers and other children
2. Learning to share and the meaning of respect
3. Interacting in fair play with the other children and caring for others

To increase the use of **language** by:

1. Developing a meaningful vocabulary
2. Using language as a successful means of communication
3. Becoming interested and motivated in learning activities

To advance **intellectual development** by:

1. Interacting with and learning from the environment
2. Learning to follow directions; being able to understand new concepts
3. Becoming interested and motivated in learning activities

To work on acquiring **physical coordination** by:

1. Advancing in gross motor development
2. Advancing in fine motor coordination

To participate in **creative experiences** by:

1. Engaging with art materials and determining the creative setup of those materials
2. Participating in experiences that offer the use of the imagination

General Information

Licensing

JFWA, and therefore the Preschool Program, is licensed by the State of Tennessee Department of Education and Cognia. Our licensing guidelines include strict safety measures, specific teacher/child ratio, the number of children which may be present in the classroom, as well as on the playground, staff background checks, ongoing training, curriculum, and the confidentiality of your child's records. We have an annual visit with a licensed representative along with unannounced visits.

School Hours

The preschool full-day hours are from 8:00 a.m. until 2:30 p.m. We also offer an after-school option until 5:00 p.m. for an additional fee.

Arrival/ Dismissal

For Pre-K arrival and dismissal, you will need to park in a designated parking spot and walk in to sign your child in or out of the classroom. The door will be locked, so if you must drop off or pick up at times other than the set arrival/dismissal time, you will need to be buzzed in. Please be sure to bring your ID to pick up your child.

Communication

Our Pre-K teacher will use various communication methods such as digital communication (email and/or Band app), monthly calendars, and more. The main source of Lower School official communication will be through email. Please make sure you have a current email on file with the Lower School.

If you have a conflict with someone, initial concerns should be directed to the specific individual involved (e.g., the teacher). The Director should be consulted if the concerns are not resolved to one's satisfaction.

Curriculum

Cheers to Pre-K and *Literacy Beginnings* from Fountas & Pinnell are the chosen curriculums for our Pre-K program. We expand on this curriculum with theme-based activities developed by the individual teacher.

Requirements for Promotion

Promotion to the next grade level shall be based on the successful completion of required academic/play-based development work or demonstration of satisfactory progress in each of the relevant areas.

Tuition Plan

Please read the JFWA Student Handbook Section on *Tuition and Fees*.

Registration Process

For a child to be officially enrolled, the following needs to be completed:

1. Submitted application
2. Set up payment plan with LMU Finance Office

Items needed before attending the first day of school:

1. Current certified immunization record
2. Certified custody papers (if applicable). Any contradictions to the order must include a notarized letter signed by both parents.

Health & Safety Information

Pick-up of children

For your child's safety, we require written permission for your child to leave with anyone other than their parents/guardians (listed on the application). A new person can be added to your list by emailing the office. Please inform the new person to be prepared to show government-issued photo identification. We will NOT release your child to new individuals without identification and appropriate written authorization.

- Parents/guardians in child custody situations are required to notify the school of any such action that dictates who may or may not pick up the child from school. Additionally, it is mandatory that copies of such court actions be on file with the school and updated by the parent/guardian as needed.

- Children will not be permitted to leave school with anyone appearing to be “under the influence.” The school will call alternate and emergency numbers from the child’s records and if unable to find suitable transportation we will notify LMU Campus Police & Security.
- No child will be allowed to be picked up from the program without proper safety devices, as determined by the [State of Tennessee \(e.g., proper car seat, booster, etc. \)](#).

Pre-K Dress Code

While Pre-K students are not required to adhere to the JFWA Dress Code, they are encouraged to dress appropriately for indoor and outdoor play. Close-toed shoes are required, and an extra set of seasonally appropriate clothing (labeled) must be sent to school. Please make sure all items are labeled in a Ziploc bag.

Toys from Home

We prefer toys not be brought from home. Exceptions to this include show-and-tell arrangements or items needed for the child’s sense of security (e.g., a comfort item described below). **Toys that convey violence (e.g., guns/swords) are not allowed.** When a child brings a toy from home, he/she will be allowed to play with it during free play time, and then it will be required to be put away for the remainder of the day. Teachers may require that an item be put away sooner if sharing problems occur. Please understand teachers will not be able to take responsibility for materials brought from home. It is advisable to label all items.

Comfort Items

We do permit children to use their security comfort items if needed. It is usually not a good idea to start the weaning process of security items when a child just begins a new program.

School Closings (Weather- or Illness-Related)

Pre-K will adhere to the JFWA procedures outlined in the JFWA Student Handbook.

Miscellaneous Information

Naptime/Rest Time

Rest time/naptime will occur each day. If possible, we ask that you try to avoid picking up your child during this time.

Resting Mats

Nap/rest mats are required for each child. They will be sent home with the child every Friday to be washed. Please bring a newly washed nap mat back on Mondays. You are welcome to bring in your child’s own special blanket or “lovey”.

Food Information

Lunch/ Snack

Lunchtime is important not only for socialization but as a learning experience regarding nutritious eating habits. Lunch is included in the price of the tuition. A daily menu is provided in the “Dine on Campus” app. We will not be able to warm food up or store food in a refrigerator (we suggest using thermoses and/or ice packs).

Our morning snack is served before lunch. Afternoon snack is served during the after-school program. Please provide a healthy snack for your student. Please be advised that We will not be able to warm food up or store food in a refrigerator (we suggest using thermoses and/or ice packs).

Note: If we become aware of a student suffering from food allergies, JFWA reserves the right to update and communicate a list of foods that will no longer be permitted in the Pre-K classroom.

Behavior Management

Prevention of discipline problems is the key to any good behavior management program. The following are provided for in our program to eliminate most problems:

1. An environment that provides love, encouragement, and the promotion of positive self-esteem. Use of a calm, moderate voice level.
2. Safe, exciting environment, with some new materials rotated on a regular basis.
3. Teacher/child supervision and interaction during free play
4. Children's awareness of classroom rules and expectations for behavior. The teacher will refer to the rules positively.
5. Teacher awareness of each child's individual needs.
6. Use of redirection when appropriate.
7. Rewards may be given for appropriate behavior; material rewards are always given with verbal praise and encouragement.

Termination of Enrollment

Although we never want to dismiss a child from our program, if the need arises, the Director will make this determination. Incidents that may result in the termination of a child's enrollment include, but are not limited to, the following:

- Severe behavior problems that pose a threat to the safety of any child, faculty, or staff in the Pre-K program.
- Refusal to seek outside help when recommended by the teacher/Director.
- Constant one-on-one attention required from the teacher which takes away attention from the rest of the class.
- Balance on tuition is 60 days past due.
- Unexplained absences from school (typically totaling more than two-week).
- The Pre-K teacher and Program Director are unable to reach the family