

CHAPEL HILL ACADEMY
STUDENT / FAMILY
HANDBOOK 2020-2021



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Fort Worth, Texas

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ChapelHillAcademy.org

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A Message from the Principal

Dear CHA Families,

Welcome to our 2020-2021 school year! This year brings forth many changes, which are often challenging. Under the recommendation of local health officials due to COVID-19, we will welcome our students back to school utilizing virtual classrooms.

Teachers are learning to connect and deliver instruction to our students electronically. While teaching has always included technology, it was never the sole delivery of instruction. Our teachers love interacting and building positive relationships with students - this has been the CHA way from the beginning.

Families are learning to navigate the virtual classrooms alongside their students. We know that this is especially challenging for our working families, and do not want you to choose between feeding your family and educating your children. We do however need your help with making sure your students are logging into the Google Classroom and Meets to receive the instruction given by our teachers. If your schedule will not allow it, these classes are recorded for your student to view later.

Students are learning to be engaged in a virtual world that is not full of sound effects and exciting graphics. They are learning to answer via the computer and submit paperless assignments. They are trying to navigate through the distractions around them. All of these are issues that are beyond their control and we are here to help you and your families with this new system of learning.

As we all navigate the challenges put in front of us, please know that our CHA staff will not stop trying to be better at communicating, delivering instruction, and engaging learners. We will continue to focus on the social and emotional needs of our students because they need it now more than ever.

Though this is new to us all, we will not let these obstacles stand in the way of meeting the needs and educating our students. As Mahatma Gandhi said...“Be the change you wish to see in the world.” We truly feel that change begins with us.

Here is to an ever changing, but always learning 2020-2021.

Audrey Alloway, M. Ed.
Principal

THE SCHOOL ORGANIZATION STRUCTURE

School Board

Board of Trustees President

Joni Thompson Horton

Board of Trustees

Alex Armstrong

Joe Breedlove

Belvia Moody

Pamela

Pigman Patty

Potter Susy

Weaver

Erma Lee (Eff. October 2020)

Robin Reed (Eff. October 2020)

District Staff

CEO/Superintendent

Ashley Elgin

Associate Superintendent

Victoria Sendejo

Administrative Assistant to Superintendent

Sha’Ron Cook

Education Innovation Coordinator

Julie Scheibel

Administration

Principal

Audrey Alloway

Associate Principal

Amy Jo Miller

Dean of Elementary Students

Shelby Timmerman

Dean of Instruction

Brooke Berk

Dean of Safety and Security

Jon McCracken

School Social Worker

Lydia Bailiff

Dean of Middle School Students

Trey Webster

Child Nutrition Coordinator

Margaret Simpson

School Services

Coordinator of Federal and State Programs

Shay Kuehner

Main Office Receptionist

Jeremy Holiday

Administrative Assistant

Kaci Skipper

Nurse

Reynaldo Lazarin

Nurse Assistant

Ramona Villavicencio

Diagnostician

Dr. Dwane Allen

ARD Facilitator

Rachel Olivarez

Speech Therapist

Brittany Watson

Speech Therapist Assistant

Anna Lara

Teaching Faculty

Jennifer Baldwin
Hazel Banfield
Jennifer Batis
Mary Baynham
Kaytlynn Butler
Lisa Blair-Cox
LaTanya Dibble
Christian Donald
Gina Ellis
Charmaine Gentles
Hannah Gilbert
Camry Hampton
Laural Hartmann
Toyshell Jackson
Megan Jenkins
Wendy Grace Jimenez
Kristi Kline
Kayla Lane
Jack Ledsome
Stephen Madrid
Brittney Martinez-Gardner
Roger Marshall
Tomas Martinez
Shawnte Mess
Jessica O'Neil
Ricardo Palacios
Kamille Pete
Julian Reed
Natasha Reeves
Parker Robinson
Jason Runnels
Lana Runnels
Tracy Schaueremann
Ashley Scott
Ryan Shephard
Rolando Sifuentes
Lauri Smith
Shelby Snyder
Penny Stephens
Cande Sumpter
Lucy Suryadi
Kearstin Thomas

Dawn Toval
John Trevino
Arlondria Turner
Nicolas Vasquez
Tangee Weatherton
Andrea Williams
Sarah Williams
Courtney Wrobel
Mason Wrobel

Specialists

Azure Dismuke
Kelly Gendreau
Marissa Gonzalez
Melanie Kingsbury
Jessica Marks

**Instructional Assistants/
Behavior Interventionists**

Veronica Castillo
Anthony Cathey
Barbara Ramirez
Regina Reardon
Diana Rodriguez
Estela Rodriguez

Kitchen Staff

Maricela Gonzalez
Lisa Jordan
Carolyn Nevels
Ianthe Gardner-Youman

STUDENT/FAMILY HANDBOOK

Chapel Hill Academy promotes integrity, truth, knowledge, trust, discipline, and respect in a safe learning and teaching environment. The Student/Family Handbook applies to all students and parents/guardians and will be followed by staff members to ensure a safe and productive environment. With this comes the individual responsibility and accountability for maintaining this environment.

The underlying goal of a Student/Family Handbook is that community members develop the skills and attitudes to become self-disciplined. At Chapel Hill Academy, we will endeavor to build an honor system, which will actively involve community members, and students, in the development and enforcement of discipline procedures.

Chapel Hill Academy policies will be disseminated to all students and parents/guardians regarding offenses that qualify for immediate expulsion. Due process requirements will be adhered to and parents/guardians concerned will be involved throughout the process. Those parents/guardians will be afforded opportunities for formal and informal appeals.

- All members of the Chapel Hill Academy school community – students, parents/guardians, volunteers, staff members, and administrators - must observe the Student/Family Handbook
- All members of the school community are to be treated with dignity and respect
- Responsible citizenship involves appropriate participation in the Chapel Hill Academy school community
- Each member accepts the responsibility to participate in a manner reflecting dignity and respect
- Positive reinforcement of good behavior and recognition of a job well done are the most effective means of promoting high standards of behavior and academic achievement
- Chapel Hill Academy does not employ corporal punishment and does not tolerate verbally abusive, disrespectful, or violent behavior
- Disruptions of class impede student learning and teacher productivity
- All members of the school community are responsible for maintaining a positive learning environment
- All students are expected to act with integrity regarding academic and non-academic contexts
- Chapel Hill Academy will not tolerate any form of plagiarism, including downloading and using information from the internet without quoting sources
- We expect all students to be on their honor and cheating will be dealt with severely

Roles and Responsibilities

School Board: The School Board provides policy direction that ensures individual student opportunity, excellence, and accountability for the Chapel Hill Academy school community and is the ultimate board of appeal in the disciplinary process. The School Board will:

- Develop policies that communicate and uniformly enforce the Chapel Hill Academy Student/Family Handbook in a manner that ensures their commitment and support
- Seek input from students, parents/guardians, and staff and review their policies regularly
- Provide opportunities for staff to acquire the knowledge and skills necessary to maintain excellence

Teachers and School Staff: The Principal will maintain order in the school and is expected to hold everyone to the highest standard of respectful and responsible behavior. Staff upholds these high standards when they:

- Communicate regularly and meaningfully with parents/guardians as needed
- Maintain consistent standards of behavior for all students
- Demonstrate respect for all students, staff, and parents/guardians
- Prepare students for the full responsibilities of citizenship

Students: Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for their surrounding environment. Respect and responsibility are demonstrated when a student:

- Comes to school prepared, on time, and ready to learn
- Comes to school properly dressed in the prescribed school uniform
- Shows respect for their self, for others, and for those in authority by using respectful language and keeping their hands and feet to themselves always
- Refrains from bringing anything to school that may compromise the safety of others
- Follows the established rules and takes responsibility for their own actions
- Completes and submits assignments and projects on time

Parents/Guardians: Parents/Guardians play a vital role in the education of their children and have a responsibility to support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents/Guardians fulfill this responsibility when they:

- Demonstrate an active interest in their child's schoolwork and progress
- Communicate regularly with the school, including notifying school personnel of significant changes in their child's home life this includes disclosing any pending litigation involving your child within five days of the incident

- Help their child be neat, appropriately dressed, and prepared for school and ensure that their child attends school daily and on time
- Promptly report to the school their child's absence or late arrival
- Encourage and assist their child in following the student roles and responsibilities
- Model appropriate behavior, dress, and communication skills
- Comply with school rules and expectations and reiterate them to their children
- Support school staff in dealing with disciplinary issues
- Follow the complaint procedure in case of grievances

Enrollment Procedures

Students enrolled at CHA are expected to be at school on the 1st or 2nd day of school. Students who are not in attendance by the 2nd day of school will be withdrawn, and the spot will be filled from the lottery or wait list.

Assemblies and Events

Chapel Hill Academy students are expected to always be models of exemplary behavior, including during assemblies, performances, school visits, field trips, school family outings, and school events. Exemplary behavior includes:

- Transitioning from one place to another in a quiet and orderly manner
- Respectful, but active listening
- Remaining in place unless excused with an authorized pass

Restrooms

Time in the restrooms should be limited to taking care of personal needs. All areas of the restrooms should be maintained by all. With respect to personal hygiene and property, the toilets/urinals are to be used in an appropriate manner by all students. Marking on restroom facilities is not tolerated, nor is playing with restroom equipment. Keep all play equipment out of the restroom areas and notify staff if there is a problem in the restroom. Designated faculty restrooms are only for faculty use. Students are permitted restroom breaks at designated times to avoid disrupting instruction, at the teacher's discretion.

Cafeteria

The cafeteria area is designed to provide a clean and friendly environment for our Chapel Hill Academy Students. Students must observe the following cafeteria guidelines:

- It is important that students use a quiet voice, keep hands to themselves, and do not engage in horseplay or dangerous activities
- Students must be seated at their assigned class table when eating
- Table manners are always expected to be adhered to
- Students are to clean up after themselves and throw away trash
- Students are not to share, trade, or take another student's food

- Candy and carbonated sodas or energy beverages are not allowed
- We encourage healthy snacks and recommend parents/guardians to provide healthy food choices for breakfast and lunch

Playground Area

The playground area is designed to provide Chapel Hill Academy students with opportunities for recreation and enhanced physical fitness. Students must observe these safety guidelines:

- Play in assigned areas
- Use the play equipment properly
- Play fairly and obey the rules of the game
- Pushing, kicking, or any form of fighting will not be tolerated
- Line up promptly when notified by staff
- Maintain proper behavior including respectful language
- Do not kick or throw playground equipment over the fence
- Students may not retrieve equipment without permission and supervision
- In the interest of safety, the games of “tag,” “chase,” and “capture the flag” are not permitted
- Enter and exit through building lobby in complete silence to avoid disruptions

School and Personal Property

Chapel Hill Academy students are expected to demonstrate compliance and responsibility.

- Students may not bring toys on school property
- Skateboards are not allowed in school
- Gum is not allowed
- Students are prohibited from using telecommunication devices (i.e., cell phones, smartwatches) during school hours or during any sanctioned school activity
 - If a student has a cell phone visible it will be confiscated, a \$15 cash fee must be paid to reclaim the cell phone from administration. Cell phone will be returned to parent/guardian.
- Students who destroy or vandalize school property will be required to pay for loss/ damage
- Textbooks are to be kept clean and handled carefully
- Students are required to pay for lost or damaged books
- Students are responsible for returning the specific books assigned to them
- Personal belongings should be clearly marked
- Lost books are to be turned in or claimed in the school office
- Chapel Hill Academy is not liable when a student gives another student money for goods (this includes school materials or personal belongings) and is not responsible for having the money returned

- Searches may be conducted when evidence indicates a student may possess items that are detrimental to the health, safety, and welfare of themselves or others; or are illegal, stolen, or disruptive to the educational process
- The administration reserves the right to bring drug-sniffing canines or local law enforcement into school at any time to check lockers/cubbies to help ensure a drug-free environment

ADDITIONAL INFORMATION

Library and Media Center (All Grade Levels)

The library media center provides students with opportunities and resources for research or recreational reading. Students are expected to conduct themselves in a manner that shows respect for one another and are obligated to abide by the established library rules as posted within the library area.

Students may work in the library during the specific hours posted outside of the library door. A teacher signed library pass must be presented at the circulation desk, unless the student is with a class accompanied by a teacher. Entrance and exit will be through the main door of the library. Students will be required to place backpacks and other bulky items in the designated area by the entrance door. The library should be used for reading, study, and research only. Students using library computers must comply with the Technology Policy as stated in this handbook.

Students who keep items beyond the due date will incur fines. Fines and fees are detailed in the Student Service section. Students must assume responsibility for any materials checked out from the library, and those who lose library books must pay for their replacement along with any fines, fees, or other costs.

Textbooks/Library Books/Technological Equipment

Technological equipment and library books are issued by the district at no cost to the student. They are the property of Chapel Hill Academy, and it is the responsibility of each student to protect all school equipment, always keep it clean and in good condition. Students are responsible for replacing all books lost, stolen, or otherwise rendered useless, regardless of the reason for loss or damage. At the time any book is issued, the student should check the book for damage. If pages are missing or the book is otherwise damaged, the student should discuss this with their teacher so that he/she will not be charged with the damage.

Payment for Lost/Damaged Books and Equipment

The payment for lost books must be made to Chapel Hill Academy and submitted to the front office. In case a book is lost during the semester, it must be paid for before another book can be issued to the student. Contract or replacement prices shall be charged for all books sold, lost, or for which proper accounting has not been made, regardless of the length of time the books have been in use in the local school system. This means that the student will have to pay the full contract or replacement price of the book, regardless of the age of the book.

Damage is defined as any alteration made to a book or any technological device by accident or purpose.

Payment rates for damaged textbooks, library books, and technological equipment:

- For lost or damaged library books \$20
- For lost or damaged textbooks \$75-\$100
- For lost or damaged technological equipment- cost of replacement for identical or similar item
- For water damage: full price
- For other damages: price determined by amount of damage cost to repair, or other applicable factors
- There are no late fees at Chapel Hill Academy. If it becomes habitual though, a student may lose their right to check out books. This will be determined by administration.

Class Celebrations - Pre-K- 4th grade only

Parents/Guardians may volunteer to assist teachers on scheduled holidays or specific events in pre-arrangement with the teachers and school staff. Chapel Hill Academy has two classroom parties per year. The two events are scheduled to take place the day prior to winter break and on Valentine's Day. Birthday parties or other celebrations are not permitted at school. To maximize instructional time, individual birthdays may be recognized on Fridays during the last 10 minutes of the day in the classroom, with store bought cookies and whenever possible healthier, less sugary snacks, such as pretzels, Chex mix, fruit, etc. If students wish to pass out invitations to private parties in class, they may do so only if the entire class receives an invitation.

Lost Property / Lost and Found

Chapel Hill Academy will not be responsible for the loss of student's personal property; however, every effort will be made to return found property to the rightful owner and to locate reported missing items. To assure that lost items are returned promptly, make certain to label all clothing and personal items with the student's name.

It is the student's responsibility to reclaim personal items. Students may claim these items before and after school and during lunch. At the mid-year break and at the end of the school year all items remaining in the lost and found will be donated to a local charity. Unclaimed uniform items will be donated to Chapel Hill Academy for students in need of uniforms.

Volunteers

****Due to COVID-19 restrictions-volunteers will not be allowed in the building for the 2020- 2021 school year.****

Volunteers are an essential part of the school program. Background checks are conducted and require a copy of two valid forms of identification, additional testing may be required before volunteering in certain capacities. Volunteer applications are available in the school office.

All parents/guardians are encouraged to become a volunteer at Chapel Hill Academy. Participation is wide and varied, including:

- Joining the PTA
- Listening to individuals or small groups of students as they read
- Helping students work through math problems
- Monitoring students on the playground and/or in the cafeteria
- Preparing special materials for students and teachers
- Volunteering in the library, computer lab, or science lab
- Chaperoning field trips
- Serving as a guest speaker
- Participating in extra-curricular events (i.e., coaching, enrichment classes)
- Participating in school and community events
- Being room parents

Approved parent/guardian volunteers are welcome in the classroom if they have previously received a specific request from the teacher or administrative staff. Classroom volunteers will be under the guidance of the teacher. Even if a permanent badge has been issued, all volunteers must also sign in at the school office upon arrival. Approved volunteers will sign in using the volunteer log. Volunteer hours are scheduled between 8:30 am to 2:00 pm unless they are scheduled to sponsor before school clubs and after school clubs.

Visitors

****Due to COVID-19 restrictions-visitors will not be allowed in the building for the 2020- 2021 school year.****

Immediately upon arriving on campus, all guests must present a state issued driver's license or state ID card, or other form of government issued ID with photo, and sign in at the school office to receive a visitor badge. There are no exceptions! This policy helps ensure knowledge of who is on campus at all times. Parents/Guardians and other guests who enter the campus without signing in are inviting others to do the same, including those who might not have the children's best interests in mind. Visitor passes must always be visible. For our student's safety, Chapel Hill Academy uses the Raptor System, a web-based software program that instantly screens for registered sex offenders, domestic dispute offenders, etc. by scanning their driver's license. When cleared, a badge or name tag is printed for the visitor. Any visitors who are not cleared will be prohibited from entering the student area.

Communication

At Chapel Hill Academy, establishing and maintaining fluid communications with the home enhances a child's success at school. To foster communication, Chapel Hill Academy will post current events and other important school related information on the website at www.ChapelHillAcademy.org. In addition, newsletters and flyers will periodically be sent

via email as reminders of important activities, dates, and events. Please make certain to update changes of phone numbers as we will notify you of events via automated phone recording service. Current phone numbers are also pertinent in the event of an emergency with your child.

Telephone/Email Communication

Classroom instruction is our priority; therefore, disruptions of any kind to the learning environment are not tolerated. Teachers and staff will not be called out of classes during school hours to answer telephone calls. Should you desire to speak to a teacher or staff member, please leave a voicemail message and/or utilize email. Your call or email will be returned at the first opportune time. Students may not receive or make telephone calls unless permission has been granted by the school office.

STAAR Testing Procedures

The school will be closed to all visitors on STAAR Testing days. To create an atmosphere of testing integrity, please note the following information that will affect all students on our campus.

- No campus visitations or guests on STAAR testing days
- Specials will not take place on STAAR testing days
- Lunch deliveries at the front office will not be accepted on STAAR testing days
- A snack will be provided for students who are testing

According to TEA, students are not permitted to have cell phones, smart watches, or other electronic devices on their person or within reach during STAAR testing. If the student has a cell phone or smart watch it must be turned off and turned in to the teacher. All cellphones will be collected by the Assessment Administrator and returned at the end of the testing session. Possession of a cellphone during testing is considered a testing violation and disciplinary action will be taken.

Every Student Succeeds Act- ESSA

Chapel Hill Academy participates in and receives funding under specific titles of the Every Student Succeeds Act (ESSA), signed in 2015, replacing the previous No Child Left Behind Act of 2002 (NCLB). The focus of this act is to ensure accountability for student achievement, improvement of reading and math test scores, education reform, and focus on the clear goal of fully preparing all students for success in college and careers.

Through an annual application and compliance process, Chapel Hill Academy receives funding from Title IA, Title IIA, and Title IV of the ESSA. The purpose of Title IA funding is to provide opportunities for children served to acquire the knowledge and skills contained in the state content standards (TEKS) and to meet the state performance standards (TAKS). Chapel Hill Academy is a school-wide Title I campus, ensuring that all funds received are utilized to meet the needs of the entire campus. Title IIA funding helps provide professional development for teachers and staff, and for parental involvement; and Title IV funding is available to

provide students with equal access to educational opportunities. Each Title grant has specific provisions and accountability measures that are monitored and reported to the Texas Education Agency by the Chapel Hill Academy State and Federal Programs Coordinator.

Parental rights and involvement are an instrumental part of Chapel Hill Academy and ESSA funding requirements. As parents of CHA students, you have the right to participate in the grant process and request information on the professional qualifications of your child's teacher and to receive documentation on the level of achievement of your child in each state academic assessment. All teachers at Chapel Hill Academy currently meet the qualifications for Highly Qualified (HQ) status and these credentials are documented in their file. Should the situation arise where your child is taught by a teacher who is not HQ for four or more consecutive weeks, you will receive written notice.

We encourage all parents to participate in the coordination of services, professional development, and policies toward improving the academy quality of our campus and building partnerships and utilization of the ESSA Funding. Our Parent Advisory Council will discuss and review the ESSA grants annually; your input and feedback are encouraged.

As a parent, you have the right to request information regarding the professional qualifications of your child's teachers, including whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; whether the teacher has an emergency permit or provisional status for which the state requirements have been waived; and undergraduate or graduate degree majors, graduate certifications, and the field of study of the certification or degree. You also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.

In addition, and as a condition to receiving these funds, the following policy is implemented:

- A student attending a Persistently Dangerous Public Elementary or Secondary School (as determined by the Texas Education Agency) OR
- A student who becomes a victim of a violent criminal offense while in or on the grounds of a public elementary or secondary school that the student attends will be offered and allowed to attend a safe public elementary or secondary school within the LEA including a public charter school

Since Chapel Hill Academy is the LEA and one-campus, we will make every effort to transition your child meeting the above criteria to a safe public elementary or secondary school at your request.

Should Chapel Hill Academy be determined by the Texas Education Agency to be a Persistently Dangerous Public Elementary or Secondary School we will notify all households immediately of the determination and any corrective action plan taken by the school administration and Board of Trustees.

ACADEMICS

Grade Verification

Student records from previous schools will be examined to ensure proper placement in special programs. If records indicate that a child is not enrolled in the proper grade level, parents/guardians will be contacted immediately. If space permits, the student will be placed in the correct grade level. If space in the correct grade is not available, the student will be placed on the waiting list.

Assessment

State mandated testing will be administered during the school year. The test results of the individual students are made available soon after the results are received. Reading assessments will be administered on a regular basis. Students in grades 3rd-7th will take the State of Texas Assessment for Academic Readiness (STAAR) in the spring semester.

Academic Compliance

All students are expected to complete 100% of their class work, homework, and special projects. Failure to do so is a violation of the Student/Family Handbook and the Agreement of Support. In these circumstances, a referral will be made to the administrative office. Your child is expected to show immediate and sustained improvement in their academic performance; failure to do so will result in progressive disciplinary actions.

Student Passes

No student may leave a classroom without the authorization of their teacher. Passes will be issued for visits to the office, library, restrooms, etc.

Grading Policy

To meet Chapel Hill Academy's mission of college and career readiness, grading practices are in accordance with Chapel Hill Academy's philosophy that expects and supports all students learning at high, rigorous levels. Therefore, grading practices focus on student growth and mastery of the learning standards identified in the Chapel Hill Academy curriculum, which includes, but is not limited to, the Texas Essential Knowledge and Skills.

Academic Dishonesty

A student who has committed an act of academic dishonesty has failed to meet a basic requirement of satisfactory academic performance. Thus, academic dishonesty is not only a basis for disciplinary action but may also affect the evaluation of the student's level of performance. Any student who commits an act of academic dishonesty is subject to disciplinary action. In instances where a student has clearly been identified as having committed an academic act of dishonesty, the teacher may take appropriate punitive action including a grade of "F" or ZERO for an assignment, examination, or project. Repeated offenses can lead to disciplinary referral.

Promotion/Retention

In accordance with Texas Senate Bill 4 (elimination of social promotion), standards for promotion on every grade level shall be primarily based upon mastery of the Texas Essential Knowledge and Skills (TEKS) in basic subject areas. The following indicators may be used (as appropriate) to verify that the student has mastered the necessary TEKS in subject areas:

- Course assignments and unit evaluation shall be given to determine student grades in a subject. An average of 70 or above is considered a passing grade
- Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit, grading period, and final exams, or may be administered separately. Mastery of at least 70% of the objectives shall be required
- If a student has a 69 or below YEARLY AVERAGE in Reading/English Language Arts, or Math, they are subject to be retained
- If they score a 69 or below in **any 2 six-week reporting periods** in the same subject (Reading/English Language Arts, or Math), they may be considered for retention
- Assessment results
- See page 31 Excessive Absenteeism

All necessary interventions will be provided by school staff to help ensure student success.

Appeal of Retention

Parents/Guardians have the right to appeal retentions by submitting a written letter to the Principal. The deadline to write an appeal is 5 business days after the notification of retention. Appeals not received by the 5th business day after the notification of the retention will not be considered. The appeal will be reviewed by an academic committee (made up of CHA faculty) for further consideration within 10 days of receipt. The committee's decision shall be final and submitted in writing to the parent/guardian within 3 days of the meeting.

Once final decisions are made by the committee, no further meetings or deliberating will take place. Written appeals should be addressed to:

Chapel Hill Academy
c/o Principal
4640 Sycamore School Road
Fort Worth, Texas 76133

****Due to COVID-19 -students will not be held to SSI requirements for grade advancement during the 2020-2021 school year.****

Student Success Initiative - The Student Success Initiative (SSI) grade advancement requirements apply to students who are enrolled in grades 5 and 8 who take the STAAR reading and mathematics tests at grades 5 and 8. It was enacted by the 77th Texas Legislature in 1999 and modified by the 81st Texas Legislature in 2009.

As specified by these requirements, a student may advance to the next grade level only by

passing these tests or by unanimous decision of their grade placement committee that the student is likely to perform at grade level after additional instruction. Chapel Hill Academy follows all procedures outlined in TEA's annual Student Success Initiative Manual.

Explanation of Grades

Pre-Kindergarten and Kindergarten

Achievement or progress shall be reported as:

- D-** Developed Skill (student is developed in skill at the expected level)
- S-** Still Developing (student is making progress with skill, not yet developed)
- N-** Needs more time and practice with skill (student is experiencing difficulty with learning skill)

Grades 1-8 Academics/Subjects

Defining progress as movement toward mastery of the TEKS as required by the laws of the State of Texas, the following grading scale applies:

90-100	Outstanding Progress
80-89	Good Progress
70-79	Satisfactory Progress
0-69	Unsatisfactory (student is failing to meet grade level expectations)

Mastery of the skills necessary for success at the next level shall be validated by assessments that may be incorporated either into units or into final exams or may be administered separately. Mastery of at least 70% of the objectives shall be required. In grades 1-8, achievement shall be reported to parents/guardians as numerical grades for Reading/English/Language Arts, Math, Science, and Social Studies.

E, S, N, and U will be used for Art, Performance Studies, Spanish, Physical Education, and Conduct. The following scale will be used:

E = Excellent Progress	N = Needs Improvement
S = Satisfactory Progress	U = Unsatisfactory

Report Cards

Chapel Hill Academy will publish report cards for grades 1-8 in Ascender Parent Portal. Report cards will be issued at the end of each six weeks reporting period. A progress report is available at any time in Ascender Parent Portal.

Report cards are the official notification of student progress and the basis of promotion / retention decisions. It is the responsibility of the parents/guardians to closely monitor their child's grades. Teachers will notify the parents/guardians when a concern arises.

Any parent/guardian concerns should be addressed with the student's teacher upon the first failing grade so that a collaborative plan may be implemented.

Honor Roll

"A" Honor Roll – The following criteria must be met on semester report cards:

- Students must have a grade average of 90 or above in each class.
- Students must have satisfactory or above in conduct grades

Make-Up Work Related to an Absence

For make-up work related to an absence, students will be given one day for every day absent to make up assignments missed. Teachers may determine if additional time should be allotted in consideration of the age of the student and/or difficulty of the missed assignments. If the work is not made up during the allotted time, a failing grade may be recorded for the assignment.

Late Work Not Related to an Absence

For late work not related to an absence, teachers will identify the time allocation and grade penalties for submission of late work as part of their grade level/department grading procedures.

Homework Policy

Homework is a regular part of the academic program. Teachers will assign daily homework each Monday which will be due to be turned in to the classroom teacher the following Monday. It serves three purposes:

- Provides additional drill, practice, and study
- Teaching and developing personal responsibility
- Helps parents/guardians know what their child is learning in school

Parents/Guardians are encouraged to support the school's instruction program by providing the student an appropriate time and place in which to complete homework. Doing so will help the student take responsibility for their own learning.

Student Records and Parental Rights/Annual Disclosure

Both federal and state law safeguards student records from unauthorized inspection or use and provides parents/guardians certain rights. By law, both parents/guardians, whether married, separated, or divorced, have access to the records of the student who is under 18 or a dependent for tax purposes. A parent/guardian whose rights have been legally terminated will be denied access to the records if the school is given a copy of the court order terminating these rights.

All information pertaining to student performance, including grades, test results, and disciplinary records, is considered confidential educational records and may be released to the following:

- Parents/Guardians – married, separated, or divorced unless parental rights have been legally terminated
- School staff members who have a legitimate educational interest
- Various governmental agencies or in response to a subpoena or court order
- A school to which a student transfers

Access to educational records is governed by federal law (Family Educational Rights and Privacy Act). Non-custodial and divorced parents/guardians have equal rights relating to student records unless the school has been provided a court order to the contrary. Parents/Guardians and students 18 years of age or older, have the following rights in connection with educational records:

- To inspect and review the student’s educational records
- To request amendment of the student’s educational records, ensure that the records are not inaccurate, misleading, or in violation of student rights, including the right to a hearing, if necessary
- To consent to disclose personally identifiable information contained in the student’s educational records. Information deemed “directory information” may be disclosed without consent unless the parent/guardian, or eligible student directs in writing that this information is not made public without prior consent. Disclosure may also be made without consent in certain circumstances allowed by FERPA
- To file complaints refer to the Complaint Section

Statement of Intent to Comply

Chapel Hill Academy affirms its intent to comply with all Federal and State laws relating to the prevention of discrimination based upon race, color, creed, national origin, age, sex, or handicap. This compliance is to include, but not be limited to, the regulations of the Title IX Act which prohibits discrimination on the basis of sex in educational programs or activities which receive Federal funds, extending to employment in and admission to such programs and activities; and will comply with the Education of all Handicapped Children Act, Public Law 94-142, the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. This compliance also includes but is not limited to the regulations of the Title VI of the Civil Rights Act of 1974 which prohibits discrimination on the basis of race, color, creed, national origin, age, sex, or handicap.

Parent/Guardian/Teacher Meetings

****Due to COVID-19 restrictions-parent/teacher conferences will be conducted via Zoom or Teams meetings for the 2020-2021 school year.****

There are two parent/teacher conferences per year, one during the fall and one during the spring. Parents/Guardians will meet with teachers at designated appointment times to discuss their child’s progress. Parents/Guardians needing a longer conference time will be asked to make an appointment with teachers at another date. Administration may request a conference with the parent/guardian regarding the student’s academic or behavior progress during the school year.

Failure or refusal to meet with the teacher or administration staff may jeopardize your child's ability to return to Chapel Hill Academy. Administration reserves the right to refuse to meet with any other individual other than the parent/guardian who is legally responsible for the student.

Credit by Exam

If a parent/guardian desires for their child to be tested for the purpose of grade acceleration, a letter must be submitted to the Associate Principal requesting the testing. Testing is provided free of charge. The student will be tested and scored in the four designated core areas mandated by the state: mathematics, language arts, science, and social studies. The student must score at least 90% on each of the four tests and have written consent by a parent/guardian before acceleration will be granted. Parents/guardians will be notified of the student's acceptance or denial for acceleration of credit.

GIFTED AND TALENTED ADVANCED ACADEMICS

The Gifted and Talented Advanced Academics Program (GTAAP) at Chapel Hill Academy provides identified gifted and talented students with an accelerated program to meet specific needs in a selected academic curriculum. GTAAP focuses on providing opportunities for rigorous instruction, relevant and appropriately challenging curriculum that includes the four foundational core subjects of Math, Science, English Language Arts and Reading as well as enrichment subjects and interdisciplinary areas. Activities are designed to address the unique learning styles and social emotional needs of gifted students.

The State of Texas Goal for Services for Gifted and Talented Students states:

Students who participate in services designed for gifted/talented students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and in area of advancement in relation to students of similar age, experience, or environment. In order to comply with the Texas State Plan for the Gifted and Talented, students will be identified for participation in the CHA GTAAP through the use of multiple criteria that are both quantitative (cognitive skill test, intelligent measures, etc.) and qualitative (professional recommendations and classroom performance data). The state plan requires at least three criteria be used to identify students. In accordance with state guidelines and in striving to be an exemplary gifted program, Chapel Hill Academy identifies students based on criterion and norm referenced testing, intelligence measures, teacher, and parent/guardian recommendations, as well as student work samples.

Chapel Hill Academy Program Goals:

- Development of problem-solving skills as well as higher level, critical, creative, and complex thinking skills

- Independent, self-directed learning which results in advanced-level products
- Involvement with community members and professionals
- Development of leadership abilities
- Opportunities for parent/guardian involvement

Nomination Process

Parents/Guardians, teachers, certified staff members, and community members may nominate students who they believe exhibit characteristics of giftedness. Nominations should be made by an individual familiar with the student's abilities, past records, and potential future performance by completing a nomination form within the designated nomination window.

Timeframe

The timeframe for nominating a student currently enrolled at CHA is from the beginning of the school year until mid-April. Nomination forms can be requested by emailing the Gifted and Talented Specialist directly during the nomination window. All nomination forms should be returned to the GT Specialist.

Screening/Assessment Process

A student profile is used to identify those students who perform, or show the potential for performing, at remarkably high levels of accomplishment relative to their age, peers, experience, or environment. The profile will reflect a minimum of three (3) criteria used in the assessment. The criteria used, will be a combination of qualitative and quantitative instruments and may include, but is not limited to:

- Parent/Guardian rating forms
- Teacher rating forms
- Student products
- Achievement scores
- Aptitude scores
- Reasoning scores
- Creativity scores

Selection and Placement

The student profile identifies the student's strengths and weaknesses. Each student's profile is individually evaluated by the Gifted and Talented Committee who have met and reviewed the individual student data. A student clearly qualifies for Gifted and Talented services if most the evidence on the profile falls within the Above Average, Superior and/or Exceptional ranges on their profile.

The Gifted and Talented committee consists of at least three campus educators. All committee members have been trained on nature and needs of gifted students. The Gifted and Talented Committee makes a professional judgment based on the recorded student profile data. As the committee evaluates the data on the students who are nominated, the committee has three options to consider:

- The preponderance of evidence indicates the student exhibits an educational need and would benefit from Gifted and Talented services.
- The preponderance of evidence indicates the student's educational needs would best be served through the general education classroom.
- Further information is requested for the committee to make a qualification decision.

Once the identification process is complete, parents/guardians are notified of the Gifted and Talented Committee's decision in writing within four to six weeks of the testing date. Parents/Guardians of all assessed students may request a conference to examine their child's assessment results. Requests should be made in writing and addressed to the GT Specialist.

Appeals Process

Parents/Guardians, and students may appeal the placement decision of the Gifted and Talented Committee by submitting a written request to the Gifted and Talented Specialist within ten business days of receiving the committee's decision. The request must include detailed reasons for the appeal. Upon receipt of the written request, the committee has ten business days to respond in writing. If the appeals request is not resolved by the committee, the parent/guardian, and student have the right to request a meeting with the Principal and Associate Principal. Appeals not received within ten business days will not be considered for review. Once final decisions are made no further meetings or deliberation will take place. The student may re-apply in the following new school year

Furloughs

A furlough is a temporary leave of absence from receiving Gifted and Talented services for a specific reason, specific period, and without being exited from the program completely. A furlough is intended to help students who need a temporary break from the program to be successful and to provide the student an opportunity to attain performance goals established by the Gifted and Talented Committee. Additional reasons a furlough may be requested by the student, parent/guardian, teacher, or school administrator are:

- Increased demand on time caused by scheduling or outside obligations
- Concern about emotional stress from other factors
- Extenuating circumstances

A furlough may not exceed one academic year. If the committee grants a furlough, a Change of Placement Form must be completed to include the date of re-entry and placed in the student's GT folder. If the student elects to exit the program after the furlough, exit procedures should be followed.

Exit Procedures

Student performance in GTAAP will be monitored. Occasionally there may be a student who is identified for GTAAP that does not perform at expected standards in the program. A student shall be considered for exit from the program at any time the Gifted and Talented Committee

determines it is in the student's best interest and a furlough has been ineffective. If a parent/guardian or student requests exiting the program, the Gifted and Talented Committee will meet with the parent/guardian and student before honoring the request. Students removed from the program must remain out of the program for one school year and must be screened, tested, and re-qualified before re-entry into the program. State guidelines specify that no single criterion can be used to determine whether a student may exit the program. Documentation from teachers, administration and anyone involved with the student must be provided to support exiting the program. Guidelines for exiting a student from the GTAAP program:

- Repeated failure to complete assigned work in class
- Substantial difficulty in understanding work that other students do independently without assistance
- Consistent pattern of low grades in homeroom class
- Behavioral concerns

After meeting with the parent/guardian, teachers, administration, and the student, the Gifted and Talented Committee makes the final decision concerning exiting the program. When a decision is reached for the student to exit GTAAP, a Change of Placement Form will be placed in the student's GTAAP folder.

Placement of Gifted and Talented Transfer Students

When a student identified as gifted and talented by a previous school district enrolls or transfers into Chapel Hill Academy, the Gifted and Talented Committee shall review the student's records to determine if placement in the GTAAP program is appropriate. The committee has six weeks to decide if test scores are comparable or if the student will need to be tested with the campus assessments. If further testing is required, the student will be assessed within six weeks. Previous identification for Gifted and Talented services does not guarantee identification for Gifted and Talented services at Chapel Hill Academy.

Program Evaluation

The effectiveness of the GTAAP program services are evaluated annually and the data is used to modify and update district and campus improvement plans. Parents/Guardians are included in the evaluation process by surveying the program. The Gifted and Talented Specialist will send an evaluation survey to families and current GTAAP students in May and results will be taken into consideration to improve the program for the upcoming school year given availability of resources.

According to Section 29.123 of the Texas Education Code, the Texas State Plan forms the basis of G/T services and accountability. The plan offers an outline for services without prohibitive regulation. Districts are accountable for services as described in the "in compliance" column of the State Plan where performance measures are included for five aspects of G/T service design. These standards reflect actions required in state law and/or SBOE rule.

Parents/Guardians who have questions concerning the identification process for gifted students should direct all inquiries to their child's classroom teacher, who in turn will consult with the Gifted and Talented Specialist.

TECHNOLOGY POLICY

Chromebooks

****Due to COVID-19 -all CHA students are issued a Chromebook/tablet for classroom instruction during virtual learning OR as long as the student remains virtual during the 2020-2021 school year.****

Acceptable Use of CHA Technology Resources

To prepare students for an increasingly technological society, Chapel Hill Academy has made an investment in the use of campus owned technology resources for instructional purposes; specific resources may be issued individually to students. Use of these technological resources, which include the district's network systems and use of district equipment, is restricted to approved purposes only. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action. Students, at the discretion of Chapel Hill Academy, may be issued a 1:1 device. A standalone agreement for these devices will be distributed to those students.

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, regardless of whether the equipment used to send such messages is school owned or personally owned, if it results in a substantial disruption to the educational environment.

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined according to the Student/Family Handbook and, in certain circumstances, may be reported to law enforcement. Engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors as a student; we encourage you to review with your child <http://beforeyoutext.com>, a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology. In addition, any student who engages in conduct that results in a breach of the district's computer security will be disciplined in accordance with the Student/Family Handbook, and, in some cases, the consequence may rise to the level of expulsion.

In accordance with the Children's Internet Protection Act, Chapel Hill Academy educates staff and students regarding appropriate online behavior to ensure Internet Safety, including the use of email, websites, and apps. While the District uses filtering technology and protection

measures to restrict access to inappropriate material, it is not possible to absolutely prevent such access. It will be each student's responsibility to follow the rules for appropriate and responsible use. Access to the Chapel Hill Academy network is a privilege and administrators and faculty may review files and messages to maintain system integrity and ensure that users are acting responsibly.

User responsibilities:

- Chapel Hill Academy may review files and communications to maintain system integrity and ensure that users are using the system responsibly. Users should not expect that files stored on district servers will always be private.
- School staff members may make general inspections of school computers and Internet accounts. They may make more specific searches of computers or accounts in cases when they have reason to suspect content that either (a) is illegal or (b) may provide evidence of activities that are illegal or violate school rules.
- Chapel Hill Academy is providing internet resources for educational purposes only.
- The use of Chapel Hill Academy internet and computer network must be in support of educational goals, research, and class assignments and consistent with the educational objectives of the district.
- The system may not be used for illegal purposes, in support of illegal activities, or for any activity prohibited by policy.
- Student users shall not download or copy any data, including music and video, to removable media or hard drives without prior teacher approval.
- Students must not alter computers, networks, printers, or other equipment except as directed by a staff member. Students will refrain from attempting to bypass, hack, or circumvent security settings or internet filters or interfere with the operation of the network by installing software or web-based services.
- Participation in internet chat rooms, instant messaging services, and internet newsgroups is prohibited for all users.
- Students must not release personal information on the Internet or electronic communications.
- If a student finds an inappropriate site or image, he or she must immediately minimize the program and contact the instructor.
- Chromebooks will be assigned on a household basis. This means students will not share devices with anyone who is not a CHA student in the household.
- Users must have a valid, authorized account to access the network, and use only those computer resources that are authorized. Accounts may be used only in accordance with authorized purposes.
- Individual accounts may be used only by the owner of the account except where specifically authorized by Chapel Hill Academy administrators. In the case of class accounts, all use must be under the supervision of the sponsoring teacher.
- No Loaning or Borrowing mobile devices:
 - Do NOT loan mobile devices or other equipment to other students.
 - Do NOT borrow a mobile device from another student.
 - Do NOT share passwords or usernames with others.

- Vandalism is prohibited and will result in cancellation of privileges. This includes, but is not limited to, the uploading or creating of computer viruses. Any of these actions will be viewed as violations of district policy, administrative regulations and, possibly, as criminal activity under applicable state and federal laws. Users must respect the privacy of other users. Users will not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or represent themselves as another user. Deliberate attempts to degrade or disrupt system performance and/or degrade, disrupt, or bypass system security are violations of school policy and may constitute criminal activity under applicable state and federal laws.
- Students must not decorate or change the external face of the device in any way. This includes, but is not limited to, adding stickers, painting, engraving, drawing, etcetera to any part of the device.
- Students and parents assume the responsibility for paying for the replacement of school issued devices or parts that are lost, stolen, or damaged. Parts are defined as, but not limited to the charger, storage bag or case, i.e. Chromebook, Chrome Tablet, stylus, or any other part issued with the device that may not be listed.
- CHA will take responsibility for any manufacturing defects or malfunction of any part of the device as long as it is not the result of negligent damage. The school will determine whether the reported problem is a malfunction, or if it should be considered negligent damage.
- **Chromebook usage can be suspended at administration discretion.**

Parent/guardian responsibility:

- The technology device, power supply, and carrying case are the sole property of CHA. The device will be loaned to the student for a length of time as determined by CHA due to COVID- 19.
- Should a student withdraw from CHA, the student must return the device by the date of withdrawal.
- Should a student neglect to return the device by the date determined by CHA, the full value of the device will be charged to the parent(s)/guardian(s).
- Damaged screens, lost chargers, and stylists must be repaired/replaced at family/student expense.
- There will be a \$20 charge for any lost chargers or bags.
- If the reimbursement of the technology device creates a financial hardship on you or your parent(s) in obtaining a mobile device, please contact campus administration about payment options.
- Indemnity Provision: You shall defend, exempt, indemnify and hold harmless Chapel Hill Academy, its officers, agents, servants, representatives and/or employees of and from any and all claims, suits, actions, legal proceedings, demands, damages or judgments, including all expenses, attorney fees, witness fees, costs, and costs and expenses of appeals therefrom, arising out of your use of the mobile device including, but not limited to, your intentional or negligent acts and/or omissions. This paragraph shall survive termination of this Agreement. Acknowledgement of this

handbook as a parent or legal guardian represents your digital signature that you have reviewed the above information with your student and both you and your student acknowledge that you both understand the above information.

Consequences

The following consequences will apply to all internet users. Violation of policies and procedures concerning the use of the computer on the network will result in disciplinary action. Any or all of the following consequences may be enforced:

1. Loss of computer privileges/internet access, with length of time to be determined by the campus administration.
2. Any campus-based disciplinary consequence, including suspension as deemed appropriate by the administration.
3. Expulsion may be considered in flagrant violations or violations that corrupt the educational value of the computers or the internet. Additionally, expulsion may be considered in instances where students have used the Chapel Hill Academy internet access to engage in conduct that constitutes felony criminal mischief.
4. Violations of law may result in criminal prosecution and disciplinary action.

Term of Agreement

The student's right to use and possess the technology device terminates the last day you are enrolled in CHA unless otherwise terminated earlier by CHA. You must immediately return the mobile device upon leaving or withdrawal from CHA or upon request by CHA. All technology devices will be returned to CHA prior to summer break.

UNIFORM POLICY

Appropriate dress and grooming contribute to a productive academic environment in which students can focus on learning, develop an awareness of others, develop character and good citizenship skills, and instill respect and self-discipline. Uniform standards also promote a positive image of the school within the community and encourage students to uphold and enhance that image. All students must always wear a prescribed uniform as designated below while on campus.

- Red, white, or navy-blue polo style shirt with a woven bottom; all shirts must be tucked in. Low cut shirts are not allowed.
- Undershirts must be solid navy blue, red, or white.
- Uniform pants and shorts must be navy blue or khaki flat front or pleated. Cargo style and yoga pants are not permitted. Leggings are not to be worn as pants.
- Belts are required for grades K-8th.
- Only solid red, white, or navy-blue pullovers and sweaters may be worn in the classroom.
- Girls may wear skorts, skirts, dresses, and/or jumpers in solid navy blue, red, or khaki (no plaids), the length of which must be no shorter than the end of her fingertips when her arms are at her side.

- Girls must wear shorts or leggings in solid red, navy or white underneath skirts, dresses, and jumpers.
- Clothing with visible tears may not be worn. Clothing must fit appropriately; form fitting/skintight clothing is not permitted.
- Two-tone shirts, pants, skorts, belts, jackets, pullovers, or sweaters are not allowed.
- Cutting/removal of the belt loops is unacceptable and are considered out of dress code.
- Pants and shorts must always be worn at the waist.
- Leggings, tights, and socks must be solid red/white/navy to complement the uniform. Socks may be black.
- Hair accessories must be white, red, beige, black or navy and may be solid, striped, or polka dot. Hair accessories may not be worn on the forehead and bandanas are not allowed.
- Closed toe shoes must always be worn. Tennis shoes are required to be worn in P.E.
- Flip-flops, Heelys, knee-high sneakers, LED light up shoes, or slippers are not permitted.

Students are to be physically neat and groomed. Hair must be neat, clean, well groomed, and non-distractive, not obstructing the students' vision, and worn in a manner that does not endanger the student. Hair color must be non-distractive. Good hygiene skills should be enforced at home. If assistance or guidance is needed in this area, please contact the school nurse.

Earrings may be worn in the ears. Body piercing rings, studs, etc. may not be worn on other areas of the body. Unauthorized visible piercings may not be maintained by spacers or covered with bandages or coverings. Teeth grills, ear gauges, nose rings, or jewelry with sharp points will not be allowed. Any items worn that cause a distraction or safety hazard will not be allowed. Administration will determine what is acceptable regarding dress and grooming standards.

Parents/Guardians are welcome to purchase uniforms at any local business. The PTA sells shirts with the school logo imprinted. Please contact the School Social Worker if you are financially unable to purchase uniforms for your child. **Pre-K and Kindergarten students are required to have an extra set of clothing at school, including pants/skirt, underwear, socks, and shoes to change into. This extra set of clothing must be in the student's backpack every day.** If the child does not have a clean set of clothing or is too soiled, parents/guardians will be contacted to immediately pick up the child to bathe and/or change into a clean uniform. School staff is not permitted to change or clean a child who has soiled themselves.

Spirit Day

On designated spirit days, the students may wear jeans with their Chapel Hill Academy uniform shirt or school spirit shirt. Please refer to the Uniform Policy for any clarification.

Uniform Violations

For a first-time uniform violation, the parents/guardians will receive a call from their student's teacher and a written notice of the violation. Parents/Guardians are expected to sign and return the uniform violation notice the following day.

If the student breaks the same uniform rule again, they will receive a discipline referral. Parents/Guardians of students not wearing the required uniform will be contacted and required to bring the correct uniform to school immediately.

Appropriate Attire for Parents/Guardians

****Due to COVID-19 Restrictions, parents will be required to follow school COVID-19 protocol if required to come in the school.**** Parents must stay in their vehicle unless an appointment was made to come into the school.

As adult staff and parents/guardians, it is our shared responsibility to serve as role models for our students in our actions, words, and attire. Parents/Guardians and school visitors are expected to exercise good judgment in their clothing attire before coming to the school. Refrain from wearing clothing or accessories that may be considered offensive to others. As we are teaching our students to read, we do not want them to be reading inappropriate words, etc., on articles of clothing or other accessories.

Make certain that clothing is not transparent and that appropriate undergarments are always worn. Pants and shorts must be worn at the waist and may not ride below the waist area exposing undergarments. Tattoos that are inappropriate must be covered. Chapel Hill Academy is an elementary school, we ask that you keep that in mind and be respectful of our learning environment. Failure to adhere to this request will be addressed by school administration and may prevent access to student areas inside or outside the school property.

ARRIVING AND LEAVING SCHOOL

****Due to COVID-19 Restrictions, parents will be required to stay in their vehicle at all times when picking up/dropping of their children.****

NO WALK-UPS WILL BE ALLOWED!

Chapel Hill Academy does not provide transportation to or from school. To ensure safety, all students, staff, and visitors are to follow the designated traffic flow patterns and speed. **Please be extra cautious when dropping off or picking up children and be patient and courteous, remembering to model appropriate behaviors for the students.** Pull all the way forward and pay close attention to the staff monitoring the carpool line. Parents/Guardians should remain in their car when dropping off and picking up their children; a teacher will bring your child to your car. Students are not permitted to cross in front of traffic without adult supervision.

If a meeting with the teacher is necessary, please park in a designated spot and use the crosswalk to enter the building. Parking in the fire lane near the building or in designated

handicapped spots without official permit is never permissible. All passengers must be buckled safely while vehicles are in motion.

Cell Phone Usage

Once inside the school gates, Chapel Hill Academy is considered a no cell phone zone. Cell phones may not be used while driving and/or waiting in the carpool lanes. Refrain from texting and/or talking on cell phones or other hand-held devices in these areas for student safety. As a courtesy, parents/guardians and visitors are expected to finish all phone conversations before entering the building. Staff and/or front office volunteers will be unable to assist visitors who are on their phones. Turn cell phones off while in the building to avoid disruptions and to maintain privacy.

Please be courteous and mindful of noise levels in the lobby, as the front office staff members are often assisting others on the phone or in person. Maintaining a quiet lobby is conducive to allowing office staff to be productive and efficient, thus allowing them to assist with visitors.

Arrival and Dismissal Process

School Hours: Pre-Kindergarten - 8th Grade: 8:00 a.m. – 3:30 p.m.

Pre-Kindergarten - 8th grade students are welcome on campus at or after 7:30 a.m. All Pre- Kindergarten - 8th grade students should be picked up no later than 3:45 p.m.

Direct adult supervision is not available prior to 7:30 a.m. and after 4:00 p.m. Tardies are marked after 8:00 a.m. Children planning to eat breakfast in the school cafeteria should arrive no later than 7:50 a.m. in order to have a sufficient amount of time to eat breakfast in the cafeteria.

Students should plan to leave the school building and grounds promptly at dismissal time. Students must be picked at the designated time for paid after-school clubs. It is your responsibility to contact the club sponsor if you will be late. Repeated late pickups are considered a violation of the Agreement of Support. Staff cannot remain after hours to supervise your child. The Clayton after-school program requires a signed and paid contract from each student's family before they can supervise any child left after school. If you are running late, plan for your child to be picked up by a designee and notify the office of the situation immediately.

Students who ride their bike to school may do so at their parent's/guardian's discretion. Chapel Hill Academy does not have a crossing guard. It is the student's responsibility to secure their bicycle as Chapel Hill Academy does not assume responsibility for lost, damaged, or stolen property. Please review bike safety laws and rules with your students.

Two or more late pick-ups may require an administrative parent/guardian conference to address and resolve the issue. Failure to correct this issue may jeopardize your child's eligibility to attend Chapel Hill Academy.

Early Dismissals

Students will not be released early from school unless a parent/guardian comes personally to the school office to sign them out. Identification will be required to sign a student out of school. Students will not be released to anyone who is not listed as an emergency contact. Remember that early dismissals not only mean lost instructional time for students, but it is also disruptive to the teaching and learning activities being conducted in the classroom. Signing a student out early to avoid dismissal traffic is not allowed.

Students in Pre-K through 8th grade will be released at 3:30 p.m. Early dismissals between 2:45 – 3:30 p.m. will not be allowed. Staff is unable to make any accommodations for early dismissals occurring during this time frame. Once the student's approved ride arrives and checks in at the front office, staff will call for the student to be released from class. Please plan accordingly and arrive a few minutes early to allow for any possible delays. Your patience is appreciated. Early dismissals will not be allowed after 11:20 a.m. on parent/teacher conference days.

Only early dismissals for a doctor or dentist appointment will be considered excused. Proof of appointment must be submitted to the office the day after the appointment. Students with excessive early dismissals shall be referred to the Dean of Safety and Security.

If your child is picked up by after-school daycare, please call your child's daycare and inform the daycare director that your child will not be attending daycare due to an early dismissal. Inform the main office so they may inform the staff that your child will not attend daycare.

Security

If a parent/guardian needs to pick up a child from school prior to dismissal time, office staff will call for the student once the parent/guardian has arrived. Parent/guardians will be required to sign out the child on the student check in/out kiosk in the lobby. Students will only be released to individuals authorized by parents/guardians. Those individuals will be required to show identification.

Students are required to leave the campus immediately upon dismissal unless enrolled in a paid on-campus after-school program or asked to remain by a teacher. Students may not return to the campus unless accompanied by a parent/guardian.

As an extra measure of security, all students will only be released to parents/guardians who have a school issued ID sign at the end of the school day. If you lose your sign, you must request a replacement in the school office. If you do not have an ID sign, you must check in at the front office and the school personnel will verify that you are on the Emergency Contact list to pick up the student from school. Note that this procedure is in effect every day of the school year and full cooperation is expected. This measure of security is for the protection of every student. Thank you for your understanding and cooperation.

Inclement Weather

In the event of inclement weather leading to delay or closure, Chapel Hill Academy will make every effort to contact affected students via the call out system and via announcement on NBC News 5 and WFAA News 8. Be aware that Chapel Hill Academy does not follow any other school district or charter school decisions, and makes its own decisions based on the safety and best interests of its students and families.

ATTENDANCE

****Due to COVID-19 restrictions-students must be in virtual classes and complete daily assignments to be counted present during virtual instruction during the 2020-2021 school year. Texas Education Code §25.092 applies during virtual instruction.****

During the 2020-21 school year, we will continue to emphasize using instructional time productively. Our intent is to clearly establish teaching and learning tasks as a priority. This emphasis will mean that classroom interruptions must be limited only to emergencies. For students to benefit from this strong emphasis on instruction, they must attend school regularly and be on time.

Texas Education Code §25.085 requires compulsory attendance for all students enrolled in public schools, including pre-kindergarten and kindergarten. Developing a habit of regular and punctual attendance will help a student throughout their educational experience. Poor attendance is a leading cause of poor grades, grade level retention and other problems as well as resulting in additional work for both the student and the teacher. Chapel Hill Academy requires cooperation from parents/guardians in the matter of school attendance and punctuality.

Parents/Guardians should:

- Schedule routine medical and dental appointments after school hours when possible
- Schedule family vacations during the school's vacation days and notify the school prior to any planned absence
- Inform the office before 10:00 a.m. of any absences
- Ensure all emergency contacts and phone numbers are updated and correct in Parent Portal
- Provide documentation describing the reason for the absence on the following day the student returns to school

Absences

Students are required to be in school except in cases of emergency, illness, or other absences as noted in the Texas Student and Accounting Handbook, including but not limited to the following:

- Personal illness
- Religious holiday
- Emergency doctor or dental appointments which cannot be made after school
- A death of in the family up to two days

- Other necessary and justifiable reasons as excused by school

It is the parent's/guardian's responsibility to notify the school if their child is going to be absent from school. Parents/Guardians are requested to call the attendance line at 817-289-0242 any time prior to 8:00 a.m. if their child is going to be absent from school. Voicemail is in operation, so please leave a detailed message with your child's name, teacher, and reason for absence.

If you know in advance that your child is going to be absent, please notify the student's teacher. Parents/Guardians must send a written note within three business days of their child's absence or the absence will be recorded as unexcused. Medical excuses on official letterhead are required to excuse two or more consecutive absences. Failure to provide medical documentation will result in unexcused absences and may result in a truancy violation. An absence is excused under the following conditions:

- Your child is being seen in a medical/dental office; an excuse from the medical professional on clinic letterhead will suffice as documentation for an excused absence. Please be sure to send this note with your child on the first day they return to school.

If your child is going to be absent for 5 consecutive days or more, it is your responsibility to inform an administrator and provide documentation that will satisfy the conditions noted above. Personal family vacations will be considered unexcused and may affect your child's eligibility to return to Chapel Hill Academy.

If you elect not to send your child to school for any period of time, without medical documentation during the last two weeks of the school year, you are clearly indicating that you are automatically withdrawing your child from Chapel Hill Academy. If your child has any siblings that are attending or will be attending CHA, they will not be eligible and may be placed on the waiting list.

Excessive Absences

To receive credit in a class, a student must attend at least 90% of the days class is offered (TEC code Section 25.092[41]). The 90% attendance rule applies during virtual instruction, as well. The actual number of days a student must attend to receive credit will vary, depending on the number of school days. A student who attends fewer than 90% of the days class is offered cannot receive credit for the class unless the attendance committee (made up of CHA faculty) finds the absences are the result of extenuating circumstances.

If a petition for credit is denied, the student or parent/guardian may appeal the decision by completing a written request to the Principal. Written appeals should be addressed to:

Chapel Hill Academy
c/o Principal
4640 Sycamore School Road
Fort Worth, Texas 76133

Perfect Attendance

Perfect attendance is defined as being at school every day and not having any tardies.

Truancy Notification

If a student has three or more unexcused absences for three or more days or parts of days within a four-week period but less than 10 or more days or parts of days within a six-month period, a letter will be sent home to parents/guardians indicating that continued absences may materially affect the student's progress and will put the parents/guardians in jeopardy of committing an offense as designed in TEC 25.094. In addition, a referral will be made to the Dean of Safety and Security.

Unexcused absences are any absences that have not been excused as defined above and outlined by the Texas Education Agency. Students will be required to complete make-up work. Chronic absence is when a student misses 10 percent or more of instructional time while school has been in session, at any point of the school year.

Excessive absences and tardies will lead to administrative attendance meetings with the Dean of Safety and Security to discuss a plan to correct the issue. Failure to correct this issue may jeopardize your child's ability to attend Chapel Hill Academy.

Administrative Attendance Meetings

Attendance meetings are held to identify possible solutions to improve student attendance. Our goal is early intervention to stop, prevent and intervene. A serious attendance problem often begins with a series of tardiness or a few unexcused absences. Chapel Hill Academy will make every effort to intervene before the problem becomes severe. When the school has exhausted all resources and a student's attendance has not improved, then the parent/guardian(s) will be referred to an executive meeting.

During an executive meeting, the parent/guardian(s) will meet with the Associate Superintendent and/or Chief Executive Officer/Superintendent to discuss their child's eligibility to continue to attend Chapel Hill Academy.

The meetings are mandatory and a parent's refusal to comply with attendance guidelines or to meet with administration regarding attendance offenses clearly indicate that the parent is planning for their child to attend another school before the beginning of the new six-week grading period.

Religious Holidays

Students shall be excused for a religious holiday, subject to the following guidelines:

- When the student observes religious holy days, it is recommended that the parent/guardian submit a letter of request prior to the excused absence. Travel days to and from the site should be included in the request

- Excused days for travel shall be limited to not more than one day for travel to and one day for travel from the site where the student will observe the religious holy days
- A student whose absence is excused for observing religious holy days shall not be penalized for the absence and shall be counted as having attended for purposes of calculating the average daily attendance

Tardies

Tardiness is disruptive to the learning process. Parents/Guardians and students share responsibility for being on time to school. Students with excessive tardies shall be referred to the Dean of Safety and Security. Excessive tardies are defined by 5 or more tardies within a consecutive 30 school day period, regardless of the calendar month. Students are expected to be in their classroom ready for the instructional day by 8:00 a.m. and remain in school all day. Students are asked to be in their seats and prepared at their scheduled start time and remain in school until dismissal. After five (5) tardies, a formal letter will be sent home to the parent/guardian regarding this issue.

In the event that your student is tardy, it is required that a parent/guardian accompany him/her into the building to sign the student(s) in at the front lobby, provide a reason for the tardy, and obtain a pass to class for the student.

Daily attendance is taken at 10:00 a.m. If a student is not in attendance at 10:00 a.m., he/she is counted absent.

HEALTH AND SAFETY

Health and safety are issues addressed throughout the school. Children are taught safety measures in all practical activities such as Science and Physical Education. The Science and Physical Education programs regularly focus on issues such as health, hygiene, and nutrition. Assemblies can provide a forum for emphasizing health and safety issues important to the school community.

It is necessary to keep school staff well informed about any health problems your child has, however slight they may seem. In addition to physical health, emotional health can affect a student's behavior or performance at this age, and it is helpful for us to be aware of any background information which may assist us in helping your child.

COVID-19 Protocol

- All individuals will pre-screen before entering the school and will be subject to a health screening upon arrival.
- Individuals with COVID-19 symptoms or lab confirmed COVID-19 are not eligible to enter the school under any circumstances.
- All individuals entering the building will be required to wear face masks.
- Individuals will always observe social distancing protocols.

Physical Education

All Kindergarten through 7th grade students will receive 225 minutes of physical activity every two weeks. In addition to the regularly scheduled physical education class, students may be asked to participate in other physical activities. Tennis shoes are required to be worn during P.E. class. A doctor's note is required if your child must not participate in P.E. for more than one day.

Middle school students will dress out for P.E. daily. All students must wear appropriate fitting crew neck T-Shirts, athletic shorts, and athletic shoes. All students are expected to dress out on their scheduled P.E. days unless otherwise directed by their coach. Crew neck T-Shirts must be a solid color except white. Athletic shorts must be past fingertips and solid in color.

Failure to dress out will negatively impact report card grades. Wearing any part of your school uniform will not count as dressing out for P.E.

Medical and Medication Issues

Parents/Guardians must keep the school staff fully informed of significant changes to their child's health. When students must take prescribed medication at school, a physician's order is required. Medication is any prescribed or over the counter substance, which may be natural or synthetic, that has a medical or pharmacologic effect to treat, cure, prevent, or relieve a disease or condition. Some examples considered to be medication are, but not limited to, Tylenol, Excedrin, Aleve, Tums, Roloids, herbal supplements, vitamins, cough drops, eye drops, nasal spray, or any other substance in liquid, tablet, capsule, or patch form.

Any medication that is to be dispensed at Chapel Hill Academy must be prescribed by a licensed Medical Doctor or Doctor of Osteopathic Medicine.

The following procedures must be observed:

- Medication must be brought to the school by the parent/guardian. Medicines brought to the school and not meeting necessary requirements will not be dispensed by any school employee and will be kept in the office.
- A medication consent form provided by Chapel Hill Academy must be completed and signed by the parent/guardian **prior** to dispensing the prescription. A new form is required each year. No medication will be dispensed without parent/guardian's written consent.
- Should dosages change while the child is on the prescription medication, those changes must be provided to the office in writing from the doctor and/or a new prescription bottle must be provided with the changes listed. A new consent form must be completed prior to the new dose being administered. Changes will only be made with a doctor's authorization.
- Medication must be delivered to the office in the original prescription bottle or

container clearly labeled with the student's name, current date, name of medication, dosage, and how/when to administer the dosage.

- Students are not allowed to keep any medication on their person at school or at any school event, unless specifically prescribed by a doctor. Parents/Guardians must notify the school nurse and provide the original prescription.
- CHA staff may administer anaphylactic medication, such as epinephrine, if a student has a sudden, severe, and potentially life-threatening allergic reaction that occurs when exposed to an allergen (SB 77).
- In the event of a field trip or other outing, only school staff may keep and administer medication.
- Only medication prescribed by a doctor will be administered at school; this includes prescription and over the counter medications.
- Hydrocortisone cream and Triple antibiotic cream will be administered as needed and per manufacturer instructions to all students unless he/ she is allergic to the medications or parents/guardians does not consent. The parent must inform the nurse if the student should not be administered this medication. By signing the handbook, the parent is opting in to have the medication applied as needed.
- All students requesting restrictions from any physical activity (PE) including recess or short-term accommodations (such as frequent bathroom breaks, frequent water intake, snacks) must have a doctor's note to be excused or honored. Physician note must state how long restrictions/ accommodations will be needed with a precise end of time frame.
- Vision, hearing, and scoliosis screening will be conducted throughout the school year. These are mandated screenings. Any parent/ guardian not willing to consent to these screenings must speak to the school nurse. By signing the handbook, you are agreeing that your child can be screened.

Students are not allowed to self-medicate or have any medication of any kind in their possession. It is the parent's/guardian's responsibility to report to the school and administer any non- prescribed medication to their child. Parents/Guardians must pick up all medications at the end of the school year or it will be discarded. Parents/Guardians must initial the consent form when picking up medication.

Immunizations

All students must comply with the Texas Department of Health and Human Services Guidelines. A student must submit proof of a complete immunization record prior to entering Texas public schools. Failure to comply with state requirements may result in delayed enrollment or withdrawal from school until immunizations are current.

Asthma 411 Project

Asthma is one of the leading causes of student absenteeism. Each absence is associated with a 3- 5% increase in risk of failing math and reading. Each day missed compounds the risk. To address these issues, a collaboration between JPS, Cook Children's Hospital and University North Texas Health Science Center (UNTHSC) was developed. The collaboration has

implemented a program called Asthma 411. This program ensures that students who are experiencing respiratory distress due to asthma or asthma-like symptoms will receive immediate treatment. This immediate treatment does not depend on the parents/guardians providing medication or the student having a formal diagnosis of asthma (pending passing of TXHB 2243 school nurses may only administer prescription asthma medication to a student **only with written notification from a parent or guardian** of the student that has been diagnosed as having asthma).

To ensure the health and safety of all students, to promote learning, and decrease student absences, Chapel Hill Academy School board has approved participation in the Asthma 411 project. **Due to COVID-19 -all CHA families will be required to opt-in to the Asthma 411 project upon returning to the building.**

Aerosol-Generating Treatment Protocol

- **Purpose:** During the Covid-19 Pandemic, safety and mitigation strategies are the focus. Infection prevention are at the center of decisions impacting the health and safety of all students, staff, and stakeholders.
- **Background:** Guidelines suggest removing aerosol-generating treatments from routine care. Therefore, Chapel Hill Academy nurses will no longer administer nebulizer treatments on a routine basis in the clinic. Single patient rooms and negative pressure rooms are unavailable in the school as in most outpatient settings and following this protocol is recommended by the CDC, The Asthma and Allergy Network, The American Academy of Allergy, Asthma and Immunology and is supported by the Chapel Hill Academy Superintendent.
- **General Policy**
 - All parents of students requiring nebulizer treatments will be encouraged to work with their primary care physician to switch to an inhaler or an inhaler with a chamber attachment when appropriate. Students will not be denied necessary medications.
 - All students presenting to the nurse with breathing concerns will receive an immediate evaluation that includes lung sounds, O2 saturation/Pulse Ox, and physical assessment.
 - Inhalers will be administered as ordered.
 - Any student displaying any shortness of breath after the administration of inhalers will initiate the following:
 - Student will remain under the care of the nurse
 - Parent will be notified immediately
 - Principal will be notified
 - EMS will be notified according to the nurse assessment
- **Application**
 - Nurses will contact each parent of a student with nebulizer treatments and notify them of the change in process.

Stop the Bleed

Uncontrolled bleeding is the number one cause of preventable death from trauma. The greater the number of people who know how to control bleeding in an injured person, the greater the chances of surviving that injury. You can help save a life by knowing how to stop bleeding if someone, including yourself, is injured. Chapel Hill Academy staff complete Stop the Bleed training on an annual basis.

Illness

To protect our school community, students with known contagious diseases are excluded from attending school until they provide a doctor's release. Symptoms that warrant exclusion from school are a temperature over 100.4 degrees, vomiting, diarrhea, an undiagnosed rash, discoloration of the eyes and/or suspected bacterial meningitis. Parents/Guardians must keep the child at home for the duration of the illness. Students must be fever-free without medicine for 24 hours before returning to school. If a child develops these symptoms while at school, parents/guardians will be contacted and expected to have the child picked up promptly.

The school will contact parents/guardians directly in the event of any medical emergencies. Please ensure that the school is kept informed, via the Parent Portal, of any changes to contact information/telephone numbers so that we are able reach you when needed. In case of an emergency medical situation, the school will call 911. All teaching and administrative staff will have records of emergency medical conditions for students when provided by parents/guardians.

School Meals

****Due to COVID-19, CHA will distribute meals for breakfast and lunch on Mondays and Wednesdays during virtual learning for any enrolled CHA student from 7:30 am until 8:30 am.****

We will be implementing the Community Eligibility Provision (CEP) under the National School Lunch and School Breakfast Programs for the 2020-2021 school year. Under these programs, all CHA students are eligible to receive one reimbursable (no charge) breakfast and one reimbursable (no charge) lunch each day.

A reimbursable breakfast consists of 3-4 components: grain, meat/meat alternative (protein), fruit and milk. For a breakfast to be reimbursable, 1 of the components must be a fruit. A reimbursable lunch consists of 3 to 5 components: grain, meat/meat alternative (protein), vegetable, fruit, milk. For a lunch to be reimbursable, 1 of the 3 components must be a fruit or vegetable. A student may take ALL components offered.

If a student chooses to not take the minimum required components, accounts will be charged for the items individually at the a la carte price and parents/guardians are required to pay these charges. Students are not allowed to charge a la carte items or come through the line for extras if they have a zero or negative balance more than \$5.00. These students shall only be offered full reimbursable meals until their balance is made current. Payments may be made by check

or money order in the office or electronically at www.myschoolbucks.com. Parents/Guardians are responsible for paying the debt of their student.

It is the parent/guardian's responsibility to notify the Child Nutrition Services Coordinator if their child has any food allergies. A Dietary Request Form will need to be completed to plan meals accordingly for your child's food allergies.

Office staff will not accept any drop off lunches for your child. If your child is not eating the meals that are being offered, it is the parent's/guardian's sole responsibility to ensure that your child has their lunch when they are being dropped off each morning in the carpool lane. If your child forgets their lunch, they may eat a healthy nutritious reimbursable meal that is offered through our Child Nutrition Program.

Parent/Guardian Visits During Lunch

****Due to COVID-19 restrictions-visitors will not be permitted in the building for the 2020- 2021 school year.****

On occasion, a parent/guardian may want to eat with their child in our school cafeteria. The parent/guardian must check in and obtain a visitor badge at the office. Students may eat with their own parent/guardian only. Students and parents/guardians may not invite friends to join them during lunch. We have limited space, and this allows seating for other parents/guardians to join their child for lunch.

Food Allergies

FOOD ALLERGY INFORMATION IS REQUESTED UPON ENROLLMENT. "Severe food allergy" means a dangerous or life-threatening reaction of the human body to a food-borne allergen introduced by inhalation, ingestion, or skin contact that requires immediate medical attention.

Upon enrollment, CHA staff requires that the parents/guardians: 1) disclose whether the child has a food allergy or a severe food allergy that, in the judgment of the parent/guardian or other person with legal control, should be disclosed to the appropriate CHA personnel to enable the CHA staff to take any necessary precautions regarding the child's safety, and 2) specify the food to which the child is allergic and the nature of the allergic reaction.

CHA will maintain the confidentiality of the information provided under this section and may disclose the information to the appropriate school personnel only to the extent consistent with CHA policy and permissible under the Family Educational Rights and Privacy Act of 1974

(20 U.S.C. Section 1232g). If the school receives documentation of a food allergy from a physician, that documentation shall be placed in the health record maintained for the child by CHA.

Pets/Animals

Pets or animals are not allowed at Chapel Hill Academy for the safety of the students and for the safety of your pet.

Emergency Drills

Emergency drills may include Lockout, Lock Down, Evacuate, Shelter, and Hold.

When drills are held, it is important for all students, staff, and visitors to:

- Remain quiet.
- Check the directions posted near each room's exit.
- Follow instructions.
- Move quickly and quietly to the designated area.
- Await further directions from staff to resume activities/re-enter building, etc.

Lockout - utilized when there is a threat or hazard **outside** of the school building. Whether it is due to violence or criminal activity in the immediate neighborhood, or a presenting danger, Lockout uses security of the physical facility to act as protection. No visitors, students, or staff will be allowed in or out of the building during a Lockout.

Lockdown - utilized when there is a threat or hazard **inside** the school building. From parental custody disputes, to intruders, to an active shooter, Lockdown uses classroom and school security actions to protect students and staff from threat. No visitors, students, or staff will be allowed in or out of the building during a Lockout.

Evacuate - utilized when there is a need to move students from one location to another.

Shelter - utilized when specific protective actions are needed based on a threat or hazard (severe weather, hazmat incident, etc.)

Hold - utilized when a situation requires that students remain in their classrooms or in another area, to keep hallways clear and away from an incident or situation.

Crisis Intervention

A crisis is defined as a critical situation that occurs in the school setting where students' actions or threatened actions affect the safety and welfare of any member of the school community. A crisis could include suicidal ideation, homicidal ideation and/or threats of serious harm, and self-injurious behavior.

In the case of a crisis, referral is made by the person who first becomes aware of the statement or behavior. Referral is made to a campus administrator; campus administrators are Principal, Dean of Safety and Security, Associate Principal, Social Worker, Dean of Elementary Students, Dean of Middle School Students, and Dean of Instruction. The administrator will then assess the student to determine the level of risk. After level of risk is determined, the administrator will contact parent/guardian. If no immediate action needs to be taken, the administrator will inform parent/guardian that an interview with student has been conducted. In the case of more serious situations, the parent/guardian will be called into school. Parent/guardian will be informed of situation and will be provided with referrals for outpatient or inpatient treatment depending on level of risk.

Chapel Hill Academy has a Licensed Master's Social Worker. Your student may visit with the social worker for crisis intervention, for help solving conflict with other students, for help utilizing social emotional learning, for help with self-management or calm-down strategies, or for a variety of other reasons. If it is determined that your child is in crisis and is a danger to self or others, you will be contacted, and community resources will be provided. If it is recommended that your child participate in ongoing counseling, you will be contacted.

Current law (Texas Family Code, Chapter 271.101) requires that anyone who suspects child abuse or neglect must report it immediately. The report may be made to any local or state law enforcement agency or the Department of Family and Protective Services. Individuals such as teachers, nurses, doctors, and daycare employees must report the abuse or neglect within 48 hours.

Wellness Policy

Chapel Hill Academy (CHA) will support and promote the general wellness of all students by applying measurable goals to promote sound nutrition, student health, and maximize efforts to reduce childhood obesity.

The local School Health Advisory Council (SHAC), on behalf of the school board, shall review and consider evidence-based strategies and techniques, and shall develop nutrition guidelines for wellness goals, as required by law. In the development, implementation, and review of these guidelines, and goals, the SHAC shall encourage participation by parents/guardians, the school lunch program management, physical education teachers, health care professionals, and school administrators.

Wellness Plan

The SHAC provides a wellness plan to implement the school's nutrition guidelines and wellness goals. The wellness plan, at a minimum, will address:

- Strategies for requesting involvement and input from individuals expressing interest in the wellness plan and policy
- Targets, appraisals, and actions for achieving the wellness goals
- Systems for evaluating the implementation of the wellness goals
- The method of communicating with the public relevant information about Chapel Hill Academy's wellness policy and plan.

Nutrition Guidelines

Chapel Hill Academy's nutrition guidelines for reimbursable school meals, all other foods made available, or marketed to students throughout the school day shall be intended to support student health and decrease childhood obesity. The guidelines shall be in compliance with federal regulations, except when the school allows an exemption for fundraising activities as permitted by state and federal rules.

Wellness Goals: Nutrition Promotion and Education

Chapel Hill Academy will implement, in accordance with law, a coordinated school health program with a nutrition education component. Chapel Hill Academy's school's nutrition promotion activities shall encourage student participation in the National School Lunch Program, the School Breakfast Program, the Farm Fresh Program and any other supplemental food and nutrition programs offered by the school.

Chapel Hill Academy establishes the following goals for nutrition promotion.

- All food service staff, teachers, and other school personnel shall consistently promote healthy nutrition messages within the school cafeterias, classrooms, and other appropriate settings
- Chapel Hill Academy will share educational nutrition information with families and the community to promote healthy nutrition choices and to positively influence the health of students
- Chapel Hill Academy will ensure that food and beverage advertisements accessible to students during the school day contain only products that meet the federal guidelines for meals and competitive foods

The school established the following goals for nutrition education:

- Chapel Hill Academy will deliver nutrition education which fosters the adoption and support of healthy eating behaviors
- Chapel Hill Academy will provide nutrition education a school-wide priority and shall integrate nutrition education into other areas of the curriculum, as appropriate
- Chapel Hill Academy shall provide professional development so that staff responsible for the nutrition education program are prepared to effectively deliver the program.

Wellness Goals: Physical Activity

Chapel Hill Academy will implement a coordinated health program with physical education and activity components that will offer the required amount of physical activity for all grades.

Chapel Hill Academy has established the following goals to promote physical activity:

- Chapel Hill Academy will provide an environment that promotes safe, enjoyable, and developmentally appropriate fitness activities for all students
- Chapel Hill Academy will provide professional development that encourage teachers to integrate physical activity into the curriculum when deemed appropriate
- Chapel Hill Academy participates in wellness education activities and where school employees actively learn about lifelong, and lifestyle changes to improve health
- Chapel Hill Academy encourages parental involvement by continuous support and active participation in their children's lives. Staff will seek out more opportunities that focus on family wellness

School-Based Activities

Chapel Hill Academy promotes the following goals to create an environment that is instrumental to healthy eating, promotes physical activity, and declares a continuous wellness message through other school-based activities:

- Chapel Hill Academy allows sufficient time for students to eat their meals in the cafeteria facilities which are clean, safe, comfortable, and monitored
- Chapel Hill Academy promotes wellness for students and their families at suitable school and campus activities
- Chapel Hill Academy promotes employee wellness activities and involvement through an agency-based wellness program and other agency events

Implementation

The Child Nutrition Coordinator or Designee shall oversee the implementation of this policy and the development and implementation of the wellness plan including appropriate administrative procedures.

Evaluation

Chapel Hill Academy will comply with all federal requirements for evaluating the wellness policy and the wellness plan, including the school's level of compliance with the policy and plan. On an annual basis, the SHAC will assess and prepare a report of the school's progress toward meeting the goals listed within this wellness policy and within the wellness plan, including a summary of the school's major activities and events that are tied into the wellness program.

SAFETY PLAN AND DISCIPLINE PROCEDURES

A student's attitude toward school will play a significant role in determining how well he or she does in school. The primary purpose for coming to school should be to grow through classroom and extracurricular activities. Students must remember that they are responsible for their own actions. If any actions are in violation of school guidelines, consequences will be issued and must be accepted. Students are expected to be accountable for their behavior at school and during any school-sponsored activity such as, but not limited to, field trips, intercultural exchanges, and extracurricular activities.

Parents/Guardians are also expected to hold their students responsible for their actions and not minimize their behavior, nor make excuses for it. This reinforces to students that they are accountable for their actions and should think about consequences they will have to adhere to based on their decisions. This protocol will help us all work together in raising more independent decision makers who are aware of their environment and the impact they have on it.

We believe that students who take responsibility for their actions will develop the self-discipline necessary for positive citizenship. Students who can reflect on their strengths and weaknesses are better able to develop a solid understanding of the principles of moral reasoning. To that effect, students at every stage of disciplinary action will reflect on their actions and suggest ways to improve and to repair the situation.

School personnel may counsel students at any time regarding their behavior with the intent and purpose of assisting the student. The following is a description of Chapel Hill Academy's Safety Plan, including guidelines for student behavior and discipline procedures.

Guiding Beliefs and Expectations

The primary belief of Chapel Hill Academy is that all students enrolled at CHA deserve a positive, supportive learning environment. No student or member of the school community has the right to impede the education of another student and disruptive behavior will not be tolerated. In support of this belief, Chapel Hill Academy will:

- Promote integrity, truth, knowledge, trust, discipline, and respect in a safe learning and teaching environment.
- Endeavor to build an honor system, which actively involves community members, students, guardian, and school staff in the development and enforcement of discipline procedures.
- Disseminate policies to all students and guardians regarding infractions that qualify for immediate expulsion.
- Adhere to due process requirements with the expectation that guardians concerned will be involved throughout the process. Guardians will be afforded opportunities for formal and informal appeals.
- Hold students accountable for their actions whether on campus, online, or at any school- sponsored or related activity. Actions which violate school guidelines will result in consequences which must be accepted.
- Expect guardian(s) to hold their child(ren) responsible for their actions.

COVID-19 DISCIPLINE PROTOCOL

Any student that intentionally coughs, sneezes, or spits on any CHA student, teacher, or Lena Pope staff member with the intention of infecting that person with COVID-19 while in the classroom, at a CHA event, or on Chapel Hill Academy property is considered in violation of the CHA Student/Family Handbook per Texas Penal Code 22.1(a)(3), (Assault with bodily injury is defined by Texas Penal Code 22.1 (a)(1). A person commits an assault if the person intentionally, knowingly, or recklessly causes bodily injury to another.)

In the event this occurs:

- School administration or designated staff member will be notified immediately.
- The student's guardian will be notified.
- School administration will take the necessary disciplinary action as proscribed in the Student/Family Handbook.

Remote Learning Student and Guardian Expectations

We appreciate high involvement from CHA guardians and know it is essential for student academic and behavioral success. Guardians are reminded that email and phone are the appropriate channels for communicating with teachers. Guardians are NOT to interrupt or attempt to engage with teachers or students during any online class sessions. Likewise, inappropriate language used by either the student or guardian is never acceptable. Failure to adhere to these expectations may result in disciplinary action, including but not limited to, the loss of live classroom accessibility.

Minor Infractions and Major Infractions

To ensure the safety of all students, progressive disciplinary measures are not required, and disciplinary consequences may not be followed in order. Behavioral improvement timeline will be determined by frequency and intensity of behaviors. Behavior infractions are documented in writing by CHA staff and copied to guardian and student record.

Students in PK–2nd grade who commit Level 1 infractions, the lowest-level infractions such as classroom disruption, will not receive out-of-school suspensions. Level II and III infractions, such as fighting and bullying, may result in out-of-school suspensions.

Minor Infractions: Behaviors managed “on the spot”, occurring in classroom, common areas, etc.
Major Infractions: Code of Conduct infractions which require the immediate attention of school administration.

Minor Infractions include, but are not limited to:	Major Infractions include, but are not limited to:
<ul style="list-style-type: none"> • Disruption • Defiance • Non-compliance • Property misuse • Dress code • Mild physical contact • Inappropriate language • Tardy • Lying • Cheating • Cellphone usage 	<ul style="list-style-type: none"> • Fighting • Weapon possession (firearm/knife/imitation) • Controlled substance possession/use/sale • Drug paraphernalia possession/sale • Robbery/extortion • Stealing • Receiving stolen property • Sexual harassment • Sexual assault • Harassing/threatening/intimidating an individual, group or staff • Harassing/threatening/intimidating a witness • Hate violence • Terrorist threat • Aiding/abetting physical injury • Hazing • Bullying (cyber, sexual orientation, race/ethnicity, physical/mental disability) • Damaging property • Tobacco/vaping possession/use • Obscene acts/vulgarity • Disruption/defiance

Levels of Misconduct

Levels of misconduct include, but are not limited to, the infractions listed below. This is not an exhaustive list.

Level I	Level II	Level III
1. Cheating / Copying Work	1. Assault	1. Arson
2. Destruction of Classroom Property	2. Bullying	2. Felony Conduct
3. Leaving Classroom without Permission	3. Cyberbullying	3. Frequent Infractions of the Code (Levels I, II and/or III)
4. Insubordination	4. Destruction of School Property	4. Indecent Exposure
5. Minor Classroom Disruption	5. Fighting	5. Possession / Transmission of Intimate Visual Material
6. Minor Inappropriate Technology Use	6. Truancy, i.e. Excessive Tardies or Unexcused Absences	6. Possession / Distribution of Alcohol
7. Minor Physical or Verbal Aggression	7. Disruption of School Activities and Operations	7. Possession / Distribution of Other Drugs or Illegal Substances
8. Profanity, Vulgar Language or Obscene Gesture	8. Persistent Minor Infractions, i.e. Dress Code	8. Prohibited Weapons
9. Minor Theft	9. Gambling	9. Public Lewdness
	10. Gang Activity	10. Security Breach
	11. Harassment	11. Serious Bodily Injury
	12. Hazing	12. Sexual Harassment
	13. Inappropriate Technology Use	13. Inciting Group Violence
	14. Making False Report	14. Encouraging Self-Harm or Suicide
	15. Major Classroom Disruption	15. Terroristic Threat
	16. Major Theft	16. Violent / Deadly Conduct
	17. Profanity Towards School Personnel	17. Severe Plagiarism / Academic Dishonesty
	18. Prohibited Items	18. Making False Alarm, i.e. 911, Fire, EMS
	19. Unauthorized Soliciting	
	20. Trespassing	

INTERVENTIONS FOR MINOR INFRACTIONS

Classroom Managed Level I Infractions

Classroom teachers will utilize a variety of classroom management techniques including, but not limited to, the following:

- Clearly define / post the behavioral expectations
- Cue / prompt / remind students of expected behaviors
- Provide warnings
- Utilize Social Emotional Learning strategies (cool down periods, STEP, positive self-talk, etc.)
- One on one conference with student
- Provide structured choices to students
- Alternative seating
- Loss of privileges / activity restriction
- Document behaviors for tracking purposes
- Verbal / written apologies
- Student self-report (phone call to guardian)
- Teacher phone call / email to guardian
- Conference with guardian
- Conference with school behavior interventionist
- Consequences, reinforcements, penalties, and/or punishments
- Evaluate the effectiveness of consequences/reinforcements

Response to Code of Conduct Infractions - Level I

Level I infractions are handled by classroom teacher/staff. Chronic infractions are referred to administration.

1st Infraction	2nd Infraction	3rd Infraction
Administrative Action (PK-4) <ul style="list-style-type: none"> • Restrict activity • Assign detention 	Administrative Action (PK-4) <ul style="list-style-type: none"> • Restrict activity • Assign detention • 1-day suspension 	Administrative Action (PK-4)* <ul style="list-style-type: none"> • Restrict activity • Assign detention • 1-3-day suspension
Administrative Action (5-8) <ul style="list-style-type: none"> • Restrict activity • Assign detention • 1-day suspension 	Administrative Action (5-8) <ul style="list-style-type: none"> • Restrict activity • Assign detention • 1-3-day suspension 	Administrative Action (5-8) <ul style="list-style-type: none"> • Restrict activity • Assign detention • 1-3-day suspension • Possible recommendation for expulsion hearing
Interventions (PK-8) <ul style="list-style-type: none"> • Meet with behavior interventionist or school administrator to identify contributing Functional and Environmental Factors • Guardian / administrator conference 	Interventions (PK-8) <ul style="list-style-type: none"> • Provide intervention with behavior interventionist or school administrator • Social Emotional Learning targeted skill development • School social worker refers guardian to wrap-around / community resources • Evaluate consequences and intervention effectiveness • Create behavior contract • Guardian / administrator conference 	Interventions (PK-8) <ul style="list-style-type: none"> • Provide intervention with behavior interventionist or school administrator • School social worker refers guardian to wrap-around / community resources • Guardian / administrator conference • Re-evaluate behavior contract

*Students in PK–2nd grade who commit Level 1 infractions, the lowest-level infractions such as classroom disruption, will not receive out-of-school suspensions. Level II and III infractions, such as fighting and bullying, may result in out-of-school suspensions.

Response to Code of Conduct Infractions - Level II

Level II infractions are handled by administration. Persistent infractions of Level I and Level II infractions will be escalated to Level III.

1st Infraction	2nd Infraction	3rd Infraction
Administrative Action (PK-4) <ul style="list-style-type: none"> • Restrict activity • Assign detention • 1-3-day suspension 	Administrative Action (PK-4) <ul style="list-style-type: none"> • Restrict activity • Assign detention • 1-3-day suspension 	Administrative Action (PK-4)* <ul style="list-style-type: none"> • 3-day suspension • Possible recommendation for expulsion hearing
Administrative Action (5-8) <ul style="list-style-type: none"> • Restrict activity • Assign detention • 1-3-day suspension 	Administrative Action (5-8) <ul style="list-style-type: none"> • Restrict activity • Assign detention • 1-3-day suspension • Possible recommendation for expulsion hearing 	Administrative Action (5-8) <ul style="list-style-type: none"> • 3-day suspension • Recommendation for expulsion hearing
Interventions (PK-8) <ul style="list-style-type: none"> • Provide intervention with behavior interventionist or school administrator • Social Emotional Learning targeted skill development • School social worker refers guardian to wrap-around / community resources • Evaluate consequences and intervention effectiveness • Create behavior contract • Guardian / administrator conference 	Interventions (PK-8) <ul style="list-style-type: none"> • Provide intervention with behavior interventionist or school administrator • Guardian / administrator conference • School social worker refers guardian to wrap-around / community resources • Re-evaluate behavior contract 	Interventions (PK-8) <ul style="list-style-type: none"> • Provide intervention with behavior interventionist or school administrator • Guardian / administrator conference • School social worker refers guardian to wrap-around / community resources • Re-evaluate behavior contract

*Students in PK–2nd grade who commit Level 1 infractions, the lowest-level infractions such as classroom disruption, will not receive out-of-school suspensions. Level II and III infractions, such as fighting and bullying, may result in out-of-school suspensions.

Response to Code of Conduct Infractions - Level III

Level III infractions are handled by campus and/or district administration.

1st Infraction
Administrative Action (PK-4)* <ul style="list-style-type: none">• 3-day suspension• Possible recommendation for expulsion hearing
Administrative Action (5-8) <ul style="list-style-type: none">• 3-day suspension• Recommendation for expulsion hearing
Interventions (PK-8) <ul style="list-style-type: none">• Provide intervention with behavior interventionist or school administrator• Guardian / administrator conference• School social worker refers guardian to wrap-around / community resources• Re-evaluate behavior contract

*Students in PK–2nd grade who commit Level 1 infractions, the lowest-level infractions such as classroom disruption, will not receive out-of-school suspensions. Level II and III infractions, such as fighting and bullying, may result in out-of-school suspensions.

Room Clear Safety

In the event a classroom must be cleared for student safety, Chapel Hill Academy teachers and staff will utilize specific procedures to ensure the safety of all students. In extreme circumstances, school administration will utilize SchoolMessenger to notify guardians of room clear instances.

SPECIAL EDUCATION GUIDELINES

The following guidelines must be met to substantiate an expulsion recommendation.

Students receiving Special Education services are entitled to a Manifestation Determination Meeting during Pre-Expulsion IEP under law. This meeting is to be conducted within 10 days after the recommendation for expulsion.

The Pre-Expulsion IEP Team has the right to stop all expulsion proceedings if they find the misconduct was a manifestation of the student's disability.

Students who fall under the 504 educational umbrella have the right to a Pre-Expulsion 504 Meeting prior to a recommendation for expulsion. The district 504 coordinator should conduct this meeting on-site.

Guardians must be told of the date and time of the Pre-Expulsion IEP/504 Meeting. Their presence, although needed, is not mandatory for the Manifestation Determination IEP/504 Meeting to proceed on the scheduled date and time.

DISCIPLINARY ACTIONS

Office Referrals

Office referrals are used as a system of:

- Administrative documentation of inappropriate behaviors
- Informing guardian of Student/Family Handbook infractions

An office referral will be completed for a student exhibiting behavior that is an infraction of the Student/Family Handbook. The referral is documentation that the incident was submitted to an administrator. When a student is referred to the office for behavior issues, guardian will be contacted by an administrator.

Lunch Detention

A student may be assigned lunch detention for a period ranging from one to three days with no limit on occurrences. Lunch detention will take place in the office of a behavior interventionist or administrator and last the duration of the student's lunch period.

Before / After School Detention

A student may be assigned detention, before or after school, for a period ranging from one to three days with no limit on occurrences. Before and/or after school detention will take place in the office of a behavior interventionist or administrator and last no longer than one hour.

Saturday School

A student may be assigned Saturday school for a period ranging from one to six hours with no limit on occurrences. Saturday school will take place in the community room and will be supervised by an administrator. Failure to report to Saturday school will result in an expulsion hearing recommendation. Repeated Saturday school occurrences may result in expulsion.

In School Suspension (ISS)

A student may be assigned in-school suspension for a time ranging from one hour to three consecutive days with no limit on occurrences if the Principal or designee determines: (1) the student's presence in the classroom hinders the learning process of others, (2) an isolated environment is deemed most appropriate for the student during the designated time frame. Guardians shall be notified of a student's ISS assignment. Repeated ISS occurrences may result in expulsion.

Out-of-School Suspension (OSS)

A student may be suspended from school for a period not to exceed three consecutive school days with no limit on occurrences if the Principal or designee determines: (1) the student's presence in the classroom presents a danger of physical harm to the student or others, and/or, (2) the student has engaged in serious/persistent infractions or has violated other policies/rules as outlined in the Student/Family Handbook. Repeated OSS occurrences may result in recommendation for an expulsion hearing.

Before suspending a student, the Principal or designee shall conduct an informal conference and advise the student of the infraction with which he/she is charged. The student will be provided an opportunity to respond to the charges.

A student's guardian shall be notified of the suspension by telephone or other reasonable means as soon as possible as well as their responsibility to provide adequate supervision for the student during the period of suspension.

Expulsion

Acts of misconduct include serious misbehavior and/or illegal acts that threaten to impair the educational efficiency of the school and/or that most seriously disrupt the orderly educational process in the classroom and/or school. Under the state law, students may be expelled for any infraction listed in the Level III: Infractions section. Expulsion may occur if the act of misconduct occurred on school property or at a school-sponsored or school-related activity on or off school property. Expulsion means removal of a student from school for more than three consecutive school days but not longer than one calendar year.

Order of Expulsion

After an Order of Expulsion is documented and before a student is expelled, the student will be eligible for a due process hearing before the Superintendent or designee. The Superintendent or designee reserves the right to assign the student's eligibility to return to Chapel Hill Academy pending the outcome of the hearing and may modify the dates of suspension. The

due process hearing will occur within three consecutive school days and include:

- Written notice to guardian of the charges and proposed sanctions to afford a reasonable opportunity for preparation, including a written invitation to the student's guardian to attend the expulsion hearing. This notice will include the date, time, and location of the hearing and may be delivered electronically or in a hard copy form
- An opportunity for the student to testify in their defense during the expulsion hearing

Representation

The student is entitled to an adult guardian who can provide guidance to the student and who is not an employee of Chapel Hill Academy or Lena Pope Home. Chapel Hill Academy has the right to hold the hearing regardless of whether the student and the guardian representing the student attends, provided a good faith effort has been made to inform the student and the student's guardian of the time and place of the hearing.

Evidence

In an expulsion hearing, the Superintendent or designee may rely on the testimony of school administrators who investigated the disciplinary infractions. This means that the school administration may present evidence, or the statements taken from the student(s) without revealing the identity of the student. This decision will be based exclusively on the evidence presented at the hearing. The student may be expelled based on the Superintendent or designee's reasonable belief that the evidence shows it is more likely than not that the student engaged in conduct with which he or she was charged.

Guidelines for the Term of Expulsion

An expulsion may result in the student's permanent removal from Chapel Hill Academy. The Superintendent or designee issuing the expulsion order will use their best professional judgment, considering the factors in all disciplinary actions. There may be conditions upon the decision made by the Superintendent or designee for a student to return to Chapel Hill Academy. These conditions must be fulfilled by both the guardian and student to continue to attend Chapel Hill Academy.

Effect of Withdrawal

For non-chapter 37 offenses that have led to a discretionary expulsion, the parent/guardian has the right to voluntarily withdraw their child to their home school prior to the expulsion hearing. In the event of this, the Order of Expulsion will be dropped.

Appeal of Expulsion to the School Board

A decision by the administration to expel a student may be appealed to the School Board by filing a written appeal within five days of the date of the expulsion order. The written appeal must state all the bases for appeal. At the next regular meeting after the appeal is received and for which proper notice can be given, the School Board will review the complete record of the expulsion, including all written appeals. The School Board may choose to take no action after

reviewing the record and appeal, which has the effect of sustaining the expulsion. The School Board may also choose to schedule an appeal at a future meeting at which the parents/guardians may make oral presentation of the appeal. The School Board's decision regarding an oral appeal is final and may not be appealed.

If the School Board permits an oral presentation, the administration may also be asked to speak. No new evidence or information, including witnesses or documents, will be considered. The School Board may set time limits for the presentations. During the period after the expulsion has been ordered, but before an appeal has been heard by the School Board, the student in question must have been enrolled at another school.

Reasonable Restraint

Corporal punishment is not allowed at Chapel Hill Academy. While acting within the scope of their duties and responsibilities, employees may exercise the amount of physical restraint reasonable and necessary to protect the safety of students and/or themselves. Parents will be notified in person, phone, or in writing if a restraint was necessary for student/staff safety.

Informal Resolution

Students and parents/guardians are encouraged to discuss concerns and complaints through informal conferences with the appropriate teacher or administrator. It is the policy of Chapel Hill Academy Board to encourage early resolution of concerns at the lowest possible staff level or, if necessary, administrative level. Concerns should be expressed informally and immediately following the incident. In that regard, Chapel Hill academy teachers can be contacted via the student folder, email, or telephoning and leaving a voicemail. Teachers may request assistance from an administrator.

If the informal process does not resolve the complaint, the complainant may initiate the formal complaint process. Notwithstanding any attempt to informally resolve a complaint, a formal complaint must be initiated within 20 days of the date the complainant first knew, or with reasonable diligence should have known, of the existence of the complaint.

Formal Complaint Process

Within 20 days of the date a student or parent/guardian first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance, an original complaint, in writing and dated, describing the matter complained of and the date of the occurrence or occurrences, must be presented to the lowest level administrator whom the student or parent/guardian perceives to have authority to remedy the concern.

If that administrator is unable to resolve the complaint, the administrator shall direct the complainant, in writing, to the next level administrator who shall either resolve the complaint or direct the complainant in writing to the next level, continuing until the complaint reaches the supervisor. A complaint reaching the administrator must be in writing, setting out all prior attempts to resolve the complaint and the remedy requested. The administrator may schedule a

conference with the complainant and within ten business days of receipt of the written complaint, shall issue a written decision.

If the decision is unsatisfactory to the complainant, or if the administrator or designee fails to respond timely, the complainant may, within 15 days of submission of the written complaint to the supervisor, submit a written request to the Principal to have the complaint considered by the Board of Trustees. If Board review is requested, the Principal shall submit the entire written record of the complaint, and any further response, to the President of the Board of Trustees who shall create an agenda item for consideration of the complaint at the next available regular meeting, or the next appropriate meeting thereafter. At that meeting, the Board shall, at a minimum, stop, look, and listen to or consider the written complaint, and any response thereto and may, or may not, issue a decision. Failure of the Board to issue a decision at or before the next regular Board meeting following the meeting at which the complaint was presented to the Board will uphold the decision of the administration.

Parent/Guardian Compliance

Chapel Hill Academy is a school of choice. By enrolling a child in Chapel Hill Academy, parents/guardians agree to the Mission Statement, policies, and curricular program as defined by Chapel Hill Academy. No parent/guardian has the right to impede the education and/or educational program of Chapel Hill Academy. A student's eligibility to attend Chapel Hill Academy may be jeopardized by any inappropriate behavior aimed at students, teachers, staff, or other parents/guardians, including but not limited to the following:

- Disruptions to the normal running of the school
- False accusations against any member of the Chapel Hill Academy community
- Distribution of material (audio, printed, video) not previously approved by the school authorities
- Forming groups/committees/associations without approval of the school authorities
- Undermining the performance of duty and authority of teachers
- Discussing confidential student, parent/guardians, or family information
- Threatening students, staff members, or other parents/guardians
- Other offense(s) may result in a parent losing their privilege to visit the school campus.

BULLYING POLICY

Bullying of any kind is totally unacceptable and will not be tolerated.

Definition

Bullying can take many forms but is primarily physical, verbal, or emotional. Bullying is when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending himself or herself. Bullying can be direct or indirect and typically involves aggressive behavior, a pattern over time, and an imbalance of power or strength.

Bullying can take place on or off the campus and may include, but is not limited to, name calling, teasing, physical abuse (e.g., hitting, pushing, pinching, kicking), threats, taking of personal possessions, sending abusive text messages, instant messages, internet emails and phone messages, forcing others to hand over money, forcing others to do things against one's will, ignoring or leaving others out, attacking others in any way, hiding personal property, insulting, spreading rumors, isolating others, and includes harassment of a racist or sexual nature.

Providing a Safe Environment

All members of the Chapel Hill Academy community, including staff, students, or parents/guardians wish to develop and maintain an effective learning and friendly social environment. This should be characterized by tolerant and friendly contact both across and within year groups and with a positive involvement from adults. Independence of thought and action should be respected, allowing individuals to flourish without any fear. Every student has the right to be safe and happy in the school and to be protected from feeling vulnerable.

Possible Signs

Students who are being bullied may show changes in behavior, such as becoming shy, nervous, or feigning illness. There may also be changes in their work patterns. Their concentration may fall off, while they do anything to avoid prominence in class. They might try to avoid certain places or activities in school. Finally, they may try to stop coming to school.

Encouragement to Tell

It is vital that there is an atmosphere in the school whereby any students who are being bullied, or others who know about it, feel confident that they will be listened to and believed, and that swift, effective, and sensitive action will be taken.

Active and Passive Bullying

Since bystander support of harassment or bullying can support these behaviors, the school prohibits both active and passive support for acts of harassment or bullying. The staff should encourage students to support students who walk away from these acts when they see them, constructively attempt to stop them, or report them to the designated authority. Keeping quiet protects the bully and implies that the bullying can continue.

False Accusations

Chapel Hill Academy prohibits any person from falsely accusing another as a means of harassment or bullying. The consequences and appropriate remedial action for a person found to have falsely accused another as a means of harassment or bullying may range from positive behavioral interventions up to and including suspension.

Prevention

Chapel Hill Academy will prevent bullying by:

- Education: an effective and sensitive educational program on bullying, involving role-play where appropriate, should be presented to all students. This work will be

coordinated by the teachers and Principal and could be taught through school or class assemblies, or related subject classes.

- Supporting actual or potential victims: It is often all too easy to spot an actual or potential victim. The staff should adopt an approach seeking to involve them in group activities, while teachers can help to make them aware of tactics to avoid becoming or continuing as a victim, and how to avoid potential bullying situations. It must be made clear to the victim that revenge is not appropriate.
- Dealing with the bully: The bully or bullies must be made aware that their behavior is unacceptable, has caused distress, and must stop immediately. This will involve informing their parents/guardians, and punishment will be carried out as stated in the Student/Family Handbook. Counseling will be available and may be required. Repeated offenses considered as bullying may result in expulsion from Chapel Hill Academy.
- Sharing all-school concerns: It is vital that the whole school community should tackle bullying. Such behavior is unacceptable to everybody including staff, students, and parents/guardians. Students should know that they can turn to anybody within that community, be it teachers, fellow students, or the counselors knowing that their complaints will be taken seriously and sympathetically, and that the community will take active steps to support the victim or victims. Those who receive such messages of concern or observe bullying must accept that a failure to act appropriately will be seen as a serious misdemeanor.

SPECIAL EDUCATION

Special Education at Chapel Hill Academy is built on the belief that all students can and will learn. It is the school's responsibility to provide appropriate learning experiences for all students, to recognize and understand the unique nature of each student, to promote the worth and dignity of each student, and to strive for the educational success of every student. To the extent appropriate, instruction for Special Education students will be provided in the classroom setting.

Chapel Hill Academy shall provide special education services to eligible students in accordance with all applicable federal law and regulations, state statutes, rules of the State Board of Education (SBOE) and commissioner of education, and the State Plan under Part B of the Individuals with Disabilities Education Act (IDEA).

To be eligible to receive Special Education services, a student must be a child with a disability as defined in the federal regulations implementing IDEA and the Texas Education Code. Eligibility categories, as defined in Title 19 of the Texas Administrative Code, Section 89.1040, include the following: autism, deaf-blindness, auditory impairment, emotional disturbance, mental retardation, multiple disabilities, orthopedic impairment, other health impairment, learning disability, speech impairment, traumatic brain injury, and visual impairment. *34 CFR § 300.7(a); TEC § 29.003; 19 TAC § 89.1040*

The goals of Special Education at Chapel Hill Academy are to:

- Ensure that all students receive a free, appropriate public education which may include Special Education and related services to meet their unique needs and provide a full range of educational opportunities in the least restrictive environment for each student
- Ensure that the rights of Special Education students and their parents/guardians are protected and
- Assess and ensure the effectiveness of efforts to provide an appropriate educational program for all Special Education students.

Parents/Guardians who have questions regarding Special Education eligibility requirements should direct all questions to their child's classroom teacher, who will in turn consult with on-campus Special Education staff.

AGREEMENT OF SUPPORT

Parent/Guardian

As a parent/guardian of a child attending Chapel Hill Academy, I have read and agree to comply with and lend support to the published rules and procedures outlined in the Student / Family Handbook. I recognize that Chapel Hill Academy is an open enrollment public charter school of choice and I have voluntarily chosen to enroll. I understand that failure to comply with the rules and procedures outlined in the Student/Family Handbook may jeopardize my student's eligibility to attend Chapel Hill Academy.

In return for supporting the school policies and procedures, I expect the faculty and staff of Chapel Hill Academy to provide my child with the type of education stated and implied in the Student / Family Handbook.

Student's Name: _____

Parent/Guardian's Name: _____

Relationship to Student: _____

Signature of Parent/Guardian: _____

Date: _____

Student

I understand that Chapel Hill Academy is a school of choice. My parents/guardians and I have chosen for me to attend Chapel Hill Academy.

As a student at Chapel Hill Academy, I understand that I must follow the policies and procedures as described in the Student / Family Handbook.

Student's Signature: _____

Date: _____

Please sign and return this form to your student's teacher.