

# CHICOPEE ACADEMY



# STUDENT HANDBOOK 2018 - 2019

# **School Mission Statement**

The Chicopee Academy will provide a strong standards based academic program for both regular and special education high school students who have not met with success within the traditional high school setting. Our students will through individualized clinical and educational supports identify goals and objectives that will support them to grow and develop into young adults who are able to contribute to the communities in which they live.

Our school will be characterized by a creative, innovative approach to education. We will have a strong commitment to standards based, content area instruction. The faculty and staff will also incorporate experiential learning opportunities to provide our students with real life applications to their learning. While our goal is to reintegrate students back into their schools of origin, the Chicopee Academy will identify individualized educational and clinical Goals for each student. Our program will offer a continuum of services; we will have both short term and long term students depending on their needs and individual situations. Our commitment will always be to the least restrictive learning environment for each student. While some students will attend a full day at the Chicopee Academy, some students attend classes both at our site, and they access additional classes at their referring high school.

Our staff and faculty are committed to student success and realizing that each student is unique. The school is strongly committed to working as a team to support each student. Through close work with our students, their families, and community partners we will be able to develop a lifelong love of learning in our students.

## **About Chicopee Academy**

Chicopee Academy is designed to service both middle and high school students who have not been successful in the traditional school setting.

This lack of success includes; poor attendance misbehavior, failing grades and social adjustment difficulties.

The Chicopee Academy Program serves approximately one hundred regular ed and or special education students from Chicopee.

The school is staffed by a team of highly trained teachers who seek to support students towards personal success through individualized educational planning and clinical support. We strive to involve families and to form home/school/community partnerships to support our students. This dedicated, professional staff is student-centered and delivers a variety of services designed to meet the unique needs of each student.

## 2018-2019 School Calendar

### August 2018

New Teacher Orientation: Thu, August 23, 2018  
 Teacher Convocation/Professional Development: Mon, August 27, 2018  
 Professional Development: Tue, August 28, 2018  
 Professional Development: Wed, August 29, 2018  
 Students Report (Grades 1-9): Thu, August 30, 2018  
 Students Report (Grades 10-12): Fri, August 31, 2018

August 2018				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

## APPROVED

Regular Meeting of the  
 School Committee  
 June 6, 2017

### September 2018

Labor Day: Mon, September 3, 2018  
 Students Report (Pre K - K): Thu, September 6, 2018

September 2018				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

February 2019				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	

### October 2018

Columbus Day: Mon, October 8, 2018

October 2018				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

March 2019				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

### November 2018

Election Day/Professional Development: Tue, November 6, 2018  
 Veterans' Day *Observed*: Mon, November 12, 2018  
 Thanksgiving Vacation: November 21-23, 2018

November 2018				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

April 2019				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

### December 2018

Parent/Teacher Conferences (Pre-K-5): Fri, December 7, 2018  
 Professional Development (6-12): Fri, December 7, 2018  
 Christmas Vacation: December 24, 2018 - January 1, 2019

December 2018				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

May 2019				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

### January 2019

Professional Development - ½ day (Pre K-5): Fri, January 18, 2019  
 Martin Luther King Day: Mon, January 21, 2019

January 2019				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

June 2019				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

### February 2019

President's Day: Mon, February 18, 2019  
 Winter Vacation: February 18-22, 2019

### March 2019

Professional Development - ½ day (Pre K-5): Fri, March 8, 2019

### April 2019

Patriot's Day: Mon, April 15, 2019  
 Spring Vacation: April 15-19, 2019  
 Good Friday: Fri, April 19, 2019

### May 2019

Memorial Day: Mon, May 27, 2019

### June 2019

Chicopee Academy Graduation: Thu, June 6, 2019  
 Chicopee High School Graduation: Thu, June 6, 2019  
 Chicopee Comprehensive High School Graduation: Fri, June 7, 2019  
 Last Day of School\*: Fri, June 21, 2019

\*Calendar includes five student days for inclement weather.  
 Schools will close after they have been in session 180 pupil school days.

## **GOALS FOR CHICOPEE ACADEMY**

1. Provide a safe and supportive learning environment
2. Engage students in their academic, emotional and social development.
3. Involve parents and community providers.
4. Work with students to identify personal goals and strive towards success.
5. Assist students to transition back to their respective middle school or high school.
6. Work with students to earn a high school diploma.

# **INFORMATION REGARDING CHICOPEE ACADEMY**

## **ACCIDENT POLICY**

Each time a student or teacher is injured in the school building or at a school-sponsored function on or off school property, an accident report must be filed in the office no later than 24 hours after the incident. All questions concerning insurance should be referred to an administrator or the insurance clerk. This includes members or athletic teams.

## **ADJUSTMENT COUNSELORS**

The office is located in the Gymnasium. Services are provided to students. Students having questions and needing assistance can make appointments to see a counselor.

## **ASSEMBLIES**

The administration will schedule programs that have a value and are worthy to the students. Students are expected to behave as responsible citizens and demonstrate courtesy to the speakers and to all present at the assembly. Students whose behavior violates the acceptable behavior expected to them will be disciplined.

## **ATTENDANCE**

Students have the responsibility to be in school on time and to attend classes that are assigned. Calls will be made home daily if child is absent.

## **BEHAVIOR AND SAFETY REGULATIONS FOR BUS STUDENTS**

Remember it is a privilege to ride on the school bus. If riders are not well behaved and courteous, they endanger the health and safety of other riders and may be deprived the privilege of riding the school bus.

Students must be on time for the bus. The driver will not wait. A bus schedule, indicating time and station, will be published in the local newspaper before the opening of the school year. Students are to be at the bus stop AT LEAST TEN MINUTES before the scheduled pick up time.

## **BULLYING POLICY**

“Bullying” is defined as the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a victim/target that: (1) causes physical or emotional harm to the victim/target or damage to the victim’s/target’s property, (2) places the victim/target in reasonable fear of harm to himself or damage to his property, (3) creates a hostile environment at school for the victim/target; (4) infringes on the rights of the victim/target at school; or (5) materially and substantially disrupts the education process or the orderly operation at school. For the purposes of this policy, bullying shall include cyber-bullying.

“Cyber-bullying” is defined as bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writings, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include (1) the creation of a web page or blog in which the creator assumes the identity of another person or (2) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (1) to (4), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (1) to (4), inclusive, of the definition of bullying.

The School Committee expects administrators and supervisors to make clear to students and staff that bullying and cyber-bullying are prohibited on school grounds and at school functions, as well as on property adjacent to school grounds, at bus stops, and on school buses or any school owned or leased vehicle. In addition, if bullying and cyber-bullying occurs off of school grounds through the use of students’ private electronic devices, it will constitute bullying for school purposes if the action results in a hostile school environment for the victims/targets. The term “hostile environment” is defined in the law as a situation in which bullying/cyber-bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of the student’s education. Violations of these prohibitions will not be tolerated and will be grounds for disciplinary action up to and including suspension and expulsion for students and termination for employees.

The School Committee further expects Administration to ensure that an anti-bullying program is implemented across all grade levels on a yearly basis.

The District will promptly and reasonably investigate allegations of bullying. The Principal of each building will be responsible for handling all complaints by students alleging bullying. The Student Grievance Procedure as set forth in the Anti-Discrimination/Anti-Harassment Policy (File: A4 J62) will apply to grievances under this policy.

## **EVIDENCE BASED VIOLENCE PREVENTION AND SOCIAL COMPETENCY CURRICULUMS UTILIZED BY THE CHICOPEE PUBLIC SCHOOLS**

- Michigan Model for Comprehensive School Health Education (Michigan Model) - The Michigan Model facilitates interdisciplinary learning through educational lessons that integrate health education into other curricula, including language arts, social studies, science, math and

art. Lessons emphasize active student participation, especially in developing and practicing role-playing strategies. The Program is for K-12 students and it includes violence prevention lessons throughout the elementary grades along with two complete modules for grades 7-8 and 9-12 that cover conflict resolution skills and safety in violent situations, sexual harassment, and abusive relationships. In addition, there are modules in grades 7-8 and 9-12 on tobacco and alcohol, nutrition, physical activity, HIV/AIDS, and healthy sexual development.

- Safe Dates** - Safe Dates is a research-based program designed to stop or prevent the initiation of psychological, physical, and sexual abuse on dates or between individuals involved in a dating relationship. The goals of the Program are to change adolescent dating violence norms, change adolescent gender-role norms, improve conflict resolution skills for dating relationships, promote victims' and perpetrators' beliefs in the need for help and awareness of community resources for dating violence, promote help-seeking by victims and perpetrators, and improve peer help-giving skills. This program can and will be utilized in conjunction with the Michigan Model Program. (Will be utilized in the in the middle schools, the alternative school, and the high schools)

- Second Step** – Is a research-based social-skills program for children ages 4 to 14 that teaches socioemotional skills aimed at reducing impulsive and aggressive behavior while increasing social competence. The program builds on cognitive behavioral intervention models integrated with social learning theory, empathy research, and social information-processing theories. The program consists of in-school curricula, parent training, and skill development. Second Step teaches children to identify and understand their own and others' emotions, reduce impulsiveness and choose positive goals, and manage their own emotional reactions and decision-making process when emotionally aroused. (Will be utilized in Pre-K through 8th grade)

- Steps to Respect** – Is a research based bullying prevention program designed to decrease bullying at school and help students build more supportive relationships with each other. The program's dual focus on bullying and friendship is based on research showing that friendship protects children from harmful effects of bullying. Students are taught friendship skills, such as strategies for making and keeping friends, and steps for joining a group activity. Steps to Respect also teaches children skills for coping with bullying, including recognizing bullying, using assertive behaviors to refuse the bullying and reporting bullying to adults. Since many children become involved as bystanders to bullying in helpful or harmful ways, Steps to respect emphasizes the responsibility that all members of a school community have to decrease bullying. (Will be utilized as a complement to the Second Step Program in grades 3, 4, 5, and 6)

- Signs of Suicide (SOS)** - The Signs of Suicide Program is a research-based program that teaches students that suicide is directly related to mental illness, typically depression, and that it is not a normal reaction to stress or to be emotionally upset. This approach stands in direct contrast to other programs that seek to de-stigmatize suicide by separating it from mental illness. The program is a 2-day school-based intervention that includes screening and education. Students are screened for depression and suicide risk and referred for professional assistance as indicated. Signs of Suicide (SOS) concentrates on teaching youths to recognize

the signs of suicide and depression in themselves and others and the specific actions needed to respond to those signs. (Will be utilized district-wide as a suicide prevention tool)

## Blue Print to Graduate

9 <sup>th</sup> Grade: Freshman Year			
English	Obtain a passing grade	5 credits	35 credits
Math	Obtain a passing grade	5 credits	
Social Studies	Obtain a passing grade	5 credits	
Science	Obtain a passing grade	2.5 credits	
Science	Obtain a passing grade	2.5 credits	
Physical Education	Obtain a passing grade	2.5 / 5 credits	
Art	Obtain a passing grade	2.5 / 5 credits	
Art or Phys Ed	Obtain a passing grade	2.5 credits	
Spanish	Obtain a passing grade	2.5 / 5 credits	
Edgenuity Class	Obtain a passing grade	2.5 / 5 credits	
10 <sup>th</sup> Grade: Sophomore Year			
English	Obtain a passing grade	5 credits	35 credits
Math	Obtain a passing grade	5 credits	
Social Studies	Obtain a passing grade	5 credits	
Science	Obtain a passing grade	2.5 credits	
Science	Obtain a passing grade	2.5 credits	
Physical Education	Obtain a passing grade	2.5 / 5 credits	
Art	Obtain a passing grade	2.5 / 5 credits	
Spanish	Obtain a passing grade	2.5 / 5 credits	
Edgenuity Class	Obtain a passing grade	2.5 / 5 credits	



11 <sup>th</sup> Grade: Junior Year			
<i>English</i>	Obtain a passing grade	5 credits	35 credits
<i>Math</i>	Obtain a passing grade	5 credits	
<i>American Studies</i>	Obtain a passing grade	5 credits	
<i>Science</i>	Obtain a passing grade	2.5 credits	
<i>Science</i>	Obtain a passing grade	2.5 credits	
<i>Art</i>	Obtain a passing grade	2.5 / 5 credits	
<i>Science</i>	Obtain a passing grade	2.5 credits	
<i>Phys Ed</i>	Obtain a passing grade	2.5 / 5 credits	
<i>Spanish</i> <i>Edgenuity Class</i>	Obtain a passing grade Obtain a passing grade	2.5 credits 2.5 / 5 credits	
12 <sup>th</sup> Grade: Senior Year			
<i>English</i>	Obtain a passing grade	5 credits	35 credits
<i>Math</i>	Obtain a passing grade	5 credits	
<i>American Studies</i>	Obtain a passing grade	5 credits	
<i>Science</i>	Obtain a passing grade	2.5 credits	
<i>Science</i>	Obtain a passing grade	2.5 credits	
<i>Art</i>	Obtain a passing grade	2.5 credits	
<i>Science</i>	Obtain a passing grade	2.5 / 5 credits	
<i>Phys Ed</i>	Obtain a passing grade	2.5 / 5 credits	
<i>Spanish</i> <i>Edgenuity Class</i>	Obtain a passing grade Obtain a passing grade	2.5 credits 2.5 / 5 credits	
			140 Total Credits

### **CAFETERIA-LUNCH PERIOD**

Chicopee Academy will provide a FREE breakfast and lunch to all of its' students each and every day. Each student will be provided a breakfast time slot as well as a lunch period. We do not permit any food to leave the cafeteria. In addition, no outside food is to be ordered or delivered to the school.

If you have a food allergy, please consult our school nurse so we can alert everyone involved.

## High School Bell Schedule 2018 – 19

Period	Start Time	End Time	Minutes to Change	Length of Class
Breakfast	7:41	7:57	3	16
1	8:00	8:45	3	45
2	8:48	9:33	3	45
3	9:36	10:21	3	45
4	10:24	11:09	3	45
5	11:12	11:57	3	45
Lunch I	11:57	12:13		16
Lunch II	12:16	12:32		16
6	12:35	1:20	3	45

7	1:23	2:08	3	45
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### **CLINIC**

The clinic is staffed by a full time nurse. Any student needing to see the nurse needs a pass or is escorted there. Parents are notified of any serious illness or accident. To dispense medicine a form and the medication is to be brought in the school. Any forms being sent home should be filled out and sent back as soon as possible.

### **COMMUNITY SCHOOL PORTAL**

Parents/Guardians wishing to track their student's academic progress can now register with us to access our "Community School Portal". Please send us your email.

### **CREDITS**

All students must pass the English Language Arts and Mathematics Portions of the MCAS. Sophomores must pass the Science/Technology MCAS in addition to the Math and English tests. All students need 110 credits to graduate.

### **DISMISSALS**

A parent's note/phone call is needed if your child is being dismissed during the school day. You will need to come to the office to sign your child out.

# Massachusetts Department of Elementary and Secondary Education

## MassCore

### Massachusetts High School Program of Studies

English/ Language Arts	4 Units*
Mathematics	4 Units Including the completion of Algebra II or completion of the Integrated Math equivalent. All students are recommended to take a math course during their senior year.
Science	3 Units of lab-based science Coursework taken in technology/engineering may count for MassCore science credit. Note: The Board of Higher Education admissions standards for public colleges and universities require three (two lab-based) physical and natural science units and do not currently recognize technology/engineering as a science course.
History/Social Science	3 Units Including US History and World History.
Foreign Language**	2 Units Of the same language.
Physical Education	As required by law State law (M.G.L. c. 71,s. 3) states: "Physical education shall be taught as a required subject in all grades for all students." Health can be integrated into Physical Education, science, or taught as a stand-alone course.

The Arts **	1 Unit
Additional Core Courses	5 Units Business Education, Career and Technical Education (CTE), Health, Technology (e.g., computer science, desktop publishing, multi-media and web design), or any of the subjects above. Note: Most students majoring in CTE will take more than 5 units in a CTE program of study.
	22 Units - Is a minimum that students should take in high school
Additional Core Courses	5 Units Advanced Placement (AP); Capstone or Senior Project; Dual Enrollment courses taken for both high school and college credit; Online courses; Service Learning; and Work-based Learning.
<p>*A unit represents a full academic year of study or its equivalent in a subject that covers all the standards contained in a specific Curriculum Framework.</p> <p>** Students enrolled in a state-approved Career and Technical Education program of studies have the option of opting out of Foreign Language and Art and still fulfill MassCore.</p> <p>MassCore is the recommended program of study that Massachusetts high school students need in order to be better prepared for college and a career. Developed by a statewide advisory group from the K-12, higher education and business sectors, MassCore maintains flexibility for students and high schools while allowing districts to set additional graduation requirements. Courses included in MassCore should be rigorous, engaging, and based on appropriate</p>	

## **EDGENUITY**

This is a “credit recovery” program utilizing computers in our computer lab. We will be offering many different classes in the following subjects: English, mathematics, social studies, science, art and physical education. Students will be able to catch up in some subjects where they are a little deficient with their credits.

The Virtual Classroom is a comprehensive online learning environment that uses state-of-the-art technology – including animations, simulations, exploratory, and videos – to engage students.

e2020 courses integrate best-in-class media and interactive to help students learn. Although all classes include core and supplemental readings, the primary mode of instruction is a highly qualified on-screen instructor who activates prior knowledge, explains and models, and checks for understanding. Along the way, students complete a range of assignments that maximize engagement and involvement, which allows them to apply and synthesize what they have learned.

Students will be required to successfully complete the entire class to earn credits. Prior to each unit, the student will take a “pre-test” and if successful, will not be required to participate in that unit. There will also be unit tests, mid-terms as well as a final exam.

- Edgenuity
- 335 different classes
- On-Line
- One class period
- Tuesday and Thursday after school
- At home

## **EVACUATION DRILLS**

Evacuation drills are at regular intervals and are required by law and is a safety precaution. It is essential everyone obeys orders promptly and clears the building as quickly as possible.

## **EXIT FROM PROGRAM**

Students that exit from the program are generally due to excessive absences from school, moving to another school district, pursuing a GED or enrolling in Job Corp.

## **FIELD TRIPS**

All school rules apply on field trips. Field trips are to be approved by the principal and Superintendent.

Whenever a student attends a field trip, he/she will be allowed to make-up all work, quizzes or tests, and will not be considered absent from class. Permission slips are mandatory and must be turned in prior to the day of the field trip.

# **CHICOPEE ACADEMY MIDDLE SCHOOL DAILY POINT CHART**

NAME\_\_\_\_\_ GROUP\_\_\_\_\_ Total Daily Points \_\_\_\_\_

DATE\_\_\_\_\_

								GYM
BEHAVIORS	AM	PER 1	PER 2	PER 3	LUNCH	PER 4	PER 5	PER 6
COMMUNICATION								
ASSIGNMENT COMPLETION								
POINT TOTALS								

Bonus Points Earned

Period 1	Period 2	Period 3	Period 4	Period 5

Teacher Comments:

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### **IMMUNIZATION REQUESTS**

For school attendance, Massachusetts law states that students must be adequately immunized against tetanus, diphtheria, pertussis, polio, measles, mumps, and rubella unless exempted for medical or religious reasons. A tetanus-diphtheria booster is required every 10 years. Evidence of the above-required immunizations must be presented before entering the Chicopee school system. Continuing attendance is contingent on updated immunizations including tetanus-diphtheria boosters.

### **LIBRARY MEDIA CENTER**

The Library Media Center is available throughout the school day. The library is to be used for meaningful purpose of study, book selection, or research. A quiet atmosphere will be maintained. Students will not leave before the end of the period. Any student not following the rules will risk losing library privileges.

### **LOST AND FOUND**

Any items that are found by students should be brought to the main office. Students seeking lost items should check with the main office.

### **MEDICATION IN SCHOOL**

As a rule, medications are not to be given in school. Medicine is treatment and as such, not part of the school health services. Medication usually can be scheduled around the length of the day that students are in school. In the exceptional case where an emergency dose is to be given during school hours, the following must be submitted to the school nurse: 1. A written signed and dated request with instructions for dispensing medication from the student's physician. 2. A written, signed and dated request from the parent.

The bottle of medicine shall be issued by a pharmacist and the label shall have the following: a. name of child, b. name of physician, c. name and strength of medication, d. the amount of dosage, and e. schedule for administration of the medication. Only an R.N. or L.P.N. must dispense medication given on a daily basis as part of the student's educational program, which is covered by M.G.L. Chapter 94C, the Controlled Substances Act. Additionally, the school nurse will maintain an updated "Handicap List" and an updated "daily" medication schedule and file same with the principal at the beginning of the school year. The school nurse will also supply information from this list pertinent to each classroom teacher to him or her. Medications must be kept in the nurse's office.

# *Middle School Daily Schedule:*

## *2018 - 19: A / B / C*

	September		October		November		December		January	
Thur	8/30	A								
Fri	8/31	B								
Mon	3						3	A		
Tues	4	C					4	B	1	
Wed	5	A					5	C	2	C
Thur	6	B			1	B	6	A	3	A
Fri	7	C			2	C	7		4	B
Mon	10	A	1	A	5	A	10	B	7	C
Tues	11	B	2	B	6		11	C	8	A
Wed	12	C	3	C	7	B	12	A	9	B
Thur	13	A	4	A	8	C	13	B	10	C
Fri	14	B	5	B	9	A	14	C	11	A
Mon	17	C	8		12		17	A	14	B
Tues	18	A	9	C	13	B	18	B	15	C
Wed	19	B	10	A	14	C	19	C	16	A
Thur	20	C	11	B	15	A	20	A	17	B
Fri	21	A	12	C	16	B	21	B	18	C
Mon	24	B	15	A	19	C	24		21	
Tues	25	C	16	B	20	A	25		22	A
Wed	26	A	17	C	21		26		23	B
Thur	27	B	18	A	22		27		24	C
Fri	28	C	19	B	23		28		25	A
Mon			22	C	26	B	31		28	B
Tues			23	A	27	C			29	C
Wed			24	B	28	A			30	A
Thur			25	C	29	B			31	B
Fri			26	A	30	C				
Mon			29	B						
Tues			30	C						
Wed			31	A						

**Middle School Daily Schedule:**  
**2018 - 19: A / B / C**

[illegible]

### **MORNING CHECK IN**

All students must check in every morning at our Intake Area. All electronic devices including cell phones, I Pods, MP3 players, head sets, CD players, etc. must be turned in. Also, all students must turn in all hats; do rags, bandanas, and or scarves. These items will be returned to the students at dismissal. They will be locked and kept in folders by student name. If a student leaves school grounds during school without permission a parent or legal guardian must come to retrieve these items. After check in students pass through a metal detector to ensure overall school safety.

Students who are tardy must be in school by 8:30 a.m., unless there is a telephone call or note from a parent/guardian or they are with their parent. Other acceptable reasons for late arrival include doctor/dentist appointments or court. Written documentation is necessary from these professionals and should be turned into the office upon arrival. Students will still be searched and hats/cell phones/IPODS, etc. will be held in our locked cabinet in the Intake Area. These items will be returned at the conclusion of the school day.

### **PERSONAL APPEARANCE POLICY**

In accordance with Massachusetts state law students are expected to dress and groom in a manner that conforms to reasonable standards of health, safety, and cleanliness and that will not cause disruption of the educational process. Dress or appearance that is unclean, constitutes a threat to the health or safety of students or is disruptive of the educational process will not be permitted. Therefore, students are expected to meet the following standards:

Feet must be covered (shod) at all times, meaning no bare feet, and no flip flops/beach/shower style sandals or slippers allowed. Clothes must be clean, in good repair, and not disruptive. Chains (wallet, belt, large neck chains, etc.) and spiked accessories (collars, belts, bracelets) are not permitted. Hats, headbands, bandanas and any other head covering are not permitted to be worn during school, (except for religious reasons) and for designated approved and authorized school activities.

Students may not wear clothing or accessories that:

- § have slogans, comments or designs that are obscene, lewd, or vulgar;
- § are directed towards or intended to harm, harass, threaten, intimidate, or demean others because of gender, color, race, religion, disability, genetic information, ethnicity, sex,  
national origin, or sexual orientation; and/or
- § promote alcoholic beverages, tobacco products, gang activity, illegal drugs, guns, or weapons.

Clothing will be deemed inappropriate if it:

- § exposes midriffs or backs (short tops)
- § is shorter than mid-thigh (shorts or skirts)
- § is overly revealing (low cut or see-through tops, spaghetti straps, tube tops, tank tops for boys and girls, etc.)
- § is intended to serve as an undergarment
- § reveals undergarments (low slung pants); pants must be worn at the waist and be able to stay up without the use of a belt; and belts must be the correct length
- § is sunglasses/shades worn in the school building without permission from the administration

Students whose dress or appearance is not suitable for school will be asked to change their dress or appearance. Other disciplinary consequences may be imposed in accordance with the Students' Rights and Responsibilities Handbook for repeated failure to meet these standards.

### **POSTERS**

No posters are to be placed on any wall of the school without proper approval of the principal or his designee. Posters must be taken down by a specific date.

### **PROGRESS REPORTS**

Student progress reports are sent home. High school progress reports are sent four times a year midway through each marking term. Middle school progress reports are mailed weekly. These note improvement and deficiency in your child's progress. If you have any questions you can call the school to make an appointment to meet with your child's teacher.

### **PROPERTY DAMAGE**

The school building surrounding grounds deserve the same care and respect as our own private property. Restitution will be required for all damages to public and personal property.

### **REFERRAL PROCESS**

1. The referring school identifies a student for consideration to attend the Alternative middle or high school. A referral packet is then completed and submitted to the Assistant Superintendent for Student Support Services, for review.
1. The Assistant Superintendent reviews all referrals with Mr. Leonard, Chicopee Academy Principal for consideration.

1. A Chicopee Academy representative will then contact the referring school and parent of the identified student to schedule an intake meeting.
1. The school specific information / demographic packet, intake form and other pertinent forms are completed with the student and parent.
1. The student is oriented to school expectations, code of discipline and daily schedule.
1. The student is placed in a grade that correlates with his / her existing credits, according to the current IEP (if applicable), and is introduced to staff members.
1. The Chicopee Academy office arranges for transportation, if necessary and assigns a homeroom and daily class schedule to the student.
1. The student is given a start date, enrolled in our census and the office notifies the referring school of the new school arrangements.
1. A behavioral / education plan is instituted if indicated. There is generally a 30 – 45 day trial period to determine future course of schooling.
1. There will be ongoing dialogues with the student, family and provides to make the transition as smooth as possible.
1. See next page. Conditions to be met to be referred.



12 DARE Way  
Chicopee, MA 01022

Phone: (413) 594-3449  
Fax: (413) 594-1863

## CHICOPEE ACADEMY At Selser

*Richard W. Rege, Jr.*  
Superintendent

*John G. Leonard*  
Principal

*Martha L. Skiba*  
Vice Principal

### Conditions to be Met to be Referred to \_\_\_\_\_

The following conditions must be met with GREAT improvement during the course of the 2018 - 19 Academic Year. A referral will be created for \_\_\_\_\_ to start the 2019 - 20 at \_\_\_\_\_ if these conditions are met.

**1) Attendance**

- a. Tardy
- b. Dismissal
- c. Absent

**2) Discipline**

**3) Grades**

- a. Progress Reports
- b. Quarterly Grades
- c. Mid Terms
- d. Finals

**4) MCAS Scores**

**5) Student Support Center**

**6) Homework**

**7) Successfully complete Chicopee Academy's Summer School Program 2019**

The above items were all discussed at the Intake Meeting and we completely understand the terms and expectations if my student wants to be referred to another school.

\_\_\_\_\_  
Student's Signature

Date

\_\_\_\_\_  
Parent's Signature

Date

\_\_\_\_\_  
Administrator's Signature

Date

"The Chicopee Public Schools does not discriminate on the basis of race, color, gender, gender identity, religion, national origin, sexual orientation, age or disability in admission to, access to, employment in or treatment in its programs and activities"

### **REPORT CARDS**

Report cards are issued quarterly and mailed home. If you have not received a report card please contact the school.

### **SCHOOL PROPERTY BOUNDARIES**

During school hours, high school – 7:40 a.m. to 2:08 p.m., and middle school – 8:00 a.m. to 2:08 p.m., students are not to leave school property without permission. Students are asked to leave the building immediately upon dismissal at 2:08

### **SECURITY OF BELONGINGS**

Students should not bring large sums of money, or valuable personal belongings to school. The school is not responsible should any of these or other personal belongings get stolen from lockers or classrooms, or articles of clothing left in any area of the school.

### **SKATEBOARDS, ROLLER SKATES AND BICYCLES**

Skateboards, roller skates, roller sneakers and bicycles are not allowed in the building at any time. Disciplinary action will be taken against students who violate this rule.

### **SNOWBALL THROWING POLICY**

Snowballs can cause serious personal injury and can cause accidents. Therefore, snowball throwing by any student on school property or buses is forbidden. Disciplinary action will be taken against those that violate this rule.

### **STUDENT ID'S**

Students will be required to wear ID's at all times once they are issued

### **STUDENT LOCKERS**

Lockers are provided to the students by the Chicopee Public Schools for the purpose of storage, books, school-related equipment and personal belongings. Contraband items (including weapons, illegal drugs, alcoholic beverages, stolen property, etc.) shall not be stored in school lockers and are subject to confiscation by school officials. Students are expected to keep the



lockers locked and in good orderly condition. Lockers are not to be shared by students. For security, locker combinations are not divulged to any other student.

Should the Chicopee Public Schools have reasonable grounds for suspecting that a student has violated or may be violating a law or school rule, an individualized search of the student's locker may be conducted in a manner reasonably related to the nature of the infraction. After a student leaves school (this includes year's end), the school is not responsible for items left in lockers after 30

### **STUDENT PARKING**

Motor vehicles driven to school by students must be parked in the school parking lots. After arriving on school grounds, students should not return to their vehicles until dismissal. Students will park at their own risk, the school will not be held responsible for stolen or damaged vehicles. Students are also required to drive safely at all times on school property. Failure to do so will result in loss of parking privileges, school discipline and legal action.

### **STUDENT PUBLICATIONS**

We respect the rights of freedom of speech, petition, and assembly as long as they do not interfere with the educational process. School newspapers, yearbooks, literary magazines, and other publications have the right of freedom of the press, subject to the existing laws of libel and obscenity. The principal has the right to view and review, reject any or all articles in any school publication.

### **STUDENT RECORDS**

Records of students in the Chicopee Public School may be reviewed by a request in writing. Such request should be directed to the principal of the school which the student is enrolled. A parent/guardian or student 18 years of age may request to see their records. The Principal or the Principal designee will be present during the viewing and interpreting the contents. Persons viewing records will sign a form indicating that the records were seen in a particular date.

### **SUMMER SCHOOL**

Chicopee Academy will hopefully be offering our Summer School Program again during the month of July in 2019. This is an excellent way for our students to make up credit. This program runs from approximately 8:00 am to 12:30 pm at a school TBA. The students will be scheduled according to their specific needs and will have an opportunity to earn 5 credits per class successfully completed.

Students must be eligible to attend this program. To be eligible, a student cannot fail all of his/her classes during the academic year. Also, they must show the willingness to attend school daily.

In addition, students will be required to complete one BASE Education course each day. These classes take approximately 30 minutes

### **TARDINESS**

Students that are tardy need to sign in the office. Disciplinary action will be taken if repeated tardiness happens. Any high school student who is tardy to school ten (10) times will receive a one-day Internal Suspension. Each tardy five times beyond ten (10) will also result in a one-day Internal Suspension. Exceptions due to extenuating circumstances may be appealed to the Principal. No sign in after 8:30 a.m. without written excuse.

### **TELEPHONES**

The Chicopee Academy's phone number 594-3449.

### **TEXTBOOKS**

Textbooks, which are becoming increasingly expensive, must be properly taken care of by the students. Students should never write in or on a textbook or destroy the binding. It is recommended that textbooks be properly covered. Lost or damaged textbooks must be paid for, or report cards will be withheld from the student at the end of the year.

### **TUTORING**

Tutoring is provided free of charge by the Chicopee Public Schools to students who are hospitalized, physically or emotionally incapable to attend school. It takes approximately ten days to process a request and hire a tutor(s). Forms are available in the office.

### **WORKING PAPERS**

In order to hold a job, part-time or full-time, students between the ages of 14 – 18 must have a work permit card. All working cards are obtained at the main office of the school. Students under the age of 16 must first get a paper (available in the office) to be filled out and signed by the employer and physician. Students between the ages of 16 – 18 must first get a paper (available in the office) to be filled out and signed by the employer. The completed papers are to be returned to school with proof of age, and then a permanent pass will be issued. If you are between 16 -18 present your ID card or birth certificate and a work permit will be issued.

### **WEB SITE**

You will find a lot of valuable information on our website. We encourage you to visit it frequently as it is constantly updated. Please bookmark the following address for your easy access to our website:

<http://www.chicopeeps.org/Academy/index.cfm>

## **HANDOUT FOR PARENTS FOR STUDENTS**

To: Parents of Students at Chicopee Academy

From: Administrators of Chicopee Academy

We often hear from parents that suspension from school is like a vacation for their children.

Here are some ideas that you may want to discuss and try with your child.

1. Students in grades 9 – 12 face serious consequences, if they are suspended. Students are marked suspended. The attendance policy states that a suspension is not an excused absence. This may affect a student earning credits. Remember, earning credits and passing the MCAS tests are the two major requirements to graduate with a diploma.
2. Students in grades 6 – 8 must also be mindful that attendance is important too. Poor attendance often results in poor grades, and promotion to the next grade is not automatic.

Parents, the following are some suggestions as to how to make suspension less of a vacation and more of a consequence.

### Tips:

- 
1. If the suspension is for more than 1 day, call the school to arrange to pick up the student's missing class-work, homework, and any make-up assignments. Then, assign the student specific assignments to be done daily. Check over the work to make sure it is done neatly, completely, and correctly. If it is not, make the student re-do the work expecting better quality. If there is a question regarding the assignment you can not answer, please feel free to call the school, and the teacher will be glad to call you and explain the problem to you and/or the student. This will show you value education, hold the child to high expectations, and will give you an idea about your child's progress, strengths, weaknesses, level of commitment, and work ethic.

2. Possibly assign additional household chores daily. Make sure these are done properly and completely.
3. Consider taking away access to video games, computers, music, and cell phones. The games, controllers, CD's, keyboards, etc. can be locked up or taken to work with you. Local cable television also has parental controls that you can use to limit children from particular channels that lack educational content. Encourage reading!
4. Ground your child during suspension. If they play on a sports team, so not allow them to participate in practices or games. If they were on a high school team, that would be their consequence. Furthermore, they should not be allowed to go out nor have friends come over to for socializing. This teaches them that their behavior in school has consequences outside of school too. This may communicate the school and parents are on the same page.

The children will whine, complain, and do everything they can to rebel against your authority because you have held them accountable and made them take responsibility for their actions. It is much easier to give in to their demands. Be firm and strong. Remind them that you are the parent. You pay the bills; you provide shelter, clothing, and food for them. You love them and work hard to give them as much as you possibly can; however they must respect you, your rules, your time, and your property. This includes respect for all adults and authority. School is their job at this age and should be their primary focus because so much of what they do now will effect their opportunities in the future. You, as parents, have the power to give rewards, along with the power, right, and responsibility to take away privileges. Do not reward inappropriate behavior. It is never too early to teach children the hard truths of life. Nothing in life is free or totally fair. You must work hard and earn success. Everyone makes mistakes, but learning from mistakes means you do not repeat the same unacceptable behaviors. Rather, you mature and grow up from these lessons.

Tardiness, excessive absences, and failure to complete assigned work are reasons for dismissal from a job or from college. Threats, acts of violence, fighting, and theft are crimes and will be prosecuted in the work place, community, and at higher educational institutes. Depending upon the circumstances, they may be prosecuted at Chicopee Academy, as well. Everyone deserves to work and learn in a safe environment.

Prepare your children to become responsible, productive, and law-abiding members of society. When they become young adults they will look back on the rules and limits you set and enforced, and they will thank you that you loved them enough to take the time and effort to teach them properly.

Finally, when students know that parents, teachers, counselors, and administrators are all working together, reinforcing positive social and academic behaviors, they will begin to realize that they can not divide and conquer. Instead, following the rules at home and at school will become the only reasonable choice and worthwhile decision.

Our goal is to keep students in class and learning as much as possible. When all other efforts have been exhausted or the severity of the situation necessitates removal from the general population, children must be externally suspended. We hope these tips help you and your children make the most effective use of this time out of school.

Dear Parent or Guardian:

The teen years are marked by a roller-coaster of emotions-difficult for teens, their parents and educators. It is easy to misread depression as normal adolescent turmoil; however, depression appears to be occurring at a much earlier age, and the past decade has seen teen suicide rates double.

To proactively address this issue, the Chicopee Academy Program is offering depression screening and suicide prevention training as part of the SOS (Signs of Suicide) Suicide Prevention Program. This program has been used by thousands of schools over the past six years. It has proven successful at increasing help seeking by students concerned about themselves or a friend and is the only school-based suicide prevention program to show a reduction in suicide attempts in a randomized, controlled study as published in the March, 2004 edition of the American Journal of Public Health.

Our goals in participating in this program are straightforward:

- To provide a safe, supportive learning environment for all students,
- To help our students understand that depression is a treatable illness, and help them assess whether or not they may have symptoms consistent with depression,
- To provide students training in how to identify serious depression and potential suicidality in a friend, and,
- To impress upon teens that they can help themselves or a friend by taking the simple step of talking to a responsible adult about their concerns.

All of the teachers have been oriented to the SOS program. We would now like to introduce the program, as it will be presented to the students, to the parents and other involved adult caretakers. Please refer to the attached information sheets that provide a detailed overview of the program.

The depression screening tool that we are using focuses on thoughts and feelings, which a parent may be unaware that their child is having. This tool cannot provide a diagnosis of depression, but does give an indication of whether a young person should be referred for evaluation by a mental health professional. We are enclosing a Parent Version of the same depression screening form and ask that you take a moment to fill it out. We include the questionnaire to make you aware of the types of questions that your teen will be answering and to help you assess your child's risk for depression. If you are concerned, we encourage you to speak with your son or daughter and follow up with a mental health professional for a complete

evaluation. Feel free to contact the school for a listing of the mental health agencies in this area or if you have additional questions.

## **EVIDENCE-BASED SUICIDE PREVENTION PROGRAM FOR SECONDARY SCHOOLS**

The SOS Signs of Suicide® Program is the first school-based suicide prevention program to:

Show a [reduction in suicide attempts](#) (by 40%) in a randomized controlled study (American Journal of Public Health, March, 2004).

Be selected by SAMHSA for its National Registry of [Evidence-based Programs and Practices](#) (NREPP).

The SOS Program has also documented a dramatic [increase in help-seeking behavior](#) by others (Adolescent and Family Health, 2003).

What is the SOS Suicide Prevention Program?

It is an evidence-based, cost-effective program of suicide prevention and mental health screening for secondary schools. This program is easily implemented by existing school personnel during one or two school periods.

SOS empowers students by:

- Helping teens understand the important connection between undiagnosed, untreated mental illness and suicide
- Teaching teens the Signs of Suicide
- Outlining action steps for dealing with these signs as a mental health emergency

What is the goal of the SOS Program?

The SOS Program teaches teens that depression is a treatable illness and empowers them to respond to a potential suicide of a friend or family member by using the ACT technique:

- Acknowledge the signs of suicide
- Respond with Care
- Tell a responsible adult

### **How is the SOS Program implemented?**

School personnel use the materials provided by the SOS Program. The main components include:

1. Video and Discussion Guide

This is the primary teaching tool, which describes the signs and symptoms of depression and suicide. It illustrates the right and wrong way for students to respond.

1. Depression Screening

The Brief Screen for Adolescent Depression (BSAD) helps students identify whether they may be suffering from depression and should seek help.

1. Opportunity for consultation with School Professional

Students are encouraged to speak with a school professional if they are concerned about themselves or a friend.

Since 2000, more than 1,500 schools have participated in the SOS Program.

For more details, visit [www.mentalhealthscreening.org/highschool](http://www.mentalhealthscreening.org/highschool)



## **Area Mental Health Agencies**

### Brightside for Families and Children Counseling\*

2112 Riverdale Street  
Springfield, MA

539-2973

33 School Street

West Springfield, MA

846-4300

### Clinical and Support Options\*

130 Maple Street  
Suite 325  
Springfield, MA 01103

### River Valley Counseling

303 Beech Street

Holyoke, Ma

540-1100

147 Grape Street

Chicopee, MA

594-2141

(This agency sends outreach therapists to Chicopee Academy)

### Mt Tom Mental Health

40 Babola Road

Holyoke, MA

536-5473

### Crisis Intervention Teams

503 State Street

Springfield, MA 536-2251 or 733-6661

### MSPCC

230 Maple Street

Holyoke, MA

532-9446

235 Chestnut Street

Springfield, MA

734-4978

### Service Net Mental Health Center

141 East Main Street

Chicopee, MA

594-3965

### Valley Psychiatric Services

511 East Columbus Avenue

Springfield, MA

827-8959

7 Open Square Way

Holyoke, MA

536-5631

## **Hospitals for Psychiatric Emergencies**

Baystate Hospital

759 Chestnut Street

Springfield, MA

794-0000

Holyoke Medical Center  
575 Beech Street  
Holyoke, MA 534-2500

\*These agencies have Family Stabilization Teams (FST) available