

Student Handbook 2026-2027 School Year



Chapel Hill Academy

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Chapel Hill Academy Student Handbook

Table of Contents

- Philosophy, Mission Statement, Goals and Objectives 4
- Belief Statement 5
- School Wide Rules and Expectations 5
- Fire Drill/Evacuation, Injury, or Illness, Sports Physicals 6
- Medication, Asthma/Allergy, Nuts, Visitors 7
- Breakfast and Lunch Program 8
- Parent/Guardian Participation, Association Meetings, Support Groups . . . 9
- Communication Logs 9
- Counseling Philosophy and Goals 10
- Therapy Pet Program 11
- Student Activities 11
- Academic Philosophy & Academic Integrity. 15
- After School Program 20
- Report Cards 20
- Grading 21
- B.A.S.E Modification System 23
- B.A.S.E. Level System Responsibilities and Rewards 25

- B.A.S.E. Intervention and Management Strategies 29
- Restraint and Seclusion, Suspension and Contracts 30
- Dress Code/Backpack Policy 32
- Attendance Policy and Tardiness 33
- Electronics Policy, Illegal Substances, Alcohol and Tobacco Policy . . . 35
- Weapons and Dangerous Instruments, Harassment/Bullying Policy . . . 37
- Harrassment, Intimidation, & Bullying (HIB).38
- Bus Regulations and Policy 40
- Internet Responsibility Contract 41
- Signature Page 43

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, a K-12 school, is to meet the needs of each student and empower them to grow academically, emotionally, and socially by providing individualized opportunities, tools, and support. We are committed to nurturing the unique strengths and abilities of every learner from our diverse communities, preparing them to lead fulfilling, productive lives at home, in school, at work, and in their communities.

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

We Believe...

- By providing students with instruction tailored to their learning needs in a supportive and nurturing environment, they are able to strive toward their fullest potential.
- Facilitating open and productive communication between the student, family, and school, is essential to student success.
- Modeling acceptance and respect allows students to build confidence, develop emotionally, and progress academically.
- By exposing students to diverse experiences and opportunities, they will obtain 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, including themselves.
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
5. Follow Chapel Hill Academy on Facebook and Instagram

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 and one security drill per month. In compliance with New Jersey State Law all parents/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 procedures. 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.

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.**

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, Student Showcase, 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. Upper elementary and all Upper School students are encouraged to 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 additionally, 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

Oftentimes, 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 available classroom interventions. Counselors are available 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, and is 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 throughout the day, 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 Experiences 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. Oftentimes, 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 6-12th may be eligible to participate in CHA offered 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 help 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 (9th- 12th)

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 11th and 12th 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 apply 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. Upon entry, each student meets individually with our LDT-C (Learning Disabilities Teacher Consultant) for an informal assessment of reading and math skills. Information gathered during this meeting is combined with the student's formal records, including their IEP, to determine the most appropriate class placement.

Academic Integrity

At CHA, honesty and integrity is of the utmost importance. Any act of dishonesty reflects on a student and affects the entire school community. Among the most serious offenses are forgery, copying, and plagiarism. Each of these forms of dishonesty are cheating. Forgery is an attempt by the student to provide false endorsement of a parent or guardian. In copying, a student is taking the work of another student, either from homework, classwork, a project, or a test and claiming it as their own. Plagiarism refers to a higher level of copying in which a person copies from sources without indicating what sources were used. This can also include using tools such as Google Lens to find answers which are used as their own. Students are expected to complete their own work **Whether the student is the person who gives or receives the information, the rule listed above applies.**

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 the younger elementary grades, 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 upper elementary school and in our high school, 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. 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 and/or related service providers, this weekly class for students in grades K–7 helps students develop the interpersonal skills necessary to actively participate in their school, home and local communities. 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.

Upper school students participate in transition skills classes that help to 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 2026-2027

K–12 Daily Class Tracking

All K–12 students will utilize the following evaluation scale for daily class tracking.

The 1st and 2nd Floors will also use this same 1–5 scale for report cards.

The 3rd Floor and Upper School will use the 1–5 scale for daily class tracking; however, the collected data will be converted into numerical averages and corresponding letter grades for report cards.

Score	Performance Level	Description
5	Exceeds Expectations	Consistently exceeds the student’s instructional expectations and independently applies the skill in new situations.
4	Meets Expectations	Consistently demonstrates the targeted skill independently, using IEP accommodations as needed.
3	Progressing Toward Expectations	Demonstrates most of the targeted skill with occasional prompting or support.
2	Developing Skills	Demonstrates some of the targeted skills; requires regular prompting or assistance.
1	Emerging Skills	Is beginning to demonstrate the targeted skill; requires significant assistance

3rd Floor Upper school will earn letter grades.

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		

Graded Assignments and Assessments

Assessments, assignments, and long-term projects will be factored into each student’s final grade as appropriate.

Attendance and Grade Impact

Student absences will not automatically be factored into a student's average. However, in accordance with the school's attendance policy, excessive unexcused absences will result in the following grade deduction

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

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

BASE Framework and Purpose

Overview:

The level system at Chapel Hill Academy is a structured, multi-tiered framework designed to objectively track, evaluate and foster student behavioral improvement over time. Rather than serving as a punitive mechanism, the system operates as a Positive Behavioral Intervention and Support (**PBIS**) tool. It targets specific, individualized areas of behavioral deficit, operationally defined as areas of weakness, and provides a predictable /trackable roadmap for systematic growth.

Behavioral Tracking and Data-Driven Progress

Progress within the system is governed by continuous data collection.

-Objective Thresholds: Advancement is not subjective; it requires students to consistently meet or exceed established behavioral criteria over predetermined observation intervals (e.g. daily or weekly cycles).

-Behavioral Stabilization: Requiring sustained performance over time ensures that level advancement reflects a more permanent , internalized change in behavior and habit formation, rather than temporary compliance.

Tiered Reinforcement and Autonomy

The system utilizes a progressive reinforcement structure where behavioral compliance and emotional regulation correlate directly with environmental autonomy. The more consistently a student performs, the more access they earn to program rewards and activities.

Therapeutic and Educational Intent

By linking clear behavioral data to tangible environmental rewards, the framework teaches students the direct relationship between self-regulation and personal freedom. The ultimate objective being to phase out extrinsic level-based rewards as the student internalizes positive behaviors, preparing them for successful transition and long-term academic and social success.

B.A.S.E. Modification System

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

This program, developed through the collective knowledge and experience of the veteran administration and staff of Chapel Hill Academy, is designed to give a student clear personal (and universal) objectives to work toward in order to create a successful school experience and to build necessary skills. 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 determined 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 universal and 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:

Grades K-3

1: The student demonstrated the expectation during less than most of the block, required repeated or intensive adult support, or did not return following ordinary redirection or co-regulation

2: The student demonstrated the expectation most of the block with up to three brief individual prompts or one episode of direct co-regulation. The student accepted help and returned to within the individually expected time.

3: The student demonstrated the expectation consistently with no more than one or two brief individual prompts. The student independently used a taught skill or quickly used it following a brief cue.

Grades 3-5

- 1: The student demonstrated the expectation inconsistently, required repeated individual intervention, or did not return following ordinary redirection
- 2: The student demonstrated the expectation most of the block with up to two or three brief individual prompts. The student accepted redirection and returned with sustained interruption.
- 3: The student demonstrated the expectation consistently and with no more than one brief individual prompt. The student independently initiated or quickly selected and appropriate replacement behavior.

Grade 5-7

- 1: The student demonstrated the expectation inconsistently, required repeated intervention, or engaged in behavior that substantially interfered with participation,
- 2: The student demonstrated the expectation most of the block with up to two brief individual prompts. Following a lapse , the student responded to redirection and reengaged within a reasonable period.
- 3: The student demonstrated the expectation consistently and substantially independently. The student self-corrected, requested assistance, or used a regulation strategy without direct adult instruction. One brief indirect or nonverbal cue may be permitted.

Grade 8-12

- 1: The student did not demonstrate the expectation consistently, required repeated individualized attention, or did not repair or return following ordinary support.
- 2: The student demonstrated the expectation for most of the block after one or two brief individual prompts. Any lapse was limited, and the student accepted feedback, repaired the situation, or returned to the expectation.
- 3: The student independently maintained the expectation, monitored their own behavior, and appropriately advocated for support. Any brief lapse was independently corrected without meaningful disruption.

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 is an alternative tracking method designed for students who experience significant difficulty managing or carrying a traditional daily point card.

- **Implementation & Collaboration:** Plan B is not automatically assigned. It is utilized only when deemed necessary through direct collaboration and agreement among the student's parent/guardian, counselor, Child Study Team (CST), and classroom teacher.
- **Purpose:** This modified structure allows staff to track student progress and performance effectively while providing appropriate support tailored to the student's individual behavioral and developmental needs.

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 Universal, Personal and Classwide Objectives are considered earned if a student achieves **26** points in each area per day.

At level I, in the upper school Universal, Personal and Classwide Objectives are considered earned if a student achieves **27** 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/Universal Objectives, as well as their Classwide Expectations at 23, 24 ,26, 27 (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 of six, 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 Universal, Personal and Classwide Objectives are considered earned if a student achieves **30** points in each area per day.

At level II, in the upper school Universal, Personal and Classwide Objectives are considered earned if a student achieves **30** points in each area per day.

To earn for the day a student will earn all Personal/Universal Objectives, as well as their Classwide Expectations at 26, 27, 30, 30 (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 **six of eight full, 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 have 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 Universal, Personal and Classwide Objectives are considered earned if a student achieves **32** points in each area per day.

At level III, in the upper school Universal, Personal and Classwide Objectives are considered earned if a student achieves **35** points in each area per day.

To earn for the day a student will earn all Personal/Universal Objectives, as well as their Classwide Expectations at 29, 30, 32, 35 (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, of 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 as what engages a student changes; and as such 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.

Principal's Pick

Is awarded weekly to a student who has gone above and beyond for our school community or has demonstrated significant progress toward personal and/or academic growth during the previous week. 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 during 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 basis by the student's counselor and homeroom teacher.

Contingency Rewards

These are rewards agreed upon by a class as the culmination of the students (collectively) 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 SecuritySM* of our students as a priority.

All staff members at Chapel Hill Academy have received training through the Crisis Prevention Institute® (CPI). This training is provided by instructors on staff at CHA. Additionally, select members of the CHA staff have been provided with specialized training offered by CPI called *Applied Physical TrainingSM* (APT). 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 able 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. Per New Jersey statute any use of emergency procedures, including the use of a Time Out space will result in notification to parent/guardian and Child Study team within 24 hours as per N.J.S.A. 18A:46-13.5 - 13.6.

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 assignments, 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. Straps should be two finger widths wide)
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 student's 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. In accordance with New Jersey statute *N.J.S.A. 18A:38-28 through 31* all children between the ages of 6-16 are required to attend school. Communication will be sent home regularly if a child is approaching 5, 10, and 15+ absences.

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

Regular attendance is critical to academic success. If a student's unexcused absences become a persistent concern, school staff will not immediately issue grade penalties. Instead, a collaborative intervention plan will be established involving the parent/guardian, the Child Study Team (CST), and the student's Chapel Hill Academy counselor to support the student's return to consistent attendance.

If unexcused absences continue despite these collaborative support efforts and intervention plans, the student may receive a score of zero (0) for daily performance points and assigned classwork for each unexcused day missed. These zeros will be factored into both weekly averages and final marking period 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

Under New Jersey law (P.L. 2025, c. 195) and guidelines issued by the New Jersey Department of Education (NJDOE), public school districts must accommodate key statutory and administrative exceptions to the "bell-to-bell" ban on personal internet-enabled devices:

- **Medical and Health Care Needs:** Allowed for students requiring device usage for prescribed medical care or monitoring (e.g., continuous glucose monitors or blood sugar tracking) with proper medical documentation from a parent or healthcare provider.

- **Special Education & Accommodations:** Allowed if specified in a student's Individualized Education Program (IEP), 504 Plan, or as required by federal/state disability laws.
- **Language & Translation Services:** Permitted for English Language Learners (ELL) who require real-time translation supports or digital tools to access instruction.
- **Caregiver Responsibilities:** Evaluated on a case-by-case basis for students who serve as routine primary caregivers for a family member.
- **Academic & Instructional Authorization:** Allowed when a teacher, principal, superintendent, or designee specifically approves device use for structured educational purposes (such as specific course apps) where no reasonable alternative exists.
- **Emergency Situations:** Local board policies must outline protocol for device access during school-wide or individual emergency scenarios.

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 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 sending school district administrators. 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 their seats at all times, and if appropriate, ride in a child seat.
6. 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 being granted 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 school's 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 any 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 secrets. Use for commercial activities by for-profit institutions is not acceptable. Use for product advertisement or political lobbying is also prohibited.
2. **Privileges:** The use of the school's Internet access is a privilege, not a right, and inappropriate use will result in cancellation of those privileges. Only those students who have signed this contract shall be authorized to use the Internet. The appropriate school official will conduct periodic monitoring of student Internet traffic and student-selected sites.
3. **Network Etiquette:** the use of the school's account requires that you abide by accepted rules of the network etiquette. These include, but are not limited to, the following:
 - Be polite. Do not send abusive messages to anyone.

- Use appropriate language. In all messages, do not swear or use vulgarities or any other inappropriate language. Anything pertaining to illegal activities is strictly forbidden. E-mail is not private (group address). People who operate the system do have access to all mail. Messages relating in support of illegal activities must be reported to appropriate authorities.
 - Privacy – Do not reveal the personal address or phone numbers of yourself or any other person. All communications and information accessible via the network should be assumed private property.
 - Connectivity- Do not use the network in such a way that would disrupt the use of the network by others.
4. **Services:** Chapel Hill Academy will not be responsible for any damages you may suffer. This includes loss of data resulting from delays, non- deliveries, or 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.

Student Contract

I understand that by signing this student contract I am acknowledging that I have thoroughly read the student handbook and agree to abide by the rules and regulations of the Chapel Hill Academy Code of Conduct. I am aware of the consequences that may result if I violate any of the aforementioned school rules.

Internet Responsibility Contract read and reviewed:

Parent Signature: _____

Student Signature: _____

Date: _____

Student Handbook read and reviewed:

Parent Signature: _____

Student Signature: _____

Date: _____