

Chapel Hill Academy Student Handbook

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Welcome to Chapel Hill Academy

Chapel Hill Academy can be traced back to a handful of educators who saw the need for an alternative form of education for students who could not be best served in a typical classroom setting. Nearly thirty years later, those original educators are joined by an experienced and motivated staff, all of whom are dedicated to the best interests of the students served. Old ideals, such as mutual respect shown by staff and students being on a first name basis, have been integrated over the years with the best education practices, therapeutic problem solving, cutting edge technology, and an administration willing to remain fluid with change, in order to best serve the needs of each student as an individual, and allow each staff member to best employ his or her own talents.

Philosophy:

Every child has the right to develop to his or her fullest potential. Chapel Hill is designed to provide the experiences whereby students can develop the knowledge, skills and tools, under the supportive guidance of a dedicated staff, necessary for his or her achievement. This is accomplished by providing academic instruction, social experiences, and behavioral skills; and by guiding and directing their development during their school years.

Mission Statement:

The mission of Chapel Hill Academy is to provide students with the necessary tools and opportunities so that they may progress academically, mature emotionally, and develop socially, in order to become productive participants at home, in school, and within the community. To this end, the staff of Chapel Hill is dedicated to providing each student an individually tailored program of comprehensive education that incorporates academics, technology, social skills, arts and culture, practical life skills, health and physical education, as well as behavior modification, thereby affording students the opportunity to utilize their strengths in realizing success.

Goals and Objectives:

As our goal at Chapel Hill Academy is to foster an environment in which a student is afforded the opportunity to realize his or her fullest potential, it is imperative that the following objectives are met;

- The student will adhere to all policies and procedures of Chapel Hill Academy
- The student will earn behavior modification points 70% of the time
- The student will satisfactorily complete all academic requirements
- The student will maintain 90% attendance
- **Parents** will maintain consistent attendance at monthly Parent Association Meetings

We realize that the goals set forth, and their associated objectives, are not easily attained. It is therefore, of the utmost importance, that there is full cooperation between the student, the home, the sending district and the staff of Chapel Hill, to ensure that these tasks are accomplished.

Chapel Hill Academy Belief Statements

- We believe that our students will learn and grow to their fullest potential in a supportive and nurturing atmosphere.
- We believe that emotional growth and security are as important to a child's education as academic progress.
- We believe that children need opportunities to share their unique knowledge with others.
- We believe that we should accept and respect the individuality of each student and protect his or her self-esteem at all times.
- We believe that open and productive communication between the students, the family and the school is essential to student success.
- We believe that we must teach children to appreciate, accept and understand the differences in the people and cultures of the world.
- We believe that each student is a unique individual who possesses both dignity and worth and is entitled to an equal opportunity to develop to his or her potential.
- We believe that students develop the values of good citizenship and make a positive contribution to society through community service.
- We believe that children must feel safe in order to take chances and risk failure as a prerequisite to personal growth.
- We believe that it is Chapel Hill Academy's responsibility to provide individualized academic instruction to meet the specific learning needs of our students.
- We believe that real life experiences will provide our students with invaluable growth and insight in order that they may become a successful participant in an ever changing world community.

School Wide Expectations

1. All students will remain in assigned areas
2. Students shall exhibit safe and appropriate behavior at all times
3. Students shall attend all classes and complete all assignments
4. Students shall follow directions of staff at all times
5. All students are required to wear appropriate clothing as defined by the dress code
6. Students shall show respect for all staff and students
7. Students shall treat all school property as intended and with care
8. Bullying, in any form, will not be tolerated
9. Students will maintain the cleanliness of all areas to which they are assigned

These expectations are in place to ensure that the safety and esteem of all students is never jeopardized. Violation of these expectations can prove disruptive to the educational process and may carry an appropriate consequence.

Health, Safety, and Emergency Procedures

Emergency Contact Information

It is imperative that the school's office is provided with Emergency Contact Information.

In the event of an emergency, injury, or illness, the administration must be able to contact a guardian or appointed guardian. It is the responsibility of the guardian to keep the school office updated with any changes in the student's address, home phone number, or other pertinent information regarding the child. It is also the responsibility of the guardian to ensure that the school's office has current home, mobile, and work phone numbers for all guardians and emergency contact people. Please take extra care in making sure all information is current. Administration reserves the right to exclude a student from school if emergency contact information is not provided.

Emergency Closing

In the event of a severe weather closing or delayed opening you can be notified through:

1. Calling Chapel Hill Academy 973-686-0004 after 6:00 AM
2. Watching News Channel 12
3. Instant Alert System
4. Checking the school website www.chapelhillacademy.net

At times, it is necessary to close school during the day, therefore guardians will be notified via:

1. Emergency contact information provided to the office by student's guardian
2. Instant Alert System

In the event of mechanical failure, guardians will be notified via:

1. Emergency contact information provided to the office by student's guardian
2. Instant Alert System

Fire Drill / Evacuation

In compliance with New Jersey State Law, Chapel Hill Academy will have one fire drill per month and one security drill per month. It is crucial for children to recognize fire alarms and to learn to utilize exits safely. Teachers will review fire exits for their classrooms on the first day of school. Fire exit diagrams are appropriately placed in each classroom. Teachers will place a specific emphasis on fire drill safety procedure. During a fire drill, students are expected to:

1. Exit the building through the nearest door
2. Proceed outside the building until 50 feet from building
3. Remain outside, with a staff member at all times
4. Comply with **ALL** staff direction including remaining with supervised staff
5. Re-enter only when notified by administration

There are several types of **Security Drills**:

1. **Lockdown**: during this drill, students and staff are to stay down and remain quiet in the corner of a room which is not in the line of sight from the door. All doors are locked.
2. **Evacuation**: all students and staff will walk quietly across the street and gather on the PAL football field located behind the municipal building. Once everyone has arrived an administrator will take attendance. The Lincoln Park Police will assist in crossing all participants.
3. **Shelter in Place**: Staff and students will remain in their classroom/office/designated area. Doors and windows are to be locked. Staff and students will remain secured until the all clear is given. Instruction, activities continue during this exercise.

Injury or Illness

In the event of an injury or illness, the school nurse and school administrator will tend to the student. A guardian will be notified, and if necessary, asked to pick the student up from school to seek further attention. If the injury or illness warrants immediate attention, the child will be transported to the local hospital. Current emergency contact information is vital to this process.

Sports Physicals

Participation in our interscholastic sports program for soccer, basketball, and softball requires every student to have **a current physical and the necessary permission forms, including the Parent/Student questionnaire completed and signed**. Physicals are available through the school doctor, or students may use their family doctor (The school doctor will be at Chapel Hill Academy once a year in September). The proper forms will be sent home with every student who is interested and **must be completed by the doctor**. Any student who does not have the proper documentation in place **cannot** participate in any sport.

Medication

All medications, over the counter and prescription, must be given directly to the school nurse. The school nurse will monitor and dispense all medication. No medication will be given unless:

1. There is a written prescription from the student's physician
- and**
2. There is written permission from the parent
- and**
3. The medication is given to the nurse in its **original container** (including over the counter medication)

Asthma/Allergy

Any asthma/allergy which requires medication, inhaler and/or epinephrine auto injector, **must have a doctor's order and signed parental permission** along with the medication. The inhaler also needs an **asthma action plan** completed by the doctor, which must remain on file with the school nurse.

Nuts

As Chapel Hill Academy is home to students with severe allergies to various nuts and peanuts, **Chapel Hill Academy, to the best of their ability, does not allow any nuts, foods containing nuts, or products made in factories that process nuts.** As such, all students and guardians are asked to check labels of all food products that are sent to school. If the label indicates any nut product, traces of nuts, or processed in a factory where nuts are present, the food should not be sent to school. If you are unsure, please contact the school prior to sending in the food.

Visitors

Parents, guardians, child study teams, and educational professionals are encouraged to visit our program during the school day; as student safety and continuity of lessons are important, the school must be notified of all visits. All visitors must report directly to the main office and sign out upon leaving. No unauthorized visitors are permitted in the building or on the grounds.

Breakfast, Lunch, and Snack

Chapel Hill Academy follows the New Jersey State Child Nutrition Guidelines and offers a low fat, low sugar, and well balanced food program for our students.

******Reminder******

Chapel Hill Academy is a “NUT SENSITIVE” Environment

Breakfast:

Cold cereal, fresh fruit, assorted yogurt, 100% fruit juice and milk are offered on a daily basis. Breakfast is served at 8:00 am each day. Students are responsible for cleaning their breakfast area and appropriate table manners are modeled and expected. If food allergies or a special diet are a concern, other arrangements can be made. Please notify the school in writing as soon as possible.

Lunch:

Nutritious, well balanced meals will be provided for students on a daily basis. Monthly menus will be available on our website and sent home with students.

If a student chooses not to participate in the school food program, they are encouraged to bring well balanced meals to school, free of sugar, excessive starches and preservatives. **Soft drinks and candy are discouraged; however they can only be consumed during lunch periods.**

The cost for breakfast is \$1.50 and the cost for lunch is \$2.85. Free and reduced meals are available to those who qualify. If you wish to be considered for free or reduced lunch, please contact the office for the application and instruction on the process.

Snack:

Students are permitted to bring in a healthy snack from home. No snacks high in sugar, starch, or artificial ingredients will be permitted. Students are encouraged to drink water in-between meals, and may use a plastic water bottle with a spill proof top for the duration of the school day. Students have access to water fountains at frequent intervals. Sodas, ice teas, or any drinks with sugar or artificial ingredients are discouraged.

If your child has specific dietary restrictions, meds, allergies please inform us immediately. There is a school refrigerator/freezer available for students who bring food from home. Please label all food sent in.

Parent/Guardian Participation

Parent/guardian(s) are strongly encouraged to remain in contact with the school, the student's counselor, and the student's teacher. This relationship is proven vital to a student's overall success. All staff can be reached by email via the school website, as well as through the school's phone system. Exchange of information through the daily communication log is also important. Parent/guardian(s) are strongly encouraged to contact the school with all questions and concerns.

Parent/Guardian Association Meetings

Parent/Guardian involvement is crucial to the success of the students in our program.

All Parents/Guardians are **required** to attend monthly Parent/Guardian Association Meetings. Students are permitted and encouraged to attend meetings with their parents/guardians unless otherwise specified. This enables us to build a relationship with parents/guardians, and to work towards common goals in terms of the student's success. Several Parent/Guardian Association Meetings, i.e., the Book Fair, the Pasta Dinner, The Science and Art Fair, are held with the intention of creating positive interactions between the school, students, and parents/guardians. Please refer to our school calendar or school website for a schedule of this year's Parent/Guardian Association Meetings.

Parent/Guardian Support Groups

This group offers parents/guardians the opportunity to meet with other parents in an informal setting, to discuss their needs. Facilitated by Chapel Hill Academy counselors, the objective is to help parents/guardians build a network of support, have a safe environment to speak openly, and have access to professionals who can be both understanding and helpful. Meeting dates are noted on the school calendar, posted on the school's website, and reminders are sent home. Feel free to call with any questions.

Communication Logs

Every student is given a communication log on his or her first day of school. Use of this book is a way to teach students organizational skills, Grades 5-12 utilize this log as a planner to keep track of assignments, It is their responsibility to have this planner with them throughout the day, and to replace it if it is lost. This book is also a way for the student's parent/guardian to be in constant communication with the staff of Chapel Hill Academy. The staff will give an overview of the student's day, including his or her point total for the day. Parent/Guardian(s) are strongly encouraged to use the book to convey any information, ask questions, or comment about the student's daily activities. Permission slips, announcements, and other important information will travel in the communication log. It is of the utmost importance that the student's parent/guardian(s) review and sign the communication log each day.

Counseling Philosophy and Goals

Each student at Chapel Hill Academy is assigned a counselor, and there are multiple counselors available to students throughout the school day. The program is overseen by certified school psychologists. The focus of our program is to:

1. Develop healthy decision making skills
2. Guide students in developing social skills necessary to function successfully in school, at home, and within the community
3. Help build positive self esteem

Often times, there are simple interventions that can be employed to deescalate a situation, and help a student regroup and move forward. All Chapel Hill Academy staff are trained in Crisis Prevention and Intervention, and teachers are well skilled in determining when a child needs assistance outside of simple classroom interventions. Counselors are able to work with the students to determine a course of action that is most beneficial to the student's continued success. Counselors collaborate with teachers to implement strategies to aid in the success of each student. Students are encouraged to seek guidance from their counselor, before becoming frustrated or behaving in a way that is disruptive to the educational process.

Counselors provide a variety of options to guide students in making thoughtful decisions about their behavior, academic, social, and emotional choices. It is this technique that provides students with appropriate control over their situations, a feeling that builds positive esteem.

Social skills class consists of a small group of students that meets on a weekly basis, facilitated by a teacher or counselor trained in the social skills curriculum. Students follow a curriculum that is geared towards age appropriate concerns, and talk therapy, as well as cooperative projects and games, are implemented in this setting.

Individual counseling formally occurs when indicated in a student's I.E.P. Informal counseling, crisis intervention, and problem solving sessions occur on a daily basis, when needed. School counseling does not replace outside therapy.

It is the responsibility of a school professional to report any issues regarding the health and safety of a student to the school administration, who in turn must contact the parent/guardian. The Department of Child Protection and Permanency will be called if a child's safety is in jeopardy.

****Support groups are available to parent/guardians- see page 8****

THERAPY PET PROGRAM

The Benefits?

Man's best friend? Yes! And for a reason....

Pets have long been associated with positive emotional benefits, and are often suggested to benefit the health of the humans who love them. This is not simply due to the overwhelming affection many of us feel for our furry friends. There have been multiple studies conducted by a variety of universities, animal and human research, groups, biologists, as well as neuroscientists from several countries, into a valid scientific platform of reason for the relationship between human emotion and health connection with interactions with pets. The answer is not just the happiness that occurs when a puppy licks your face. It is a biochemical reaction that takes place during the bonding of human and canine. Oxytocin is a mammalian hormone that acts primarily as a neuromodulator in the brain. It is the hormone that promotes a bond between pairs of mammals, and is released during such close interactions as breastfeeding and embracing loved ones. Oxytocin is currently used as a treatment in reducing repetitive behaviors in individuals with Autism is proven to reduce stress and anxiety, strengthens social recognition, and lowers blood pressure. Oxytocin is released both in humans and canines while a person pets a dog. Not only are they creating and reinforcing a chemical bond, there is a reduction of tension that leads to a feeling of safety and well being. There is a biochemical reason that the therapy pets of or at Chapel Hill Academy are a success. But if you ask the students, they might be more interested in telling you how cute their furry friends are.

The Rules

No matter how well trained an animal is, the following rules must be observed for the safety of both the animals and humans.

- Always ask the pet handler if you may pet or handle the animal, (remember, they don't know you yet)
- Only handlers should give per commands
- Ignore any barks, squeaks, or chirps; animals often let us know when new people enter the classroom

Student Activities

Participation in field trips, outdoor activities, recess, assemblies, sports competitions, and other activities outside of the classroom depend strongly on student behavior. Before participation in any activity outside of the classroom, especially field trips and assemblies, the students will receive a detailed explanation of the rules expected for each activity. The following rules and expectations must be observed at all times:

1. Students must follow the directions of all staff members at all times
2. Personal, school and public property must be used as intended, and with care
3. Students shall refrain from any form of physical or verbal abuse
4. Students must remain in view of assigned staff member at all times
5. Guest speakers, teams, visitors, and presenters shall be treated with respect
6. Students must display behavior that is safe and appropriate to the situation

Community Based Experiences

Community Based Experiences are an essential part of the learning process as they provide invaluable depth of knowledge, experience that cannot be replicated in the classroom, as well as important behavioral and social experience. Each Community Based Experience coincides with class lessons and follows core curriculum standards. Throughout the school year, students will be invited to participate in a variety of academic trips, as well as trips that are intended to reward achievements in personal growth. A permission slip must be turned in prior to the trip, and it is imperative that emergency contact information is given, in the event that a guardian must be contacted. Both academic and reward Community Based Experience may carry a fee. No child will be excluded from a trip due to financial constraints. Denying permission for a student to attend a Community Based Experience should **not** be used as a consequence for home behavior. Community Based Experience are either educational in nature, or earned through consistent effort towards a specific goal. However, students displaying unsafe or consistently inappropriate conduct may be restricted to the building.

Enhanced High School Community Based Experience

Enhanced High School Community Based Experiences, which prepare students for transition to a larger group setting are offered yearly. These experiences provide students with an opportunity for practical application of the classroom taught skills including, but not limited to; accessing public transportations (buses, subways, ferries etc.), utilizing public information sources (signs, maps, tour operators etc.), socialization and interpersonal skill development (speaking to service providers, ordering food, appropriate/safe interactions with strangers etc.) and basic financial literacy (managing ticket prices, food purchase, transportation fares etc.) These experiences prepare students to apply these learned skills in a variety of settings specifically those that require participation within a larger population such as employment or college orientations.

Assembly Programs

Assembly programs range in variety at Chapel Hill Academy. Musical entertainers, live animal handlers, culturally based skits, and health related speakers are just some of the programs that occur every year. Assembly programs encourage social interaction, bring life to the curriculum, and engage and ignite the desire to learn. Often times, our assembly programs compliment other school wide activities such as holiday celebrations, or anti-bullying week.

Anti-Bullying Awareness

Bullying is a real and damaging issue within our society. Every year, Chapel Hill Academy dedicates an entire week to engaging in cross curricular activities that are geared towards anti-bullying education, self-esteem building activities, decision choice making, and learning where help is available for someone who is being bullied. There is a culminating activity in which the whole school participates.

Drug and Alcohol Awareness

Another serious problem threatening our society is the abuse of drugs and alcohol. An entire week is given over to drug and alcohol awareness in a concentrated effort to give the students of Chapel Hill Academy the courage, esteem, knowledge and tools it takes to make positive choice with regard to drugs and alcohol, as well as the people who influence their lives. Posters, decorations, slogans, bracelets and t-shirts unite the school in a common goal; Say no to drugs and alcohol!

School Spirit Activities

Activities such as ‘Field Day’ and ‘The World’s Biggest Exercise Class’, unite the entire student body towards a common goal. Often times, these activities are only successful due to the efforts of the older students in their willingness to organize and help the younger students with the games and activities. It is another chance for the students to learn to work cooperatively, practice social skills, and appreciate the talents and strengths of others.

Interscholastic Sports Teams

Students in grades 6 through 12 are eligible for varsity and junior varsity sports. Chapel Hill Academy maintains positive relationships with several private schools in order to continue the success of our interscholastic sports teams. Athletes are subject to the following requirements;

1. All athletes must have physical forms turned in and signed **see Sports Physicals in Health, Safety, and Emergency section of handbook** **No student is permitted to play without completed physical forms**
2. Athletes must maintain passing grades in all classes
3. Athletes must earn their weekly points to participate in games
4. Athletes must attend practices
5. Athletes must display appropriate sportsmanlike behavior at all times
6. Athletes must maintain respectful attitude towards coaches, teammates and opposition

7. Eligibility will be reviewed on a game by game basis by the entire staff

****The popularity of team sports is such that it is not possible for all players to participate in all games. Each athlete must play on a rotation to ensure playing time for every athlete****

Transition Services

Under federal law, the term transition services means a coordinated set of activities for a student, designed within a results-oriented process, that promotes movement from school to post-school activities, including post-secondary education, vocational, education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. Transition plans are created on the student's individual needs, taking into account his/her strengths, preferences, and interests.

Transition at Chapel Hill is a formal process for long-range cooperative planning that will assist our students to successfully move from school into the adult world. The many components of our transition planning and services will enable our students to pursue their desired post-secondary goals. The following resources are intended to assist students and their parents for a successful transition.

Career Exploration – K-8th

Career Exploration is a multifaceted area of learning in that students gain experience through classroom instruction, hands on experience, and multi media sources. In addition to learning the basics of career parameters, students have the invaluable opportunity to avail themselves as useful helpers within the school community, while gaining practical knowledge. Chapel Hill offers experiences in maintenance, kitchen helper, clerical duties, as well as classroom helpers. The duties, rules, and experiences of each career exploration are as follows;

Maintenance Helpers:

- Students assist in the daily cleaning and maintenance routines of the building, plants, and grounds
- Students have the opportunity to distinguish cleaning materials, and methods, as well as become familiar with a variety of tools
- Students must be willing and able to follow all directions from a supervisor, be aware and act according to all safety precautions, as well as, work cooperatively with all members of job crew

Clerical Helpers:

- Students learn to operate the copy machine, including collating, organizing and distributing materials
- Students prepare information to be mailed, including determining correct postage
- Students understand and maintain appropriate office behavior, including language, following directions, availing oneself to helpfulness, and utilizing patience and congeniality

-Students must be willing and able to follow all directions from supervisor, be aware and act according to all safety precautions, as well as, work cooperatively with all members of job crews

Classroom Helpers:

- Students assist the teacher in classroom activities, such as peer tutoring, decorating bulletin boards, or demonstrating knowledge for peers
- Students assist in organization of classroom supplies, materials, or education centers
- Students produce and organize copies, collect assignments, or prepare art activities
- Students run errands such as messages to the office, or refilling paper products
- Students must be willing and able to follow all directions from supervisor, be aware and act according to all safety precautions, as well as, work cooperatively with all members of job crew

Kitchen Helpers:

- Students assist in the serving of breakfast and lunch
- Students assist in the setting up work area
- Students clean the kitchen and cafeteria area
- Students collect and wash trays
- Students organize deliveries and stock food storage areas
- Students must be willing and able to follow all directions from supervisor, be aware and act according to all safety precautions, as well as, work cooperatively with all members of job crew

Chapel Hill Academy Career Experience Program (9th- 12th)

Chapel Hill Academy's Career Experience Program provides students with ample opportunity to explore a variety of employment and career possibilities available to them.

Our program includes the following:

Career Orientation Education: Classes are offered to help students meet the state requirements for the 21st Century Life and Careers Standard. Students are assisted in a step by step approach to help clarify career goals, explore career possibilities, develop employable skills and make the transition from school to work. Our 21st Century Life and Career courses are required for all students in the 11th and 12th grade in order to help them meet their vocational objectives. Our 9th grade students participate in a weekly introductory course to assist them in career research; our 10th grade students participate in a Personal Financial Literacy Course

Work Experience Career Exploration Program (WECEP): This is our school to career/ college transition program which helps out students who have experienced difficulties within a standard classroom environment and schedule. The program allows for employment in a school supervised, school administered work experience program when school is in session. Success for participants in this program is monitored for academic improvement, improved attendance and retention in school.

Internship Opportunity (12th Grade Option): Program includes supervised practical training in paid or unpaid structured learning experiences. Students can utilize the opportunity to take a course at a local 2 or 4 year college for credit.

Structured Learning Experience (SLE): Includes supervised educational activities designed to provide our students with exposure to the responsibilities of specific job titles or job groups, and assist them in gaining employment skills and making career and educational decisions. Structured Learning Experiences include our work experience, career exploration program, volunteer activities, community service, community based part time employment, internships and our school based work program.

Career Experience Courses

The following courses are offered: course offerings vary by year (please see program of students for complete course descriptions.)

1. Performing Arts I and II; Graphic Design I and II
2. IT Essentials and CCNA
3. Game Development
4. Office skills I and II
5. Food Prep I and II
6. Child Care I and II
7. Fitness/ First Aide

In addition credit is offered in classes that provide instruction in – general art, drivers’ education, small animal care, drama, instruct mental and music theory instruction, and problem solving techniques.

All instructional activities and related services necessary to achieve these goals and objectives are all part of a students’ IEP which serves as a rationale for a students’ placement in appropriate career experience educational programs.

Additional Activities

- Students can choose to attend Vo- Tech in the 11th and 12th grade as shared time students.
- Students are encouraged to participate in their sending district by either taking one or more courses available or by participating in an extra- curricular activity
- All students utilize the Naviance Career Guidance Program from eighth grade through twelfth grade to assist in career exploration and planning. Highlights of the program include the interest, learning style and personality type inventories. Students are also linked to the College Board and ONET websites for further insight into schools and jobs. Naviance also allows us to electronically submit all documentation needed in the college application process for our seniors.
- Students are able to take the PSAT, SAT, ACT Aspire, ACT and ASVAB at various times during the school year. SAT and ACT Prep is offered during the school year. (course offerings vary please contact counselor for information)

- All students in grades 8 through 12 participate in weekly Transition Groups.
- All seniors are referred to the Division of Vocational Rehabilitation (DVR) for assistance in post-secondary training and employment.
- Our Transition Counselor also acts as a liaison to a variety of state agencies including the NJ Department of Labor and Workforce Development to assist with summer employment opportunities.
- In addition Community Based Experiences are scheduled to different colleges and vocational schools for students to explore opportunities available to them.
- Students and parents are offered to parent meeting that cover different transitions topics such as – The College Admissions Process, FAFSA Workshop and Self Advocacy. Parents have the opportunity to meet and ask questions of a variety of representatives from colleges, technical schools, the military and career professionals at our annual Career Fair.
- Our 9th and 10th grade students operate our school store- The Eagle’s Nest- and put into practical experience what they learn in the Career Readiness and Financial Literacy classes.

The goal of The Chapel Hill Academy Career Experience Program is prepare students for a successful transition from high school to post-secondary life. We are constantly looking for ways to update and enhance our program and will be adding additional components in the near future.

Job Counseling and Job Placement Contracting

An important goal of Chapel Hill’s Transition Program is to help students to become employed within their own community. However, many of our students lack the confidence to conduct a typical job search and go on an interview. In these situations it is helpful to have a job coach whose specific training is to assist individuals with barriers to employment to achieve their individual vocational objectives and establish self-sufficient in the community.

In order to be more proficient in helping our students find part time employment we have found that contracting with different agencies is an excellent tool in helping those students who live outside of the immediate school area to find part time employment. These agencies have established relationships with different businesses and are able to reach out to these businesses and pave the way for our students to apply and interview for a job. It is a very beneficial support for those students who require assistance obtaining employment,

In accordance with our behavior modification systems, students are paid for the service they provide based on their current level in the system.

Level I students may work at least one period per week at a rate of \$1 per hour.

Level II students may work at least two periods per week at a rate of \$2 per hour.

Level III students may work at least three periods per week at a rate of \$3 per hour.

Level IV students may work at least four periods per week at a rate of \$4 per hour.

***Students will be paid with Chapel Hill Dollars

School Store

The Chapel Hill Academy school store was instituted as a means for students to earn rewards, while practicing the practical application of finance. Students earn ‘Chapel Hill Dollars’ through personal successes such as the completion of bonus work, earning awards such as ‘Student of the Week’ and ‘Very Impressive Points’, and by performing duties within the Career Exploration Program. Students keep track of their earnings and visit the school store twice a month. Items in the store are not priced at retail value, rather they are priced so that is possible to buy a small item, or save up for a large purchase. The store is run by the Financial Literacy class, the students of which are in charge of keeping track of stock, ordering, purchasing, running the register, and totaling daily sales.

Academic Philosophy

Educational Philosophy

In keeping with our goal to provide students with the tools and opportunities necessary to progress academically, mature emotionally, and develop socially, in order to best serve their responsibilities within the home, school, and community environments, we have designed classrooms that are dedicated to providing a comprehensive education that is individually tailored to meet the needs and hone the strengths of each student. Each classroom can have up to 12 students with a certified teacher of students with disabilities/ subject matter teacher and a teacher’s assistant when over eight. All academic classes are scheduled to meet a child’s specific learning needs. Students that have significant academic needs are scheduled for evaluation and/or instruction with our Learning Disabilities Teacher, or our Reading Specialist. Time tested instructional strategies are infused with the new insights and knowledge gained by the continued education and training of our teachers and ancillary staff undergo throughout each school year.

Homework

All students in grades K-12 are expected to complete homework assignments. Homework is intended to strengthen and review learned skills and knowledge, and successful completion of homework adds to a student’s overall grades. However, we understand that not all students are willing or able to complete homework. There is no penalty for incomplete homework in the elementary grades. Students are expected to read at home each evening, as this is a practice that is proven to strengthen academic performance across the curriculum. In the Middle School and High School homework is a percentage of the grade for each individual subject areas. If your child is unable to complete homework assignments, please contact their counselor so that other arrangements can be made to address those concerns.

Technology

Technology is infused in each classroom lesson. Every classroom is fitted with a Promethean board, which is an interactive learning tool that is exciting, educational, and of great benefit to classroom

cohesiveness. Teachers are able to present lessons in an interactive fashion, and students are able to work in unison as they strengthen their knowledge both in the subject presented, and the technology it is presented with.

From basic keyboarding skills to creating presentations to showcase their academic achievements, middle school and high school students are assigned a chromebook for use during the school day in the classrooms. Students have access to educational internet resources, as well as widely used software programs such as Microsoft Office, Photoshop, and Powerpoint. Students are able to practice everything Chromebooks are to be utilized for educationally relevant and teacher directed activities and assignments only.

Technology – con't.

I-pads are available to students which contain many educational programs. Laptops, i-pads, Promethean Boards are invaluable tools in any subject or age level, and incite in students, a strong desire to actively participate in their own education. The chromebooks allow for students and staff to share assignments and access information/lessons online. All students must read, sign, and adhere to the Internet Responsibility Contract in order to use any of the available technology.

iMac Lab

iMac computers are available to our High School Students in our Music Production and Graphic Arts Programs. As well as, our 3d printers, poster printer, music sound board and video technology.

Language Arts/Literacy Program

Our Language Arts and Literacy program contains a variety of literature that is of high interest to each learner. Skill development occurs on an individual basis and through the utilization of small group instruction. Literacy class is a comprehensive block to allow fluidity in instruction, as well as give the students the best opportunity to incorporate their reading, writing, and language skills in a cohesive manner. Reading for pleasure is a powerful learning tool, and it is strongly encouraged at Chapel Hill Academy. **The importance of reading with children at home cannot be over emphasized.**

Mathematics

Mathematics classes are taught in small groups combining students who have similar learning needs, and who learn at a similar pace. The paramount goal of this class is for the students to be able to learn and practice each skill, as it is applied to real life. By learning the functions of math in everyday life, and how it applies to the student, the student's attitudes towards math becomes positive allowing for math as a school subject to be more successful experience. Hands on manipulative and cross curricular instruction teaches students that math is a more than a subject, rather it is a necessary tool for life.

Science

All students receive instruction in Science, both in the classroom and fully equipped science laboratory. The homeroom and lead science teacher work as a team to present each topic through different educational mediums. Students are afforded the opportunity to conduct experiments in the laboratory that significantly strengthen the knowledge they acquire through text, instruction, and media sources within the classroom.

Social Studies

Social Studies, History, Geography, Current Events, and Cultural studies are strongly infused throughout this area of study. Projects, vivid media sources, internet research, and cooperative learning experience are just some of the methods employed to make this subject attractive to every kind of specific learning need. School wide activities such as the observances of multicultural holidays, as well as guest speakers and educational assemblies; strengthen student's interest and willingness to participate in learning.

Physical Education and Health

The collective goal of these classes is to strongly impress upon students the importance of physical activity and healthy choices, as a part of their everyday lives. Good sportsmanship and teamwork are foremost in the instruction in P.E. classes, and lessons are modified to fit the needs of every ability level. Health classes include a strong emphasis on nutrition, exercise, and healthy choices. Drug, alcohol, and tobacco use are examined closely, and their links to social groups and peer pressure brought to light. Body systems, options for exercise, and healthy eating habits are also discussed.

Art

This class is designed so that students are exposed to a vast world of artistic mediums, in which every child has the opportunity to create something that represents his or her strengths and talents. Discussion is facilitated by the art teacher, so that students may express feelings, emotions, and creativity in a safe and non-judgmental environment.

World Language Offerings

Grades K-8

Spanish and other various world language classes are offered with a focus on conversational and daily living vocabulary. The Rosetta Stone program is used in small groups, so that the language may be obtained in the same manner in which a child learns their first language. Students learn about a variety of Hispanic cultures, and participate in school wide activities to celebrate major holidays, such as Cinco de Mayo. Students study cultural differences and similarities of their foreign counterparts, as compared to themselves, and there is a strong focus on the appreciation of cultures and practices that differ from their own. Media, photography, and games are employed as learning tools to entice the student's interest in the language and cultures studied.

Grades 9-12

Foreign Languages are being offered by Founder Education through Educere On-line Courses. Students are able to take the following courses: Spanish, French, and German. See program of studies for complete course descriptions.

Music Ascension

Chapel Hill Academy houses a fully equipped recording studio in which students are able to write, play, record, and produce their own music. Each student may choose individual music instruction, such as songwriting, drum class, or guitar lessons, wherein he or she is able to contribute a piece of creativity that is added to the annual school CD. Students perform in our monthly Friday Afternoon live, and in our yearly Talent Show and Music Extravaganza.

Social Skills

Facilitated by our social skills teachers and counselors, this weekly class allows students to enhance their ability to demonstrate critical life skills in order to be functional members of society. The student will develop original thoughts and ideas, think creatively, recognize problems, and devise a variety of problem solving strategies. Students work cooperatively to demonstrate the essential components of character development and ethics. Developing friendships, problem solving, and thoughtful decision making are emphasized. In High School, transition skills classes allow the students to learn about and prepare for post- secondary career and educational options.

Electives

Elective classes are offered to afford students the chance to participate in areas that are of high interest to them. Participation is dependent on behavior and academic progress, therein furthering a student's determination to succeed. Some of the many classes offered include:

Varsity and Junior Varsity Sports, School Newsletter, Animal Care, Career Exploration, Computers, Advanced Art, Advanced Academic study, Animation, Gardening, Science Club, and Fitness Club. Students are asked to generate ideas concerning electives that they would like to participate in, thus creating a wide spectrum of classes offered.

Advanced Academics

These classes are offered to students who have a strong desire to study in a particular academic arena, with the intention of exploring beyond the standard classroom parameters. Advanced class gives them the opportunity to study a particular topic in depth, conduct several experiments, engage in heavy research, or participate in higher level thinking processes. All classes are facilitated by a teacher who has a strong background in the area of study. Students have access Promethean boards, laptops, laboratory study, as well as project materials.

Study Skills

A Student can be recommended for Study Skill by ANY area teacher for the following: Poor Grades (2 missed assignments), Too many absences (3 or more non consecutive absences), repeated difficulty with subject matters in class.

After School Program

Our After School Program (ASP) is designed to provide students with an opportunity to socialize with friends and peers outside the normal school structure in a fun and supervised environment. Involvement in this program is a terrific way for students to develop “club skills” which will help them to participate in their sending districts’ clubs. The ASP runs two days a week – Monday, and Wednesday. It begins after regular dismissal and ends at 4:30pm. Parents or guardians are responsible to pick up their child at 4:30pm or earlier. The program offers a variety of clubs/activities such as art, soccer, strategic games, fitness and bowling. Most clubs are free unless the activity requires an admission fee as in bowling. Sign-up and permission forms will be sent home well in advance of each session. Participating students need to follow regular school behavioral expectations.

Chapel Hill Academy Internet Responsibility Contract

Please read the following carefully before signing this document. This is a legally binding contract and must be signed before you will be given access to the schools Internet Network Account. This document **MUST** be signed prior to access to the internet.

Chapel Hill Academy has access to the internet. The Internet is an electronic highway connecting thousands of computers all over the world and millions of individual people. The schools access allows for the following.

1. Information and news from a variety of sources and research institutions
2. Access too many university libraries, the Library of Congress, and more.

With access to computers and people all over the world also comes the availability of some material that may not be considered educational value within the context of the school setting. Chapel Hill Academy has taken every available precaution to restrict access to inappropriate materials. However, on a global network it is impossible to control all materials. The users of the Chapel Hill Academy access to the Internet firmly believe the valuable information and interactions available on this worldwide network far outweigh the possibility of users procuring material that is not consistent with the educational mission of this school.

Following are guidelines provided to establish the responsibilities you are about to acquire. If any user violates ant of these provisions, his or her access to the schools Internet access will be denied. The signatures at the end of this document are legally binding and indicate the parties who signed have read the terms and conditions carefully and understand their significance.

Terms and Conditions

1. **Acceptable Use:** The purpose of the Internet is to support research and education in and among academic institutions in the U.S. by providing access to unique resources and the opportunity for collaborative work. The use of the school's account must be in support of education, research and consistent with educational objectives of Chapel Hill Academy. Transmission of any material in violation of any U.S. or state regulations is prohibited. This includes, but is not limited to: copyrighted material, threatening obscene material, or material protected by trade secret. Use for commercial activities by for-profit institutions is not acceptable. Use for product advertisement or political lobbying is also prohibited.
2. **Privileges:** The use of the school's Internet access is a privilege, not a right, and inappropriate use will result in cancellation of those privileges. Only those students who have signed this contract shall be authorized to use the Internet. The appropriate school official will conduct periodic monitoring of student Internet traffic and student-selected sites.
3. **Network Etiquette:** the use of the school's account requires that you abide by accepted rules of the network etiquette. These include, but are not limited to, the following
 - Be polite. Do not send abusive messages to anyone.
 - Use appropriate language. In all messages, do not swear or use vulgarities or any other inappropriate language. Anything pertaining to illegal activities is strictly forbidden. E-mail is not private (group address). People who operate the system do have access to all mail. Messages relating in support of illegal activities must be reported to appropriate authorities.
 - Privacy – Do not reveal the personal address or phone numbers of yourself or any other person. All communications and information accessible via the network should be assumed private property.
 - Connectivity- Do not use the network in such a way that would disrupt the use of the network by others.
4. **Services:** Chapel Hill Academy will not be responsible for any damages you may suffer. This includes loss of data resulting from delays, non-deliveries, or services interruptions caused by your own negligence or your errors or omissions. Use of any information obtained via the school's account is at your own risk. Chapel Hill Academy denies any responsibilities for the accuracy or quality of information obtained through its services.
5. **Vandalism:** Vandalism will result in cancellation of privileges and possible suspension. This includes, but is not limited to, the uploading of computer viruses.
6. **Updates:** Chapel Hill Academy may occasionally require new registration and account information from you to continue providing services. All terms and conditions as stated in this document are applicable to Chapel Hill Academy. These terms and conditions reflected in this entire agreement of the parties and supersede all prior oral or written agreements and understanding of the parties. These terms and conditions shall be governed and interpreted in accordance with the laws of the State of New Jersey.

Progress Reports and Report Cards

Progress Reports will be issued three times during the school year:

1. October
2. January
3. May

Report Cards will be issued three times during the school year:

1. December
2. March
3. June

Extended School Year Progress Report will be issued one time during the ESY program:

1. August

(only for students who attend the ESY program)

Individual conferences are held twice a year, in November and March, so that a student's progress can be discussed at length. Appointments can be made to speak to the teacher or counselor at anytime throughout the school year.

Grading 2018-2019

Grading: K-4 and 5-7 (if homework is not requested)

65%	<p>Evidence of student learning (daily record of students' engagement in the lesson; written evidence or students' involvement in the presentation/discussion)</p> <p>Projects/Performance Based Tasks (hands-on experiences and opportunities to demonstrate understanding of content)</p>
10%	Effort
25 %	Assessments

Grading 5-7 (if homework is requested)

60%	<p>Evidence of Student Learning (daily record of students' engagement in the lesson; written evidence or students' involvement in the presentation/discussion)</p> <p>Projects/Performance Based Tasks (hands-on experiences and opportunities to demonstrate understanding of content through a variety of methods)</p>
25 %	Assessments

10%	Effort
5%	Homework

Science Lab, Art, and Health: 50% Evidence of Student Learning 50% Effort
 PE: 50% Attendance 50% Effort/ Participation

Grade 8 (Homework is required)

50%	Evidence of Student Learning (daily record of students' engagement in the lesson; written evidence or students' involvement in the presentation/discussion) Projects/Performance Based Tasks (hands-on experiences and opportunities to demonstrate understanding of content through a variety of methods)
30 %	Assessments
10%	Effort
10%	Homework

Science Lab, Art, and Health: 50% Evidence of Student Learning 50% Effort
 PE: 50% Attendance 50% Effort/ Participation

Grading 2018-2019

Evidence of Student Learning: daily record of students' engagement in the lesson; written evidence or students' involvement in the presentation/discussion

Projects/Performance Based Tasks (hands-on experiences and opportunities to demonstrate understanding of content through a variety of methods)

High School

Math

50%	Classwork/Applications
20%	Homework
30 %	Assessments

English

50%	Classwork/Applications
10%	Homework
20 %	Assessments
20%	Performance Based Tasks

History

50%	Classwork/Applications
10%	Homework
20 %	Assessments
20%	Performance Based Tasks

Science

50%	Classwork/Applications
10%	Homework
20 %	Assessments
20%	Lab Experiences

Classwork/Applications: daily record of students’ engagement in the lesson; written evidence or students’ involvement in the presentation/discussion

Projects/Performance Based Tasks (hands-on experiences and opportunities to demonstrate understanding of content through a variety of methods)

PE, Art, Health and ALL other high school classes
50% Classwork 50% Effort

Weighted Grading System			CP and General
93-100	A	Excellent	4.0
90-92	A-		3.7
<hr/>			
87-89	B+		3.3
83-86	B	Good	3.0
80-82	B-		2.7
<hr/>			
77-79	C+		2.3
73-76	C	Average	2.0
70-72	C-		1.7
<hr/>			
67-69	D+	Below Average	1.3
60-66	D		1.0

Procedure for Calculating Grade Point Average

Course	Grade	Course Quality Points	x	Credits	=	Quality Points
English I	A	4.0		5		20
World History	B+	3.3		5		16.5
General Science	B-	2.7		5		13.5
Algebra I	C+	2.3		5		11.5
Spanish IA	C	2.0		2.5		5
Performing Arts I	A-	3.7		2.5		9.25
Physical Education	B	3.0		4		12
Health 9	B	3.0		1		3
Total				29		90.75

$\frac{90.75}{29} = 3.129$ Grade Point Average

B.A.S.E. modification system
(Behavioral Academic Social Emotional)

This program, developed by the collective knowledge and experience of the veteran administration and staff of Chapel Hill Academy, is designed to give a student clear personal goals towards a successful school experience. The B.A.S.E. system is individually tailored to meet the needs of each student, and is closely monitored by the student’s counselor and teachers. Students can earn up to 5 points per each 20 min mod and up to 100 points per day. No student is expected to earn 100 points each day, rather they are encouraged to recognize and work on the personal goals set forth. Personal goals are devised by the careful evaluation of the student’s I.E.P. goals and objectives, and collaboration between the student, counselor, and teachers. At the end of each period, the teacher and student will review the student’s points. The student’s teacher will guide them in self evaluation and assessment of his or her achievement of personal goals. When a student shows continuous success with a personal goal for a period of time deemed appropriate by his or her counselor and homeroom teacher, a new goal will be developed.

B.A.S.E Program

Point Schedule

Breakfast (5 points)

- School Wide Expectations (1 point)
- Class Wide Expectations (1 point)
- Personal Goal 1 (1 point)
- Personal Goal 2 (1 point)
- Personal Goal 3 (1 point)

Academic Periods (5 points per 20 min Mod)

- School Wide Expectations (1 point)
- Class Wide Expectations (1 point)
- Personal Goal 1 (1 point)
- Personal Goal 2 (1 point)
- Personal Goal 3 (1 point)

Base Program – Point Schedule Con't

Lunch / Recess/ Homeroom – 5 Points per 20 min Mod

- School Wide Expectations (1 point)
- Class Wide Expectations (1 point)
- Personal Goal 1 (1 point)
- Personal Goal 2 (1 point)
- Personal Goal 3 (1 point)

Electives / Career Exploration– 5 Points per 20 min Mod

- School Wide Expectations (1 point)
- Class Wide Expectations (1 point)
- Personal Goal 1 (1 point)
- Personal Goal 2 (1 point)
- Personal Goal 3 (1 point)

*****No points will be earned for dismissal**

Base Program – Point Schedule Con't.

AM Home Room/Breakfast Points (possible 5 points)

Student Earns

School Wide Expectations	1
<ul style="list-style-type: none"> • Sit at appropriate breakfast table • Quietly listen to announcements • Move from cafeteria to classroom cooperatively • Demonstrate appropriate language and behavior 	
Class Wide Expectations	1
<ul style="list-style-type: none"> • Turn in signed communication log • Stay in seat once finished with AM tasks • Remain with Home Room 	
Three Personal Goals	3
One point per goal met	

Academic Period Points (5 points per 20 min Mod)

	Student Earns
School Wide Expectations	1
<ul style="list-style-type: none"> • Transition to each period appropriately • Remain quiet in halls during transitions • Arrive with uniform and materials for each class • Demonstrate tolerance of other students and staff 	
Class Wide Expectations	1
<ul style="list-style-type: none"> • Arrive on-time and remain in class for full period • Complete all work • Participate in lesson 	
Three Personal Goals	3
<ul style="list-style-type: none"> • As determined by how often goal is accomplished during the period 	

Student B.A.S.E. Card Responsibilities

Plan A

On a daily basis, the student is responsible for:

1. Carrying his/her card to each class and giving it to the teacher
2. Review points earned with teacher at end of class
3. Collecting the signed card at the end of the class
4. Giving completed card to homeroom teacher at days end

Plan B

On a daily basis, for as long as the student will benefit from this plan:

1. Student will be exempt from carrying card to and from class
2. Teachers will record points in book but not with student
3. At days end, the student will receive non-numerical feedback concerning his/her day

B.A.S.E. Level System Responsibilities and Rewards

Level I

Student Responsibilities:

1. Earn 80% of daily points

Student Privileges:

1. Earn age appropriate daily reward
2. Participate in weekly reward programs
3. Participate in sports teams, elective classes and career exploration program
4. Earn \$1CHA money per hour of time spent in career exploration program

Movement to Level II

At the end of four full weeks (or two full weeks, for students who have previously been granted Level II status), the student's progress is reviewed and the staff will decide if that student is ready to moved up to Level II status. The student must be earning level appropriate points, attending school regularly, passing all classes, and demonstrating role model behavior.

Level II

Student Responsibilities:

1. Earn 85% of daily points
2. Student must consistently demonstrate positive participation in the home, school, and community

Student Privileges:

1. Earn age appropriate daily reward
2. Participate in weekly reward program
3. Participate in sports teams, elective classes and career exploration program
4. Earn \$2 CHA money per hour of time spent in career exploration program
5. Eligible for monthly Level II reward, i.e. field trip at no cost to student, special breakfast, etc.

Movement to Level III

As Level III status carries a great deal of student privilege, it also carries high expectations. Students must be successful in all level two responsibilities for 8 consecutive weeks. They are required to complete a community service project, in which their time and/or talent is donated to benefit a community. All projects must be planned with, and approved by, the student's counselor and homeroom teacher. The student must continue to earn level appropriate points, maintain passing grades in all classes, attend school regularly, and remain a positive contributor in school, at home, and within the community. If all criteria has been met, the student is required to submit to the staff a letter, explaining his or her accomplishments and requesting review for movement to Level III.

Level III

Student Responsibilities:

1. Earn 90% of daily points
2. Student must consistently demonstrate positive participation in the home, school, and community
3. Students must consistently demonstrate role model and leadership behavior

Student Privileges:

1. Earn age appropriate daily reward
2. Participate in weekly reward program
3. Participate in sports teams, elective classes and career exploration program
4. Earn \$3 CHA money per hour of time spent in career exploration program

5. Eligible for monthly Level III and IV reward, i.e. field trip at no cost to student, special breakfast, etc.
6. Is eligible to be invited on trips with other homerooms, at no cost to student
7. Eligible for out-of –the-building rewards during the weekly reward period, at no cost to student
8. High School Students will be allowed to bring a bag or backpack to each class.

Movement to Level IV

Level IV is achieved only through the continued demonstration, over a significant period of time, a consistently positive attitude, leadership and role model behavior, and an overall willingness to take an active role in one’s own academic, social, behavioral, and emotional growth and success. The student must continue to earn level appropriate points, maintain passing grades in all classes, attend school regularly, and remain a positive contributor in school, at home, and within the community. Upon completion of all requirements, the student will be nominated by a staff member. The request will then be reviewed by the entire staff, and Level IV requires a unanimous decision by the staff to be awarded Level IV status.

Level IV

Student Responsibilities:

1. Earn 95% of daily points
2. Student must consistently demonstrate positive participation in the home, school, and community
3. Students must consistently demonstrate role model and leadership behavior
4. Students must convey a positive attitude and be active in the school community

Student Privileges:

1. Earn age appropriate daily reward
2. Participate in weekly reward program
3. Participate in sports teams, elective classes and career exploration program
4. Earn \$4 CHA money per hour of time spent in career exploration program
5. Is eligible for monthly Level III and IV reward, i.e. field trip at no cost to student, special breakfast, etc.
6. Is eligible to be invited on trips with other homerooms, at no cost to student
7. Is eligible for out-of –the-building rewards during the weekly reward period, at no cost to student
8. Is eligible for transition meeting with Child Study Team to discuss a transition plan which can include returning to the student’s sending district, participating in district activities, work program, community sports activities etc.
9. Host a school wide celebration where the a sheet cake is shared in honor of the student’s accomplishment
10. High School Students will be allowed to carry electronics on their person, although these devices may not be used during instructional time

Downward Level Movement

The staff will recommend a downward level movement, **only** when it is in the best interest of the student, due to:

1. Failure to earn level appropriate points for more than three consecutive weeks
2. Violation of “The Big Four”
3. Serious or gross misconduct
4. Consistent inability to adhere to Level expectations
5. Anxiety related to Level expectation

Again, downward Level movement occurs **only** when their counselor and teacher have deemed it in the best interest of the student.

In the case of a downward level movement, the student may attempt to regain his or her status after two full, consecutive weeks of Level appropriate behavior, if deemed beneficial by his or her counselor.

B.A.S.E. Rewards

The power of positive reinforcement has been proven to far more effective than punishment alone, time and time again. It is with this philosophy that Chapel Hill Academy designed a wide spectrum of positive reinforcement rewards to suit the needs of every type of student. This list is by no means exhaustive, as what engages a student changes, so do the rewards. Listed here are a sample of rewards offered:

Very Impressive Points

Students who earn 95% or higher of their weekly points receive an award, recognition at the Friday morning meeting, as well as \$1 in Chapel Hill money. A letter will be sent to the student’s parent/guardian and Child Study Team.

Student of the Week

A student from each homeroom is chosen by the homeroom teacher as ‘Student of the Week’, when he or she has demonstrated notable effort for the duration of that school week. This student receives an award, recognition at the Friday morning meeting, has their picture added to the ‘Student of the Week’ wall, and receives \$5 in Chapel Hill money. A letter will be sent to the student’s parent/guardian and Child Study Team.

Principal’s Pick

This is awarded to a student who has either earned the highest point of the entire student body for the week, or has demonstrated a significant personal success. This student receives an award, recognition at the Friday morning meeting, and \$10 Chapel Hill dollars. A letter will be sent to the student’s parent/guardian and Child Study Team.

Weekly Rewards

The last period of each school week is designated as a reward period in which students can choose from a variety of educational, sports, or social game time periods. Students must earn the minimum points for their level for the week to earn the weekly reward.

Daily Rewards

Some students, particularly those in the primary grades, benefit from shorter, more frequent reward periods. Teachers and counselors may find it, in these cases, more beneficial to have a short reward period at the end of every day, instead of a long period at the end of the week, in an effort to reduce wait time between experiences of positive reinforcement. This is determined on an individual bases bu the student's counselor and homeroom teacher.

Contingency Rewards

These are rewards agreed upon by a class as the culmination of them reaching a goal as a group, over a decided amount of time. Contingency rewards can be free periods, movies, or out of the building rewards.

Birthday Treat

In honor of a student's birthday, he or she is given a certificate and \$5 of Chapel Hill money.

Community Based Experiences

Trips are excellent rewards that are very motivating to students. Trip rewards can come as the culmination of a unit of study, i.e., visiting a dinosaur exhibit after studying fossils, or touring the local Fire Department after completing a unit on community workers. Trips such as hikes, or roller skating, can promote social skills and come as a reward for a cooperative effort in diminishing unwanted behaviors.

Personal Rewards

Time with a favorite staff member, a trip to the local store, or a special toy can be extraordinarily motivating for a particular student. Counselors may arrange for a student to work towards a specific token or outing as a reward for continued effort or success.

Random Act of Kindness

This award is bestowed upon students who are observed 'committing' role model behaviors without being asked, such as returning a lost item, helping others, or cleaning up someone else's mess. The student receives an award and between \$1 and \$5 Chapel Hill dollars, depending on the magnitude of the act observed, compared to the student's ability and level of development.

B.A.S.E. Interventions and Management Strategies

Students involved in behaviors which do not jeopardize the safety of themselves, or other around them, but create a disruption to the educational process may:

1. Be provided an alternative activity in or out of the classroom
2. Be given a 'break' within the classroom
3. Be instructed to complete a written assignment
4. Meet with their counselor to for a problem solving session
5. Be escorted to a minimal distractive environment to complete work
6. Be assign restricted breakfast or restricted lunch/recess
7. Complete work in I.C.E. (isolated classroom environment)
8. Have parent/guardian contacted by counselor/administrator

9. Have case manager contacted by counselor/administrator
10. Become ineligible for rewards, Community Based Experiences , or sports games

Students involved in behaviors which jeopardize the safety of themselves or others:

1. Will be escorted from the classroom
2. Will meet with counselor for problem solving session
3. May be given a written assignment
4. May be assigned restricted breakfast/lunch/recess
5. May be assigned community service
6. May be required to give verbal or written apology to staff or student
7. May be assigned a cooperative project with another student

Students involved in behaviors that are a threat to the safety of themselves or others:

1. May be assigned In-School Suspension
2. May be suspended from school
3. May have to meet with Parent/Guardian, CST, and administration prior to returning to school

Students involved in physical behaviors that pose a serious threat to the safety to themselves or, or others may be subject to restraint and seclusion. (See Restraint and Seclusion policy

Restricted Breakfast/Lunch/Recess

Students will spend the assigned time with a counselor or teacher in a effort to devise problem solving strategies in an environment away from peers, where they are free to speak about their feelings.

Restraint and Seclusion Policy

Chapel Hill Academy (CHA) strives to provide a safe and healthy learning environment in which students can learn, develop, and participate in instructional programs that promote high levels of academic achievement and social skills development. CHA's teaching staff and assistants make every effort to structure the school setting and provide supports so that restraint and seclusion are at a minimum. Restraint and seclusion are avoided to the greatest extent possible without endangering the safety of students and staff. Physical restraint or seclusion is only used in harm to self or others, and occurs in a manner that protects the safety of all students and staff at the school. Any physical intervention at CHA is done with the *Care, Welfare, Safety and SecuritySM* of our students as a priority.

All staff members at Chapel Hill Academy have received training through the Crisis Prevention Institute® (CPI). This training is provided by the three instructors on staff at CHA. Additionally, select members of the CHA staff have been provided with specialized training offered by CPI called *Applied Physical TrainingSM* (APT). Staff members with this training are members of the APT team, and they respond to a crisis wherever it may occur in the school building. The specialized training has enabled these staff members to recognize the potential for injury that can result from restraint, even when done properly. Each restraint is approached in an individualized manner, which entails the immediate

evaluation of the student, consideration of alternative options and strategies that may be employed in the situation and should restraint be necessary, post- intervention counseling and review of the situation by the Principal and Director.

As an alternative to restraint, CHA staff may utilize one or both of the school's Time Out Rooms to assist a student in crisis. Short-term holding skills may be necessary to transport the student to the Time Out Room. Staff is always present when the Time Out Room is utilized, and the doors are never locked or latched. Each Time Out Room if used as a behavioral intervention, often without the need for restraint. The Time Out Room is a place for the student to safely discharge that energy, until the student becomes rational enough to receive counseling. The Time Out Room is seen as a less restrictive option than a prolonged restraint, as less control is placed on the student when seclusion is utilized.

Isolated Classroom Environment (I.C.E.)

Occurs when it is determined by the student's counselor/administration that participating in the classroom will not be beneficial to the student and/or the student's classmates. The counselor and student will meet to regroup and develop a strategy for problem solving, to resolve the issues or concerns, and to complete any written assignments such as apologies, writing assignment, or missed class work. The counselor/administration will decide how long the student needs to be away from peers, and when it is beneficial to return to class.

In School Suspension (I.S.S.)

Occurs when it is determined that a student will benefit from remaining in school, but separated from peers for the duration of the suspension. The student and counselor will meet to develop strategies for problem solving, and the student will complete his or her class work under the supervision of an assigned staff member. The student and counselor will meet again to review problem solving strategies, and to complete any necessary apology, or written assignment. The counselor/administration will determine when it is beneficial to return to class.

Out of School Suspension

Chapel Hill Academy views the interruption of a student's educational program as a serious matter. However there are times in which it is necessary to suspend a student due to serious unsafe or inappropriate behavior on the bus or at school. This action occurs only after all reasonable efforts to assist the student have failed to effectuate a change in behavior, or if there are health and safety concerns. Only the Director or Principal may suspend a student. The parent/guardian and CST will be notified in the event of a suspension. If a student is suspended from school, a meeting with the counselor will take place upon the student's return to resolve any issues, and to facilitate a smooth transition back to routine. Student suspension will result in 0 points earned for duration of the suspension. Students are responsible to collect, complete, and turn in all missed assignments.

B.A.S.E. Plans and Contracts

If a student is experiencing chronic difficulties, a positive intervention is often the therapeutic implementation of a Behavioral Academic Social Emotional plan, developed with input from the student, counselor, teacher and administrator. Specific behaviors will be targeted and reduction and subsequent elimination of behavior will be rewarded.

In some cases, students will benefit from the implementation of a therapeutic Behavior Academic Social Emotional contract. This contract will be developed and reviewed with the parent/guardian, student, CST, counselor, and administration, and then signed by each. Adherence to the contract's terms will be reviewed on a weekly basis, with input from the entire staff. The counselor will determine when a student has successfully adhered to the contract and can be released from its terms. Placement at Chapel Hill Academy can be jeopardized by failure to adhere to the terms of a behavioral contract.

Dress Code Policy

If a student is considered by the Administration of Chapel Hill Academy to be dressed inappropriately, they will be asked to change or it may be necessary to exclude them from school for the day. All clothing must be safe, non-extremist, appropriate to the weather and should not be distracting to the classroom.

Clothing deemed inappropriate includes, but is not limited to:

1. All clothing that refers to tobacco, alcohol, drugs, or sexual innuendo
2. Sleeveless shirts (tank tops) without a covering shirt
3. Cut off pants without a hem
4. Torn or soiled clothing
5. Pajamas and slippers may not be worn
6. "Flip Flop" type shoes. Sandals/Shoes must have a back/back strap.
7. Oversized pants with or without a belt may not be worn due to safety concerns in P.E. class, as well as the impairment of safe movement on stairs and during outdoor activities
8. Shorts and skirts must be longer than the students fingertips when his or her arms are resting at their sides
9. Beach wear and gym wear (flip flops, swim wear, spandex pants, etc) are not acceptable attire. Gym wear including Spandex and yoga pants will be allowed only when shirts reach the mid thigh or fingertip length.
10. Attire that is inflammatory, derogatory, or divisive **will not be tolerated**. Any message must be positive in nature and may not belittle any person, place or group

Non-clothing codes include, but are not limited to, the following:

1. Hats or headwear may not be worn in the building (The Administration reserves the right to make allowances for standard religious beliefs)
2. Sunglasses may not be worn in the building
3. Standard size earrings may be worn in ears. All other piercings are prohibited

Students are expected to wear clothes that fall within the parameters of the dress code. Should a student wear inappropriate clothing, he or she will be asked to change, or it may be necessary to exclude him or

her from the school day. All students are encouraged to ask their teacher or counselor for clarification or interpretation of the student dress policy in advance, if they are unsure about how it applies to their clothing or accessories.

Backpack/Bag Policy

Students are **NOT** permitted to carry with **ANY** bag, backpack, or purse of any kind. Once they get to school, they must put these items away in the closet/locker in their homeroom. Level III or IV students may earn the privilege to carry such items with them. Staff discretion may be used.

Attendance Policy

All students are expected to be in school a minimum of 90% of the 180 day school year. Attendance is crucial to continued academic, social, and emotional growth and success, and is therefore taken quite seriously at Chapel Hill Academy.

It is understood that there are occasions that warrant a student's absence from school. The only acceptable reasons a student may be excused for absence are:

- 1. The student is ill (3+ days needs a Dr. note)**
- 2. Death in the family**
- 3. Religious holiday**
- 4. Appointment with a Doctor (needs a note)**

If a student is absent for any of the above reasons, it must be verified by the student's Guardian. A Guardian must call the school (973) 686-0004, prior to, or on the morning of the absence, and indicate the reason. When a student does not arrive to school, the school secretary will attempt to contact a Guardian. Any absence not verified by a Guardian is considered unexcused.

In the case of an excused absence, the student's teacher will arrange for the student to make up any missed assignments.

In the case of unexcused absences, the student will receive a 0 for points and assignments that are averaged in to weekly points and marking period grades.

In the case of severe illness, hospitalization, or other extenuating circumstances, the administration will determine appropriate modification of expectations, assignments, and grades.

In the case of continual or habitual absence, the following policies are in place:

Absence patterns such as the same day every week, or more than three consecutive days, will be brought to the counselor's attention. The counselor will contact a Guardian with regard to the reason and possible solution.

5 Consecutive Absences: A letter will be sent to the Child Study Team and the student's Guardian(s).

7 Absences excused or otherwise in one marking period will result in a loss of 5 points from the final grade average

14 Absences excused or otherwise will result in a 10 point loss from the final grade average

10 Absences: A phone conference with the student's Guardian(s), Child Study Team, and the student's counselor.

15 Absences: Guardian(s), Child Study Team, and the student's counselor will schedule a meeting to put a student contract in place.

18 Absences: The student is in danger of failing all subjects for the year. Guardian(s), Child Study Team and the student's counselor will develop a plan to put in place for the student.

5 Unexcused Absences: A letter will be sent to the student's Guardian(s)

7 Unexcused Absences: Guardian(s), Child Study Team and the student's counselor will schedule a meeting, the student's grades will all drop one full letter grade, and the student must sign a contract.

10 Unexcused Absences: Guardian(s), Child Study Team and the student's counselor will schedule a meeting to determine the possibility of the student failing the school year.

Tardiness

All students arriving after 8:15 AM must report to the main office prior to going to their assigned area.

The only reasons for excused tardiness are:

1. Late Bus
2. Appointment with a Doctor
3. Guardian(s) must notify the school if a student is going to be tardy. Unexcused tardiness results in 0 points for missed periods.

Electronics Policy

Cell phones, personal music players (iPods), handheld games, and other electronics may be used on the bus ride to and from school, **as long as they do not create a disruption to the driver or other passengers.** Handheld games and personal music players may be used during electronic reward periods that are determined by staff. Use of electronics at any other time is **strictly prohibited.** Cell phone use is prohibited at all times during the school day. Use of electronics in school at an unauthorized time will result in a confiscation of the device. Students who refuse to comply with cell phone policy can have privileges revoked i.e. Athletics, field trips, work program, electives, driving. Students **must turn in all electronics** to their homeroom teacher upon arrival to school. The homeroom teacher will place all electronics in a securely locked area until dismissal, or during an electronic reward period. Chapel Hill Academy is not responsible for devices damaged or stolen because they were not turned in. Music and games must carry an age appropriate rating, or the student will not be permitted to use it. The use of any recording device or cell phone during school or on the bus will carry a consequence. **Chapel Hill Academy cannot be held responsible for any electronic article brought to school.**

Illegal Substances, Alcohol, Tobacco Policy

Chapel Hill Academy is a smoke free environment and it is a violation of the law for any person to smoke within the school building or within 500 feet of the school grounds. School officials will confiscate any tobacco product and notify the student's guardian(s) of such possession. Appropriate consequence will be determined by counselors/administration.

Alcohol possession or use is illegal for persons under the age of 21 and will be dealt with in a manner consistent with the New Jersey Statutes and Laws. Any student suspected of possession or use of alcohol may be subject to search.

The use or possession of illegal drugs is a crime and will be dealt with in a manner consistent with the New Jersey Statutes and Laws. Any student suspected of possession or use of illegal drugs may be subject to search.

The use or possession of Tobacco, Alcohol, or Illegal substance will not be tolerated as it jeopardizes the safety of the school community.

Weapons

All weapons and dangerous instruments are expressly forbidden from the building and grounds of Chapel Hill Academy. Weapons and dangerous instruments include, but are not limited to; laser pointers, guns (air, paint, BB, pellet, dart, revolver, rifle, non-working, water, toy, or collectible) slingshots, tasers, or knives of any size or use. Students may not bring hammers, screwdrivers, or any tools that could harm another person, whether accidental or otherwise. The Administration of Chapel Hill Academy reserves the right to deem any object unsafe, even if not listed above. Chapel Hill Academy views the possession of weapons with the utmost disapproval, and the possession of a weapon or dangerous instrument will result in suspension or termination from school, and where the law allows, will result in criminal prosecution.

The police will be notified if a student brings a weapon or dangerous instrument to school.

Should any student bring to school a weapon or dangerous instrument, he or she will be subject to the following:

1. A minimum of one day suspension

Conference with Administration, Parent/Guardian and CST **prior** to returning to school

Lockers

Lockers are school property on loan to students and, as such, students are responsible for keeping them in good condition under normal circumstances. Any damage caused by the user directly or by neglect will become the responsibility of the user. The school reserves the right to open and inspect lockers at anytime. Any abuse or negligence regarding locker usage will result in the loss of locker privileges.

HARASSMENT / INTIMIDATION / BULLYING POLICY

The mission of Chapel Hill Academy is to provide students with the necessary tools and opportunities so that they may progress academically, mature emotionally and develop socially in order to become productive participants at home, at school and in the community.

Chapel Hill Academy believes that all students are entitled to work and study in school related environments that are free of harassment, intimidation and bullying. Therefore, a safe and civil atmosphere in school is necessary for our students to fulfill this mission and to learn and achieve high academic standards.

Harassment/Intimidation/Bullying like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and our ability to educate students in a safe environment and therefore will not be tolerated.

Definition:

“Harassment, intimidation or bullying” means any gesture or written, verbal or physical act, or any electronic communication that is bullying is unwanted aggressive behavior that may involve a real or perceived power imbalance. Reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory handicap, or by any other distinguishing characteristic, that takes place on school property, at any school-sponsored function or on a school bus.

Student Behavioral Expectations:

Chapel Hill Academy expects students to conduct themselves in keeping with their levels of development, maturity and demonstrated capabilities, with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities and the care of school facilities and equipment, consistent with the code of student conduct.

Chapel Hill Academy believes that standards for student behavior must be set cooperatively through interaction among the students, parents, staff and community members, producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for school and community property on the part of students, staff and community members.

Chapel Hill Academy believes that the best discipline is self-imposed, and that it is the responsibility of staff to use instances of violations of the code of student conduct as opportunities for helping students learn to assume and accept responsibility for their behavior and the consequences of their behavior. Staff members who interact with students shall apply best practices designed to prevent conduct problems and foster students' abilities to grow in self-discipline.

The policy shall be disseminated annually to all school staff, students, and parents, explaining that it applies to all acts of harassment, intimidation and bullying that occur on school property, at school-sponsored functions or on a school bus. This policy will be included in the annual discussions of our policies and rules that is led by the homeroom teacher at the start of the school year and at orientation programs throughout the year for new students. This policy shall be posted on Chapel Hill Academy's website www.chapelhillacademy.net for all interested parties to review.

These guidelines and procedures are suited to the age levels of our students and the mission and physical facilities of the school. All students are required to adhere to these rules and guidelines along with their individual goals and to submit to such disciplinary measures as are appropriately assigned for infractions of these rules.

In determining the appropriate response to students who commit one or more acts of harassment, intimidation or bullying, we will consider the following factors: the development and maturity levels of the parties involved, the levels of harm, the surrounding circumstances, the nature of the behaviors, past or continuing patterns of behavior, the relationship between the parties involved, the context in which the alleged incidents occurred, placement within one of our behavioral systems and whether the behavior was active or passive. Concluding whether a particular action or incident constitutes a violation of our policy requires a determination based on all of the facts and surrounding circumstances requires the school district to take into account the circumstances of the incident when communicating with the parents in

order to protect the student. Does not define how a school district is to do this. The language was developed in response to concerns related to revealing student sexual orientation or gender identity/expression. School "Safety/Climate Team" clarifies that parent shall not receive confidential student information and that other team members not authorized to do so shall not receive confidential information. All suspected incidents of harassment or bullying should be reported to the principal or Director. The principal in consultation with the ABS to make an initial determination as to whether reported incident is an act of HIB. In making determination, principal must assume the allegations are true. The parent may appeal the decision not to initiate an investigation to the BOE. All School employees as well as all other members of the school community, including students, parents, volunteers and visitors, are required to report alleged violations of this policy. Establishes deadline for parent seeking to request a hearing before the BOE of no later than 60 calendar days after parent or guardian receives written notice of outcome investigation. The principal, his designees, and administrative review committee are responsible for determining whether an alleged act constitutes a violation of policy. A prompt, thorough and complete investigation of the alleged incident will take place according to the standard Chapel Hill policy for investigating and reporting of behavioral incidents. Prohibits a member of the same bargaining unit from investigation claim against fellow member. Requires sending district BOE of the alleged victim to take the lead in investigating incidents involving APSSD students when incident occurs on BOE school bus, at school-sponsored function and/or off school grounds. Requires APSSD staff to cooperate with sending district in investigation. A detailed record of each investigation regarding allegations of harassment, intimidation and bullying will be maintained in the office of the director / principal.

Consequences and appropriate remedial actions for students who commit an act of harassment, intimidation or bullying range from positive behavioral interventions up to and including suspension or expulsion, as permitted under *N.J.S.A 18A*"37-1, Discipline of Pupils. Discipline of Pupils and as set forth in N.J.A.C. 6A:16-7.2, Short-term suspension, N.J.A.C. 6A:16-7.3 Long-term Suspensions and N.J.A.C. 6A:16-7.5, Expulsions. When considering remedial actions, to consider nature of disability. Requires APSSDs to consult with sending districts IEP teams as appropriate when considering remedial actions and consider role of I & RS.

Reprisal or retaliation against any person who reports an act of harassment, intimidation or bullying will be strictly prohibited. Consequences and appropriate remedial action for a student found to have falsely accused another as a means of harassment intimidation or bullying will be dealt with according to our behavioral management plan which may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1, Discipline of Pupils and as set forth in J.J.A.C. 6A16-7.2, Short-term Suspensions, N.J.A.C. 6A:16-7., Long-term Suspensions and N.J.A.C. 6A:16-7.5, Expulsions. Consequences and appropriate remedial action for a school employee found to have falsely accused another as a means of harassment, intimidation or bullying shall be disciplined in accordance with Chapel Hill Academy's policies, procedures and agreements. Consequences and appropriate remedial action for a visitor or volunteer, found to have falsely accused another as a means of harassment, intimidation or bullying shall be determined by the school administrator after consideration of the nature, severity and circumstances of the act, including reports to appropriate law enforcement officials.

Bus Regulations and Policy

All students are expected to ride the bus to and from school each day. Other arrangements can be made, but all long term or recurring arrangements must be cleared with the student's Guardian(s), Chapel Hill Academy, the Child Study Team, as well as the transportation company. Student's participating in social or extracurricular activities may use alternative transportation only after written permission has been

received from the student's Guardian, and the bus company has been notified. In the event of a student absence, the student's Guardian must notify the bus company.

Responsibility and consequences for student behavior on the buses rests with the school administrators. Therefore, the following rules must be adhered to:

1. Students must follow all directions given by the bus driver and bus attendant.
2. No vandalism, profanity, physical or verbal abuse will be tolerated.
3. Weapons or dangerous objects may not be brought onto the bus. This includes, but is not limited to, guns of all types, knives of all types, sharp objects, or anything that the bus driver deems dangerous.
4. Students are expected to keep the bus neat and clean.
5. Students are required to wear seatbelts, remain in seat at all times, and if appropriate, ride in a child seat.
6. Cell phones, handheld games and personal music players are permitted, but they must not be disruptive to the driver or other students.
7. No student may record the voice or image of anyone on the bus with a cell phone or any type of recording device.

Students who continue to exemplify good bus behavior will receive periodic rewards.

Violation of Bus Regulations may result in the following actions:

1st Bus Conduct: Restricted Recess

2nd Bus Conduct: Restricted lunch/Recess

3rd Bus Conduct: 2 days Restricted Lunch/Recess Guardian and Child Study Team contacted
Final warning for bus suspension

4th Bus Conduct: 1 day bus suspension/ loss of Community Based Experiences privileges for a minimum of 1 trip

Any further conduct issues will result in a meeting to determine a behavior plan

Please make sure your student and you, sign the signature page and return it to Chapel Hill Academy by September 12, 2018.

[Link to signature page](#)