

Chapel Hill Academy Student Handbook

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Welcome to Chapel Hill Academy!!!

The roots of 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. K-7th grade students are required to wear a uniform
6. 8th-12th grade students are required to wear appropriate clothing
7. Students shall show respect for all staff and students
8. Students shall treat all school property as intended and with care
9. Bullying, in any form, will not be tolerated
10. 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.

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. Stay in one area and remain quiet
5. Re-enter only when notified by administration

There are two 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 and administrator will take attendance. The Lincoln Park Police will assist in crossing all participants.

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 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 FREE” Environment

Breakfast:

Cold cereal, fresh fruit, assorted yogurt, 100% fruit juice and milk are offered on a daily basis. Eggs, bagel, hot cereal and other items are offered on a weekly 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:

Nutritional, 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. **No soda, candy or junk food will be permitted.**

The cost for breakfast is \$1.25 and the cost for lunch is \$2.50. 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 have access to nutritional snacks which are available to them, in their classrooms, between 10 and 10:30am. 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 prohibited.

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 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 are 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. This book is 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 alongside peers, adults, 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 attention 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 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 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 take place of out of school 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 Division of Youth and Family Services will be called if a child's safety is in jeopardy.

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

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

Field Trips

Field trips 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. Throughout the school year, students will be invited to participate in a variety of academic field trips, as well as field trips that are intended to reward achievements in personal growth. A permission slip must be turned in prior to the field trip, and it is imperative that emergency contact information is given, in the event that a guardian must be contacted. Both academic and reward field trips may carry a fee. If there is a concern about ability to pay, please contact the school. No child will be excluded from a trip due to financial constraints. Denying permission for a student to attend a field trip should **not** be used as a consequence for home behavior. Field trips 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.

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.

International Days

The education of various cultures is imperative to all students as it teaches them to accept, appreciate, and understand differences in people. Cinco de Mayo, the Chinese New Year, and Ramadan are just a few of the holidays and traditions that are studied and celebrated at Chapel Hill Academy.

Anti-Bullying Week

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, positive 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.

Holiday Parties

Halloween is celebrated with the older students creating, games, and other activities for the younger students to enjoy. Thanksgiving is observed with a school wide, family style feast as all of Chapel Hill Academy's students and staff listens to winning essays submitted by the children regarding gratitude. There is a 'Bearded Visitor' who hands out a gift to each student before the winter break, and potato latkes can be smelled throughout the hallways. Each celebration finds the student body engaged in cooperative efforts, learning about people, culture, and ethics, and enjoying the chance to celebrate with friends

Drug and Alcohol Awareness Week

Another serious problem threatening our society is the abuse of drugs and alcohol. Again, 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; A day of fun! 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.

Student Government

The student government, facilitated by a counselor and teacher, is made up of a president, vice president, secretary, treasurer, and one representative from each homeroom. Classroom representatives can be any age, while office holders must be in 6th -12th grade. The members who hold office must advocate for themselves, give a speech, and run against competitors in a democratic election in which all students get a vote. Classroom representatives are chosen in rotation by homeroom teachers and hold their office for one month. The student government spends a great deal of time organizing events in which money is collected for causes serving children in need.

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

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:

- assist in the daily cleaning and maintenance routines of the building, plants, and grounds
- students have the opportunity to distinguish cleaning material and methods, as well as become familiar with a variety of tools
- 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

Clerical Helpers:

- learn to operate the copy machine, including collating, organizing and distributing materials
- prepare information to be mailed, including determining correct postage
- 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:

- assist the teacher in classroom activities, such as peer tutoring, decorating bulletin boards, or demonstrating knowledge for peers
- assist in organization of classroom supplies, materials, or education centers
- produce and organize copies, collect assignments, or prepare art activities
- 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:

- serving of breakfast and lunch
- setting up work area
- cleaning kitchen and cafeteria area
- collecting and washing trays
- shelving stock in 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

Career Exploration – 9th-12th

High School students will have the opportunity to participate in several areas of career investigation. This includes:

- Chapel Hill Academy's Bake Shop – a start to finish business located on premises
- Music Production – located in our on-site music studio
- Graphic Arts – located in our MAC lab
- Child Care – familiarity by assisting in the classroom with the younger population
- Office Skills – instruction in the classroom and learning experience assisting the school's office Staff
- First Aide
- Food Prep
- Environmental Science/Design (Landscaping)

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 receive a paycheck at the end of every month, and job performance is reviewed and discussed with each student at that time.

***Students who earn less than \$6 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 once a week during their Math class. Items in the store are not priced at retail value, rather they are priced so that it is possible to buy a small item every week, or save up for a large purchase. The store is run by the 'Life Skills' class, the students of which are in charge of keeping track of stock, ordering, purchasing, running the register, and totaling daily sales.

Programs of Study

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 houses up to 12 students with a certified teacher of students with disabilities 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. Primary grade students will receive homework from their homeroom teachers, while students in grades 5 and above may receive homework from multiple teachers according to the subjects taught. The 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, and this is a practice that is proven to strengthen academic performance across the curriculum.

Students can earn Chapel Hill dollars upon the successful completion of each assignment, is intended to serve as enrichment for each subject that the student is studying. High School students are assigned homework per subject on a weekly basis. 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

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.

Each classroom has access to a mobile computer lab, consisting of 12 laptops on which the 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 from basic keyboarding skills to creating presentations to showcase their academic achievements.

Technology – con't.

The Promethean boards are a powerful tool as students are able to follow their teacher on their individual laptops, as they learn how to navigate the internet in learning how to research current topics and areas of study. There are i-pads 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.

iMac Lab

iMac computers are available to our High School Students in our Music Production and Graphic Arts Programs.

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. Reading class is schedule for a 50 minute block combined with a student's Language Arts class 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 50 minute periods and 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 as a school subject becomes a positive experience. Hands on manipulatives 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.

Library/Reference Center

The library/reference center provides students with the ability to learn library and research skills, as well as an opportunity to have access to books for leisure reading. Books on tape, books for every reading level, periodicals, and a wide collection of supplemental video material are incorporated into the education of each student. Homeroom teachers are available to guide students in finding reliable sources in their studies. Collections of novels allow entire classes to read together, and create book reports and reviews as a group. Reference materials are available, along with a computerized system for the location of material on virtually all subjects. The library/reference center has collections to supplement each academic area, so that cross curricular learning can be undertaken with ease. Students are encouraged to check materials out on a weekly basis for use during free reading periods, and they are responsible for returning their materials each week. Chapel Hill requires that at least one book report or review be completed each marking period and students can earn school money towards book purchases at the annual book fair.

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

Spanish classes are offered in grades K-12, 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.

New Offering: Japanese, French, Chinese, Hebrew, Spanish II and German

Music

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. All teachers and counselors have been trained in P.A.C.E, a drum therapy that is extraordinary soothing, and can be used to ease stress and anxiety.

Social Skills

Facilitated by a counselor, this 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.

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.

Academics and Career Exploration Program

Students in 9th-12th grades will be able to supplement their academic coursework, remediate academic concerns and enrich their academic skills through concentrated exploration. Students will complete an interest inventory, fill out job applications and research personal career opportunities. The CHA work program, community involvement and field trips will be utilized.

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 money as in bowling. The ASP will run for three 10 week sessions during the regular school year – not ESY. Sign-up and permission forms will be sent home well in advance of each session. Participating students need to follow regular school behavioral expectations.

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 2014-2015

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

50%	Classwork (daily record of students' engagement in the lesson; written evidence or students' involvement in the presentation/discussion)
25%	Projects/Performance Based Tasks (hands-on experiences and opportunities to demonstrate understanding of content through a variety of methods)
25 %	Assessments

Grading 5-7 (if homework is requested)

50%	Classwork/Applications (daily record of students' engagement in the lesson; written evidence or students' involvement in the presentation/discussion)
20%	Projects/Performance Based Tasks (hands-on experiences and opportunities to demonstrate understanding of content through a variety of methods)
25 %	Assessments
5%	Homework

Science Lab: 50% Classwork 50% Projects
 Art and PE: 50% Points 50% Effort

Grade 8 (Homework is required)

50%	Classwork/Applications (daily record of students' engagement in the lesson; written evidence or students' involvement in the presentation/discussion)
20%	Projects/Performance Based Tasks (hands-on experiences and opportunities to demonstrate understanding of content through a variety of methods)
20 %	Assessments
10%	Homework

Science Lab: 50% Classwork 50% Projects
 Art, Health, PE : 50% Points 50% Effort

****In your grade book, please make sure that you keep track of points and effort as well!**

Grading 2014-2015

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)

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

**In your grade book, please make sure that you keep track of points and effort as well!

B.A.S.E. modification system

(**B**ehavioral **A**cademic **S**ocial **E**motional)

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 10 points in each academic class (15 points in the 1-hour classes) 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 and Homeroom (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 (15 points per period)

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

Base Program – Point Schedule Con't.

Lunch / Recess – 10 Points

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

Electives / Career Exploration (7th Period) – 10 Points

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

*****No points will be earned/awarded 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 (10 or 15 possible points)

	Student Earns	(15 Possible Points)
School Wide Expectations	2	3
<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	2	3
<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	6	9
<ul style="list-style-type: none">• Two points per goal met• 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 \$1 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 per hour of time spent in career exploration program
5. Receive a Level II shirt as a gift from the school
6. 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 per hour of time spent in career exploration program
5. Receive a Level III shirt as a gift from the school
6. Eligible for monthly Level III and IV reward, i.e. field trip at no cost to student, special breakfast, etc.
7. Be eligible to be invited on trips with other homerooms, at no cost to student
8. Receive a \$25 gift card
9. Eligible for out-of –the-building rewards during the weekly reward period, at no cost to student
10. 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. Students must work cooperatively with their counselor and homeroom teacher in the planning and undertaking of a community service project that benefits Chapel Hill Academy, through the donation of the student’s time and talent. 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 must submit a letter describing their status in the school, and requesting consideration for upward level movement. The request will be reviewed by the entire staff, and will require a unanimous decision for the student 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 per hour of time spent in career exploration program
5. Receive a Level IV shirt as a gift from the school
6. Eligible for monthly Level III and IV reward, i.e. field trip at no cost to student, special breakfast, etc.
7. Be eligible to be invited on trips with other homerooms, at no cost to student
8. Receive a \$50 gift card
9. Eligible for out-of –the-building rewards during the weekly reward period, at no cost to student
10. Eligible for meeting with Child Study Team to discuss desire to return to the student’s sending district
11. Host a school wide celebration where the a sheet cake is shared in honor of the student’s accomplishment
12. 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:

500 Club

Any student who earns 500/500 points during a full point week may take the staff member of his or her choice out to lunch at no cost to the student. (Once per school year)

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.

Level II, III, and IV Rewards

On a monthly basis, all students who are on upper levels are eligible for rewards that include special breakfasts, free periods, and extended time in career exploration.

Level III and IV students are also eligible for special field trips, and weekly rewards outside of the building.

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, special meals, 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.

Field Trip Rewards

Field trips are excellent rewards that are very motivating to students. Field 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. Field 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, field trips, 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 of him or herself, or others may be subject to restraint by appropriate staff until such time as the student is no longer a threat. Restraint is a last resort, employed only when a student is at risk of injuring him or herself, or those around them, and is closely monitored by appropriate staff, administration, and the school nurse. In the case of restraint, the parent/guardian will be notified.

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, 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. Any other item deemed provocative or inappropriate by the Administration

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
4. Dyed hair color is acceptable only if it reflects a natural hair color

Students in grades K-7 must wear a Chapel Hill Academy uniform. New students are given one t-shirt and one sweatshirt upon beginning at Chapel Hill Academy. More uniforms in a wide variety of colors and styles may be purchased throughout the school year. Students with particular clothing needs may have their own clothes embroidered, screen printed, or sewn with a patch, as long as the clothing is appropriate and reflects the name, "Chapel Hill Academy". The student uniform must be worn as the outer layer of clothing. If a student does not wear his or her uniform, they may not be able to earn all of their behavior points during a.m. and p.m. homeroom on that particular day.

Students in grades 8-12 are given the privilege of not wearing school uniforms in an effort to reward mature decision making. 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.

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**
2. **Death in the family**
3. **Religious holiday**
4. **Appointment with a Doctor**

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).

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.

GUIDELINES for CHAPEL HILL ACADEMY STUDENTS

Middle and High School

Internet resources can be valuable for a student's education. School Internet access is a privilege which may be authorized as well as withdrawn. Students are expected to be aware of and abide by the following:

1. Student Personal Safety: Personal contact information may not be entered on Internet sites open to public access. This includes student address, phone numbers, and personal e-mail addresses.
2. Internet Use: Students may use personal Internet access, including e-mail, only for teacher-directed educational activities. Students may use school Internet access only when authorized, and only when supervised.
3. Prohibited Computer and iPad Uses: Students are strictly prohibited to:
 - a. Access or create files or materials without authorization
 - b. Access or create offensive, profane, or inappropriate files
 - c. Use Internet games, MUDS (multi-user domains), or web chats
 - d. Plagiarize works or violate copyrights or trademarks
 - e. Damage, alter, or modify hardware or software
 - f. Attempt to bypass computer security
4. Expectation of Privacy: Students do not have an expectation of privacy in files, disks, documents, e-mail, etc., which have been used or created with school equipment.
5. Disciplinary Actions: Disciplinary actions will be taken to meet the specific concerns related to violations of this agreement (e.g. loss of access to computers, suspension, law enforcement involvement, etc.)

**Using Chapel Hill Academy computers and/or computer services for any personal reasons not connected with the educational program or school assignments is not permitted. Laptops are to be used for educational purposes only.

For further information, please consult school administration



COMPUTER USE GUIDELINES for CHAPEL HILL ACADEMY STUDENTS



I will use the computer for school work and to learn.

When using school computers,
I will be a good digital citizen:

- *use good manners.
- * use appropriate language
- * not look at or use anyone else's work without permission.

I will be careful with all hardware and software that I use.

I will keep my passwords private.

I will share the computer and the network.

If I do not know how to use any or part of the computer system, I will ask for help.

is not permitted. **Laptops are to be used for educational purposes only.**

I will not share personal information about myself or anyone else on the Internet.

This includes address, phone number, work or photograph, etc.

I understand that anyone can read the messages I send and that my work on the computer is not private.

I will not write bad words on the computer.

I will not use anything from the computer or Internet or send anything over the Internet that belongs to someone else without their permission.

ap I will only use the Internet for appropriate
ec learning activities.

Chapel Hill Academy Student Internet Use Agreement

Signature Page

PLEASE RETURN THIS FORM TO SCHOOL

Student Name(First)_____ (Last)_____

Grade: _____ HR: _____

If I have the opportunity to use school computer equipment, I will do so according to the provisions of the Student internet Use Agreement.

Student Signature: _____

Parents: Please read, check, and sign below:

As parent/guardian of the student named above, I understand from time to time our school may publish student name, student photographs, student work and information about student participation in classes, activities, sports, projects, etc. on school web sites open to public access.

___ I hereby give permission for information about my child as described above to appear on school Internet web sites open to public access.

___ I do not give permission for any information about my child to appear on school or district web sites open to public access.

___ I give permission for my child to use the Internet according to the provisions of the Agreement and Handbook.

Parent/Guardian Signature: _____

Date: _____

Please return this page to school

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

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 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.

HARASSMENT / INTIMIDATION / BULLYING POLICY con't.

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. All suspected incidents of harassment or bullying should be reported to the principal or Director. 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. 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. 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.

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.