

**CHAPEL HILL ACADEMY
STUDENT / FAMILY HANDBOOK
2023 - 2024**



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chapelhillacademy.org

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District and Campus Leadership

School Board

Board of Trustees President
Board of Trustees

Erma Lee
Alex Armstrong
Joe Breedlove
Pamela Gilchrist
Joni Horton
Pamela Pigman
Tony Pompa
Robin Reed

District Administration

CEO/Superintendent
Executive Admin. Asst. to CEO/Superintendent
Chief of Education Services
Admin. Asst. to Chief of Education Services
Education, Research, and Data Collection Coordinator
Special Programs Coordinator
Special Programs Assistant

Dr. Ashley Elgin
D'Ann Spraggins
Dr. Victoria Sendejo
Jennifer Duran
Betsy Gilliland
Minerva Serrano
Mary Hernandez

Campus Administration

Principal
Assistant Principal
Director of Campus Operations
Dean of Students

Amy Jo Wall
Azure Dismuke
Jon McCracken
Anthony Cathey

Office Support

Office Manager
Data/Admin Assistant to Principal
Registrar
Attendance Clerk

Shay Kuehner
Caitlin Lemmon
Kaci Skipper
Gabriela Zamora

School Services

Director of Child Nutrition
Medical Assistant
Diagnostician
Special Populations Coordinator
Speech Therapist
Speech Therapist Assistant
Social Worker
Gifted and Talented Specialist
Instructional Specialist
Technology Specialist
Dyslexia Specialist

Margaret Simpson
Ramona Villavicencio
Sabrina Bone
Dr. Stephanie Green
Kristin McCoy
Anna Lara
Majestic Roundtree
Priscilla Walker
Shawnte Mess
Roland Sifuentes
Annette Hayes

A Message from the Principal

Dear CHA families,

At Chapel Hill Academy, we believe that every child has unique talents and abilities waiting to be discovered. Our dedicated team of educators is committed to providing a supportive and nurturing environment where your child can thrive academically, socially, and emotionally.

We understand that the partnership between home and school plays a crucial role in a child's educational journey. We value open communication and encourage you to reach out to us with any questions, concerns, or ideas you may have. Together, we can create a strong support system for your child's growth and development.

Our curriculum is designed to foster a love for learning and to empower students to become critical thinkers and problem solvers. We offer a wide range of academic programs and extracurricular activities to cater to diverse interests and learning styles. Whether it's through art, music, sports, or STEM, we aim to provide opportunities for every student to explore their passions and discover their strengths.

Beyond academics, we also prioritize the social and emotional well-being of our students. We have a dedicated team of counselors and support staff who are available to provide guidance and assistance whenever needed. We believe that a positive and inclusive school climate is essential for students to feel safe, valued, and respected.

I want to express my gratitude to you, as parents and guardians, for entrusting us with the education and care of your child. We understand the immense responsibility that comes with this role, and we are committed to creating a nurturing and stimulating environment where your child can thrive.

Throughout the school year, we will keep you informed about school events, academic progress, and opportunities for parental involvement. We strongly encourage you to participate in parent-teacher conferences, school activities, and volunteer opportunities. Your involvement is invaluable and greatly contributes to the success of our school community.

I am excited about the journey we will embark on together this year at Chapel Hill Academy. Let us work hand in hand to ensure that your child's time here is filled with joy, growth, and endless possibilities. I am honored to serve as your principal, and I look forward to getting to know each of you.

Warm regards,

Amy Jo Wall

Student/Family Handbook

On behalf of the administration, teachers, and staff of Chapel Hill Academy (CHA), we welcome you to our school. At CHA, we believe that education is a partnership that thrives only with the support of every staff member, the involvement of every parent, and the commitment of every student.

We also understand that communication is of utmost importance in establishing a successful home-school partnership. In an effort to inform and educate our school community, we have created this handbook to inform you on important policies and practices at CHA. Please take time to review and familiarize yourself with the information contained within the handbook, as it will serve as a valuable reference in seeking answers to commonly asked questions. Should you have a question or concern that is not addressed in this handbook, please contact the school Principal.

As the school year progresses, additional or updated information about school policies and procedures will be provided through e-newsletters and posted on the school website.

EEOC Statement

CHA does not discriminate on the basis of age, race, color, religion, sex, sexual orientation, disability, or national origin in any employment and/or educational opportunity. No person shall be excluded from participation in, be denied the benefits of, or otherwise be subjected to unlawful discrimination in any program or activity for which the CHA Board is responsible or for which it receives financial assistance from the U.S. Department of Education. CHA values diversity and the benefits of different perspectives and backgrounds.

Mission

Lena Pope's mission is to equip children, families, caregivers, and community with a strong foundation through counseling, education, and behavior interventions.

Vision

Lena Pope's vision is that children, families, and caregivers thrive; acting with confidence rooted in:

- Meaningful relationships,
- Emotional intelligence,
- Effective communication skills, and
- Strategic problem solving

Values

We will honor the enduring legacy of Lena Pope by:

- Proactively responding to community needs.
- Providing quality, compassionate care.
- Engaging with a spirit of collaboration.

- Investing in a culture of respect.
- Intentionally demonstrating transparency.
- Continually leading with excellence.

Roles and Responsibilities

School Board: The School Board provides policy direction that ensures individual students 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 communicates and uniformly enforces 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 students:

- Come to school prepared, on time, and ready to learn
- Come to school properly dressed in the prescribed school uniform
- Show respect for self and others
- Refrain from bringing any objects to school that may compromise the safety of others
- Follow the established rules and take responsibility for their own actions
- Complete and submit assignments and projects on time

Parents/Guardians: Parents/guardians play a vital role in the education of their students 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 student and overall academic and socio-emotional progress
- Communicate regularly with the school, including notifying school personnel of significant changes in their student's home life. This includes disclosing any pending litigation involving your student within five days of the incident.

- Report your child's absences to the attendance clerk by 8:00 am via email at attendance@lenapope.org
- Support compliance of school rules, expectations, and accountability for disciplinary actions/consequences with their students.
- Any financial or monetary donations and fines paid to CHA are non-refundable.

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, forfeiting their place at CHA.

Note: The McKinney-Vento Act**

The McKinney-Vento Act protects students from discrimination based on their lack of a permanent residence. Students experiencing homelessness are eligible to receive a variety of services including transportation services, free meals under the school nutrition programs, limited English proficiency class, gifted and talented programs, and special education services based on a student's eligibility. **Students experiencing homelessness will not be denied enrollment based on lack of proof of residency. Please consult the McKinney-Vento Act Liaison if you need assistance.**

**** Please inform the school social worker if a student is experiencing homelessness, so that additional support may be provided.**

Withdrawal Procedures

CHA reserves the right to administratively withdraw any student who has been absent for 10 consecutive days and contact with the parents/guardians has been unsuccessful.

Parents/guardians who wish to withdraw their student from Chapel Hill Academy must request a withdrawal form by contacting the Registrar at 817-255-2500 one business day prior to your child enrolling at another school. Withdrawing your student from Chapel Hill Academy forfeits their place at CHA. To return to CHA, a student must go through the lottery/wait list process.

Electronic Signatures

Chapel Hill Academy accepts electronic signatures as true and authentic signatures of parents/guardians on forms where designated.

Assemblies and Events

CHA students are expected to always model exemplary behavior.

Exemplary behavior includes:

- Transitioning from one place to another in a quiet and orderly manner
- Be present, respectful, and actively engaged
- Refraining from disruptive behavior and physical altercations with visitors, peers, or staff

- Complying with all requests and instructions from school staff

Restrooms

Time in the restrooms should be limited to taking care of personal needs. Every student should contribute to keeping all areas of the restrooms clean and orderly. With respect to personal hygiene and property, the toilet/urinals are to be used appropriately. Loitering, destructive behavior, and physical altercations will not be tolerated and will be addressed according to the level of offense(s). Criminal actions will be reported to the local authorities. Designated faculty restrooms are only for faculty use. Students are permitted restroom breaks at the teacher's discretion.

Cafeteria

The cafeteria area is designated to provide a clean and friendly environment for our CHA students. Students must observe the following cafeteria guidelines:

- Be respectful of kitchen staff
- Maintain no more than three students at the serving counter for expedited service
- Outside food will not be permitted to be delivered to students after the school day has started, 8:00 am.
- For safety reasons, all students are expected to raise their hand for permission to leave their seat for any reason
- Students are to clean up after themselves and throw away trash
- Due to allergies, students are not to share, trade, or take another student's food
- Carbonated beverages are not permitted
- No food may be taken out of the cafeteria; all food must be consumed before students are dismissed. Except when special eating privileges are arranged with the student's teacher and the Director of Child Nutrition.
- We encourage healthy snacks and recommend parents/guardians to provide healthy food choices for breakfast and lunch
- Students must provide their ID card at the cafeteria serving line to get breakfast and lunch

Playground Area

The playground area is designated to provide CHA students with opportunities for recreation and enhance physical fitness. Students must observe these safety guidelines:

- Follow posted playground rules
- Play in assigned area
- 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 outside of playground area 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

CHA students are expected to demonstrate compliance and responsibility, and respect the privacy of other students, staff, and visitors.

- Students may not bring toys, games, or skateboards on school property
- Gum is not allowed at school
- Students may bring a clear plastic water bottle into the classroom (No metal or glass containers)
- Cell phones, wireless/wired earbuds, personal headphones, smart watches, video/audio recording devices, or any personally owned technology device(s) are not permitted on CHA campus.
 - CHA or CHA faculty do not assume any financial responsibility for any lost, stolen, or misplaced technology device brought to the school.
- **Students are prohibited from using technology devices (i.e., cell phones, smart watches/devices, video/audio recording device, technology glasses, wireless/wired earbuds, or personal headphones) during school hours or during any sanctioned school activity. Any technology device that a student has in their possession will be confiscated and a \$20 cash fee must be paid to reclaim the technology device from administration. Technological devices may be returned to the legal parent or guardian that is listed as the legal guardian at school. No exceptions.**
- Students who destroy or vandalize school property will be required to pay for loss/damages, in addition to facing an expulsion hearing. Police reports will be filed with local authorities by Chapel Hill Academy for all damaged property.
- Instructional materials and technology devices are to be kept in the same conditions as issued. Parents/guardians are required to pay for any loss or damage to technology devices, instructional material, or books.
- Students are responsible for returning all technology devices, instructional material, or books assigned to them to their homeroom teacher upon leaving CHA.
- Personal belongings should be clearly marked.
- Lost books are returned to the school front office when found.
- CHA does not assume responsibility 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.
- Students are not permitted to have any type of service/business for personal, financial, or monetary gain.
- Searches may be conducted when evidence indicates a student may possess items that are detrimental to the health, safety, or 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, backpacks, or any storage area to help ensure a drug free environment.
- CHA reserves the right to conduct a backpack search without parental/guardian consent for any student when probable suspicion or imminent danger is suspected.

ADDITIONAL INFORMATION

Library (All Grade Levels)

The library 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.

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 who keep items beyond the due date may incur fines. Fines and fees are detailed in the Student Service section. Students must assume responsibility for any material checked out from the library. Lost library books must be paid for and replaced, along with any fines, fees, or other costs associated with lost material.

Textbooks/Library Books/Technology Equipment

Technological equipment and library books are issued by CHA at no cost to the student. They are the property of CHA, and it is the responsibility of each student to protect all school equipment, always keeping it clean and in good condition. Students are responsible for replacing all books lost, stolen, or otherwise rendered unusable, 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 for the damage.

Payment for Loss/Damaged Books and Equipment

The payment for lost books must be made to CHA 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 to a book or any technological device by accident

or on 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 damage: price determined by amount of damage, cost to repair, or other applicable factors

Class Celebration - Pre-K - 4th grade only

Parents/guardians may volunteer to assist teachers on scheduled holiday or specific events in pre-arrangement with the teacher and school administration. CHA has two designated 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 Friday 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

CHA is not responsible for the loss of student's personal property; however, every effort will be made to return found property to the rightful owner and 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 end of each month, items remaining in the lost and found will be donated to a local charity. Unclaimed uniform items will be donated to CHA for students in need of uniforms.

Volunteers

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 Parent Teacher Association (PTA)
- Listening to individuals or small groups of students as they read

- Programs such as Dads on Duty or Mentoring Moms
- 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
- Chaperoning field trips
- Serving as a guest speaker
- Participating in extracurricular events (i.e., coaching, enrichment classes)
- Participating in school and community events
- Being room parents
- School arrival and dismissal assistance: carpool line.

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 must be always under the guidance and supervision of the teacher. All volunteers must also sign in at the school office upon arrival. Approved volunteers will sign in using the volunteer log and the Raptor system. You will be issued a visitor badge once you arrive. You must check out with the front office prior to leaving. The visitor badge must be returned to the front office upon check out. Volunteer hours are scheduled between 8:30 am to 2:00 pm unless scheduled to sponsor before school clubs and after school clubs.

Visitors

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 always 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 student's best interests in mind. Visitor badges must always be visible. For our student's safety, CHA 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. Also, court ordered documentation that consists of limited parental visitation will be enforced. When cleared, a visitor's badge is printed for the visitor. Any visitors who are not cleared will be prohibited from entering the student area. All visitor badges must be returned to the front office upon check out.

Communication

At CHA, establishing and maintaining fluid communications with the home enhances a student'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, electronic 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 and emails, as we will notify you of events via automated phone recording service and email. Current phone numbers are also pertinent in the event of an emergency with your student.

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 the school office has granted permission. Students are not permitted to use classroom phones at any time. Students will be sent to an administrative office to make any emergency phone call.

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

Every Student Succeeds Act-ESSA

Chapel Hill Academy participates in and receives funding under specific titles of 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 students to acquire the knowledge and skills contained in the state content standards (TEKS) and to meet the state performance standards (STAAR). 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 student's teacher and to receive documentation on the level of achievement of your student 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 student 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 academic quality of our campus and building partnership and utilization of the ESSA Funding. Our Parent Advisory Council will discuss and review the ESSA grant annually; your input and feedback are encouraged.

As a parent, you have the right to request information regarding the professional qualifications of your student's teachers, including whether the teacher has met state qualifications 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 student.

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 student 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 student 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 and math assessments will be administered on a regular basis. Students in grades 3rd-8th will take the State of Texas Assessment for Academic Readiness (STAAR) in the spring semester.

Students will take the STAAR test in the following grades and content areas:

- 3rd grade: Reading and math
- 4th grade: Reading and math
- 5th grade: Reading, math, and science
- 6th grade: Reading and math
- 7th grade: Reading and math
- 8th grade: Reading, math, science, and social studies

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 student 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. Teachers will have passes 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 (TEKS).

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 act of academic 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 a 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 38 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 retention 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/guardians 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
% Principal
4640 Sycamore School Road
Fort Worth, Texas 76133

House Bill 1416 mandates that districts provide a High-Quality Afterschool Program for students who did not score Approaches on the previous year's reading and math STAAR exam. The High-Quality Afterschool Program will follow the Chapel Hill Academy ISD schedule. The Texas Education Agency mandates 30 hours of tutoring for students that did not score Approaches on the previous year's math and reading STAAR exam. Students that meet this requirement are expected to attend tutoring until the mandated 30 hours are completed.

Components of the High-Quality Afterschool Program:

- Homework Help: Tutorial assistance will be provided to students.
- Snack: All students will be offered a snack through our child nutrition program.
- Wellness: All students will participate in a social emotional learning activity.
- High Impact tutoring in a small group of three students to one teacher ratio. All students will receive small group tutorials, high quality instruction, and TEKS-aligned tutoring support with resources provided by the Texas Education Agency.
- STEAM Enrichment Activities will be provided as a natural extension to the student's academic pursuits. These activities may include Science, Technology, Engineering, Arts, and Math.
- Academic Instruction: All students will receive academic instruction tailored to their needs.
- After School Tutoring hours are 3:30 to 6:30 pm. Parents are responsible for Transportation and arriving promptly at 6:30 pm for dismissal.

Grading Policy

Minimum Number of Grades - Grades should reflect the student's mastery of academic standards.

- Core content areas include English Language Arts, Math, Science, Social Studies
- Grade level chair/content area leader will delineate which assignments, tests, etc. will be calculated in the report card grade. All teachers within a grade level/content area should be "taking grades" on the same assignments.
- A single test/assignment/homework assignment may measure multiple content area objectives, and therefore may be used as a grade in each content area.
- For English Language Arts and Math, you must have a minimum of 12 grades per six weeks.
- For Science and Social Studies, you must have a minimum of 12 grades per six weeks (6 grades in 1st - 5th) and (6 grades in 6th - 8th).

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 assessment that may be incorporated either into units' 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.

Weights: for all core subjects, grades shall be weighed as follows in grades 1-8:

- Pre-K: Circle Learning Institute (CLI) Diagnostic
- Kindergarten -
 - D: Developed
 - S: Still developing
 - N: Needs more time and practice with skill
- 1st Grade:
 - Homework - 10%
 - Tests and projects - 30%
 - Class Work - 60%
- 2nd Grade
 - Class work - 80%
 - Projects and tests - 20%
 - Homework - 10%
- 10% - Homework (3rd-8th Grade)
- 20% - Quizzes
- 30% - Tests, Projects
- 40% - Class Work

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
- S = Satisfactory Progress
- N = Needs Improvement
- U = Unsatisfactory

Report Cards

Chapel Hill Academy will publish report cards for grades 1-8 in Ascender Parent Portal. Report card grades will be posted within 10 days of 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 promotions/retention decisions. It is the responsibility of the parents/guardians to closely monitor their student'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 assignment. 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

Teachers may assign homework as part of their grade level/department procedures if necessary for student progress.

It serves three purposes:

- Provides additional drill, practice, and study
- Teaching and developing personal responsibility
- Helps parents/guardians know what their student 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 government 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 (FERPA). 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 disclosure of 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.

FERPA: Section §99.36

- a) An educational agency or institution may disclose personally identifiable information from an education record to appropriate parties, including parents of an eligible student, in connection with an emergency, if knowledge of the information is necessary to protect the health or safety of the student or other individuals.
- b) Nothing in this Act or this part shall prevent an educational agency or institution from:
 - i) Including in the education records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community.
 - ii) Disclosing appropriate information maintained under paragraph (b)(i) of this section to teachers and school officials within the agency or institution who the agency or institution has determined have legitimate educational interests in the behavior of the student.
 - iii) Disclosing appropriate information maintained under paragraph (b)(i) of this section to teachers and school officials in other schools who have been determined to have legitimate educational interests in the behavior of the student.
 - iv) In making a determination under paragraph (a) of this section, an educational agency or institution may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the educational agency or institution determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals. If, based on the information available at the time of the determination, there is a rational basis for the determination, the department will not substitute its judgment for that of the educational agency or institution in evaluating the circumstances and making its determination.

(Authority: 20 U.S.C. 1232g (b)(1)(I) and (h))

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 disability. This compliance is to include, but not 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 the employment in and admission to such programs and activities; and will comply with the Education of all Handicapped Students 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 disability.

Parent/Guardian/Teacher Meetings

There are two parent/teacher conferences per school year, one during the fall and one during the spring. Parents/guardians will meet with teachers at designated appointment times to discuss their student'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 student'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 that their student be tested for the purpose of grade acceleration, a letter must be submitted to the school 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 Academic 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 Service 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 areas 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 time frame for nominating a student currently enrolled at CHA is from the beginning of the school year until mid-February. Nomination forms can be requested by emailing the Gifted and Talented (GT) 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 are not limited to:

- Parent/Guardian rating form
- Teacher rating form
- 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 of 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 the 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 student'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 or Assistant Principal. Appeals not received within ten business days will not be considered for review. Once final decisions are made, no further meetings or deliberations 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 requalified before re-entry into the program. State guidelines specify that no single criteria 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
- 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 the GTAAP, a Change of Placement Form must 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 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 assessment. 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 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 action required in state law and/or State Board of Education (SBOE) rule.

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

TECHNOLOGY POLICY

Technology Devices

All CHA students are issued a technology device for classroom instruction.

Digital Citizenship

The use of student devices and the network is a privilege. Students are responsible for what they say and do on the network. It is important for the user to stop and think before communicating and to always show respect for others and for the ideas of others. Students must assume that none of their data is private or confidential and any and all communication may be subject to review by CHA and local, state, and federal law enforcement agencies. Periodic checks may be made by designated staff and the Technology Department to make sure that required software and applications have not been removed by the student.

The Children’s Online Privacy Protection Act (COPPA) is a federal law that regulates the online collection of personal information from children under the age of 13. The law generally requires website operators to provide parental/guardian notification and obtain parental/guardian consent before collecting personal information from these students. However, COPPA also authorizes school districts to provide this consent when the collection of information is for the use and benefit of the school and for no other commercial purpose. Parents/guardians can obtain more information regarding COPPA via the Federal Trade Commission website at www.ftc.gov.

Pursuant to the Electronic Communications Privacy Act of 1986 (18 USC 2510 et seq.), notice is hereby given that there are no facilities provided by CHA systems for sending or receiving private or confidential electronic communications. System administrators

have access to all mail and will monitor messages. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.

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 only for individual educational plans or medical reasons by administration. 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.

****These devices will be maintained in each classroom and students will not be permitted to remove them at any time without administration approval.****

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 the use of technology devices other than CHA issued technology devices, 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 at CHA; we encourage you to review with your child <https://txssc.txstate.edu/tools/courses/before-you-text/>, 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 (CIPA), 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 will use a cloud-based system to make general inspections of school equipment, network activity, 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.
- 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, gaming, and internet newsgroups is prohibited for all users on school issued devices.
- 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.
- 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. Personal internet accounts are not permitted on CHA technology devices. Students must use credentials issued by CHA to access their school issued technology device.
- Individual CHA student 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 users must be under the supervision of the sponsoring teacher.
- No loaning or borrowing technology devices:
 - Do Not loan technology devices or other equipment to other students.
 - Do Not borrow a technology 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. Local authorities will be notified if appropriate

measures need to be taken.

- 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/guardians assume the responsibility for paying for the replacement or repair of school issued technology devices or parts that are lost, stolen, or damaged. Parts are defined as, but not limited to the charger, keyboard, screens, 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.
- Technology devices and systems may not be used for illegal or unlawful purposes, including hacking, copyright infringement, obscenity, libel, slander, fraud, defamation, plagiarism, intimidation, forgery, impersonation, illegal gambling, soliciting for illegal pyramid schemes, and computer tampering (e.g., spreading computer viruses). The use of Artificial Intelligence (AI) to complete academic assignments constitutes cheating and violates academic integrity policies.
- Disabling or attempting to disable any system monitoring or filtering or security measures is prohibited.
- Students are not permitted to make any changes to the inner hardware of the device and all technical support and maintenance must be done by CHA.
- Masquerading, spoofing, or pretending to be someone else is forbidden. This includes, but is not limited to, sending out email, creating accounts, or posting messages or other online content (e.g., text, images, audio, or video) in someone else's name.

****Chromebook usage can be suspended at administration or teacher discretion.**

No Expectation of Privacy

CHA provides the school network system, student email, and internet access as a tool for education and research in support of Chapel Hill Academy's mission "to equip children, families, caregivers, and community with a strong foundation through counseling, education, and behavior interventions." CHA reserves the right to monitor, inspect, copy, review and store information without prior notice regarding the content and usage of:

- Network
- User files and disk space utilization
- Applications and bandwidth utilization
- User documents, folders, and communications
- Email
- Internal access

Parent/Guardian Responsibility

- Issued CHA technology devices are the sole property of CHA.
- Should a student withdraw from CHA and possess a CHA issued technology device, the student must return any technology device issued to them to the front office by the

date of withdrawal.

- Should a student neglect to return the technology device by the date determined by CHA, the full value of the device will be charged to the parent(s)/guardian(s).
- Parent(s)/guardian(s) will assume fair market value for all damages or neglect costs incurred by their student during the use of the technology device. Parent(s)/guardian(s) assume the responsibility for paying for the replacement or repair of school issued technology devices or parts that are lost, stolen, or damaged. Parts are defined as, but not limited to the charger, keyboard, screens, stylus, or any other part issued with the device that may not be listed.
- There will be a \$20 charge for each lost charger and/or computer bags.
- If the reimbursement of the technology device creates a financial hardship on you or your parent(s)/guardian(s), please contact campus administration about payment plans.
- 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 technology 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 of Technology Misuse

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 or teacher.
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. Law enforcement will be notified.

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 any CHA technology device upon leaving or withdrawal from CHA or upon request by CHA. All CHA technology devices will be returned to Chapel Hill Academy 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. Hoods may not be worn over the head while inside the building.
- 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.
- Pants and shorts must have belt loops. 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/black to complement the uniform.
- Hair accessories must be white, red, beige, black or navy and may be solid, striped, or polka dot. Hair accessories may not be worn across the forehead, must lay flat to the contour of their head, 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, crocs, or slippers are not permitted.
- Hats, skull caps, and due rags are not permitted at school unless approved by administration.
- Only clear backpacks will be used by students for safety purposes.
- Rolling backpacks are not permitted. (Only permitted for documented medical reasons)
- Wrist jewelry/bracelets will be limited to two bracelets per wrist.

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. 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, nose rings 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 are 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. Jeans must **NOT** have holes or be torn. 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 by a school administrator and required to bring the correct uniform to school immediately.

Appropriate Expectations for Parents/Guardians

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 a Pre-K through 8th grade 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.

Parents/guardians are expected to model appropriate behavior, dress, and communication skills.

ARRIVING AND LEAVING SCHOOL

Parents who are in the car pick up line are required to stay in their vehicles at all times when picking up/dropping off their students.

WALK-UPS ARE NOT PERMITTED DUE TO SAFETY CONCERNS.

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. Students are not permitted to cross in front of traffic without adult supervision. All parents/guardians, students, and guests must cross the street at the crosswalks at Hulen Street and Sycamore School Road.

If a meeting with the teacher is necessary, please park in a designated spot in front of the school or in the parking lot across Sycamore School Street 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.

Parent 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 4:00p.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 up at the designated time from 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.

Walkers

If your student will be a walker, they must meet the following criteria.

- Student's residence must be within a one-mile radius of Chapel Hill Academy. The one-mile radius will be determined by a system used by CHA. **Students' school registration address will be used to determine their ability to be a walker.**
- Students in grades 5-8 are eligible to be walkers
- Students must walk home immediately after dismissal at 3:30pm. They may not wait by the gate, convenience store, or surrounding areas.
- Pre-K through 4th grade students may walk home **ONLY** if accompanied by an older sibling in grades 5-8. If they do not have a sibling in grades 5-8, they must be picked up using the carpool line or parent pickup.
- Those students meeting this requirement must register with CHA as a walker prior to the school year starting. Once the decision for your student has been made, any changes made from walker to pick up line or pick up line to walker will only be processed at the semester break. Administration must approve any emergency changes.
- Parents cannot drop off students prior to 7:30 am outside the CHA fence and leave them unsupervised.

If you do not meet this criterion, your student must be picked up using the carpool line or parent pickup.

Early Dismissals

Students will not be released early from school unless a parent/guardian comes personally to the school office to sign them out. Government issued 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 loss of 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 administration for disciplinary action.

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. Parents/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 provide a government issued identification at check-in. Parents/guardians are **not** permitted past the front locked doors of the classroom areas. Local authorities will be notified if parents/guardians attempt to gain access to the student area without proper permission and escort. Also, criminal trespassing charges will be filed accordingly.

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.

In an effort to increase the safety and security of all CHA students and staff, and to effectively identify individuals on campus, CHA will require all students to wear an Identification Device (ID) badge while on CHA property.

- This badge must be visible at all times and hung by a lanyard around the student's neck. These identification cards will be required for students to check out media center materials, log into technology devices, and to eat in the cafeteria.
- Failure to wear the CHA ID badge, or carry the ID badge in a proper manner will result in a lunch detention
- ID cards are not to be altered or edited in any way; this includes
 - Drawing on the badge itself (front or back)
 - Drawing or intentionally damaging the plastic badge holder
 - Putting stickers on the badge or plastic holder
- Any student that damages or forgets to bring their ID badge will be required to have a temporary badge printed at the beginning of the school day.
 - Temporary badge procedures:
 - 1st - sticker replacement
 - 2nd - sticker/admin communication to parents/guardians/lunch detention
 - 3rd - sticker/call to parents, student charged \$5 for replacement
 - Students must have their ID badge to participate in school activities, either individually or with a group.
 - Student assistance of any kind
 - Checking out library book
 - Eating in the school cafeteria: the ID badge will be used to identify the student when receiving their meal.
 - Entry into after school events
 - Pricing for replacement badge items will be:
 - Full badge replacement - \$5
 - Lanyard - \$2
 - Plastic cover - \$1
- Students' credentials should be kept confidential at all times. Students are not permitted to use another student's credentials to log into any technology device. Log in credentials are only permitted to be used on CHA technology devices. Any violation of this policy is a level three disciplinary offense.

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. 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

During the 2023-24 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 (TEC) §25.092 requires that students shall attend school each day for the entire period the program of instruction is provided. Unless specifically exempted by Section 25.086 of the TEC, a child who is at least six years of age, or who is younger than six years of age and has previously been enrolled in first grade, and who has not yet reached the child's 19th birthday shall attend school. Upon enrollment in prekindergarten or kindergarten, a child shall attend school.

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. You must send an email to attendance@lenapope.org.
- Ensure all emergency contacts and phone numbers are updated and correct in Parent Portal
- Provide written documentation describing the reason for the absence on the following day the student returns to school or email it to attendance@lenapope.org.

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 in the family up to two days
- Other necessary and justifiable reasons as excused by CHA

It is the parent's/guardian's responsibility to notify the school if their child is going to be absent from school. Parents/guardians must enter the excuse at attendance@lenapope.org if their child is going to be absent from school.

If you know in advance that your child is going to be absent, please notify the student's teacher and attendance office at attendance@lenapope.org. 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 three 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 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.

Per Texas Education Code (TEC) §25.092, after the third unexcused absence of a student, CHA shall issue a warning letter to the parent/guardian of the student stating that the student's enrollment may be revoked for the remainder of the school year if the student has more than five unexcused absences in a semester. Additionally, CHA may impose a behavior improvement plan as described in TEC §25.0915 (a-1) (1).

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 is defined as being at school every day and not having any tardies or early dismissals.

Truancy Notification

If a student has three or more unexcused absences for three or more days or parts of days within a six-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 school administration for appropriate action.

The Texas Education Agency does not distinguish between excused absences and unexcused absences. 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 a school administrator to discuss a plan to correct the issue. Failure to correct this issue may jeopardize your child's ability to attend Chapel Hill Academy.

After 10 consecutive absences, administration will have the authority to administratively remove the student from Chapel Hill Academy roles if parents have not been able to be contacted.

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 Chief of Education Services 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 required 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

- Documentation of the holiday being celebrated

Tardies

Tardiness is disruptive to the learning process. Parents/guardians and students share responsibility for being on time to school. 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 office, 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

- Students and parent(s)/guardian(s) who test positive for COVID 19 should be isolated for 5 days from either onset of symptoms or positive COVID test. Date of symptoms or the positive date test is day 0 (start of counting).
- If after 5 days the student is symptom free, the student may return to school.
- Parents/guardians must notify the school nurse when a student tests positive.
- If the Public Health Department changes its guidelines, CHA will follow their direction to make the same local changes to school policy.

Physical Education

All Kindergarten through 8th 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 and parent/guardian written consent 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.

Medical forms can be found online, www.chapelhillacademy.org.

- Select the blue ascender parent portal tab
- Select the tab that says Chapel Hill Academy Documents

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 school year. No medication will be dispensed without parent's/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 medication 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.
- 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.
- 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 notes must state how long restrictions/accommodations will be needed with a precise end of time frame.
- Vision, hearing, scoliosis, and Acanthosis Nigricans screening will be conducted throughout the school year. Acanthosis Nigricans is the Texas risk assessment for Type-2 diabetes in children. 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 Requirements. 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. Parents/guardians must provide the school nurse with updated immunization records as they are administered.

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. Per Texas House Bill (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.

Aerosol-Generating Treatment Protocol

- **Purpose:** During the Covid-19 Pandemic, safety and mitigation strategies are the focus. Infection prevention is 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
 - Parents/guardians will be notified immediately
 - Principal will be notified
 - EMS will be notified according to the nurse assessment
- **Application**
 - Nurses will contact each parent/guardian 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 to 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

We operate under the Community Eligibility Provision (CEP) under the National School Lunch and School Breakfast Programs for the 2023-2024 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. Student meal accounts must stay 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.

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.

Smart Snacks In Schools

CHA participates in the Smart Snack Program. Smart Snacks will be available for students to purchase during breakfast and lunch service each day. Students must have cash or a positive

balance on their meal account as Smart Snacks are not part of the Community Eligibility Program (CEP) free meal. Parents/guardians may add money to their student's meal account through www.myschoolbucks.com.

The Smart Snack ruling places restrictions which apply to all foods and beverages sold to students at any time during the school day. The Smart Snack calculator will be used by campus staff to determine if an item they wish to sell during the school day meets the required standards. You may find more answers about the Smart Snack Program at:

<https://foodplanner.healthiergeneragtion.org/calculator>

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.

It is the parent's/guardian's responsibility to notify the Director of Student Nutrition 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.

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 allowed at Chapel Hill Academy at administrative discretion.

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 Lockdown.

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.

Chapel Hill Academy will perform the following minimal drills during the school year.

- Secure(Lockout): 1 per school year
- Lockdown: 2 per school year
- Evacuate: 1 per school year
- Shelter-In-Place (for hazmat) 1 per school year
- Shelter for Severe Weather 1 per school year
- Fire Evacuation 4 per school year

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, Director of Campus Operations, Assistant Principal, Dean of Students, Social Worker, and Behavioral Interventionists. The administrator will use the Sygma Threat Assessment Screening Tool to conduct an assessment of the student to determine the level of risk or threat. After the level of threat is determined, the administrator will contact the parent/guardian. If no immediate action needs to be taken, the administrator will inform the parent/guardian that an interview with the student has been conducted. In the case of more serious situations, the parent/guardian will be called into school. Parents/guardians will be informed of the situation and will be provided with referrals for outpatient or inpatient treatment depending on level of risk assessed.

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 themselves or others, you will be contacted, and community resources will be provided by the Crisis Intervention Team (CIT) from the Fort Worth Police Department. 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 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 Director of Student Nutrition 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, guardians, and school staff in the development and enforcement of discipline procedures.
- Disseminate policies to all students and parents/guardians regarding infractions that qualify for immediate expulsion.
- Adhere to due process requirements with the expectation that parents/guardians concerned will be involved throughout the process. Parents/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 parent(s)/guardian(s) to hold their child(ren) responsible for their actions.

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 parent/guardian and student records.

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 the classroom, common areas, etc.

Major Infractions: Code of Conduct infractions which require the immediate attention of school administration. CHA reserves the right to file a police report and charges against any discipline referral that shows neglect for responsibility of the student actions. Lena Pope/CHA may seek possible restitution for damages as needed.

Minor infractions include, but are not limited to:	Major infractions include, but are not limited to:
<ul style="list-style-type: none"> ● Non-compliance ● Property misuse ● Dress code ● Mild physical contact ● Inappropriate language ● Tardiness ● Lying ● Cheating 	<ul style="list-style-type: none"> ● Fighting ● Cell phone usage ● Weapon possession (firearm/knife/explosive/imitation weapon) ● Controlled substance: possession, use, distribution, sale ● Drug paraphernalia: possession, sale, use ● Robbery or extortion ● Stealing ● Receiving stolen property ● Social Media challenges ● Sexual harassment ● Sexual assault ● Harassing, threatening, intimidating an individual, group, or any CHA staff member ● Harassing, threatening, intimidating a witness ● Hate violence ● School safety threat ● Terroristic threat to school, student, staff, or teacher ● Aiding and/or abetting physical injury ● Hazing ● Bullying (social media, cyber, sexual orientation, race/ethnicity, physical/mental disability) ● Damaging school property ● Tobacco, vaping, and/or snuff possession and/or use ● Obscene acts or vulgarity of any type ● Disruption and/or defiance ● Conducting any business that results in taking money from other students. ● Social media extortion of any type towards any Lena Pope/CHA employee ● Misuse of student's technology credentials ● Use of artificial Intelligence (AI) on any schoolwork

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
Cheating / Copying work	Assault	Arson
Minor theft	Bullying	Frequent infractions of the Student Code of Conduct (levels I, II, and/or III)
Leaving classroom without permission	Cyber bullying	Indecent exposure
Insubordination	Destruction of school property	Possession/transmission of intimate visual material
Minor classroom disruption	Fighting	Possession/distribution of alcohol
Minor inappropriate technology misuse	Truancy, i.e., excessive tardies or unexcused absences	Possession/distribution of other drugs or illegal substances
Minor physical or verbal aggression	Disruption of school activities and operations	Prohibited weapons
Profanity, vulgar, language, or obscene gesture	Persistent minor infractions, i.e., dress code	Public lewdness
	Gambling	Misuse of student's technology credentials
	Gang activity	Serious bodily injury
	Harassment	Sexual harassment

	Hazing	Inciting group violence
	Inappropriate technology use	Encouraging self-harm or suicide
	Making false report	Terroristic threat
	Major classroom disruption	Violent / deadly conduct
	Major theft	Severe plagiarism / academic dishonesty
	Destruction of school property	Making false alarm i.e., 911, fire, or EMS
	Trespassing	Fighting with bodily harm
	Prohibited items	Social media extortion of any type towards any Lena Pope/CHA employee
	Unauthorized soliciting	Security breach
	Profanity towards school personnel	Use of artificial Intelligence (AI) on any schoolwork

*Students in PK–2nd grade who commit Level I 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.

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 and post the behavioral expectations posted in all classrooms and community areas
- 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 parent/guardian)
- Teacher phone call / email to parent/guardian
- Conference with parent/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 teachers/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 ● Behavior Interventionist notified 	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 days suspension
Administrative action (5-8)	Administrative action (5-8)	Administrative action (5-8)
<ul style="list-style-type: none"> ● Restrict activity ● Assign detention ● ISS 	<ul style="list-style-type: none"> ● Restrict activity ● Assign detention ● 1-3 days suspension 	<ul style="list-style-type: none"> ● Restrict activity ● Assign detention ● 1-3 days suspension ● Possible recommendation for expulsion hearing
Interventions (PK - 8)	Interventions (PK - 8)	Interventions (PK - 8)
<ul style="list-style-type: none"> ● Meet with Behavior Interventionist or school administrator to identify contributing functional and environmental factors ● Parent/guardian administrator conference 	<ul style="list-style-type: none"> ● Provide intervention with Behavior Interventionist or school administrator ● Social emotional learning ● Parent/guardian shall be referred to wrap-around community resources ● Create behavior contract ● Parent/guardian and administrator conference ● Local Authorities contacted 	<ul style="list-style-type: none"> ● Provide intervention with Behavior Interventionist or school administrator ● Parent/guardian shall be referred to wrap-around / community resources ● Parent/guardian and administrator conference ● Re-evaluate behavior contract ● Local authorities contacted

*Students in PK–2nd grade who commit Level I 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)	Administrative Action (PK-4)	Administrative Action (PK-4)
<ul style="list-style-type: none"> ● Restrict activity ● Assign detention ● 1-3 days suspension 	<ul style="list-style-type: none"> ● Restrict activity ● Assign detention ● 1-3 days suspension 	<ul style="list-style-type: none"> ● 3 days suspension ● Possible recommendation for expulsion hearing
Administrative Action (5-8)	Administrative Action (5-8)	Administrative Action (5-8)
<ul style="list-style-type: none"> ● Restrict Activity ● Assign detention ● 1-3 days suspension 	<ul style="list-style-type: none"> ● Restrict activity ● Assign detention ● 1-3 days suspension 	<ul style="list-style-type: none"> ● 3 days suspension ● Possible recommendation for expulsion hearing
Interventions (PK-8)	Interventions (PK-8)	Interventions (PK-8)
<ul style="list-style-type: none"> ● Provide intervention with Behavior Interventionist or school administrator ● Social emotional learning targeted skill development ● Parent/guardian shall be referred to wrap-around / community resources ● Evaluate consequences and intervention effectiveness ● Create behavior contract ● Parent/guardian / administrator conference 	<ul style="list-style-type: none"> ● Provide intervention with Behavior Interventionist or school administrator ● Parent/guardian and administrator conference ● Parent/guardian shall be referred to wrap-around / community resources ● Re-evaluate behavior contract ● Local Authorities contacted 	<ul style="list-style-type: none"> ● Provide intervention with Behavior Interventionist or school administrator ● Parent/guardian and administrator conference ● Parent/guardian shall be referred to wrap-around / community resources ● Re-evaluate behavior contract ● Local Authorities contacted

*Students in PK–2nd grade who commit Level I 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-8)
<ul style="list-style-type: none">● 3 days suspension● Possible recommendation for expulsion hearing
Interventions (PK-8)
<ul style="list-style-type: none">● Provide intervention with Behavior Interventionist or school administrator● Parent/guardian and administrator conference● Parent/guardian shall be referred to wrap-around / community resources● Re-evaluate behavior contract● Recommend Behavior Improvement Plan (BIP)● Recommend a Stay Away Directive

*Students in PK–2nd grade who commit Level I 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 School Messenger to notify parents/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.

Parents/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 parent/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, parents/guardians 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.

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. Parents/guardians shall be notified of a student's ISS assignment. Repeated ISS occurrences may result in progressive discipline or expulsion. Non-compliance from students while in ISS will result in added time in ISS or progressive discipline.

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 parent/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 parent/guardian of the charges and proposed sanctions to afford a reasonable opportunity for preparation, including a written invitation to the student's parent/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 parent/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 parent/guardian representing the student attends, provided a good faith effort has been made to inform the student and the student's parent/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(s). 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 parent/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 presentations 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/guardians 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 administrator. 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 administrator, 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 or extortion of students, staff members, or other parents/guardians
- Other offense(s) may result in a parent/guardian losing their privilege to visit the school campus.

BULLYING POLICY

Bullying, as defined below, is unacceptable and will not be tolerated.

Definition

Bullying is defined as a single significant act or a pattern of acts by one or more student directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, emotional, or physical conduct that:

1. Occurs on or is delivered to school property or the site of a school-sponsored or school-related activity on or off school property.
2. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
 - Interferes with a student's educational opportunities; or
 - Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

and that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the person or of damage to the student's property.
2. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.
3. Materially and substantially disrupts the educational process or the orderly operation of a classroom, school, or campus; or
4. Infringes on the rights of the victim at school and includes cyberbullying.

Cyberbullying means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

Effective September 1, 2017, Senate Bill 179 or "David's Law", makes it a Class A misdemeanor and allows a temporary injunction against social media accounts used to electronically harass or cyberbully someone under age 18 through text message, social media, websites, or other means with the intent of causing them to commit suicide or harm themselves.

Chapel Hill Academy will use the Bullying Checklist, established by the Texas School Safety Center (TXSSC), as a guide to determine if the established definition of bullying is met.

Bullying may 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 peer 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 of Bullying

CHA will provide Social Emotional Learning (SEL) instruction to inform students on how to identify what bullying is and ways to report bullying and seek assistance. 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. Students might try to avoid certain places or activities in school. Finally, students may be resistant of attending school.

Encouragement to Tell

It is vital that there is an atmosphere in the school whereby any student who is 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. All students are encouraged to report any form of bullying to a trusted adult.

School surveys will be published twice a year (once each semester) that will include relevant questions on bullying or cyberbullying. This information will assist in establishing a positive culture and climate and address teacher and student concerns.

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 with Social Emotional Learning (SEL): an effective and sensitive educational program on bullying, involving roleplay, 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.

The CHA anonymous tip line can be used to report bullying and is located on the CHA web page. Students or parents can submit reports such as bullying, cyberbullying, dating violence, drug or alcohol use, threats against the school, weapons on campus and more. All messages submitted remain completely anonymous and/or in compliance with the Family Educational Rights and Privacy Act (FERPA).

Teachers will provide a standard CHA bullying report form on their Google Classroom page that students can fill out to report bullying. Also, teachers will provide instruction through the Social Emotional Learning (SEL) Program that characterizes bullying as a behavior that results from the student's need to acquire more mature social and coping skills, not an immutable trait.

Secondary teachers will use the SEL Program to provide explicit direct instruction on the brain's neuroplasticity so that students recognize bullying, including cyberbullying, the behavior can come from a developmental need to acquire more social skills, can change when the brain matures and learns better ways of coping, and is not an immutable trait.

Secondary grades (6-8) will have a Bullying Committee composed of students, parents/guardians, teachers, and staff that will address and mitigate bullying incidents at CHA. This committee will address bullying prevention and health and wellness ideas for the students.

Chapel Hill Academy will accept bullying reports in any form, i.e., verbal, written, emailed etc. Students may also use their classroom Chromebooks to report bullying.

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.

Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services

For those students who are having difficulty in the regular classroom, all school districts and open enrollment charter schools must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts and charter schools to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parents/guardians may contact the individual(s) listed below to learn about the school's overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine if the student needs specific aids, accommodations, or services. A parent/guardian may request an evaluation for special education or Section 504 services at any time.

Section 504 Referrals:

Chapel Hill Academy will have standards and procedures in place for the evaluation and placement of students in CHA's Section 504 program. CHA will also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

Contact Person for Section 504 Referrals:

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:

Contact Person: Campus 504 Coordinator

Phone Number: 817-289-0242

Additional Information:

The following websites provide information and resources for students with disabilities and their families.

- Legal Framework for the Child-Centered Special Education Process
- Partners Resource Network
- Special Education Information Center
- Texas Project First

Special Education Referrals

If a parent/guardian makes a written request for an initial evaluation for special education services to the Director of Special Education Services or an administrative employee of CHA, CHA will respond no later than 15 school days after receiving the request. At that time, Chapel Hill Academy will give the parent/guardian a prior written notice of whether it agrees to or refuses to evaluate the student, along with a copy of the Notice of Procedural Safeguards. If CHA agrees to evaluate the student, we will also give the parent/guardian the opportunity to give written consent for the evaluation.

Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. CHA will comply with all federal prior written notice and procedural safeguard requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require CHA to respond within the 15-school-day timeline.

If Chapel Hill Academy decides to evaluate the student, CHA will complete the student's initial evaluation and evaluation report no later than 45 school days from the day we receive a

parent's/guardian's written consent to evaluate the student. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

There is an exception to the 45-school-day timeline. If Chapel Hill Academy receives a parent's/guardian's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent/guardian by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30th due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Upon completing the evaluation, CHA will give the parent/guardian a copy of the evaluation report at no cost.

Additional information regarding special education is available at Chapel Hill Academy in a companion document titled Parent's Guide to the Admission, Review, and Dismissal Process.

Contact Person for Special Education Referrals:

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:

Contact Person: Special Populations Coordinator

Phone Number: 817-289-0242

Dyslexia Program

If a student is experiencing difficulty in phonological awareness, decoding, word recognition, fluency and spelling, parents/guardians may request a dyslexia assessment. The Special Populations Team determines if there is an educational need for dyslexia assessment. Recommendation for dyslexia assessment should be based on the educational need of the student as outlined in The Dyslexia Handbook published by the Texas Education Agency. Students will be assessed after the Special Populations Team determines if there is an educational need, tiered interventions have been implemented and students' responses documented. If a student is educationally identified with dyslexia, he/she will be placed in a multisensory, systematic, phonics-based program at the appropriate time.

The Texas State Library and Archives Commission's Talking Book Program provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

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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.