

# Chapel Hill Academy Student Handbook

## Table of Contents

- Philosophy, Mission Statement, Goals and Objectives . . . . . 3
- Belief Statement . . . . . 4
- School Wide Rules and Expectations . . . . . 5
- Fire Drill/Evacuation, Injury, or Illness, Sports Physicals . . . . . 7
- Medication, Asthma/Allergy, Nuts, Visitors . . . . . 8
- COVID . . . . . 9
- Breakfast and Lunch Program . . . . . 10
- Parent/Guardian Participation, Association Meetings, Support Groups . . . 11
- Communication Logs . . . . . 12
- Counseling Philosophy and Goals . . . . . 12
- Therapy Pet Program . . . . . 13
- Student Activities . . . . . 14-19
- Academic Philosophy . . . . . 19-23
- After School Program . . . . . 23
- Report Cards . . . . . 24
- Grading . . . . . 24-25
- B.A.S.E Modification System . . . . . 26
- B.A.S.E. Level System Responsibilities and Rewards . . . . . 27-29

- B.A.S.E. Rewards . . . . . 30-31
- B.A.S.E. Intervention and Management Strategies . . . . . 32
- Restraint and Seclusion, Suspension and Contracts . . . . . 33-34
- Dress Code/Backpack Policy . . . . . 35-36
- Attendance Policy and Tardiness . . . . . 36-37
- Electronics Policy, Illegal Substances, Alcohol and Tobacco Policy . . . 38-40
- Weapons and Dangerous Instruments, Harassment/Bullying Policy . . . 40-42
- Bus Regulations and Policy . . . . . 43
- Internet Responsibility Contract . . . . . 44-45
- Signature Page . . . . . 46

## Welcome to Chapel Hill Academy

**Chapel Hill Academy began nearly thirty years ago with a small group of educators who recognized the need for an alternative approach to education, one better suited to students who were not well-served in traditional classrooms. Today, those founding ideals live on in a dedicated team of experienced professionals committed to each student's success. Long-standing values like mutual respect and first-name familiarity between staff and students have been thoughtfully combined with modern educational strategies, therapeutic approaches, advanced technology, and a flexible administration. This evolving model ensures that every student is treated as an individual and every staff member can bring their unique strengths to the table.**

### **Philosophy:**

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

### **Mission Statement:**

The mission of Chapel Hill Academy; an educational institution that serves K-12th grade students from diverse communities, is to provide students with the necessary opportunities and tools so that they may progress academically, mature emotionally and develop socially, in order to become productive adults at home, school, work, and in the community.

### **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 **BASE** points as required by their current behavioral level
- The student will satisfactorily complete all academic requirements
- The student will maintain 90% attendance
- **Parents** will maintain consistent attendance at monthly Parent 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**

- Our students will learn and grow to their fullest potential in a supportive and nurturing atmosphere.
- Emotional maturation is as vital to a child's education as academic growth.
- Providing acceptance and respect for the individual student supports their self-esteem
- Children benefit from opportunities to share their unique knowledge with others while being guided to appreciate, accept, and understand the differences in people and cultures
- Open and productive communication between the student, the family, and the school is essential to student success
- Each student is a unique individual who possesses both dignity and worth, and therefore is entitled to an equal opportunity to develop their potential
- Students develop a sense of citizenship and make positive contributions to society through community service
- Children need to feel comfortable in order to take chances and risk failure as a prerequisite to growth.
- Children benefit from individualized academic instruction matched to their specific learning needs
- Community based experiences provide our students with the 21st century skills necessary for global citizenship in a modern world

## **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 to the best of their ability.
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.
10. Students are expected to maintain physical safety of themselves and others.

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

## **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](http://www.chapelhillacademy.net)
5. Follow Chapel Hill Academy on Facebook and Instagram

*Edited August 2025*

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. In compliance with New Jersey State Law all parent/guardians will be notified of security drills via email that school day.

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 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.

**COVID-Rescinded by Executive Order 302 dated August 11, 2022**

Students, families and visitors are expected to comply with all current regulations regarding requirements to wear a mask/face covering. Face coverings should be worn when social distancing of 6 feet between individuals and/or assigned groups cannot be maintained, except where doing so would inhibit that individual's health. Additionally, students, families, and visitors are expected to wear face coverings unless (1) doing so would inhibit the individual's health, (2) the individual is in extreme heat outdoors or (3) the individual is in the water. This requirement applies to indoor and outdoor spaces.

Students, families and visitors are expected to comply with screening and/or contact tracing requirements, and other risk reduction and mitigation directives. Students, families and visitors will be expected to cooperate with and participate in, risk reduction and mitigation efforts developed by Chapel Hill Academy. It is expected that all students, families and visitors will undergo temperature screening and accurately report symptoms and will comply with subsequent direction from the Chapel Hill Academy COVID Officer.

Any student who presents at school with any COVID symptoms will be excluded from school (at the discretion of the nurse) until cleared by a physician.

Students, families and visitors are expected to comply with the directive of any staff member, administrator or COVID Officer, with respect to health and safety precautions, including but not limited to directives related to wearing of face coverings, social distancing and necessary exclusion, that are issued with the intent to mitigate risk and prevent the spread of COVID-19.

Chapel Hill Academy will follow the New Jersey Governor's Travel Advisory, which includes a 14 day voluntary self-quarantine and mandatory absence from in-person learning upon returning home to New Jersey after travel to any states on the current travel advisory list. Virtual learning opportunities will be provided as necessary.

**Per NJ COVID-19 Information Hub:**

*The self-quarantine is voluntary, but compliance is expected. Travelers and residents returning from impacted states typically will not need to check-in with public health officials, unless they are otherwise involved in contact tracing efforts or required to do so by their employer or any other federal, state or local law or order. It is expected that individuals will follow the recommendation to self-quarantine.*

*The travel advisory does not apply to any individual passing through designated states for a limited duration through the course of travel. Examples of such brief passage include but are not limited to: stopping at rest stops for vehicles, buses, and/or trains; or layovers for air travel, bus travel, or train travel.*

Families are required to self-report any travel outside of New Jersey and make appropriate notifications regarding necessary absences from school. It is the responsibility of each family to keep current on which states are on the travel advisory list. Chapel Hill Academy will facilitate necessary virtual instruction if school is in session.

Chapel Hill Academy will make decisions regarding appropriate outcomes in regard to failure to comply with local, state, federal laws and regulations related to the COVID-19 pandemic based on the specific circumstances, with the goal of promoting the health and safety of the community in mind.

If there is a reasonable basis to believe that a student, family or visitor's conduct will pose, or has posed, a significant health or safety threat to one or more members of the community; Chapel Hill Academy will take immediate action to address the health or safety risk or emergency that the conduct has created.

If there is a reasonable basis for believing that a student's conduct will pose, or has posed, a significant health or safety risk or emergency to the student or others, Chapel Hill Academy reserves the right to disclose information regarding that risk or emergency to internal or external officials as deemed necessary in an attempt to reduce or mitigate such risk or emergency.

### **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. 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 available 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. **Soda, candy and/or junk food are strongly discouraged.**

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:**

Snack time is scheduled in all classrooms at Chapel Hill Academy. Students are permitted to bring in a healthy snack from home. Snacks high in sugar, starch, or artificial ingredients are discouraged. 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 bottle filling stations 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 Meetings**

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

All Parents/Guardians are encouraged to attend monthly Parent/Guardian 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 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. Use of this book is a way to teach students organizational skills. Grades 6-12 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 totals for the day. Parents/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 the 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 (through Crisis Prevention Institute) on 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. Counseling is focused toward solution oriented school based problem solving.

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 counselor/teacher trained in social skills curriculum. Students are exposed to a curriculum that is geared towards age appropriate concerns, and talk therapy. Cooperative activities, projects and games, are also utilized 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 9\*\***

## **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 and 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 pet commands
- Ignore any barks, squeaks, or chirps; animals often let us know when new people enter the classroom

## **Student Activities**

Students in good behavioral and academic standing are eligible to participate in field trips, outdoor activities, assemblies, sports competitions, and other activities outside of the classroom. 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 Experiences are either educational in nature, or earned through consistent effort towards a specific goal. However, students displaying unsafe or consistently inappropriate conduct in school 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 typically offered twice 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 complement 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 within our Month of Respect, to engaging in cross curricular activities that are geared towards anti-bullying education, self-esteem building activities, decision making, and learning where help is available for someone who is being bullied.

### **Drug and Alcohol Awareness**

Another serious problem threatening our society is the abuse of drugs and alcohol. In addition to continual education and exposure throughout the curriculum, an entire week is devoted to drug and alcohol awareness during our Month of Respect. This is in a concentrated effort to give the students of Chapel Hill Academy the courage, esteem, knowledge and tools it takes to make positive choices with regard to drugs and alcohol, as well as the people who influence their lives.

### **School Spirit Activities**

Activities such as ‘Field Day’ and ‘The World’s Biggest Exercise Class’, unite the entire student body towards a common goal. Oftentimes, 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 result-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 which are student-centered, are created based upon 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.

### **Chapel Hill Academy Career Readiness, Life Literacies and Key Skills (9<sup>th</sup>- 12<sup>th</sup>)**

Chapel Hill Academy's high school program utilizes four courses to ensure that the NJ Career Readiness, Life Literacies and Key Skills learning standards are met as we prepare the students for a successful transition into post secondary training and/or education.

The courses are as follow:

21st Life and Career Education I: Students in 9th grade will begin exploring transferable job skills, personal strengths and interests, as well as the fundamentals of career planning. Students will also begin to explore the thinking and awareness necessary to participate in an interconnected global community.

Financial Literacy: Students in 10th grade will explore the fiscal knowledge, habits, and skills necessary to make informed decisions about personal finance. Students will also begin to explore the practices and technical skills necessary to participate in an interconnected global economy.

21st Life and Career Education II: Students in 11th grade will use their own interests and strengths as a guide to exploring the 18 career clusters, as well as the necessary training, education and experience required for successful participation in the workforce. Students will continue to examine the thinking, awareness, and skills necessary to participate in an interconnected global community.

21st Life and Career Education III: Students will participate in weekly meetings with staff to develop a clear and achievable plan for successful entry into their stated post secondary goal of education, training, or workforce. Students will continue to strengthen their skills and knowledge necessary to live and work in an interconnected global economy and community.

Work Based Learning (WBL): The Work-Based Learning Experience (WBL) Program is a state-certified program, which allows students to gain experiences in career awareness, career exploration, and career orientation. It is designed for high school and transition aged students who are preparing to move into the working world. Students develop skills that enable them to succeed in a specific vocation and give them the experience and confidence needed to become successful in the workplace

In addition to classes, our Transition Coordinator works closely with the student, family, and counselor to navigate the programs and services available through both the federal and state governments. Students who are referred to the Division of Vocational Rehabilitation can access a spectrum of services intended to support them in developing key skills and training necessary to become a productive member of the workforce and community.

The Transition Coordinator is also available to assist students and families in accessing information about, or participating in, standardized testing such as the PSAT, SAT, and ASVAB, workshops related to postsecondary education and training, guardianship, financial planning, and other supportive services.

### **Additional Activities**

- ☐ Students may have the opportunity to attend Vo- Tech in the 11<sup>th</sup> and 12<sup>th</sup> grade as shared time students, if recommended by the IEP team and admission requirements are met.
- ☐ Students are encouraged to participate in their sending district where appropriate and as recommended by the IEP team.
- ☐ Students will be able to access a variety of online platforms as needed for interest, learning and personality inventories, as well as to make application to post secondary institutions.
- ☐ Students have the opportunity to take the PSAT, SAT, and ASVAB at various times during the school year.
- ☐ Community Based Experiences are scheduled to different colleges and vocational schools for students to explore some of the opportunities available to them.
- ☐ Students and parents are encouraged to attend parent meetings that cover different transition 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 various information sessions.

The goal of The Chapel Hill Academy Transition Program is to 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 continue to add additional components in the future.

## **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 and teacher's assistant. All academic classes are scheduled to meet a child's specific learning needs. Students in grades K-8 are assessed informally by our LDT-C (Learning Disabilities Teacher Consultant).

## **Homework**

All students in grades K–12 will receive homework assignments that are relevant and meaningful to the current class content. Homework is designed to reinforce the skills and knowledge taught in class, providing students with opportunities to practice and deepen their understanding of the material. In grades K–5, while homework is encouraged as a way to support learning, there is no penalty for incomplete assignments. Instead, students are motivated through individual and class incentives that promote consistent effort and a positive attitude toward completing homework. The goal at this level is to build good study habits and reinforce classroom learning in a supportive environment. However, in grades 6–12, homework is a required component of each subject and is factored into students' overall grades. To help students manage their workload, several study halls are scheduled each week, offering time and support to complete missed classwork and homework. Homework is designed to reinforce skills and knowledge taught in class, and successful completion can positively impact a student's overall grade.

## **Technology**

All students are assigned a Chromebook for use during the school day. These devices provide access to essential educational tools, including Google Suite and widely used software programs such as Microsoft Office, Photoshop, and PowerPoint. Chromebooks, laptops, and Promethean Boards are invaluable tools across all grade levels and subjects, supporting a wide range of learning styles and instructional goals.

Technology is integrated into daily instruction in every classroom. Each room is equipped with a Promethean Board, an interactive learning tool that enhances engagement and allows teachers to deliver lessons in a dynamic, hands-on format. These boards foster collaborative learning and enable students to interact directly with lesson content and technology.

Chromebooks allow students and staff to share assignments and access lessons and resources online. Devices are to be used strictly for teacher-directed, educational purposes. To ensure responsible use, all students must read, sign, and adhere to the school's Internet Responsibility Contract before using any school-provided technology.

**All students must read, sign, and adhere to the Internet Responsibility Contract in order to use any of the available technology.**

## **Literacy/English**

Our Literacy instruction incorporates a variety of materials to support student learning, including children's and young adult literature, *Scholastic News* magazines, writer's workshop opportunities, *Reading A–Z*, *Explode the Code* resources, and teacher-created materials. Literacy is scheduled for a

60-minute block, four times a week, to provide flexibility in instruction and to give students the best opportunity to integrate their reading, writing, and language skills in a cohesive and meaningful way. In grades 9–12, English instruction includes the study of classic literature such as Shakespeare, American literature, mystery novels, and other significant works from various genres. Students also engage in varied types of writing, including analytical essays, creative writing, and research-based assignments. At Chapel Hill Academy, reading for pleasure is strongly encouraged, as it is a powerful tool for developing lifelong literacy skills.

## **Mathematics**

Mathematics instruction is delivered in 60-minute periods, four days a week. Students are grouped based on similar learning needs and pace, allowing for more targeted instruction. The primary goal of our math instruction is to help students learn and apply each skill in real-life contexts. By connecting mathematical concepts to everyday experiences, students develop a more positive attitude toward math, leading to greater engagement and success.

The Go Math program serves as the core curriculum, offering a comprehensive blend of textbook instruction, reteaching resources, and interactive materials. These varied formats ensure that each student receives instruction tailored to their learning style. Hands-on manipulatives and cross-curricular activities are also incorporated to reinforce the idea that math is more than just a subject; it is a vital, lifelong tool.

At the high school level, students are placed into one of two math pathways based on their learning needs. The first pathway includes Integrated Math I, II, and III, which focus on reinforcing functional math skills applicable to everyday life. The second pathway follows a more traditional sequence of Algebra I, Geometry, Algebra II, and College Math Topics/Pre-Calculus.

## **Science/Social Studies (History)**

Students receive instruction in science and social studies at their grade level, with IEP accommodations provided as needed. A variety of instructional strategies including projects, media sources, and cooperative learning experiences are utilized to meet current academic standards. Age-appropriate texts, supplemented with media, current events, and complementary materials, are integrated to ensure a well-rounded course of study. Classes meet approximately 3-4 hours per week, depending on the student's grade level.

At the high school level, science course sequences include Biology, Physical Science, Environmental Science, and Forensics, which is offered as a half-year course. History courses consist of World History, U.S. History I, and U.S. History II. Government is also offered as a half-year course. Most of these courses are required to meet New Jersey state graduation requirements and curriculum standards.

## **Physical Education and Health**

The collective goal of these classes is to instill in students the importance of physical activity and healthy lifestyle choices as part of their everyday lives. Physical Education emphasizes good sportsmanship and teamwork through group games and activities, encouraging students to learn independent skills and then apply them in cooperative settings. Lessons are thoughtfully modified to accommodate every ability level. Health classes focus on nutrition, exercise, and making healthy choices. Topics such as drug, alcohol, and tobacco use are explored in depth, highlighting their connections to social groups and peer pressure. Additionally, students learn about body systems, various exercise options, and healthy eating habits to support overall well-being.

At the high school level, Health education is delivered by grade level. Instruction includes comprehensive topics such as nutrition, mental and emotional health, substance abuse prevention, sexual health education, disease prevention, and decision-making skills. The program also addresses social issues including peer pressure, relationships, and personal responsibility to prepare students for healthy adult lives.

Health and Physical Education classes meet the New Jersey state requirement of 150 minutes per week.

## **Art**

This class is designed to expose students to a wide variety of artistic mediums, providing every child the opportunity to create work that reflects their unique strengths and talents. Students also learn about different artists and their styles, which helps inspire and inform their own creative expression. Discussions are encouraged to allow students to express their feelings, emotions, and creativity in a safe and supportive, non-judgmental environment.

## **STEAM**

This class integrates science, technology, engineering, arts, and mathematics (STEAM) to encourage students to think critically and approach real-world problems with innovation and creativity. Students in grades K–5 participate in STEAM classes twice a week, while students in grades 6–8 have the option to choose STEAM as an elective or as a reward opportunity.

## **World Language Offerings**

Students in grades K–8 participate in Cultural Exploration, a class that meets twice a week for 30 minutes. The focus of this class is to foster an appreciation of diverse cultures and practices different from their own. Students will also learn basic Spanish conversation and vocabulary, as well as explore holidays and traditions from various cultures.

At the high school level, Spanish I is taught by a live instructor and supplemented with IXL Spanish for additional practice. Spanish II and III are offered exclusively through Educere’s online platform, with students completing coursework during class time supported by our staff. To enrich learning, additional cultural activities are provided, offering students deeper insight into Spanish traditions, geography, cuisine, and everyday life. Spanish I, II, and III are offered as elective courses, with students beginning Spanish instruction in 9th grade. Completion of at least one year of Spanish is required for graduation.

## **Social Skills**

Facilitated by our counselors or related service providers, this weekly class for students in grades K–8 helps students develop critical life skills needed to become functional members of society. Students learn to generate original ideas, think creatively, identify problems, and apply various problem-solving strategies. Cooperative work is emphasized to foster character development and ethical behavior. Key focus areas include developing friendships, solving problems, and making thoughtful decisions.

At the high school level, transition skills classes prepare students for post-secondary career and educational opportunities by providing instruction and support tailored to their future goals.

## **Electives**

Elective classes are offered to give students the opportunity to explore areas of personal interest and passion. Some examples of electives offered across all grade levels include Intramural Sports, Music, Animal Care, Art/Ceramics, Gardening, Meditation, Kindness Squad, Comic Book Making, and Fitness Club. Students are also encouraged to suggest new elective ideas, helping to create a diverse and dynamic range of offerings that reflect their interests.

Electives in high school are credit-bearing courses that contribute toward meeting New Jersey state graduation requirements. Spanish I, II, and III are offered as electives, with students beginning Spanish instruction in 9th grade. Completion of at least one year of Spanish is required for graduation, as noted earlier. Additionally, students are required to earn at least 5 credits in Visual and Performing Arts as part of their graduation requirements. Selections to meet that requirement include: *Fine Arts I*, *Fine Arts II*, *Sculpture I*, *Sculpture II*, *Music Exploration I*, and *Music Exploration II*. Additional courses include: *Horticulture I & II*, *Psychology*, *Physical Fitness*, *Entrepreneurship*, and *Public Speaking/Debate*.

### **Study Halls/Enrichment- Remediation**

Study Halls are built into each student’s schedule to provide a supported environment for completing missed classwork and beginning homework. In grades K–5, this time is referred to as Enrichment/Remediation and is utilized at the teacher’s discretion to help students develop independent work habits. For students in grades 6–12, Study Halls offer dedicated time to practice and maintain homework routines, as homework contributes to their overall grades. These scheduled periods provide academic support and encouragement, helping students complete assignments and build effective study habits.

### **After School Program**

Our After School Program (ASP) is designed to provide students with an opportunity to socialize with friends and peers outside the regular school structure, in a fun and supervised environment. Involvement in this program is a terrific way for students to develop “club skills” which may help them to participate in clubs/activities in their sending district or local community. The ASP is held two days a week – Monday, and Wednesday. It begins at 2:30 and dismissal begins at 4:15pm. Parents or guardians must pick up students by 4:30 at the latest. 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.

### **Report Cards**

Chapel Hill Academy utilizes a four marking period model, with each quarter lasting 10 weeks.

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

1. November
2. January
3. April
4. June

At the five-week mark, any student in grades 6–12 earning a grade below 65% in any subject will receive a Remediation Plan. This plan outlines the supports in place and, if necessary, additional interventions to encourage the student’s academic progress.

**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 any time throughout the school year.

## **Grading Policy 2025–2026**

### ***Grading Breakdown***

Each class will be graded on a 10-point scale, based on the following criteria:

- 5 points – Evidence of Student Learning  
*(What did the student produce?)*
- 5 points – Student Performance  
*(What was the student’s level of engagement and participation?)*

### ***Assessments & Projects***

Assessments and long-term projects will be assigned additional points and factored into the final grade accordingly.

### ***Attendance & Grade Impact***

Student absences will not be automatically factored into a student’s average. However, in line with our attendance policy, excessive absences will result in grade deductions:

- 5 absences = 5-point deduction
- 10 absences = 10-point deduction

Note: Religious holidays are exempt from this policy and do not count toward the absence total.

3rd Floor (middle school) and high school will earn letter grades.

#### Letter Grade Conversion

A	95-100	C	74-76
A-	90-94	C-	70-73
B+	87-89	D+	64-69
B	84-86	D	60-63
B-	80-83	NC	59 and below
C+	77-79		

<b>Evidence of Student Learning 5 points 1st-2nd Floor</b>	<b>Evidence of Student Learning 4 points 3rd floor-HS</b>
5: Completed all class assignments	
4: Completed most of the class assignments	4: Completed all class assignments
3: Completed some of the class assignments	3: Completed most of the class assignments
2: Completed a minimal amount of class assignments	2: Completed some of the class assignments
1: Attempted class assignments	1: Completed a minimal amount of class assignments
0: Did not attempt any class assignments	0: Did not attempt any class assignments

<b>Homework 1 point 3rd floor-HS</b>
1- Completed and submitted homework
0- Did not submit homework

<b>Student Performance K-12 5 points</b>
5: <ul style="list-style-type: none"> <li><input type="checkbox"/> Attended the class for the entire time</li> <li><input type="checkbox"/> High level of participation in class discussion/activities</li> <li><input type="checkbox"/> Completed all assigned tasks/assignments</li> </ul>
4: <ul style="list-style-type: none"> <li><input type="checkbox"/> Attended the class for most of the time</li> <li><input type="checkbox"/> Active participation in class discussion/activities</li> <li><input type="checkbox"/> Completed most of the assigned tasks/assignments</li> </ul>
3: <ul style="list-style-type: none"> <li><input type="checkbox"/> Attended the class for most of the time</li> <li><input type="checkbox"/> Some level of participation in class discussion/activities</li> <li><input type="checkbox"/> Completed some of the assigned tasks/assignments</li> </ul>
2: <ul style="list-style-type: none"> <li><input type="checkbox"/> Attended the class for some of the time</li> <li><input type="checkbox"/> Minimal participation in class discussions/activities</li> <li><input type="checkbox"/> Assigned tasks/assignments were minimally completed</li> </ul>
1: <ul style="list-style-type: none"> <li><input type="checkbox"/> Attended the class for some of the time</li> <li><input type="checkbox"/> Did not contribute to class discussion</li> <li><input type="checkbox"/> Did not complete assigned tasks/assignments</li> </ul>

**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 objectives to work towards in order to create 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. Personal objectives are devised through the careful evaluation of the student's I.E.P. goals and objectives, and in collaboration with the student, counselor, and teachers. No student is expected to earn perfect points each day, rather they are encouraged to recognize and work on the personal objectives set forth. 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 objectives. When a student shows continuous success with a personal objective for a period of time deemed appropriate by his or her counselor and homeroom teacher, a new objective may be developed.

**B.A.S.E Program**

**Personal Objectives and Classwide Expectations**

A student's (grades k-8) Personal Objectives as well as their Classwide Objectives will be evaluated individually as either 1,2, or 3 points earned. All students have the opportunity to earn points each period utilizing the following scale: (1) Meeting the objective some of the time (2) Meeting the objective most of the time (3) Meeting the objective all of the time.

**School Expectations**

School expectations are evaluated individually as either 0 or 1 point earned. These expectations address behaviors that interfere with the health and safety of the student, others in the class and/or the program as a whole. An absence of interfering behavior would earn a one (1) and demonstration of interfering behavior would earn a zero (0).

**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.** Reviewing 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 (Floor 1)**

#### Student Responsibilities:

At level I, on the first floor Personal and Classwide Objectives are considered earned if a student achieves 23 points in each area per day.

At level I, on the second floor Personal and Classwide Objectives are considered earned if a student achieves 24 points in each area per day.

At level I, on the third floor Personal and Classwide Objectives are considered earned if a student achieves 25 points in each area per day.

At level I, in the high school Personal and Classwide Objectives are considered earned if a student achieves 26 points in each area per day.

At level I School Expectations are considered earned if a student achieves 10 of 13 possible points per day in this area.

**To earn for the day a student will earn all Personal Objectives, as well as their Classwide Expectations at 23, 24 ,25, 26 (on each floor respectively) in addition to earning their School Expectations at 10 of 13 possible points.**

#### Student Privileges:

1. Earn age appropriate daily reward
2. Participate in weekly reward programs
3. Participate in sports team

## **Movement to Level II**

Students who successfully earn Level II points for four full consecutive weeks will earn Level II status.

### **Level II (Floor 1)**

#### Student Responsibilities:

At level II, on the first floor Personal and Classwide Objectives are considered earned if a student achieves 26 points in each area per day.

At level II, on the second floor Personal and Classwide Objectives are considered earned if a student achieves 27 points in each area per day.

At level II, on the third floor Personal and Classwide Objectives are considered earned if a student achieves 28 points in each area per day.

At level II, in the high school Personal and Classwide Objectives are considered earned if a student achieves 29 points in each area per day.

**To earn for the day a student will earn all Personal Objectives, as well as their Classwide Expectations at 26, 27, 28, 29 (on each floor respectively) in addition to earning their School Expectations at 11 of 13 possible points.**

#### Student Privileges:

1. Earn age appropriate daily reward
2. Participate in weekly reward program
3. Participate in sports teams
4. Eligible for monthly Level II reward, i.e. field trip special breakfast, Pizza Plus(s), 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 and additionally must earn level III points for 4 consecutive weeks. They are required to complete a community service project, in which their time and/or talent is donated to benefit our 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 (Floor 1)**

#### Student Responsibilities:

At level III, on the first floor Personal and Classwide Objectives are considered earned if a student achieves 29 points in each area per day.

At level III, on the second floor Personal and Classwide Objectives are considered earned if a student achieves 30 points in each area per day.

At level III, on the third floor Personal and Classwide Objectives are considered earned if a student achieves 31 points in each area per day.

At level III, in the high school Personal and Classwide Objectives are considered earned if a student achieves 32 points in each area per day.

**To earn for the day a student will earn all Personal Objectives, as well as their Classwide Expectations at 29, 30, 31, 32 (on each floor respectively) in addition to earning their School Expectations at 12 of 13 possible points.**

#### Student Privileges:

1. Earn age appropriate daily reward
2. Participate in weekly reward program
3. Participate in sports teams
4. Eligible for monthly Level III reward, consideration for all field trips, special breakfast, etc.

### **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:

Students on Level IV will be expected to **minimally** maintain all level III responsibilities,

Personal and Classwide objectives are considered earned if a student maintains level III expectations of 32 possible points in each area per day.

At level IV School Expectations are considered earned if a student achieves 12 of 13 possible points per day in this area.

### Student Privileges:

1. Earn age appropriate daily reward
2. Participate in weekly reward program
3. Participate in sports teams, eligible for monthly Level III and IV reward, i.e. field trip at no cost to student, special breakfast, etc.
4. Is eligible to be invited on trips with other homerooms, at no cost to student
5. Student will be documented in the Level IV Hall of Fame

### **Downward Level Movement**

The staff will recommend a downward level movement, **only** when it is in the best interest of the student, a downward level movement is an adjustment for success and is not considered a failure. A downward Level movement occurs **only** when the 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 level status, after consultation with the counselor and teacher and when deemed beneficial to the student and when level criteria of the previously earned level are met.

### **B.A.S.E. Rewards**

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

### **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.

### **STAR AWARD ( Success Through Achievement and Resilience)**

This is awarded to a student who has either earned the highest point of the entire student body for the week, or has demonstrated 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 by 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.

### **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 often come as a reward for a cooperative effort in increasing prosocial behaviors in the classroom.

### **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.

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

Students involved in behaviors which do not jeopardize the safety of themselves, or others 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. Meet with their counselor for a problem solving session
4. Be escorted to a minimally distracting environment to complete work

5. Complete work in I.C.E. (individual classroom environment)
6. Have parent/guardian contacted by counselor/administrator
7. Have case manager contacted by counselor/administrator
8. 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 community service
5. May be required to give verbal or written apology to staff or student
6. 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 themselves, or others may require crisis management techniques. ( Restraint and Seclusion policy)

### **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 staff utilize all possible behavioral supports and interventions (as outlined in the student's IEP) prior to utilizing any physical crisis management technique. 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 the case of immediate potential 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 Security<sup>SM</sup>* 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 Training<sup>SM</sup>* (APT). 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. Physical escort may be necessary for the safe transportation of a 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 is used as a behavioral intervention, often without the need for restraint. The Time Out Room is a place for the student to safely discharge energy, until the student becomes rational enough to participate in 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. Any use of a Time Out space will result in notification to parent/guardian and Child Study team within 24 hours.

### **Individual 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 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 may take place

upon the student's return to resolve any issues, and to facilitate a smooth transition back to routine. Any suspension will result in the student being ineligible to earn reward for that point week. 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. Clothing/Accessories with reference to gangs, criminal activity, alcohol, controlled dangerous substances, tobacco, or racial or ethnic violence.
2. Overly revealing or inappropriately tight clothing. (Including, but not limited to, see-through or mesh, tube/halter/spaghetti strap tops, bare midriffs, or extremely low cut shirts.
3. All undergarments must be covered
4. Torn ,soiled, or defaced clothing
5. Pajamas and slippers may not be worn
6. Bare feet, unsafe footwear such as flip flops, shoes or sandals without backs, UGG slippers, cleated shoes - All 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. Any type of clothing that exposes undergarments are not permitted
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 at least fingertip length.
10. Outdoor jackets, coats, or hats (except when entering/exiting the building or if there is a defect in the heating system.)
11. Clothing/Accessories with profanity, obscenity, sexual innuendo, or slanderous or prejudicial slogans. (In essence, anything that could be hurtful or in any way make students and staff uncomfortable.)

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

12. Hats or headwear may not be worn in the building (The Administration reserves the right to make allowances for standard religious beliefs)
13. Nonprescription sunglasses, glazed/tinted glasses, except as prescribed by a doctor may not be worn in the building.
14. Aerosols such as deodorants, hair sprays, body/perfume sprays may not be used in the building (except in the nurses office or if appropriate in a student bathroom) .

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 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.

### **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)**
- 5. College visits**

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.

## **Parent Involvement**

**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.

## **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.

## **Chapel Hill Academy Student Technology and Smart Device Policy**

**Effective Date:** September 1, 2025

### **I. Purpose**

Chapel Hill Academy is dedicated to providing a safe, secure, and focused learning environment for all students. This policy is designed to minimize distractions, foster in-person social interactions, and protect the well-being of our school community. The unrestricted use of personal technology, including cell phones, smartwatches, and other devices, during instructional time can negatively impact academic performance and social development. This policy establishes clear and consistent guidelines to promote a productive educational setting.

### **II. Definitions**

For the purpose of this policy, "personal technology" and "smart devices" include, but are not limited to:

- Cell phones
- Smartphones
- Smartwatches (e.g., Apple Watch, Fitbit, Samsung Galaxy Watch)
- Wearable technology with communication, internet, or camera capabilities
- Tablets, laptops, and e-readers not issued by the school

- Wireless earbuds or headphones (e.g., AirPods, Beats)
- Bluetooth speakers

### **III. Policy Statement**

Students are not permitted to have personal technology or smart devices on their person during the school day. All such devices must be powered off and stored out of sight in a designated location (e.g., in a locker, backpack, or a secure storage system provided by the school) from the moment the student enters the school building until the end of the instructional day.

The only exception to this is with explicit, written permission from a teacher for a structured and supervised educational activity. This policy applies to all school property and school-sponsored events, including the building, grounds, and school buses.

### **IV. Exceptions**

The following exceptions to this policy will be considered on a case-by-case basis and require pre-approval from school administration:

- **Medical or Health-Related Needs:** Students with a documented medical condition requiring the use of a device (e.g., for blood sugar monitoring or other health-related tracking) must have written authorization from a healthcare professional and a plan approved by the school nurse and/or administration.
- **Individualized Education Programs (IEP) or 504 Plans:** Use of a specific device may be permitted if it is formally documented as a necessary accommodation within a student's IEP or 504 Plan.
- **Emergency Communication:** In the event a parent or guardian needs to contact a student during the school day, they must call the main office at [Insert School Phone Number]. The main office staff will ensure the message is delivered to the student in a timely manner. Students who need to contact a parent/guardian during the day may ask any adult on campus for permission to use a school phone.

### **V. Outcomes for Violations**

Violations of this policy will be handled in a progressive manner, in alignment with the Chapel Hill Academy Student Code of Conduct. The school district is not responsible for any lost, stolen, or damaged personal technology or smart devices that are brought to school in violation of this policy.

- **First Offense:** Administration will attempt to take control of the device and store it securely in the main office for the remainder of the school day. If the student refuses to hand the device in, points will be affected for not complying with staff requests according to our student code of conduct.
- **Second Offense:** Administration will attempt to take control of the device and store it securely in the main office. The parent/guardian will be required to meet with a school administrator to

retrieve the device. Students' points will be affected for not complying with staff requests according to our student code of conduct.

- **Third Offense:** In addition to the outcomes of the second offense, the student will possibly face further restrictions, including, but not limited to, the loss of field trip privileges, the loss of access to CHA technology, and the inability to participate in weekly rewards. Additional restrictions may be applied at the discretion of the CHA administration.

## **VI. Communication**

This policy will be communicated to all students, parents, and staff at the beginning of the school year through the Student Handbook, the school website, and parent communications. All members of the school community are expected to adhere to this policy to support a positive and focused learning environment.

### **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 outcomes 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.

Chapel Hill is committed to providing a safe, healthy, and distraction-free learning environment. In alignment with New Jersey law and our mission as a special education school, the use or possession of vaping devices (e-cigarettes) on school premises is strictly prohibited for all Chapel Hill Academy students. This policy includes disciplinary actions and legal references

Chapel Hill follows a progressive discipline model to address vaping violations. Each instance will be evaluated individually, but the following tiers serve as general guidelines.

1. First Offense:
  - Confiscation of vaping device and materials
  - Inspection of student belongings and pockets
  - Parental notification

- Documentation in student's file

2. Second Offense:

- Confiscation of vaping device and materials
- In- school suspension
- Screening for altered state by CHA medical staff with subsequent testing if needed
- Parental notification and CST involvement if applicable
- Review of student's behavioral supports

3. Third Offense or Serious Violation:

- Confiscation of vaping device and materials
- Out- of -school suspension
- Mandatory drug testing at medical facility
- Meeting with parent/guardian, CST, and administration to determine the appropriateness of the student's current educational placement and to develop a plan moving forward

## **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 any time. 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 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](http://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. 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. Students 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.

### **Chapel Hill Academy Internet Responsibility Contract**

Please read the following carefully before signing this document. 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 if 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 service 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.

Internet Responsibility Contract read and reviewed:

Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Student Signature: \_\_\_\_\_

*Edited August 2025*

Student Handbook read and reviewed:

Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Student Signature: \_\_\_\_\_

**CHAPEL HILL ACADEMY  
STUDENT HANDBOOK  
2025-26 ACADEMIC YEAR**