



Together
WE GO FAR

PARENTS & STUDENTS HANDBOOK

2021-2022 SCHOOL YEAR





Portrait of a Graduate



Philosophy of the Springfield Public Schools

Our school system is large and diverse, with approximately 26,000 students, about 4,000 employees, and about 60 schools. Along with strong basic skills programs, enrichment and extracurricular activities also add depth and scope to the overall educational program. Our curriculum is designed to meet the needs of all—not just some—of our students.

VISION

A Culture of Equity and Proficiency

CORE VALUES

- * A promise that all students graduate college and career ready
- * Every student is known
- * Safe learning environments
- * Stakeholders are valued and treated with dignity, courtesy, and respect
- * Open honest two-way communication
- * Effective instruction using technology to personalize learning
- * Equity, accountability, and trust
- * Teamwork and kindness

MISSION: The Springfield Promise

The Springfield Promise is to:

- * Develop global citizens that are productive 21st Century leaders;
- * Graduate students ready for college and career, able to compete in today's changing world;
- * Attract knowledgeable, highly effective, diverse educators and staff who want to work in a high performing district; and,
- * Engage parents and community members as essential partners in sustaining A Culture of Equity and Proficiency.

THEORY OF ACTION

IF... there are highly effective, knowledgeable, and diverse principals and teachers in every school who create a learning environment of respect and mutual accountability, use data and technology to differentiate instruction and empower each student to achieve, THEN...all students will graduate prepared to be successful in college and career in A Culture of Equity and Proficiency.

Non-Discrimination Policy

It is the policy of the Springfield Public Schools pursuant to federal and Massachusetts laws not to discriminate against individuals based on race, color, religion, national origin, homelessness, ancestry, gender, sexual orientation, gender identity, age, veteran status, genetic information, or disability in the administration of its educational programs, activities, or employment policies. The School Committee has approved grievance procedures for students, teachers, and other employees who feel that they have been discriminated against under this policy. Copies of the grievance procedures are available at all schools and in the Superintendent's office. This policy is consistent with M.G.L. c. 76, s.5.

Title IX Notice of Non-Discrimination

Springfield Public Schools does not discriminate on the basis of sex in admission, administration of its educational programs or activities, or employment. Springfield Public Schools is required by Title IX and its implementing regulations at 34 C.F.R. Part 106 not to discriminate on the basis of sex in admission, administration of its educational programs or activities, or employment. The Senior Administrator of Human Resources, Kathleen O'Sullivan, Springfield Public Schools, 1550 Main St. Springfield MA, 01103, 413-787-7100, ext. 55428, has been designated as the employee responsible for coordinating Springfield Public Schools efforts to comply with and carry out its responsibilities under Title IX. Inquiries concerning the application of Title IX and its implementing regulations at 34 C.F.R. Part 106 to Springfield Public Schools may be referred to Kathleen O'Sullivan or U.S. Department of Education, Office for Civil Rights, 400 Maryland Ave., SW Washington, DC 20202-1100, telephone 800-421-3481.

Parent and Community Engagement

Your child's success in school requires the effort of both the school and home. We encourage you to participate actively in your child's education. To help you monitor your child's progress, report cards will be issued; the schedule appears later in this handbook. For more comprehensive information, contact your child's teacher(s) and schedule a conference to share information about your child's development. Appointments can be made by calling the principal or guidance counselor at your child's school. Parent-teacher conferences provide the opportunities to discuss everyone's efforts for academic achievement. Parents are also welcomed to visit their child's classes by calling the school's principal to arrange for a visit. Please join forces with other parents in these established organizations:

- ☐ Springfield Parent Advisory Council (SPAC) for Special Education
- ☐ Parent Teacher Organization/Association (PTO/PTA) at each school
- ☐ Parent Community and Advisory Council
- ☐ District-Wide Parent Team
- ☐ School Centered Decision Making (SCDM) Teams at each school
- ☐ Springfield School Volunteers
- ☐ Springfield Parent Academy

Each group offers different levels of involvement within individual schools or in citywide organizations. For more information about these organizations, contact your school or call 787-6959.

Student Assignment Services (SAS)

Student Assignment Services (SAS) is located at 91 School St. SAS registers and assigns all PreK-12 students to a school (excluding charter schools, private schools, or other out-of-district placements) and provides ongoing parent support services. Language assessments are conducted for non-English speakers. Additionally, there is a Nurse Managed Clinic on site. The SAS has a bilingual staff (Spanish/English) available to help parents and is open Monday through Friday from 8:00 A.M. to 4:30 p.m. SAS is closed on all school holidays. For more information, please call 787-6959.

Student Assignments to Boundary and Magnet Schools

Students are enrolled and assigned by the Parent & Community Engagement Center by the Enrollment staff. Assignments are made according to the boundary plan (based on the physical address) for all PK, Elementary, and Middle school students.

High school assignments:

1. Incoming 9th graders are assigned under the High School Choice plan if they ballot during the balloting window or are available space after the balloting and assignment process has been completed.
2. Grades 10 through 12 are assigned as either returning to a previously attended high school or available space.

Springfield Public Schools also offer several Magnet school options for interested parents. Gerena Community School and Zannetti Montessori School offer entry through the school choice balloting process beginning in PK. Gerena is PK through grade 5, and Zannetti in PK through grade 8. STEM is a magnet middle school that offers grades 6 through 8, Conservatory of the Arts and Renaissance both offer grades 6 through 12 and students can ballot for the school when entering 6th or 9th grades. Duggan is a boundary school that accepts forty percent of the students who live outside the school's boundary as Magnet students. Information about student enrollment and documents required for registration are available on the district's website at: <https://www.springfieldpublicschools.com/departments/pace>

The Springfield Public Schools Student Assignment Policies, Processes, and Procedures is a comprehensive document that defines and identifies the various assignment types that are governed by federal, state, and local mandates. The full policy is available at the Central Office and the SPS website.

Attendance Policy

School attendance is linked to higher graduation rates and lower dropout rates. Students are expected to be in attendance every day of the school year. Parents/guardians have a legal responsibility to ensure that their child is in attendance each day school is in session. Attendance shall be taken daily in every class of each school and parents/guardians shall be notified regularly of their child's absence from school. Parents/guardians must contact the school if their child is absent.

A student who is absent for any reason will be required to make up missed classwork and may receive a lower grade. If you need assistance with your child's attendance, please call the **Springfield Public Schools' Attendance Office at 413-787-7100 X 37886**.

State Laws Regarding Attendance

Springfield Public Schools and the Commonwealth of Massachusetts require that all school-age children attend school daily. Children cannot have **more than 7 full days or 14 half days of unexcused absences in a 6-month period**. The following outlines the Massachusetts General Law (MGL) requirements of parents, guardians, and other responsible adults:

Parents/guardians must provide the school with accurate contact information and, **within 3 days**, must inform the school regarding the date and reason for a child's absence. Schools must provide a specific phone number for parents/guardians to utilize to report absences. Educational professionals must report to the Department of Child and Family Services if they believe that a child is suffering physical or emotional harm from abuse, neglect, or educational neglect. Adults who unlawfully keep children out of school must pay fines and other penalties. **The Supervisor of Attendance may file a Failure to Send or Child Requiring Assistance (CRA) Petition with Springfield Juvenile Court for chronic absenteeism.** Families (including teen parents) who receive benefits under Transitional Aid to Families with Dependent Children are subject to specific attendance requirements in order to receive these benefits.

For additional information on the Massachusetts General Law around school attendance, go to the following website:
<https://malegislature.gov/laws/generallaws/parti/titlexii/chapter76>.

General Information Regarding Attendance

The Home/School Attendance Specialist

The Home/School Attendance Specialist will support schools in the prevention of, and intervention for chronic absenteeism. The specialist will communicate with the parent/guardian by telephone calls and letters or other referrals and may do home visits to intervene to support the student's return to school. If necessary, the specialist will respond to community concerns regarding attendance and, in some instances, may accompany certified personnel to escort students back to school.

Absences

Excused Absences

An excused absence occurs when a student is absent for **ONLY** one of the following accepted reasons for absence from school or class AND can provide adequate written documentation (as defined below) within 3 days of when the student returns to school.

Excused absences are **ONLY** an absence from school or class for the following reason:

1. Student illness
2. Medical/dental appointment for the student (Parents/guardians are encouraged to schedule medical/dental appointments outside of school hours. When scheduled during school hours, the student's excused absence is only limited to the amount of time for the appointment. The student is expected to attend school and class before and/or after the appointment.)
3. Death in the immediate family
4. Observance of a religious holiday
5. Legal matters requiring a student's personal appearance

An absence is unexcused if it does not meet one of the above five reasons for an excused absence and if the Parent/Guardian's note does not provide adequate written documentation explaining the reason for the absence.

A formal doctor's note, a copy of the obituaries, or verification of religious affiliation. The note must include the date absent, the reason for the absence, a phone number where a parent or guardian can be reached, and the parent or guardian's signature. Should a school official become aware that written documentation for any absence(s) has been fabricated, the absence(s) will not qualify as "excused."

Unexcused Absences

A student's absence is unexcused if he/she is absent for an unacceptable reason (one not listed above).

Vacations and non-emergency travel are NOT approved absences!

A student who is absent will be required to make up missed classwork or their grade may be affected.

Tardiness and Dismissal

If a student misses more than half of the academic day due to being tardy or dismissed early, then that student will be considered absent from school that day. However, credit will be given for the full classes attended.

A student who is not in his/her classroom at the start of the class is tardy. A student entering the classroom after one-half of the period will be considered absent from that class.

ALL requests for early dismissals must be in writing and given to the principal or designee at the start of the school day. The school reserves the right to verify and/or deny a request for early dismissal.

Suspensions: External suspensions count towards a student's average daily attendance.

Chronic Illness: We are aware that some students suffer from chronic illnesses. If the appropriate medical documentation for the absences is provided to the school, the absences will be excused but the student will still be required to complete the missed coursework.

Incentive Programs: Each school is encouraged to design and implement programs to acknowledge a student's efforts to maintain and/or improve school attendance.

Please see the Springfield Public Schools Attendance Policy for additional information (<https://www.springfieldpublicschools.com/departments/pace/resources/attendance>).

How Attendance Relates to the MCAS (Massachusetts Comprehensive Assessment System)

Students must take and meet the competency determination for the 10th grade English Language Arts, Math, and Science MCAS to receive a high school diploma. If a student has not met the competency determination for MCAS by the time he/she is otherwise eligible to graduate, he/she must file an appeal to receive a diploma.

In accordance with No Child Left Behind (NCLB), all schools are expected to maintain 92% or higher average daily student attendance to make Adequate Yearly Progress (AYP).

To be eligible to file an MCAS appeal,

- ☐ A student must have a 95% attendance rate for both 11th and 12th grade years.
- ☐ The student must satisfactorily attend and participate in MCAS prep classes (students must have a 66% participation rate in the prep classes or tutoring).
- ☐ The student must take the MCAS three (3) times.
- ☐ To receive a State Endorsed Certificate of Attainment, students must meet the state attendance requirements (#1 above).
- ☐ Student/school may submit evidence of extenuating circumstances

Textbook Policy

The Springfield Public Schools (SPS) is committed to providing each student with an equitable education. This textbook policy is designed to ensure that all students will have access to the appropriate textbooks that will enrich their learning experience as we continue to work together to Raise the Bar and Close the Gap. Please refer to the Springfield Public Schools Website District Policies page to view the textbook policy in its entirety.

Early Dismissal

Special dismissals of students during the school day may be granted only by the principal or authorized representatives.

Early dismissal of students may be granted for special circumstances (for example, doctor or legal appointments).

Bicycles

Students may request permission to ride a bicycle to school by filing a permission slip signed by a parent or guardian with their school office. Permission slips are available in the school office. To be eligible to ride a bicycle to school, a student must live more than 0.8 miles from school and be in grade 4 or above. The parent should inspect the route for safety. Failure to observe rules may result in loss of permission to ride a bicycle to school. Helmet use is mandatory throughout Massachusetts.

Cell Phone Use Policy

Adopted: March 18, 2010, Revised: May 3, 2012; April 11, 2013

The School Committee has banned the use of personal cell phones, PCDs and other types of electronic devices during the academic school day. Students may possess and carry cell phones and PCDs; however, these units must be completely turned off (not simply on silent or vibrate mode) during the academic day.

The “academic school day” is defined as the start of the school day and throughout the day until the last hour/bell is over. Students are permitted to use cell phones only during the following times: before and after school hours outside or inside the school building and at after-school or sports activities, only with the permission of the coach, instructor, or program director.

The purpose is to ensure that disruptions and interference of the instructional academic climate of the school does not occur. Text messages and photo transmissions are covered by this policy.

Students who violate this policy shall face disciplinary action by the administration including confiscation of the cell phone, PCD or other type of electronic device as follows:

If school personnel hear or see any cell phones, PCDs or other electronic devices as defined above being used by a student, the following disciplinary actions will be taken:

First Offense:

- Confiscation of the device to be returned to student no earlier than the end of the school day.

Second Offense:

- Detention
- Administration will schedule a conference with the parent/guardian.
- The confiscated device will be returned to parent/guardian after the parent conference.

Third Offense:

- Two-day In-House Suspension
- Confiscation of the device to be returned to parent or guardian at the end of two (2) weeks

Repeated Violations:

- Students may be subject to additional disciplinary action, consistent with the Code of Conduct.
- Confiscation of the device to be returned to parent or guardian at a minimum of at least one month.

Use of cell phones, PCDs or other types of electronic devices to take pictures is not permitted on school property without the expressed consent of the administration and the expressed consent of the individual whose photo, picture, or electronic image is taken.

Personal Property Loss or Theft

It is upsetting both for students and school staff when valuable personal items, such as jewelry, toys, or electronics, are lost or stolen at school. School personnel should strongly encourage families to be sure that children do not bring valuable items to school. If the presence of such items at school causes a disruption, school-based rules may allow school personnel to take a student's personal property away from that student while at school. The school-Based Rules also may state that certain items should not be brought to school in the first place.

School personnel should make every reasonable effort to return all personal property to the student or parent that was taken away from the student by administration. However, school personnel are not responsible for replacing a student's lost or stolen personal property or compensating the family for the value of that property.

Student Dress Code and Uniforms

Research shows that school uniforms support a safe and disciplined learning environment, which is the first requirement of any good school. Students who are safe and secure and learn the basic American values and the essentials of good citizenship are better students. As of September 2008, there is a mandatory school uniform policy in the Springfield Public Schools. All details of the district's mandatory policy—including specific enforcement policies and consequences for non-compliance—are available at the central office, P.A.C.E, and each school office. The full policy is available in multiple languages including English, Spanish, Somali, Russian, and Vietnamese. Please note that the articles of clothing that make up the mandatory Springfield Public School uniform can be purchased in any department or discount store. No store has, or can have, a monopoly on selling school uniforms.

Mandatory School Uniform Policy

Revised: June 4, 2009, October 7, 2010, June 14, 2012, September 27, 2012

Parents are instructed to check with their child's school to confirm its uniform policy.

Rationale:

School uniform policies can promote school safety, improve discipline, and enhance the learning environment. The potential benefits of school uniforms include:

- Decreasing violence and theft – even life-threatening situations – among students over designer clothing or expensive sneakers
- Helping prevent gang members from wearing gang colors and insignia at school
- Instilling students with discipline
- Helping parents and students resist peer pressure
- Helping students concentrate on their schoolwork; and

- Helping school officials recognize intruders who come to the school

Pre-School Enforcement:

The school will strive to achieve full compliance using positive reinforcement measures and will resort to disciplinary action only when positive measures and supports fail to assure compliance.

No student will be considered non-compliant with the uniform policy in the following instances:

- When the student wears the dress of a nationally recognized youth organization or activity, such as JROTC, on regular meeting days.
- When the student's parent or guardian has secured an exemption from the school policy for religious or health considerations. A student may wear religious attire.
- When a student is on school grounds outside of normal school hours, appropriate attire is required.
- When a field trip or school event may require specialized clothing, appropriate attire is required.

Not in Compliance

- FIRST OCCURRENCE – Parent/Guardian will bring appropriate clothing to school and student will receive detention/demerit.
- SECOND OCCURRENCE – Parent or Guardian will bring in appropriate clothing to school and student will receive 3 hours of detention/demerit.
- THIRD OCCURRENCE – Parent or Guardian will bring in appropriate clothing to school and student will receive one day in-house suspension.
- FOURTH OCCURRENCE – This is considered defiance and Code of Conduct will be applied.

Internet Policy for Acceptable Use and Safety

Users are expected to abide by the generally accepted rules of network etiquette which include, but are not limited to:

- Be polite. Use appropriate, non-abrasive language.
- Do not reveal personal information such as last names, addresses, phone numbers, photos, etc. that could identify the user or other students or staff.
- Do not use the network in such a way as to disrupt its use by others.
- Do not make defamatory remarks, sexual or racial slurs, or use obscene or profane language.
- Passwords should not be revealed or shared with anyone.

The Springfield Public Schools believes that the benefits to students from access to information resources, and the opportunity for collaboration available through the Internet exceed the potential disadvantages. Families should be aware that Springfield Public Schools intends to incorporate network use and Internet access in the schools according to grade level as follows:

Grade Kindergarten through two: Students at these levels will not have individual computer network passwords or e-mail accounts (unless the Superintendent or his/her designee approves). During school time, teachers of students in grades K-2 will guide them toward appropriate materials. Web/Internet access at these grade levels will be limited to teacher-directed and teacher-demonstrated use. Students will not be conducting independent research on the Web/Internet, nor will they be sending or receiving electronic mail independently.

Grades three through five: Students in grades three through five may have individual passwords. Students at these grade levels will have the opportunity to conduct research via the Web/Internet in the classroom and during directly supervised instruction, participate in class electronic mail sent to subject experts.

Grade six through twelve: Students in grades six through twelve may be given individual access passwords and may have the opportunity to access the Web/Internet and may receive individual email accounts. Students will have the opportunity to access the Internet, participate in on-line course work, and conduct independent, self-directed research, both during classroom instruction and outside of classroom instruction.

Note: The Springfield Public Schools' Internet Policy for Acceptable Use and Safety pertains to both staff and students. It is printed in its entirety on the Springfield Public School website. The Springfield Public Schools reserves the right to change this policy without prior notice. Please refer to the Springfield Public Schools website for the most current version in full. More information about the SPS Technology Plan and its website accessibility policy is available at www.springfieldpublicschools.com on the parent's page.

Parents or guardians should complete the Policy Acknowledgement Form provided by your child's school, indicating that they have read, and understand the policies and that the parent has explained the policies to their child. This signature will be kept at the school. Smoking Policy

Students may not smoke or use tobacco products at school, on a school bus, at any school-related activity on school grounds during normal school hours, or at off-site activities sponsored by the Springfield Public Schools. Any student who violates this policy will receive appropriate disciplinary action. The school system offers smoking cessation clinics for students and staff.

Bullying Policy

Updated Bullying Prevention and Implementation Plan, February 2019

Chapter 92 of the Acts of 2010, An Act Relative to Bullying in Schools, was signed into law on May 3, 2010 and took effect immediately. On May 13, 2010, Springfield Public Schools (SPS) and the School Committee approved a revised Bullying Policy ("Policy"). To comply with amendments to the statute in 2013 and 2014, the Policy and Plan have been amended.

SPS has developed a Bullying Prevention and Intervention Implementation Plan as required under M.G.L. c. 71, § 37O, in consultation with local government agencies, community agencies, school personnel, advocacy organizations, families, and other interested parties. The District has chosen to adhere to the Model Bullying Prevention and Intervention Plan provided by the Department of Elementary and Secondary Education to provide a comprehensive approach to bullying.

INTRODUCTION

Bullying is a major distraction from learning and both the target and the perpetrator suffer significant negative consequences when engaged in this type of anti-social behavior. The grades of the victim can suffer. Fear can lead to chronic absenteeism, truancy or even dropping out of school. Bystanders feel both guilty and helpless for not standing up to the bully. Bullying of any type has no place in a school setting. The Springfield Public Schools will endeavor to maintain a learning environment free of bullying. To this end, the Springfield Public Schools sets forth the following policy for the identification and reporting of bullying for the overall goal of the protection of students and their ability to learn in a safe environment.

A. Definitions

1. "Bullying" means the severe or repeated use by one or more perpetrators of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a victim that has the effect of:

- a. causing physical or emotional harm to the victim or damage to the victim's property; or
- b. placing the victim in reasonable fear of harm to him/herself or of damage to his/her property; or
- c. creating a hostile environment at school for the victim; or
- d. infringing on the rights of the victim at school; or
- e. materially and substantially disrupting the education process or the orderly operation of a school.

In some circumstances, bullying may be established based on a single incident, due to its severity, despite the fact that the conduct is not repetitive. "Severe" means the incident was significantly offensive based objectively from the perspective of a "reasonable person".

Bullying shall include cyber-bullying.

Examples of bullying include but are not limited to:

- unwanted teasing;
- threatening;
- intimidating;
- stalking;
- cyberstalking;
- cyber-bullying;
- physical violence.
- theft.
- sexual, religious, disability or racial harassment.
- public humiliation.
- destruction of school or personal property.
- social exclusion; and,
- rumor or spreading falsehoods.

2. "Cyber-bullying" means bullying through the use of technology or any electronic means or communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages, or facsimile communications. Cyberbullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person (ii) or the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions listed in clauses (a) to (e), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a 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 listed in clauses (a) to (e), inclusive, of the definition of bullying.

3. "Hostile environment" means a situation in which 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.

4. "Perpetrator" means a student or member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional who engages in bullying or retaliation.

5. "School grounds" means property on which a school building or facility is located or property that is owned, leased, or used by the Springfield Public Schools for any school sponsored activities, functions, programs, instruction, or training.

6. "Victim" means the student who has been bullied or retaliated against.

B. Expectations

Bullying is prohibited by the Springfield Public Schools. In addition, retaliation against a person for reporting bullying or who has cooperated in an investigation of a complaint under this policy is prohibited and will not be tolerated by the Springfield Public Schools.

1. Bullying is prohibited on school grounds, property immediately adjacent to school grounds, at school-sponsored or school-related activities, functions, or programs whether on or off school grounds, at school bus stops, on school buses or other vehicles owned, leased, or used by Springfield Public Schools, or through the use of technology or an electronic device owned, leased, or used by Springfield Public Schools.

2. Bullying is also prohibited at a location, activity, function, or program that is not school related if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school.

3. Bullying is also prohibited through the use of technology or an electronic device that is not owned, leased, or used by the district, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school.

4. Retaliation against a person who reports bullying, who provides information during an investigation of bullying, or who is a witness to or has reliable information about bullying is prohibited. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment in connection with filing a complaint or assisting with an investigation under this policy.

C. Training and Education

1. The Springfield Public Schools will endeavor to provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the curriculum.

2. Bullying prevention and intervention plan

a. Springfield Public Schools will develop and update a bullying prevention and intervention plan in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, behavioral health specialists, local law enforcement agencies, students, parents, and guardians. The consultation will include a public comment period. The bullying prevention and intervention plan will be updated biennially.

b. The bullying prevention and intervention plan will:

1) include descriptions of and statements prohibiting bullying, cyber bullying, and retaliation;

2) establish clear procedures for students, staff, parents, guardians, and others to report bullying or retaliation;

3) include a provision that reports of bullying or retaliation may be made anonymously, provided that no disciplinary action shall be taken against a student solely on the basis of an anonymous report;

4) establish clear procedures for promptly responding to and investigating reports of bullying or retaliation;

- 5) identify the range of disciplinary actions that may be taken against a perpetrator for bullying or retaliation provided, however, that disciplinary actions shall balance the need for accountability with the need to teach appropriate behavior;
- 6) establish clear procedures for restoring a sense of safety for a victim and assessing that student's needs for protection;
- 7) establish strategies for protecting from bullying or retaliation a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying;
- 8) establish procedures consistent with state and federal law for promptly notifying the parents or guardians of a victim and a perpetrator, provided that the parents or guardians of a victim shall also be notified of the action taken to prevent any further acts of bullying; and provided further that said procedures must provide for immediate notification to the local law enforcement agency where criminal charges may be pursued against the perpetrator;
- 9) include a provision that a student who knowingly makes a false accusation of bullying shall be subject to disciplinary action; and 10) include a strategy for providing counseling or referral to appropriate services for perpetrators and victims and for appropriate family members of said students.

c. The bullying prevention and intervention plan will afford all students the same protection regardless of their status under the law.

d. Professional Development: The bullying prevention and intervention plan will include ongoing professional development to build the skills of all members of school staff, including but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities and paraprofessionals to prevent, identify and respond to bullying. The content of such professional development will include, but not be limited to:

- 1) developmentally appropriate strategies to prevent bullying incidents;
- 2) developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents;
- 3) information regarding the complex interaction and power differential that can take place between and among the perpetrator, the victim, and any witnesses to the bullying;
- 4) research findings on bullying;
- 5) information on the incidence and nature of cyber-bullying; and
- 6) internet safety issues as they relate to cyber-bullying.

e. The bullying prevention and intervention plan will include provisions for educating parents and guardians about the bullying prevention curriculum of the Springfield Public Schools, how they can reinforce said curriculum at home, how they can support the Springfield Public Schools' prevention and intervention plan, the dynamics of bullying, and online safety and cyber-bullying.

3. All staff, in collaboration with parents, students and community members will incorporate system methods for student recognition through positive reinforcement for good conduct, self-discipline, good citizenship, and academic success.

D. Notice

1. The Springfield Public Schools will provide to students and their parents or guardians, in age-appropriate terms and in the most prevalent languages of the students, parents or guardians, annual written notice of the relevant sections of the bullying prevention and intervention policy.

2. The Springfield Public Schools will provide to all school staff annual written notice of the bullying prevention and intervention policy. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan.

3. Relevant sections of the bullying prevention and intervention plan shall be included in any Springfield Public Schools employee handbook.

4. The bullying prevention and intervention plan shall be posted on the Springfield Public Schools website.

E. Implementation

Each school principal will be responsible for the implementation and oversight of the bullying prevention and intervention plan at the principal's school.

F. Reporting

1. School staff, including but not limited to an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, will immediately, but no later than the end of the regular school day, report any instance of bullying or retaliation the staff member has witnessed or become aware of to the school principal or to the school official identified in the bullying prevention and intervention plan as responsible for receiving such reports or both. Failure to report may subject the staff member to disciplinary action.

2. Any student who believes that he or she has been subjected to bullying or retaliation, or who has witnessed or learned about the bullying or retaliation of a student, has the right to file a complaint with the Springfield Public Schools. This may be done in writing or orally by informing the building principal as soon as possible. If the individual does not wish to discuss the issue with the building principal, or if the principal does not address the problem in an effective manner, the individual should inform the Superintendent or Superintendent's designee.

3. The Springfield Public Schools urges all individuals in the school community to bring any concerns of bullying or retaliation to the attention of school personnel so that they can resolve the issue.

4. Reports of bullying or retaliation may be made anonymously; provided, however, that no disciplinary action shall be taken against a student solely on the basis of an anonymous report.

5. All reasonable efforts will be made to maintain confidentiality and protect privacy of all parties, but proper enforcement of this policy may require disclosure of any or all information received.

6. Bullying should be added to each school's Disciplinary/Referral Form as one of the reasons for referral to the assistant principal/principal.

G. Investigation

1. Upon receipt of such a report there shall be a prompt investigation by the school principal or the principal's designee or, if reported to the superintendent, the superintendent or superintendent's designee.

2. In general, the complaint should be investigated as soon as practicable. Complaints involving violence should be investigated immediately. The nature and duration of the investigation will depend on the circumstances of the complaint, including the type, severity and frequency of the alleged bullying and whether the perpetrator is a student or an adult. If the alleged perpetrator is a district employee, the principal may request assistance in the investigation from the district's human resources department.

3. The complaint should be investigated in a fair and expeditious manner, in a way that maintains confidentiality to the extent practicable.

4. The investigation should generally include interviews of the victim, the alleged perpetrator, witnesses, individuals whom any of the foregoing identify as having knowledge of potential relevance to the allegations, and anyone else

whom the investigator believes may have such knowledge. To the extent practicable, the investigator may take notes during interviews, or soon thereafter, for the purpose of maintaining accurate records.

5. The investigation may also include a review of any documents, including in electronic format or otherwise, photographs, voice mails, e-mails, telephone records, or other items that may be relevant to the allegations of bullying or retaliation and to which the investigator has access.

6. To the extent practicable, the investigator may create and maintain a confidential investigative file. The file may include any materials relevant to the investigation, including but not limited to interview notes, relevant documents, photographs, voice mails, e-mails, telephone records, or other items pertaining to the allegations or the investigation into them.

H. Resolution

1. If the school principal or designee determines that bullying or retaliation has occurred, the principal or designee will:

a. immediately notify the local law enforcement agency if s/he believes that criminal charges may be pursued against the perpetrator;

b. take appropriate disciplinary action consistent with district policy and the Code of Conduct; and take whatever other appropriate action to end the bullying;

c. notify the parents or guardians of the perpetrator and the perpetrator; and

d. notify the victim and the parents or guardians of the victim, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation (the victim, parent or guardian is not precluded from seeking redress under any other available law, either civil or criminal); and

e. if suitable, provide information concerning counseling or referral to appropriate services for perpetrators and victims and for appropriate family members of said students.

2. If an incident of bullying or retaliation involves students from more than one school district, if Springfield Public Schools is first informed of the bullying or retaliation, Springfield Public Schools will notify the appropriate administrator of the other district or school so that appropriate action may be taken.

3. A student who knowingly makes a false accusation of bullying shall be subject to disciplinary action consistent with the Code of Conduct.

4. This policy should not be interpreted as to prevent a victim or accused from seeking redress under any other available law, either civil or criminal.

To view the Bullying Policy and the Bullying Prevention and Intervention Plan in its entirety, please visit our website.

Civil Rights and Safety Policies

The nondiscrimination policy of the Springfield Public Schools is consistent with M.G.L. c. 76, § 5 and provides for a safe, secure learning environment for all students by affirming the district's non-tolerance for harassment based on race, color, national origin, sex, religion, or sexual orientation, or discrimination on those same bases. Discrimination, sexual and bias-motivated harassment, and violations of civil rights disrupt the educational process and will not be tolerated. It shall be a violation of this policy for any pupil, teacher, administrator, or other school personnel to engage in sexual or bias-related harassment (referred to as "wrongful harassment") or violate the civil rights of any pupil, teacher, administrator, or other school personnel. Conduct amounting to hate crime is a particularly serious infraction that will result in referral to law enforcement agencies. Schools will act to investigate all complaints, formal or informal, verbal or written, of sexual or bias-related harassment or violation of civil rights and will take appropriate action against any pupil, teacher, administrator, or other school personnel found to have violated this policy.

Commitment to Prevention: The Springfield Public Schools are committed to prevention, remediation, and accurate reporting of bias incidents and civil rights violations, to the end that all students can enjoy the advantages of a safe and tolerant learning environment where individual differences are respected.

Identification and Definitions of Prohibited Conduct

Bias Incident means any act, including conduct of speech, directed at or which occurs to a person or property because of actual or perceived race, color, national origin, sex, religion, or sexual orientation. Bias incidents may or may not be criminal acts.

Bias Indicators are objective facts and circumstances, which suggest that an action was motivated in whole or in part by a particular type of bias.

Bias Motives recognized at Massachusetts law as causing hate crimes include prejudice based on race, religion, ethnicity, disability, gender, and sexual orientation.

Civil Rights Violations involve interfering—by threats, intimidation, or coercion—with someone’s enjoyment of constitutional or statutory rights. Rights protected against interference include non-discrimination in access to advantages and privileges of a public-school education. The term “civil rights violation” also covers bias-related and sexual harassment crimes; the term is applied generically to civil or criminal law infractions.

Discrimination consists of actions taken against others, that treat others unequally because of race, religion, national origin, disability, sexual orientation, or gender bias.

Harassment consists of unwelcome verbal, written or physical conduct targeting specific person(s), which is sufficiently severe, persistent, or pervasive to create an intimidating, hostile, humiliating, or offensive school environment, or substantially interfere with the progress of a student’s education.

Bias-Related Harassment will present bias indicators, most commonly epithets, or name-calling derogatory to a particular racial, religious, or sexual orientation group.

Sexual Harassment covers physical or verbal conduct of sexual nature, including but not limited to sexual advances that foster a hostile educational environment for the victim.

Hate Crimes include any criminal acts in which recognized types of bias motives are an evident contributing factor. Criminal bias-motivated conduct entails, at a minimum, threats. Criminal conduct includes acts putting someone in fear of immediate physical harm (assaults), and actual physical violence (assault and battery), and grows most serious if a victim suffers any bodily injury. Repeated threatening or menacing actions like following someone can amount to the crime of stalking.

Hostile Environment exists when a student has been or is subjected to threats, intimidation, or coercion by another (or others) or is reasonably in fear for his or her safety. Whether a school environment has become hostile must be evaluated based on the totality of the circumstances. Repeated instances of bias-related and sexual harassment create a hostile environment for the victim. A single act of harassment can also create a hostile or intimidating environment if sufficiently severe. A hostile environment does not necessarily entail that a student exhibits quantifiable harm, such as a drop-in grades.

Stalking, a felony, consists of intentional conduct involving:

- two or more acts directed at a specific person,
- which would cause an average person substantial distress,
- where the perpetrator has made threats that cause fear of death or injury.

Procedures for Responding to/Investigating Incidents

Whenever a staff person witnesses or a third party reports a possible civil rights violation, the school's principal or designee must be notified as the building grievance coordinator, who in turn, may contact the district grievance coordinator. The principal or designee, in conjunction with school safety personnel, should immediately begin an investigation. In an emergency, 911 must be called. If the incident involves administration, the Executive Director of Human Resources or the Superintendent is to be notified.

A student coming forward to report a civil rights violation s/he has experienced should be directed to the school's principal or designated civil rights administrator once any emergency needs are attended. Consideration should be given to whether immediate or interim steps are needed to ensure the safety of and avert retaliation against the complainant.

The investigation must determine whether a civil rights violation has in fact occurred. An immediate aim of the investigation should be preserving and gathering evidence from the scene of an incident. Bias-related graffiti should be photographed, and then removed. The investigator should seek to interview all victims and witnesses at the scene, or as soon thereafter as possible, and interview others who may have relevant knowledge. The investigation may consist of any methods and documents deemed relevant and useful.

All circumstances as found should be carefully evaluated for the presence of bias indicators that would characterize the matter as a civil rights violation. The investigation should make a finding as to whether any civil rights infraction or violation of this policy has occurred, based on the definitions of wrongful conduct.

All incidents must be reported on the "Incident Form" and sent to the Safety and Security Office.

Consequences for Civil Rights Violations and Failures to Act as Required

Non-Disciplinary Corrective Actions: Potential civil rights violations can be addressed with steps that are not punitive in character, without the necessity of disciplinary proceedings. These steps generally lie within the ordinary discretion of principals and school officials; examples of non-disciplinary actions appropriate in some instances may include counseling, assignment to participate in diversity awareness training, separating offender and victim, parent conferences, and/or special work assignments such as research and a report on a civil rights-related subject.

Disciplinary Proceedings: After a hearing, found violations of the civil rights of a student or school employee warrant the imposition of sanctions up to and including suspension and expulsion (students), and suspension or termination (employees). Disciplinary actions will be taken toward the goals of eliminating the offending conduct, preventing reoccurrence, and reestablishing a school environment conducive to the victim's learning. The school may consider completion of a youth diversion program—either alone or in conjunction with other disciplinary actions—as an appropriate sanction for student violators of others' civil rights.

Failure to Act by Administrators and Teachers: Upon completion of policy dissemination, administrators and teachers have a duty to act to stop witnessed sexual or bias harassment and hate crimes, as safely as can be done, and to report occurrences to the civil rights administrators and, as appropriate, the police. A clear failure to act as this policy directs should, in the first instance, entail that the individual undergoes further training in hate crimes, diversity issues, and the requirements of school policy. The school administration will develop further sanctions and actions to address repeated failures to act in accordance with this policy.

Non-discrimination policy, including harassment and retaliation

Springfield Public Schools (SPS) is committed to maintaining a school and work environment free from all forms of unlawful discrimination, including harassment and retaliation. In the employment context, discrimination, or harassment of a SPS employee by administrators, teachers, certified and support personnel, students, vendors, and other individuals at school or at school-sponsored events based on an employee's race, color, religion, national origin, sex, gender identity, sexual orientation, genetic information, pregnancy, or pregnancy related condition, ancestry, age, disability, veteran status, or marital status is unlawful and is strictly prohibited. In the education context, discrimination, or harassment of a SPS student in the admission, administration of its educational programs or activities based on a

student's race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness is unlawful and is strictly prohibited. Please visit www.springfieldpublicschools.com to view the policy in its entirety.

Sexual Harassment

Sexual harassment is defined as unwanted sexual attention (verbal or physical) from anyone with whom the student may interact while receiving an education in school or at school-sponsored activities. If you believe that you have been the victim of sexual harassment by another student, or if you have any questions about this issue, seek the help of an adult whom you trust, such as a teacher, counselor, your parent, or guardian, or one of the building administrators. Every report of sexual harassment will be investigated by an administrator and a written record of the investigation will be filed with the principal. If it is determined that a student has sexually harassed another person, the consequences to the offending student shall include one or more of the following: parent conference; apology to the victim; suspension; referral to legal authorities; recommendations to the School Committee for expulsion from school.

Reprisals, threats, or intimidation of the victim will be treated as serious offenses that could result in a permanent separation from the school through expulsion (for student offenders) by the School Committee. In all cases, a high degree of confidentiality will be maintained by the school and school authorities to protect both the student and the victim.

Parents' Right to Know

The No Child Left Behind Act regards parents as consumers who play a vital role in the education of their children. As consumers, they are entitled to have information about their child's program and teachers. Parents should also know if their child is in a failing school and what they can do about it. This law contains many parent "right to know" provisions, and all communication with parents must be in an understandable format and, if practicable, in languages parents understand.

Right to Know Child's Achievement

At the beginning of every school year, the school district must notify each parent of a child attending a Title I school the achievement level of the child on the state's tests. This information must be an individual, descriptive, and diagnostic report that allows parents (as well as teachers and the principal) to understand and address the specific needs of the student. This information must be understandable; that is, it cannot be meaningless numbers or phrases. The information should describe – that is, diagnose and interpret – in words, using samples of student work, if possible, what achievement levels and numbers mean.

Right to Know Personnel Qualifications

At the beginning of every school year, the school district must notify all parents of children attending Title I schools that they may request information about their child's teachers. That information must be provided "in a timely manner." At a minimum, parents must be told:

- Whether the teacher has met state qualifications for the grade and subject she/he teaches
- Whether the teacher is teaching under emergency or provisional credentials because the state has waived normal qualifications
- The teacher's college major and any graduate certification or degree and the discipline in which it was taken, and
- Whether paraprofessionals provide services to the child, and if so, their qualifications

In addition, and without request, the Title I school must give parents "timely" notice when their child has been assigned to and has been taught by a teacher who has not met the state's highest qualifications for four or more consecutive weeks.

Right to Know for Parents of Limited – English Proficient Children

Parents of these children have an automatic right, without asking, for information about their child's placement, or possible placement, in a language instruction program. And they have the right "to opt out" of any placement and to choose another method or program of instruction.

Within 30 days of the beginning of the school year (or within two weeks of the child's program placement), each local school system that uses Title 1 funds for language instruction, must provide certain information to parents of Limited English Proficient (LEP) children who are in a language instructional program or who have been identified for placement in such a program.

The notice must give:

- The reasons for identifying the child as LEP and in need of a language instruction program
- The child's level of English proficiency, how it was determined, and the "status" of the child's achievement
- The instructional methods of the program in which the child is participating or might be assigned to, and other available language programs that differ in content, use of English and a native language
- How that program is meeting (or will meet) their child's educational strengths
- How the program specifically will help the child learn English and meet standards for grade promotion and graduation, and
- The specific exit requirements for the program and the expectation for transition into an all-English classroom. (Secondary schools using Title 1 funds for language instruction must also provide the expected rate of high school graduation). If an LEP child is also disabled, the parental notification must include information on how the language instructional program meets the objectives of the child's individual education plan.

The notification must include written guidance explaining:

- The parent's right to request that the child immediately be removed ("opt out") of a language instructional program
- The other possible programs or methods of instruction available
- How parents will receive assistance in selecting another program, if offered by the school district.

In addition to these requirements, parents must be told if the child's language instructional program (or the one proposed for enrollment) supported by Title I funds, is not meeting its annual goals for English proficiency.

Searches

School lockers, desks, computers, etc. are the property of the City of Springfield School Department. Students should not place in lockers or desks any personal belongings that they do not want examined by school personnel. Students can expect the ongoing use of locker searches, computer searches, desk searches, x-ray machines, metal detectors, backpack searches and other means of surveillance to ensure the safety of staff and students. Students are expected to cooperate with authorities during such searches; failure to cooperate is grounds for suspension. The School Department reserves the right to monitor or review all information contained on computers made available by the School Department. Strip searches are prohibited, except in conformity with probable cause standards and after prior approval of the Superintendent or designee. In addition, the City Solicitor or designee shall be advised of said action in advance of approval by the Superintendent or designee.

Social Security Numbers

Students are asked to provide their Social Security numbers voluntarily to the school for inclusion in the cumulative record. Such inclusion does not change the privacy of student records. Application forms for Social Security numbers may be obtained at the local Social Security Office.

Food Services

The Springfield Public Schools offer a wide variety of well-balanced meals for both breakfast and lunch throughout the entire system. Breakfasts and lunches will be served free of charge to any child in the Springfield Public Schools, regardless of eligibility. (This does not apply to adults.)

Wellness Policy

Student nutrition, health education, and PHYSICAL EDUCATION AND ACTIVITY

The Springfield Public School District promotes healthy schools by supporting wellness, good nutrition, and regular physical activity as part of the total learning environment. The district supports a healthy environment in which children can learn and participate in positive dietary and lifestyle practices. Improved health optimizes student performance potential and ensures that all children will have the opportunity to perform at maximum capacity.

Goals

A. Provide a comprehensive learning environment for developing and practicing lifelong wellness behaviors.

- The entire school environment shall be aligned with healthy school goals to positively influence a student's understanding, beliefs, and habits as they relate to good nutrition and regular physical activity.

B. Support and promote proper dietary habits contributing to students' health status and academic performance.

- All foods available for students on school grounds and at school-sponsored activities will meet or exceed the district nutrition standards.

C. Provide more opportunities for students to engage in physical activity.

- A quality physical education program is an essential component for all students to learn about and participate in physical activity. Physical activity should be included in a school's daily education program from grades Pre-K through 12. Physical activity should include regular instructional physical education, in accordance with the Massachusetts Comprehensive Health Curriculum Framework, as well as co-curricular activities, and structured activity time which incorporates appropriate kinesthetic activity into classroom instructional time.

D. Improve academic performance of all students.

- Educators, administrators, parents, health practitioners and communities must consider the critical role student health and fitness play in academic performance and adapt the school environment to ensure students' basic nutrition and activity needs are met. An ongoing public awareness campaign, in partnership with local agencies, will be conducted that highlights research demonstrating the positive relationship between good nutrition, physical activity, and capacity of students to learn. An annual report will be made to the Springfield School Committee documenting the Wellness Policy implementation and the impact of the policy.

Student Nutrition

The Commonwealth of Massachusetts Department of Public Health ("MA DPH") Nutrition Standards for Competitive Foods and Beverages in Public Schools (105 CMR 225.000) defines competitive foods as foods and beverages provided in:

- School Cafeterias (i.e., a la carte items)

- School buildings, including classrooms and hallways
- School snack bars
- School stores
- Vending machines
- Booster sales
- Fundraising activities
- School-sponsored or school related events
- Any other location on school property

The regulations apply to competitive foods and beverages sold or provided to students 30 minutes before and extend 30 minutes after the regular school day with the exception that student-accessible vending machines must comply at all times.

The School Breakfast/Lunch Programs:

The School Food Service Program provider will follow the MA DPH Nutrition Standards for Competitive Foods and Beverages in Public Schools (105 CMR 225.00) when determining items for a la carte and “competitive foods” sales and will make nutrition information available by August 1, 2013, for non-prepackaged competitive foods and beverages served in the cafeteria.

The Director of Food Services or designee will participate on the Wellness Subcommittee and the Health Advisory Committee.

When available, the Schools Food Service will participate in “Farm to School” programs and use local sources for produce to increase the offering and consumption of fresh fruits and vegetables.)

- Only water, milk and 100% fruit or vegetable juice may be served or sold at school or school related events.
- Plain, potable water will be made available to students throughout the day free of charge.
- Milk must be 1% or fat-free; flavored milk must contain no more than 22 grams of total sugar per 8 oz serving.
- Juice must be 100% fruit or vegetable juice with no added sugar.
- Foods must contain no more than 200 calories per item.
- No food shall contain more than 35% of its total calories from fat.
- All foods shall be trans-fat-free.
- Exemption of fats; a 1 oz. serving of nuts, nut butters, seeds and reduced fat cheese is allowable.
- Low-fat and fat-free yogurt must contain no more than 30 grams of total sugars per 8 oz serving.
- Food shall contain no more than 200 mg of sodium per item.
- All breads and other grain-based products must be whole grain.
- All items must contain no more than trace amounts of caffeine.

- No food shall contain artificial sweeteners.
- No foods shall be prepared with the use of fryolators.
- Fresh fruit and not-fried vegetables must be offered for sale at any location where food is sold, except in non-refrigerated vending machines or beverage-only vending machines.

Cafeteria Environment:

Convenient access to hand washing or hand sanitizing facilities before meals will be made available.

Fundraising:

Schools are strongly encouraged to employ fundraisers that do not include food.

If a fund-raiser utilizing food is employed, all food provided and sold are encouraged to meet or exceed the MA DPH Nutrition Standards for Competitive Foods and Beverages in Public Schools. Fundraisers cannot take place during scheduled school lunch periods.

Teacher-to-Student Incentive:

Since providing food based on performance or behavior connects food to mood and teaches children to reward themselves by eating even when they are not hungry, teachers should use non-food incentives for students.

Classroom Parties/Group Snack:

Classroom and school parties and celebrations should emphasize fun activity and socialization rather than food.

Food served at classroom or school celebrations must meet or exceed the MA DPH Nutrition Standards for Competitive Foods and Beverages in Public Schools (105 CMR 225.000).

Only 100% juice, milk or water may be served or sold at school and school related events.

Any group snack provided during school, or any school activity must meet or exceed the MA DPH Health Nutrition Standards for Competitive Food and Beverages in Public Schools (105 CMR 225.000). This includes snacks provided by any school staff, the School Food Service Program provider, or any outside agency.

IV. Health Education

Student Nutrition Education:

The Springfield Public School District has a comprehensive curriculum approach to nutrition in Pre-K through 12th grade following the Massachusetts Comprehensive Health Curriculum Framework. The health benefits of good nutrition should be emphasized.

Elementary:

All schools will follow the SPS Pupil Progression Plan. To the extent possible, all elementary students will receive 24 hours per year (average of 40 minutes per week) of health education, taught by a certified health/physical education teacher, following the

Springfield Public Schools Learning Outcomes and the Massachusetts Comprehensive Health Curriculum Framework, which includes, but is not limited to nutrition. Health topics will be reinforced in ELA through the selection of appropriate literature.

Middle School:

All middle school students will receive a minimum of 0.5 credit of health education in 6th, 7th or 8th grades. This will be taught by a certified health educator (whenever possible) and will include nutrition and fitness education in alignment with the Springfield Health Education Standards and the Massachusetts Health Curriculum Framework. Health topics will also be reinforced through Science and ELA classes.

High School:

All high school students will pass 0.5 credit of health education following the Massachusetts Comprehensive Health Curriculum Framework, which will include nutrition education, in order to graduate. Health topics will also be reinforced through Science and ELA classes.

Parent Nutrition Education:

Nutrition education will be provided to parents/guardians beginning at the elementary level and will continue throughout middle and high schools. Nutrition education may be provided in the form of handouts, postings on the district website, articles and information provided in district and school newsletters, presentations that focus on nutritional value and healthy lifestyles, P.T.O. presentations and through any other appropriate means available for reaching parents.

Staff Nutrition & Physical Activity Education:

Staff nutrition and physical activity education will serve the purposes of:

- Encouraging all school staff to improve their own personal health and wellness
- Improving staff morale
- Creating positive role modeling
- Building the commitment of staff to promote the health of students
- Building the commitment of staff to help improve the school nutrition and physical activity environment
- Building the commitment of staff to utilize outdoor classroom and school gardens

Nutrition and physical activity education opportunities will be provided to all school staff at the elementary, middle, and high school levels. These educational opportunities may include, but are not limited to, the distribution of educational and informational materials and the arrangement of presentations and workshops that focus on nutritional value and healthy lifestyles, health assessments, fitness activities, and other appropriate nutrition and physical activity related topics.

V. Physical Education and Physical Activity

Children and adolescents aged 6 through 17 should engage in at least 60 minutes of physical activity each day. Regular physical activity helps improve overall health and fitness, maintain a healthy weight, and reduces the risk for many chronic diseases. Regular physical activity and physical fitness have a significant effect on students' ability to focus in school and academic achievement.

The Springfield Public School District shall provide physical activity and physical education opportunities, aligned with the Massachusetts Comprehensive Health Curriculum Framework and following recommendations of the National Association of Sport and Physical Education.

Time, Frequency, Intensity

All schools will follow the SPS Pupil Progression Plan. To the extent possible, all elementary students will receive a minimum average of 40 minutes of physical education (24 hours per year), taught by a certified physical education teacher (whenever possible), every week and 15 minutes of supervised physical activity which incorporates appropriate kinesthetic activities each day.

All middle school students will receive 0.5 credit of physical education each year 6th, 7th & 8th grades. Student involvement in other activities involving physical activity (e.g., recess, interscholastic or intramural sports) will not be substituted for meeting the physical education requirement. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

High School Graduation Requirements for Springfield Students

Two credits in physical education will be required for graduation from the Springfield Public Schools. Student involvement in other activities involving physical activity (e.g. interscholastic sports) will not be substituted for meeting the physical education requirement, unless engaged in an approved physical education class for athletes.

Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

Staff Training and Certification

All physical education courses will be taught by a highly qualified certified physical education teacher and per teacher contract.

Standards/requirements

All physical education classes will adhere to the city's K-12 Physical education standards which are aligned with Massachusetts Comprehensive Health Curriculum Framework. National PE standards will also be incorporated in classes to address motor skills, movement forms, and health related fitness.

Schools should discourage extended periods of inactivity (i.e., periods of two or more hours – during school wide testing). Schools will give students periodic breaks during which they are encouraged to stand and be moderately active (stretch breaks).

Teachers and other school and community personnel will not punish students by either additional physical activity (e.g., running laps, pushups) or by withholding opportunities for physical activity (e.g. recess, physical education).

Schools are encouraged to begin fitness or activity logging in elementary school and introduce the concept of health and fitness assessments. Students will be instructed in how to interpret their personal attainments and compare them to national physical activity recommendations. Schools are encouraged to administer a health-related fitness assessment with students in middle and high schools. Students will receive instruction and guidance in interpreting results to understand their own level of fitness, create fitness goals and plans, and log activities identified to achieve the goals.

Other wellness activities

Schools are encouraged to offer before/after school intramural programs and/or physical activity clubs that meet the needs and interests of all students, including those who are not athletically gifted and those with special health care needs.

Schools are encouraged to provide community access to and encourage students and community members to use the school's physical activity facilities outside of the normal school day.

Schools should encourage parents and community members to institute programs that support physical activity, such as a "walk to school" program.

Schools should encourage after-school childcare programs to provide developmentally appropriate physical activity for participating children and reduce or eliminate the time spent in sedentary activities such as watching television or videos.

All elementary school students should have at least 15 minutes a day of supervised recess, preferably outdoors, which will support the physical education standards. The schools will encourage moderate to vigorous physical activity verbally and through the provision of space and equipment.

Walking/biking to School

The SPS school district will, to the extent possible, make needed improvements to ensure safety and convenience for students to walk and bike to school. When appropriate, the district will work together with local public works, public safety, and/or police departments in those efforts. The district will explore the availability of federal "safe routes to school" funds, administered by the state department of transportation, to finance such improvements.

Each school will be strongly encouraged to take part in additional activities to promote student health, such as joining safe routes to schools or developing a walking school bus.

School-based Activities District Physical Activity Goal:

The Springfield Public School District shall provide physical activity and physical education opportunities, aligned with the Massachusetts State Frameworks for Physical Education, that provide students with the knowledge and skills to lead a physically active lifestyle.

The Springfield Public School District shall utilize the following Implementation Strategies:

1. Physical education classes and physical activity opportunities will be required for all students.
2. Schools will be encouraged to offer daily before/after school activities in addition to the regularly scheduled physical education and activity time during the school day.
3. As recommended by the National Association of Sport and Physical Education (NASPE), school leaders of physical activity and physical education shall guide students through a process that will enable them to achieve and maintain a high level of personal fitness through the following:
 - Expose youngsters to a wide variety of physical activities

- Teach physical skills to help maintain a lifetime of health and fitness
- Encourage self-monitoring so youngsters can see how active they are and set their own goals
- Individualize intensity of activities
- Focus feedback on process of doing your best, rather than on product
- Be active role models

4. Introduce developmentally appropriate components of a health-related fitness assessment to the students at an early age to prepare them for future assessments (e.g., Fitness Gram, Physical Best or President's Council).

5. Begin fitness or activity logging in elementary school. Assist students to interpret their personal attainments and compare them to national physical activity recommendations.

The 2004 Guidelines from NASPE recommend:

- Children should accumulate at least 60 minutes, and up to several hours, of age-appropriate physical activity on all, or most days of the week.
- Children should participate in several bouts of physical activity lasting 15 minutes or more each day.
- Children should participate each day in a variety of age-appropriate physical activities designed to achieve optimal health, wellness, fitness, and performance benefits.
- Extended periods (periods of two hours or more) of inactivity are discouraged for children, especially during the daytime hours.

6. Beginning in Middle School and through High School, teachers should administer a health-related fitness assessment with students. Students shall receive results and use this as a baseline in understanding their own level of fitness, creating fitness goals and plans, and logging activities identified to achieve the goals. Logs should include day, time, type and length of activity, whether the activity was done alone or with others, and how the student felt before and after the activity.

7. Physical education classes shall be sequential, building from year to year, and content will include movement, personal fitness, and personal and social responsibility. Students should be able to demonstrate competency through application of knowledge, skill, and practice.

Governance & Evaluation

Establish and maintain a district-wide Wellness/Health Advisory Committee with the purposes of:

- Developing guidance to implement this policy
- Monitoring the implementation of this policy
- Evaluating policy progress

- Serving as a resource to school sites, (e.g., providing lists of healthy incentives, snacks, birthdays, etc.) and revising policy as necessary

A district-wide Wellness/Health Advisory Committee has been established. This Committee will meet a minimum of four times annually with Committee membership including, but not limited to:

- District Food Service Director/Manager
- Dietitian
- Local Health Practitioner (e.g., pediatrician, dentist, or other appropriate certified medical professional)
- School Nurse-Teacher
- A parent representative
- A student representative
- Staff member representative
- A School Committee member
- District Administrative Representative, Co-Chair
- Director of Physical Education and Health Co-Chair
- Local Community Partners (e.g., Boys & Girls Club, YMCA)
- Principal
- Responsibilities of the Wellness/Health Advisory Committee may include, but not be limited to, oversight of the following:
 - Monitoring of district nutrition and physical activity standards, including time requirements.
 - Integration of nutrition and physical activity in the overall curriculum
 - Monitor that staff professional development includes nutrition and physical activity issues
 - Monitor that students receive nutrition education and engage in vigorous physical activity
 - Periodic review of contracts with vendors to ensure that they follow the Wellness Policy for provision of healthy foods.
 - Consistent healthful choices among all school venues that involve the sale of food.
 - The Wellness/Health Advisory Committee will be responsible for preparing an Annual Report to be submitted to the Superintendent and School Committee by June 15 of each year. This report will include, but may not be limited to, the following information:
 - Monthly district menus and meal counts
 - Listing of all a la carte, vending, and competitive foods sold by school food service
 - Listing of physical education and nutrition education programs and opportunities for students throughout the school year.

- List of professional development related to physical education and nutrition education offered during the school year.

Bed Bug Policy

This policy is to identify specific procedures and responsibilities for responding to a bed bug incident in a school. SPS recognizes that it is necessary to take a proactive approach to dealing with bed bugs in schools. For procedural steps when students are suspected to have bed bug bites or bed bugs are on their belongings or when bed bugs are suspected at the school, please refer to the SPS website to view this policy in its entirety.

Eligibility for Extracurricular Activities

Eligibility for participation in all extracurricular activities is determined at the end of each marking period. To be eligible, a student must achieve a minimum grade of 1.67 in all subjects. More than one failure (F) automatically disqualifies a student from participation. The year-end cumulative mark for each major and minor subject shall be used to determine eligibility during the first marking period of the following school year. Marks earned during the summer may be applied to improve the year-end cumulative marks, as provided for in the School Committee's Policy Manual and Rules and Regulations. Please see the Injuries and Concussion Policy on our website.

Waiver Requests

All students who are required to follow the policy that governs academic eligibility for extracurricular activities have the right to request a waiver of the policy from the Springfield School Committee. The School Committee may delegate such a request to subcommittee (the Student Relations Committee). Waiver Request for Athletic Participation should be submitted, on the appropriate MA Interscholastic Athletic Association (MIAA) form with the required supporting documents, to the principal of the school for review and recommendation. Waivers must be received by the principal by the established MIAA dates to be considered: Fall: September 15; Winter: December 15; Spring: April 1. Principals shall not permit students to represent their schools in extracurricular activities for a minimum of 2 weeks if the conduct or character results in a suspension during any particular season or event or if the student violates the Code of Conduct (Group III repeat violations), Group IV, V or VI. If the Group IV, V, or VI violation comes under the provisions of state statute Chapter 71, Section 37H1/2, the principal shall exclude the student from any and all extracurricular activities until pending felony charges are resolved.

Non-Athletic Participation Waiver

Requests should be submitted to the principal for review and recommendation. The letter should include the following information:

- ☐ Activity for which a waiver is requested;
- ☐ Rationale for the waiver request;
- ☐ Statement on how the policy fails to accomplish its intended purpose;
- ☐ Copy of the student's transcript

The principal will forward the waiver request to the Student Relations Subcommittee with a recommendation. After review, if the waiver is supported the Student Relations Subcommittee will forward the waiver to the full School Committee. Eligibility for students to compete in interscholastic athletic contests is governed by rules of the MIAA. To be eligible, students must be enrolled in a secondary school for a minimum of two months (exclusive of summer vacation) and, unless entering from an elementary or middle school during the school year, must have received a report card preceding the contest. If a student leaves and later returns to the same school, the same rules apply. Students who transfer to an MIAA-member school are ineligible for a period of one year to participate in interscholastic contests at any level in all sports in which they participated at the varsity level during the one-year period immediately preceding their transfer. When students transfer from one school to another because of a change of residency, they are eligible immediately. There are certain other limited exceptions when immediate eligibility is permitted; questions about these

should be referred to the school principal. To be eligible to participate in interscholastic contests, students must be under age 19. If a student's 19th birthday occurs on or after September 1 in any school year, the student may continue to compete for the remainder of that school year. Eligibility for interscholastic athletic competition is limited to twelve consecutive athletic seasons beyond grade 8.

Principals shall not permit students to represent their schools in extracurricular activities for a minimum of 2 weeks if their conduct or character results in a suspension during any particular season or event or if the student violates the Code of Conduct Group III (repeat violation), Group IV, V or VI. If the Group IV, V or VI violation comes under the provisions of state statute Chapter 71, Section 37H1/2, the principal shall exclude the student from any and all extracurricular activities until pending felony charges are resolved.

Enrollment and Exclusion of Students

Students may be un-enrolled from school under the following circumstances:

- Failure to comply with the provisions of the Massachusetts School Entry Immunization Law. Pursuant to the intent of M.G.L. Chapter 76, Section 15 any student found to be in non-compliance with the immunization requirements is subject to immediate exclusion from school and shall not be readmitted until the parent/guardian or student satisfies the requirement of the statute or, in the alternative, provides evidence to substantiate an exemption as described above.
- Having been expelled during the same school year from this District or any other school district (pending review by Springfield Public Schools).
- Graduation from the twelfth grade of any school or receipt of any document evidencing completion of the equivalent of a secondary curriculum.
- Failure to meet the entry age criteria by a student at a time after the beginning of the school year, as fixed by the School Committee and provided in Massachusetts General Laws.
- Not being a resident of the District, except DYS, CommonWorks students, or students from any other school district with whom we have a membership agreement. This provision is inapplicable to Homeless Students in accordance with Federal laws.
- Transfer to another public-school district, private school, charter school or state or district approved education program.
- Death.

Pursuant to M.G.L. Ch. 76, § 18, students 16 years of age or older who have 15 consecutive absences after compliance with the following requirements:

An administrator of the school which the student last attended must send notice within a period of ten (10) days from the student's fifteenth (15th) consecutive absence to the parent or guardian of such student in both the primary language of such parent or guardian and English, stating that such student and his parent or guardian may meet with the school committee or its designated representatives prior to the student permanently leaving school, within ten (10) days after the sending of the notice by first class mail and certified mail, return receipt requested, or presentation at a home visit.

The time for meeting may be extended at the request of the parent or guardian and with consent of the school committee or its designated representatives, provided no extension shall be for longer than fourteen (14) days.

Such meeting shall be for the purpose of discussing the reasons for the student permanently leaving school and alternative educational or other placements. This section shall not apply to students:

- Who have completed the regular course of education, or

- Whose absences have been excused, or
- Receiving special education services (see below).

This section shall not be construed to permanently exclude students wishing to resume his/her education.

Reporting Requirements

The Massachusetts Department of Education's "Attendance and Dropout Reporting Guidelines" will govern the District's reporting requirements to the Commonwealth of Massachusetts. Note: Students younger than 16 who have unexcused absences will be treated as truant but reported as a dropout to the Massachusetts Department of Education (DOE) in accordance with DOE requirements.

Special Education Students

603 Code of Mass. Regs. § 28.00 state that districts must provide special education services to eligible students ages 3-22. Students receiving special education services in an Individual Educational Plan (IEP) can only be excluded from school under the following circumstances:

- Students have met the requirements and received a high school diploma or its equivalent.
- Parent or adult student (over 18) withdrawal using the process consistent with 603 CMR 28.07 (1) (b).
- Death
- Transfer to another public-school district, private school, or state or district approved education program.
- Not being a resident of the District except DYS, DCF or students from any other school district with whom we have a membership agreement. This provision is inapplicable to homeless students in accordance with Federal laws.

In addition, students receiving special education services may be excluded from school settings under the following circumstances:

- Failure to comply with the provisions of the Massachusetts School Entry Immunization Laws.
- Conditions that fall under Mass. Gen. Laws Chapter 71 Section 37 ½ (felonies or felony delinquency).

However, while schools may exclude students receiving special education from school sites for such reasons, such students continue to be entitled to their special education services until they receive a high school diploma or its equivalent.

Systemic Discipline/Code of Student Conduct

The SPS Code of Conduct is based upon the laws, rules, regulations, and policies that seek to allow access to education for all while protecting the due process rights of the individual. Discipline, as defined by the Code, must have the qualities of understanding, fairness, flexibility, and consistency. It is the responsibility of the school personnel, students, parents/guardians, and the community to contribute to a school atmosphere which promotes a safe, healthy, and supportive whole-school environment that is conducive to learning. Preventative and positive discipline is a shared responsibility for students, administrators, teachers, parents/guardians, and the community. The Code of Conduct is intended to be instructive, not punitive and is based on the principles of preventative and positive discipline (i.e., interventions, skill building and consequences) will be aimed at addressing the causes of misbehavior, resolving conflicts, meeting students' needs and keeping students in school. In addition, the Code is intended to create clear expectations and graduated levels of support and intervention for all students with consequences for misbehavior that are individualized, consistent, reasonable, fair, age appropriate and that match the severity of the student's misbehavior. SPS recognizes the importance of individual student growth and development within a safe environment that support

and encourages learning. Parents/Guardians are required to sign off on an acknowledgment form indicating that they have received reference materials regarding the Student Code of Conduct and return that form to their child's school. The Student Code of Conduct will be distributed at the beginning of the school year and is available in its entirety on the district's website, along with the Bullying Policy. You may also contact your child's school, the Central Office, or Student Assignment Services for a copy of this important policy document.

Crisis Intervention Teams

In emergency situations, where a student's behavior presents a threat to the safety of themselves or others, every school is required to have a crisis intervention team, whose training is consistent with state physical restraint regulations.

Discipline-Related Information for Students with Special Needs

When Suspension(s) of a Special Needs Student Exceeds 10 Days per School Year:

In general, if a student has violated the school's disciplinary code, the school may suspend or remove the student from his or her current educational placement for a period not to exceed ten (10) consecutive school days in any school year. If the student possesses, uses, sells, or solicits drugs on school grounds or at a school-sponsored event, carries a weapon to school or a school function, or inflicts serious bodily injury at school or at a school-sponsored event, the district may place the student in an interim alternative educational setting (IAES) for up to 45 calendar days. If the student has been placed in an IAES because of a disciplinary action, the student may remain in the interim setting for a period not to exceed 45 days. Thereafter, the student will return to the previously agreed-upon educational placement - unless either a hearing officer orders another placement - or the parent/guardian and the school agree to another placement.

Any time the school wishes to remove a student from his or her current placement for more than ten (10) consecutive days in any school year, or for more than ten (10) cumulative days when a pattern of removal is occurring, this constitutes a "change of placement." A change of placement invokes certain procedural protections under the Individuals with Disabilities Education Act (IDEA), the federal special education law. These include the following:

Prior to any removal that constitutes a change in placement, the school district must convene a Team meeting to develop a plan for conducting a Functional Behavioral Assessment (FBA) that will be used as the basis for developing specific strategies to address the problematic behavior. If a behavioral intervention plan has been previously developed, the Team shall review its implementation and modify it if necessary.

Prior to any removal that constitutes a change in placement, the school district must inform the parent/guardian that the Team will consider whether or not the behavior that forms the basis for the removal was caused by or had a direct and substantial relationship to the disability or was the direct result of the school's failure to implement the IEP. This consideration is called a "manifestation determination." Parent/guardians have the right to participate as members of the Team.

Consideration of whether the behavior is a manifestation of the student's disability: The law provides that the Team must consider evaluation information, observational information, the student's IEP, and placement, and must determine whether the behavior prompting the disciplinary removal was a manifestation of the student's disability. The Team considers if the student understood the impact and consequences of the behavior, and further considers if the student's disability impaired the student's ability to control his or her behavior. If the Team determines that the behavior was a manifestation of your child's disability, then your child may not be removed from the current educational placement (except in the case of weapon or drug possession or use or serious bodily injury) until the Team develops a new IEP and decides upon a new placement and receives parental/guardian consent to the new IEP and placement. If the Team determines that the behavior was not a manifestation of the student's disability, the school may suspend or otherwise discipline the student according to the Student Code of Conduct, except that for any period of removal exceeding ten (10) days, the school district must provide the student with a Free Appropriate Public Education (FAPE). The school district must determine the educational services necessary for FAPE and the manner and location for providing those services.

If the parent/guardian disagrees with the Team's decision on the manifestation determination, with the decision relating to placement of the student in an IAES, or with any other disciplinary action, they have the right to request an expedited due process hearing from the Bureau of Special Education Appeals (BSEA). A school district may not suspend or in any way exclude a special needs student during the period of a BSEA hearing or judicial proceeding brought to challenge a suspension, proposed suspension, or any determination under this policy unless the school district obtains a court order based on a showing that the student's continued presence in school presents a substantial likelihood of injury to the student or to others. For further information regarding discipline-related information for students with special needs, please refer to the Student Code of Conduct.

Regular Education Students covered by the Special Education Discipline Restrictions: The law applies to regular education students if the school system had knowledge prior to the misconduct that the student was disabled. Under the new law, a school district is presumed to have "had knowledge" that a regular education student was disabled, if the student's:

- Parent(s)/guardian(s) has "expressed concern in writing" to the school district that the student is in need of special education and related services;
- Behavior or performance demonstrates a need for special education or related services;
- Parent(s) or guardian(s) have requested a special education evaluation of the child, or
- Teachers or other school personnel have "expressed concern" about the student's behavior or performance.

If there was no knowledge, the parent(s) or guardian(s) may request an expedited evaluation. During this period, the student may be suspended or expelled under normal School Committee policy. Students determined to have a disability must receive appropriate educational services.

Hazing—Penalties

A law prohibiting hazing, Chapter 269, Sections 17-19, was enacted in 1985 and amended in 1988 by the General Court. The law requires that each student be informed of its content and intent. (Chapter 269, Sections 17-19) The term "hazing" as used in Sections 17-19 shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug, or other substance, or any other brutal treatment or forced physical activity likely to affect adversely the physical health or safety of any student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Section 17: Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than \$3,000 or by imprisonment in a house of correction for not more than one year, or by both such fine and imprisonment.

Section 18: Whoever knows that another person is the victim of hazing as defined above and is at the scene of such a crime shall, to the extent that such a person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than \$1,000.00.

Section 19: Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team, or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and Sections 17 and 18; provided, however, that an institution's compliance with this section's requirements shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams, or organizations. Each such

group, team or organization shall distribute a copy of this section and Sections 17 and 18 to each of its members, plebes, pledges, or applicants for membership. It shall be the duty of each such group, team, or organization, acting through its designated officer, to deliver annually to the institutions an attested acknowledgment of receipt of a copy of this section and said Sections 17 and 18, and that such group, team, or organization understands and agrees to comply with these provisions. Each institution of secondary education and each public or private institution of post-secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and Sections 17 and 18, and shall file, at least annually, a report with the Regents of Higher Education and, in the case of secondary institutions, the Board of Education, certifying that such institution has complied with its responsibility to inform student groups, teams, and organizations and to notify each full time student enrolled by it of the provisions of this Section and Sections 17 and 18 and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The Board of Regents and, in the case of secondary institutions, the Board of Education shall promulgate regulations governing the content and frequency of such reports and shall report to the Attorney General any such institution which fails to make such report.

Student Records

Access

All students and parent/guardians with physical custody have the right to see their own student records, and copies of any information in the records may be obtained upon request. Schools routinely forward student records to other schools in which a student seeks or intends to enroll. Authorized personnel of the school to which a student seeks or intends to transfer may have access to the student's record without the consent of the student or parent. Information in the student's record is not available to anyone outside the school system without written permission from the student and/or parent and/or guardian, except in the case of probation officers, court-orders, and transfer to another school district, when students and parents must be notified before records are released. Records may be sent outside the school to prospective employers, colleges, or other technical schools only with a signed written transcript release.

Transfer Students

Under Massachusetts Law, a student transferring into the school system must provide a complete student record. This record shall include, but not be limited to, any incidents involving suspensions or violations of criminal acts or any incident reports that indicate such student was charged with any suspended act.

Release of Information to the Military

Under federal legislation, the No Child Left Behind Act provides all branches of the military the right to receive names, addresses and telephone numbers of all secondary school students. Parents must submit written notification to the school if they do not want their child's name provided to the military.

Directory Information

Springfield Public Schools releases the following Directory Information without the consent of parents or students over the age of 18: student's name, date and place of birth, address, phone number, electronic mail address, grade level, (e.g. undergraduate or graduate, full-time, or part-time), dates of attendance, enrollment status, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and major field of study. Directory Information is defined by the Family Educational Rights and Privacy Act (FERPA) as information that would not be considered harmful or an invasion of privacy if disclosed.

Rights of Non-Custodial Parents

As required by M.G.L. c. 71, § 34H, a non-custodial parent may have access to the student record in accordance with the following provisions. A non-custodial parent is eligible to obtain access to the student record unless:

- The parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or

- The parent has been denied visitation, or
- The parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or
- There is an order of a probate and family court judge that prohibits the distribution of student records to the parent.

In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal. Upon receipt of the request, the school must immediately notify the custodial parent by certified and first-class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access. The school must delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.

Upon receipt of a court order that prohibits the distribution of information, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

Amending Records

Parents/guardians have the right to request (a) addition of information, data, or other relevant material to the student's record, or (b) deletion or correction of any information believed to be incorrect in the student's record, except information inserted by the IEP Team.

Destruction of Records

A student's temporary record (all the information in the student record which is not contained in the transcript) will be destroyed no later than seven years after the student transfers, graduates, or withdraws from the school system. The student's transcript will be maintained by the district and will only be destroyed 60 years following the student's graduation, transfer, or withdrawal from the school system. The principal may annually destroy certain documents that are part of the student record, such as disciplinary records (but not those concerning suspension, expulsion, or exclusion) and notes concerning absence or late arrivals. Requests for such documents, or for the temporary record itself, must be made in writing by the parent/guardian before the student's last day of school. No further notification of the destruction of records, other than the notification in this handbook, will be provided except for eligible students. Written notice to the eligible student and his/her parent of the approximate date of destruction of the record and their right to receive the information in whole or in part, will be made at the time of such transfer, graduation, or withdrawal. This notice will be in addition to the notice contained in this section. Copies of Student Records are available from the last high school attended.

Academic Requirements & Policies

The Academic Department oversees curriculum, instruction, and district assessments based on the State Curriculum Frameworks. The departments provide classroom teachers with instructional guides, pacing guides, lesson plans, and district midyear and final assessments. These departments provide professional development and support for teachers in the use of data and instructional strategies to increase student achievement.

Elementary School

To ensure equal opportunities for pupil progression, standardized time allotments are required for instruction in each subject area. Each week students in elementary school will receive the following minimum time allotment of instruction:

English Language Arts	2 ½ hours daily (750 minutes a week)
Math	1 ½ hours daily (450 minutes week)

Science 175 minutes a week
 Social Studies 175 minutes a week
 Specials 200 minutes a week (for example: foreign language, physical education, health, art, music, theater, dance, technology)
 1,750 minutes of academic learning time per week
 150 minutes for lunch per week
 15 minutes per day for reinforced physical education

All students must meet state requirements concerning mastery of curriculum frameworks and student performance standards based on the Massachusetts State Frameworks. Mastery is documented by passing grades as determined by the classroom teacher and required assessments.

Required MCAS Assessments

Grade Level	English Language Arts	Mathematics	Science
Third Grade	English Language Arts Reading Comprehension 2 sessions	Mathematics 2 sessions	
Fourth Grade	English Language Arts Reading Comprehension 2 sessions English Language Arts Composition 1 session	Mathematics 2 sessions	
Fifth Grade	English Language Arts Reading Comprehension 2 sessions	Mathematics 2 sessions	Science 2 sessions

Middle School

- English Language Arts
- Mathematics
- Science
- Social Studies
- Foreign Language
- Physical Education
- Health
- Fine Arts
- Technology Engineering
- Computer Technology

Time on Learning

ELA and Math will be taught a minimum of 7.5 hours per week totaling 300 hours per year.

Science and Social Studies will be taught a minimum of 135 hours per year.

Foreign Language (the same FL for 3 consecutive years), PE, and Fine Arts will be taught in grades 6, 7, and 8.

Instructional Technology, Health, or Technology Engineering will be offered once (each) to students in grade 6, 7, or 8.

Beginner and Early Intermediate LEP students are required to receive ELA, with Sheltered English Immersion support, in accordance with MA DESE regulations and district policies.

Intermediate LEP students are required to receive ELA with Sheltered English Immersion Support, in accordance with MA DESE regulations and district policies.

Required Course Sequence

Upon completion of the math 6, 7, and 8 Connected Math courses, students will be tested to determine proficiency in Algebra I standards. Students meeting the proficiency level will receive credit for Algebra I and will be recommended for Geometry in grade 9.

All 8th grade students will take Physical Science.

Appropriate reading interventions will be used in the middle schools for all students two or more years below grade level.

Three course pathways in ELA and Math will be provided (SEE APPENDIX A AND B of Pupil Progression Policy).

Required MCAS Assessments

Grade Level	English Language Arts	Mathematics	Science
Sixth Grade	English Language Arts Reading Comprehension 2 sessions	Mathematics 2 sessions	
Seventh Grade	English Language Arts Reading Comprehension 2 sessions English Language Arts Composition 1 session	Mathematics 2 sessions	
Eighth Grade	English Language Arts Reading Comprehension 2 sessions	Mathematics 2 sessions	Science 2 sessions

High School Curriculum Policy-

4 credits of English

4 credits of Math

3 credits of Science

3 credits of Social Studies/Social Sciences

2 credits of Foreign Language (two consecutive years of the same F.L. is required, preferably in 9th and 10th grade.)

1 credit of Fine Arts

1 credit of Technology

2 credits of Physical Education

.5 credit of Health
4 credits in electives

Sequence of Courses

English	English 9, 10, 11, 12
Math	Algebra I, Geometry, Algebra II, Elective: Math Applications I and II, Advanced Algebra and Trigonometry, Pre-Calculus, Calculus, Statistics, AP Calculus, and AP Statistics.
Science	Introductory Physics, Biology, Chemistry Electives: Anatomy/Physiology, Environmental Science, Physics, Ecology, Technology Engineering ($\frac{1}{2}$ year courses, student must take 2), AP/IB level Science courses
Social Studies (Social Sciences)	World History, U.S. History (1), U.S. History (2) Electives: Psychology, Sociology, Economics, Government, African American History, Law, Latin America, Ancient History, Community Service, AP level Social Science courses
Foreign Language	Students will complete a minimum of 2 consecutive years of one foreign language before graduation, preferably during 9 th and 10 th grade.
Phys. Ed.	PE 9, 10, 11, 12 (1/2 credit each year)
Health	Any grade
Technology	Applications of Technology I, Applications of Technology II
Fine Arts	Music, Art, Theater, or Dance

Required MCAS Assessments

Grade Level	English Language Arts	Mathematics	Science
Ninth Grade			Introductory Physics 2 Sessions
Tenth Grade	English Language Arts Reading Comprehension 3 sessions Long Composition 2 sessions	Mathematics 2 sessions	Biology (for all students who have not met competency determination requirement for science and technology/engineering) 2 sessions

Academic Assessment

Throughout the year all students, including those receiving English Language Learning services, may be assessed in academic areas such as Reading, Language Arts, Social Studies, Foreign Language, Science and Mathematics. The 2021-2022 Assessment Schedule is available on the SPS website.

Student Teacher Assistance Teams (STAT)

A student experiencing academic, attendance, and/or behavioral challenges can be referred to the Student Teacher Assistance Team for problem-solving and to meet needs of the student within the school setting. STATs are a required service in all schools. The STAT may include the principal, counselor, nurse, teachers, as well as any other support staff, and the parent(s)/guardian(s) of the student. Through the STAT process, instructional and curriculum accommodations, supports, and strategies are recommended to develop a plan to support the student in the classroom setting. Please refer to Student Teacher Assistance Teams: Action Plan for Student Success! Parent/Family Brochure for additional information.

Graduation Ceremony Participation / High School Diplomas

Only high school seniors who have completed all requirements for a diploma, certificate of attainment, or certificate of attendance may participate in the graduation ceremony. High school diplomas are awarded at each of the high schools to students who have earned the required credits for graduation and reached MCAS proficiency in Math, English Language Arts and Science and Technology/Engineering. Credit requirements total 24.5 credits for high school requirements are slightly lower for alternative high schools and higher at Putnam HS, as students earn both vocational/technical and academic credits at that school. State endorsed Certificates of Attainment are awarded to students at each high school who have earned the required credits for graduation, met the School Committee attendance requirement of 93%, successfully participated in MCAS tutoring and taken the MCAS a minimum of three times.

High school students are encouraged to maintain a portfolio of their work in Mathematics, English Language Arts and Science should they need to prepare an MCAS appeal application. In some cases, students who cannot meet the requirements for a diploma or certificate of attainment from one of the Springfield high schools may accumulate the required credits through the alternative schools, K-12. These programs require 18 credits, per the School Committee. In addition, students attending high schools may attain a City of Springfield 18-credit diploma due to special circumstances.

Health Education

In compliance with Chapter 71, Section 32A of the Massachusetts General Law, the Springfield School Department, will notify parents of curriculum dealing primarily with human sex education or human sexuality. Parents will have the right to examine the curriculum that is available at the school. Upon written request to the principal, students will be exempt from any portion of said curriculum. No student shall be penalized by reason of such exemption. Any dispute between the parent and school in regard to this policy will be resolved through the mechanism instituted by the Massachusetts Department of Health.

The School Committee's Family Life and Sex Education policy is based on helping students acquire knowledge and encourage the acquisition of skills and attitudes which will result in behavior that contributes to the well-being of the student, family and society and will allow students to manage their lives in a responsible and healthy way. Lack of information or misinformation about these issues may contribute to an increased risk of sexually transmitted diseases, unintended pregnancy, or sterility. The School Committee supports providing health education in the schools. This policy enhances the already existing School Committee policies, including its Health Education Policy and its Wellness Policy.

Homework

Elementary: In Kindergarten and grade one, homework programs for students may be arranged jointly by parents and teachers. These programs should emphasize oral language development, shared reading experiences and hands-on projects. In the upper elementary grades, homework related to school activities and consistent with the student's academic needs should be limited on a weekly basis as follows: grade two, one hour; grade three, two hours; grade four, two hours; grade five, two and one-half hours.

Secondary: The assignment of regular homework for academic subjects in middle and high school is required as part of the standard philosophy and policy of the secondary school curriculum. Homework is deemed essential to follow-through and support classroom activities. On the middle school level, the assignment of homework serves a dual purpose of reinforcing classroom work and preparing students for the extra classroom commitment required by more demanding academic work in high school.

Kindergarten and Montessori Pre-K: Age Requirements

School Committee policy requires that a child must be 5 years old by September 1st to enter kindergarten in the Springfield Public Schools. Additionally, only those children who will be 6 years of age by September 1st shall be admitted to first grade. Children wishing to enroll in the Montessori Pre-K programs must be three (3) years old by September 1st. For information regarding enrollment age requirements, please call P.A.C.E at 787-6959 or visit our website.

MCAS (Massachusetts Comprehensive Assessment System)

- Tests all public-school students across the Commonwealth, including students with disabilities and students with limited English proficiency;
- English Language Learners will also be administered the MELA-O and MEPA tests
- Is administered annually
- Measures performance based on the state's Curriculum Framework learning standards

All graduating seniors must score at the proficiency level on the ELA and MATH MCAS to receive a state-endorsed diploma. Beginning with the class of 2010, students must also pass the Science and Technology /Engineering MCAS in one course (Introductory Physics, Biology, Chemistry, or Technology/Engineering). To be eligible for an appeal or a state-endorsed certificate of attainment, High School seniors must have taken all appropriate MCAS tests at least three times since 10th grade.

Promotion Policy

The School Committee passed a comprehensive Pupil Progression Policy (PPP) and district-wide Grading Framework Policy in 2009 outlining guidelines for all schools regarding grades, accumulation of credits, retention, and promotion. These policies may be viewed in their most revised and entire form on our website.

Elementary School: Promotion is based on mastery of performance standards approved by the Massachusetts Department of Elementary and Secondary Education for Pre-K through 12. Progression from one grade to another is determined in part by proficiency in reading, writing, science, social studies, and mathematics at each grade level as defined by the Massachusetts State standards. To be promoted to the next grade level, students in the elementary grades will attain the level of achievement in accordance with the district assessment benchmarks.

Middle School: To evaluate whether students have met the minimum level of achievement required and to receive credit toward promotion, teachers will consider all available data. This will include standardized test results, progress reports, daily assignments, teacher observation, and other objective information. The student's successful mastery of the content of the course, in which the student is enrolled, as determined by the teacher, is a further condition for passing the course. Promotion to the ninth grade will occur when:

- Students in grade 6,7,8 must pass three years of ELA
- Students in 6,7,8 must pass three years of math
- Students in 6,7,8 must pass two of three years of science
- Students in 6,7,8 must pass two of three years of Social Studies, Foreign language/ESOL, Instructional Technology, Technology Engineering, Physical Education

High School: The time required to complete senior high school (grades 9 to 12) will depend on the time necessary to demonstrate proficiency in the objectives and competencies of the courses studied and to earn required credits (please refer to Pupil Progression Policy). There are instances when pupil retention may be necessary to provide pupils with additional time to master objectives and competencies required for success in the next grade. However, the level of mastery of each objective and competency will vary from one pupil to the next, and all students should demonstrate growth toward mastery of objectives and competencies. Teachers and administrators have an obligation to carefully weigh the negative consequences of retention and to provide timely intervention to prevent retention of students. In addition to earning the required credits, students must meet performance requirements as measured on the Massachusetts Comprehensive Assessment System (MCAS) to graduate.

Early Start Summer Program Policy

Approved by the Springfield School Committee on April 11, 2013

Springfield Public Schools is committed to ensuring academic success for all students. To be successful, it is imperative that students are proficient readers by the end of third grade, and that students who are transitioning to middle and high school are adequately prepared to face the challenges associated with those transitions.

Springfield Public Schools has created an Early Start Summer Program for academically underperforming students preparing to enter third, sixth, and ninth grades. This summer program is designed to give these students an early start in their educational programming. For the full policy, please visit our website.

Summer School

SPS offers a multitude of summer school programs for elementary, middle, and high school students. The purposes of these programs are to recover credits for courses failed during the school year (regular summer school), review curricula to increase student understanding of the material and for enrichment. There is no charge for SPS students. The cost for out-of-district students is \$500 per credit.

Report Cards and Progress Reports

Report cards are prepared for all students and distributed to parents at regular times during the academic year. Report cards are a vehicle for monitoring the progress, activities, and conduct of students. Parents should study the report card carefully, sign it, and return it promptly to the school. Parents are invited to discuss report cards with teachers at parent/teacher conferences; if a parent has a question of immediate concern, he/she should make an appointment to meet with the teacher or counselor at the school.

Marking System: Grades 6-8

Letter grades, A through F will be used.

Report cards in all secondary schools will include, for each subject, a numerical grade of 1 through 4 (1=poor, 4=excellent) for effort, self-control, participation, and homework.

To take part in athletics and other extracurricular activities, students must maintain an average of C- or better, with no failures in any subject.

Marking System: Grades 9-12

Letter grades A through F will be used; for additional refinement, the letter grades may be accompanied by a plus (+) or a minus (-) designation.

Report cards in all secondary schools will include, for each subject, a numerical grade of 1 through 4 (1=poor, 4=excellent) for effort, self-control, participation, and homework.

High school report cards also contain a Grade Point Average (GPA) with points allocated based on the letter grade and the difficulty of the course. For example: a C- in a college preparatory course is valued at 1.67 points; in an honors course, 2.0 points; and in an advanced placement course, 2.33 points. The weighted GPA determines class rank and provides an accurate measure of student progress.

To participate in athletics and other extracurricular activities, students must have a GPA of 1.67 or higher, with no failures in any subject.

Progress reports are mandatory at the secondary level if a student is in danger of failing a course. Additionally, progress reports and parent/teacher conferences may be requested at any time during the school year by contacting the school counselor or principal.



Central Office
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P.O. Box 1410
Springfield, MA
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SPRINGFIELD PUBLIC SCHOOLS - SPRINGFIELD, MASSACHUSETTS

2021-2022 Report Card and Term Schedule

Marking Period 1

August 30, 2021	First Day of School
September 30, 2021	Progress Reports Distributed to Students
September 30, 2021	Cut-off for Marking Responsibility in Elementary Schools
November 3, 2021	Marking Period Closes
November 12, 2021	Report Cards Distributed to Students

Marking Period 2

December 10, 2021	Progress Reports Distributed to Students
December 10, 2021	Cut-off for Marking Responsibility in Elementary Schools
January 24, 2022	Marking Period Closes
February 4, 2022	Report Cards Distributed to Students

Marking Period 3

March 3, 2022	Progress Reports Distributed to Students
March 3, 2022	Cut-off for Marking Responsibility in Elementary Schools
April 6, 2022	Marking Period Closes
April 14, 2022	Report Cards Distributed to Students

Marking Period 4

May 16, 2022	Progress Reports Distributed to Students
May 16, 2022	Cut-off for Marking Responsibility in Elementary Schools
TBD	Marking Period Closes for Seniors
<i>Marking period close date and report card distribution for non-seniors determines at school</i>	

The Springfield Promise: A Culture of Equity & Proficiency

Guidance and Counseling

(See Your Principal for Specific School Procedure.)

The School Committee has adopted a Counseling policy for the Springfield Public Schools in which the delivery of guidance and counseling services in the district are based on the American School Counselor Association's (ASCA) National Model for School Counseling Programs and the Massachusetts Model for Comprehensive School Counseling Programs. School counseling programs are comprehensive in nature and designed to impart specific skills and learning opportunities through academic, career, and personal/social development (learning to learn, learning to live, and learning to work) in a proactive and preventative manner ensuring that students achieve success and are prepared to be productive members of society.

The Counselor's Role

Licensed school adjustment and guidance counselors provide comprehensive school counseling programs that incorporate prevention and intervention activities through school-wide assemblies and activities, classroom student development (guidance) lessons, intentional guidance groups, individual counseling, and collaboration with outside community resources. Counselors also assist students in ensuring they meet high school graduation requirements. Counselors also work in collaboration with teachers in administering career development curriculum, study skills curriculum, violence prevention curriculum, anti-bullying curriculum, and character development programs.

Elementary School Counselor

The elementary school counselor provides academic and social counseling while promoting healthy relationships with peers. The counselor at this level is instrumental in assisting students with identifying their own feelings as well as help students adjust to school. School counselors also work with students in all grade levels to ensure a smooth transition from one grade level to the next. In the elementary school environment, students are taught study and organizational skills that will prepare them for future schooling. As students approach the fifth grade, they are exposed to the prerequisites for middle school success. Students learn about the scheduling differences, the importance of organization, class structuring, and the peer dynamics that they will encounter upon entering middle school. Counselors work in collaboration with teachers, parents, and middle school counselors to make the transition from elementary school to middle school a pleasant experience.

Middle School Counselor

Upon entering middle school, students begin a major transition from the elementary environment to the middle school. From the changing of classes, increase in homework, extracurricular activities, and the physical changes of adolescence and puberty, parents are highly encouraged to become involved. Academically, students operate within teams. School counselors work collaboratively with parents, teachers, and students to develop schedules and prepare students for high school. It is during the middle school years that students will meet with their school counselor to review their options for high school and plan for their high school experience. We believe that close monitoring of grades and exploring career interests is essential for student success.

High School Counselor

The high school counselor is instrumental in preparing students for post high school graduation, as well as college and career awareness. The high school experience is the final level towards graduation. The school counselor will serve as a critical person in establishing a successful high school experience. Academic advisement occurs annually at each level in high school with freshmen, sophomore, junior and senior students. Education plans facilitate the success of students during their high school years.

What if more intensive services are needed?

The school counselor(s) will collaborate with parents and school personnel to make referrals to an outside agency if needed.

Parent Involvement Policy

Effective November 18, 1993; Revised February 2003, October 2007

The Springfield Public Schools adopted a policy which encourages and is committed to working closely with families to create opportunities for ongoing effective communication, providing support and establishing a more personal relationship with parents and families so that we are actively partnering to ensure that all of our children are successful.

Each school district/school that receives Title I funds shall develop jointly with, agree on, and distribute to, parents of participating children a written parent policy that describes how the district will:

Involve parents in the joint development of the plan under section 1112, and the process of school review and improvement under section 1116.

Provide coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.

Build the schools and parents' capacity for strong parental involvement.

Coordinate and integrate parental involvement strategies identified under this policy with parental involvement strategies under other programs, such as Head Start, Reading First, Parents as Teachers, Home Instruction for Preschool Youngsters, High School of Choice and other state, and citywide programs.

Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under Title I.

Involve parents in the activities of the schools served under Title I.

Gun-Free School Act

Any student who is determined to have brought a firearm to school or to a school-related function shall be excluded from the Springfield Public Schools for a period of not less than one year, except as determined by the Superintendent on a case-by-case basis. The definition of "firearm" for purposes of this section includes, but is not limited to, guns (including a starter gun), bombs, grenades, rockets, missiles, mines, and similar devices.

Laws Re: Drugs, Alcohol, Firearms, Gang-Related Activities:

In addition to school disciplinary measures regarding drugs, alcohol and gang-related activities, the following state laws are currently in effect:

Use of Fake I.D. to Purchase Alcohol—6 months to 1-year loss of license. Use of a fake I.D. to purchase alcohol or providing false information to obtain a liquor I.D. or duplicate license from the Registry of Motor Vehicles will result in the loss of driver's license for 6 months to a year. Also, fines and a jail sentence may be imposed by the courts.

Any Drug Conviction, Including Possession—up to 5 years loss of license. Conviction for a drug offense, including possession of even a small amount of an illegal drug, will result in the loss of driver's license for up to 5 years in addition to court ordered penalties. If younger than 18, the issuance of driver's license may be delayed until age 21.

Dealing Drugs Near Schools—Mandatory 2-year jail sentence. A conviction for selling drugs within 1000 feet of school property in Massachusetts will result in a minimum mandatory two-year jail sentence plus a fine of up to \$10,000.

Carrying a Firearm—Whoever, not being a law enforcement officer, and notwithstanding any license obtained by him under the provisions of Chapter 140, carries on his person a firearm as hereinafter defined, loaded, or other dangerous weapon in any building or on the grounds of any elementary or secondary school ... without the written authorization of the board or officer in charge of such elementary or secondary school ... shall be punished by a fine of not more than \$1,000.00 or by imprisonment for not more than one year, or both. "Firearm" shall mean any pistol, revolver, rifle, or smoothbore arm from which a shot, bullet, or pellet can be discharged by whatever means. Any officer in charge of an elementary or secondary school ... or any faculty member or administrative officer ... failing to report violations of this paragraph shall be guilty of a misdemeanor and punished by a fine of not more than \$500.00.

"Other dangerous weapons"—Those mentioned in Massachusetts General Laws Chapter 269, Section 12 and other weapons as defined using the "reasonable person" standard.

Gang-Related Activity—Whoever commits an assault and battery on a child under the age of 18 for the purpose of causing or coercing such child to join or participate in a criminal conspiracy in violation of section seven of chapter 274, including but not limited to a criminal street gang or other organization of three or more persons which has a common name, identifying sign or symbol and whose members individually or collectively engage in criminal activity, shall, for the first offense, be punished by imprisonment in the state prison for not less than three nor more than five years or by imprisonment in the house of corrections for not more than two and one-half years, and for a second subsequent offense by imprisonment in the state prison for not less than five nor more than ten years.

Police Department/School Department Agreement

It is the responsibility of all school staff to report any life-threatening situations or statements expressed by students, either written or verbal, to the principal. It is the responsibility of the principal to report this information to the Student Support Police Team (Quebec Team) and School Department authorities. The school system provides training for the police and school staff to help identify indicators of potential danger. Identified students are assigned immediately to the ESP/AC program for: Review of all information relative to the incident(s), Violence prevention program, Assessments, Counseling, and Referral services (i.e., outside counseling, psychiatric evaluations). A decision regarding appropriate academic placement and needs of the student will be made by ESP/AC staff based on the results of assessments and evaluations in consultation with the student's parents or guardians and involved school system employees. For some incidents, the student may be arrested and taken to the Budd Juvenile Assessment Center at 50 East St. (787-6360). A decision will be made regarding participation in the Diversion Program or court arraignment.

Guidelines for Specific Offenses: Each disciplinary case is unique and will be adjudicated according to the facts accompanying it. Efforts will be made to discipline students while maintaining them in regular school programs. Parent(s) and guardian(s) are encouraged to be involved in the disciplinary process. Intent of the act, age of the child, frequency of the offense, and student history will help determine which options are most suitable to bring about changed behavior. The principal maintains discretion in implementation of penalties. Due process will be followed for all serious disciplinary actions. In exceptional circumstances, a student may be transferred to another school. Students may be transferred to a program that leads to high school diploma or Graduate Equivalency Diploma (GED); parents, guardians, and students must be made aware of the limitations of the G.E.D.

Grounds for Disciplinary Action: This section describes the offenses for which a student, in accordance with applicable law and other sections of this Code may be disciplined.

Possession of a dangerous weapon, possession of a controlled substance, assault, and battery on a school staff member and for behavior that results in a felony charge, Massachusetts law under the Educational Reform Act of 1993, as amended, gives principals the authority to suspend or expel a student for particular offenses. This authority is, however, limited by federal special education law. The particular offenses for which a principal may suspend or expel (a student,) except where prohibited by applicable laws include possession of a dangerous weapon, possession of a controlled substance, assault and battery on a school staff member, and for behavior that results in a felony charge. Although the Springfield School Committee recognizes that M.G.L. Chapter 71, Section 37H and 37H1/2 confers certain discretionary authority on a principal for certain serious offenses—possession of a dangerous weapon, possession of a controlled substance, assault and battery on a school staff member; and behavior that results in a felony charge—the Springfield School Committee encourages principals to consider imposing no less than a 30-day suspension for those offenses, except where otherwise required by law. Possession of a dangerous weapon, possession of a controlled substance, assault and battery on a school staff member. M.G.L Chapter 71, Section 37H indicates specific offenses relating to weapons, drugs and assault of a staff member that gives principals authority to suspend or expel. The statute provides in relevant part:

- Any student found on school premises or school-sponsored/school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife, or a controlled substance as defined in chapter (94C), including, but not limited to marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

- Any student who assaults a principal, an assistant principal, a teacher, a paraprofessional, or any other educational staff on school premises, at school-sponsored or at school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

Any student charged with a violation of either paragraph (A) or (B), above, shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, in his or her discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (A) or (B).

Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the Superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the Superintendent of his or her appeal. The student has the right to counsel at a hearing before the Superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section. When a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such student or to provide educational services to said student. If said student applies for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reasons for said expulsion. [M. G. L. Ch. 71, 37H (a)-(e)].

In addition to the preceding, a police report will be filed for assault and battery offenses on school staff. A student en route to or from a school-related function who commits an assault and battery on a bus driver, including a PVT driver, will be suspended and sent to the Assessment Center, and may lose the privilege of bus transportation for the remainder of the year.

Behavior that results in a felony charge: Principals have the authority to suspend or expel for behavior, including off campus behavior, which results in a felony charge (M.G.L. Chapter 71, Section 37H 1/2). Except where prohibited by applicable law, in these cases, the principal may suspend if the student is charged, and expel if convicted, after the principal holds a hearing and determines the student will be a detriment to the school: egregious acts of violence, use or sale of illegal drugs and alcohol on school property, and arson. The number of days for long-term suspensions is determined by the incident, the pattern of behavior that allows a judgment regarding the danger of the student to self and others, and the ability of the student to respond to a specific program. Students who are found to present a clear and present danger to self and others will, except where prohibited by applicable law, receive services through the ESP/AC program for up to 45 calendar days and may be subject to expulsion; students who present a potential danger will receive shorter suspensions either at the school or at the ESP/AC. For offenses requiring long term external suspension, a determination will be made regarding the student's risk for inappropriate/illegal behavior prior to reentry to the school.

Except where prohibited by law, a student may be subject to long term suspension under this section for the following school related disciplinary offenses:

- Egregious acts of violence (i.e., assault and battery) of students. In cases of egregious acts of violence with intent to harm a student, in addition to long-term suspension, the student is subject to expulsion.
- Use or sale of illegal drugs, including alcohol, on school property. If a student is in possession of a controlled substance, he/she is subject to long-term suspension and to expulsion. In cases involving alcohol/drug usage or possession in school, and when the student is suspended to the ESP, as a condition of reentry the student should be evaluated by a therapist at a substance abuse treatment agency and receive treatment services as needed.
- Arson or attempted arson. A student involved in arson or attempted arson is subject to a variety of consequences up to and including expulsion.

Additional Grounds for Discipline: The School Committee has approved the following policy:

Gang-related activities including but not limited to recruitment and/or wearing of gang-related colors is prohibited on school grounds or at activities sponsored by schools and constitute grounds for suspension or expulsion.

All electronic devices which include but are not limited to beepers, portable telephones, electronic games, Walkman, and earphones, are prohibited from school grounds. Bringing such devices to school may, depending on the circumstances, constitute sufficient grounds for confiscation, detention, parental conference, or, for repeated offenses, suspension. For special events, (i.e., field trips), the principal may suspend this rule. The school system is not responsible for loss of confiscated items.

Conduct that is indecent, lewd, insulting, or demeaning is prohibited on school grounds, as is use of obscene and/or profane language and gestures. Violation may constitute grounds for suspension.

Individuals (adults or minors) who trespass on school property can expect to be arrested. This includes youth enrolled in schools other than the school where they are trespassing.

Students are to identify themselves to any school personnel (teacher, administrator, police/security person) upon request. Failure to do so is grounds for suspension. If interpretation of the above rules is necessary, the determination of the principal, using reasonable person standards, shall govern the interpretation. Other offenses that may lead to disciplinary action include:

- Under the influence of alcohol (determined by principal or designee), but not in possession
- Defiance of authority (insubordination)
- Offensive or disruptive behavior
- Bus misconduct
- Classroom disruption
- Vandalism, breaking and entering, theft, disruptive or violent behavior
- Profanity, obscene language, possession of obscene material
- Fighting (mutual combative situation)
- Tardiness (for school or class)
- Truancy (from class and from school)
- Smoking
- Possession of laser pointer

Violation of Civil Rights: Students have the right to be free from discrimination based on race, national origin, religion, gender, sexual orientation or disability, sexual harassment, hazing. The nature and complexity of the offense determine the options to be used by the principal and the designee of the Superintendent, in consultation with the City Law Department or the District Attorney's Office. A violation of any state or federal law could lead to suspension or expulsion.

Any disruptive action(s) of a student(s) in a particular situation may constitute grounds for suspension or expulsion. The circumstances of each case will be assessed by the appropriate administrator using the "reasonable person" standard.

School Handbooks: Additional offenses and disciplinary options may be cited in individual school handbooks; however, a school's disciplinary options cannot exceed the punitive limits of this Systemic Discipline Code, and individual schools

must adhere to due process and procedures as stated in this Code. All school handbooks covering student conduct must be approved by central administration and the School Committee and must be on file, along with the Systemic Discipline Code, with the Massachusetts Department of Education in Malden.

School Responses to Offenses: The primary option for discipline should be within the school, using a combination of appropriate interventions:

- Parent conference
- In-house alternative program
- Counseling
- In-house suspension
- Mediation and conflict resolution
- Program review
- Verbal warning
- Program support (pre-referral process)
- Detention
- Academic intervention program
- Restitution/community service
- Service teams

When all reasonable attempts have been made at the school and behavior persists, or when the behavior is beyond the capability of the school to address or the infraction is severe, the following options may be deemed appropriate:

- Assessment Center
- Agency referral
- Bus transfer or privilege loss
- School transfer
- Police contact
- External suspension
- Expulsion
- Pre-referral process

Leniency Option: In cases where schools want to use the leniency option, the principal must submit the Leniency Request Form, which incorporates the teacher's recommendation, within 24 hours or by the next school day following the school hearing regarding the incident. When leniency is accepted as an option, the principal has the following options for consequences:

- Suspension to the In-house Suspension Program up to 5 days
- Academic Intervention Program
- In-house mediation program
- Detention
- Placement at the Assessment Center for prevention of violence training and evaluation
- An in-house transitional program to prepare for reentry from the Assessment Center,
- A combination of the above

When leniency is not recommended, the student is suspended from school and assigned to the Assessment Center for a period of time to be determined by the Incident Review Process administrator. The Incident Review Process begins immediately by a central office administrator (Director of Alternative and Collaborative Programs, Principal of the ESP/AC or Director of Guidance). Information provided by parent(s)/guardian(s) and those directly involved in the incident will be part of the Review Process. For the review, the following information must be submitted within 24 hours:

- A narrative by the school administrator documenting the incident
- A report from the teacher involved in the incident
- A student report of the incident
- Leniency Request Form indicating the reasons for denying leniency and supporting a long-term suspension or expulsion
- Documentation of the due process hearing at the school
- Manifestation determination where required
- Documentation of IEP Team meeting where required
- Functional Behavioral Assessment where needed

The following are options for consequences that will be implemented by the central office administrator as a result of the Incident Review Process:

- Long-term suspension to the Assessment Center for up to 45 calendar days
- With reentry to the sending school following the suspension
- With transfer to another school at the end of the suspension
- Expulsion
- Transfer to alternative school
- A report to the police and/or DSS when warranted.

Procedural Steps for Suspension

In all suspensions, principals will follow due process. For long-term suspensions, the due process procedures require the principal to submit a documented checklist with signatures of the principal and involved personnel and with recommendation for leniency, if appropriate, in the Appeals process. The major offenses for long-term suspensions

listed above must have a police report. (This does not necessarily mean that charges will or must be pressed.) All appeal hearings involving staff assault and staff assault and battery or using weapons in a life-threatening situation will, after the initial hearing at the school, be held at the Central Office with the designee(s) of the Superintendent who review any staff assaults. The teacher involved will be invited to the appeal hearing. Regarding staff assaults and battery, teachers should be encouraged to bring charges, understanding if there is "reasonable cause" (i.e., severe circumstances) that they will have the full support of the School Committee, School Administration, Police Department, and the Law Department. If threatened by possible retaliation, a teacher should notify the police. If court appearances are necessary, reporting of assaults will not result in adverse evaluations or loss of pay for teachers.

Procedural "Due Process"

Due Process, as detailed below will be afforded to all students subject to discipline and shall include the following procedures. (With respect to children with special needs, cumulative suspensions cannot generally exceed ten school days in any school year without following the procedures set forth in the "Discipline-related Information for Students with Special Needs" section:

Hearing notification of charges and due process procedures; a presentation of the evidence against the student will be stated by the Hearing Officer (principal or designee) at the school. [After reasonable attempts to contact, if the pupil/parent(s)/guardian(s) do not appear at the hearing without good cause, this will constitute a waiver of the hearing and the case shall be reviewed by the Hearing Officer. A decision will be rendered on the evidence available.]

Opportunity to respond to charges in front of an impartial adult; a presentation by the student and parent(s)/guardian(s) or designee (individual) of any defense or mitigating circumstances. A student, eighteen (18) years of age or older may, upon request in writing, exclude his/her parent(s)/guardian(s) from the hearing.

Opportunity to present witnesses if necessary; submission of the written statements from any person in defense of the student will be accepted by the Hearing Officer (principal/designee).

Notification of all evidence; the Hearing Officer (principal/designee) shall record a summary of the facts and disputed evidence. The Hearing Officer shall have the discretion to take whatever action is necessary to clarify facts, but the student should be informed of all actions.

Right to know the outcome; on the same date as the hearing, a decision with the reasons will be given to the student and parent or guardian. The decision may authorize return to school at an earlier date and may include an alternative educational plan or evaluation request under special education law.

Right to appeal; if the parent/guardian or pupil disputes the decision of the Hearing Officer, the student or parent/guardian may, within 20 days of the date of the decision, request a review of the decision by the Superintendent's designee. This request must be in writing and specify the grounds for which the review is requested. The Superintendent's designee will review the decision of the Hearing Officer directly with the principal and parent or guardian prior to notifying them of any decision and will notify the parent or guardian of the results of the review within three school days of receipt of the request. The Superintendent's designee may not increase the terms of the suspension but may reduce or modify them in any manner if the child is still on suspension at the time of the review. Failure to follow procedures may result in the suspension being revoked on technicalities.

Vandalism and Graffiti

The Springfield City Council has determined that there has been an increase in vandalism in the city, and in the July 2006 revised Chapter 8.32, Vandalism and Graffiti. Following this ordinance, the city will provide enforcement tools to protect public and private property from acts of vandalism and graffiti; establish a plan to remove graffiti; seek reimbursement of all vandalism and graffiti repair costs incurred by the city; and impose penalties upon violator.

McKinney-Vento Homeless Education Assistance Act Provisions

Approved 1/24/13

The goal of the McKinney-Vento Homeless Education Assistance Act is to ensure that each homeless child or youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths. The Springfield Public Schools' Homeless Education Policy addresses the following key components of the McKinney-Vento Homeless Education Assistance Act.

Definition of Homeless Children and Youth

The Massachusetts Department of Elementary and Secondary Education adopted Section 725(2) of the McKinney-Vento Homeless Education Assistance Act regarding the definition of homeless children and youth.

Homeless children and youth are defined as individuals who lack a fixed, regular, and adequate nighttime residence or have a primary nighttime residence in a supervised, publicly or privately, operated shelter for temporary accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill), an institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not designated for, or ordinarily used as, a regular sleeping accommodation for human beings.

This definition includes children and youth living in the following situations:

- Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
- Motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
- Emergency or transitional shelters, abandoned in hospitals, or awaiting foster care placement;
- A primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- Cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Unaccompanied youth - a youth not in the physical custody of a parent or guardian. This definition includes youth living in runaway shelters, in abandoned buildings, cars, on the street or in inadequate housing, youth denied housing by their families, those who have left home voluntarily, even when their parent/s want them to return home, and youth doubled up with friends or relatives.

Homeless Education Liaison

The Springfield Public Schools will designate a staff person to serve as the Homeless Education Liaison whose role is to assist homeless students in enrolling in school and to ensure that they receive the educational services for which they are eligible.

Enrollment and Dispute Resolution

The Springfield Public Schools will immediately enroll homeless students in school, even if they do not have the documents usually required for enrollment – such as school records, medical records, or proof of residency. The Homeless Education Liaison will assist students who arrive without records by contacting the previously attended school system to obtain the required records.

Students identified as homeless have a right to remain in their school of origin or to attend the school where they are temporarily residing. Students who choose to remain in their school of origin have the right to remain there until the end of the school year in which they become permanently housed, however once permanently housed, transportation becomes the responsibility of the parent(s)/guardian(s).

Should a parent/guardian disagree with the school placement decision of the Homeless Education Liaison or other District staff, the parent/guardian has the right to appeal. The parent/guardian will be provided with written notification of the placement decision and the paperwork to complete the appeal process. While the placement decision is under appeal, the student will be allowed to attend the school of the parent/guardian's choice and receive transportation

(according to the District Transportation Policy) while the dispute is under review by the Department of Elementary and Secondary Education.

Transportation to School of Origin

The Springfield Public Schools will ensure that transportation is provided, at the request of the parent or guardian or unaccompanied youth, to and from the school of origin. The transportation services will be comparable to those received by other students. If the student moves to an area served by another school district and continues to remain homeless, transportation will be arranged to maintain enrollment at the school of origin as long as the distance between the school district of residence and the school of origin is reasonable.

Access to Comparable Services

The Springfield Public Schools will provide homeless students with services and education programs comparable to those received by other students and for which they meet eligibility criteria, such as services provided under Title I or similar state or local programs; programs for students with disabilities; programs for students with limited English proficiency; vocational or technical programs; gifted and talented programs; and school nutrition programs. The Homeless Education Liaison will expedite the delivery of nutritional benefits and eligibility for free lunch by working directly with the food services department.

Title I School – Home/School Compact

As a component of the parental involvement policy, each school served under Title I shall develop jointly with the district Parent & Community Engagement office and parents, a school-parent-student compact for all children served under Title I. The compact will outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement, and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

Schools will be responsible to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the State's student academic standards, and the ways in which parents will be responsible for supporting their children's learning by doing things such as monitoring attendance, homework completion, positive use of extracurricular time and television watching. Additional support by volunteering in their child's classroom or school and participating as appropriate in decisions relating to the education of their children, are all-essential.

Schools will develop specific activities in which the students will be engaged to enable him/her to make satisfactory progress toward attaining academic achievement standards.

The importance of communication between teachers and parents will be encouraged on an ongoing basis, at a minimum, through:

- Parent/Teacher Conferences at all school levels will be scheduled at the request of the teacher and/or parent. Teachers will provide a list of open appointments for conferences to parents on Open House and the other evening meeting.
- Schools will make frequent reports to parents on their children's progress, at least four times annually.
- Parents will have reasonable access to staff, opportunities to volunteer and participate and observe in their child's classroom activities.

Specialized and Support Programs

Adult Education

Springfield Public Schools Adult Education Center has been providing educational services to the adult community for over 100 years. Collaborations with other programs help us provide English Classes, HiSET/GED instruction, and high school equivalency programs. In addition, free HiSET/GED pre-tests are offered for those looking to gauge their readiness

to take the HiSET/GED exam. HiSET/GED testing is done 5 times monthly in English and Spanish. English for Speakers of Other Languages (ESOL) and HiSET/GED Prep, and Basic Skills will be offered both during the day and evening. The Bureau also provides Electrical Code and theory classes for state requirements. The program serves ages 18 and older and can be reached at 787-7210.

English Language Learning Program

Our services to English Learners action plan motto is: “Successful Students Need Successful Teachers” and is based on state and federal laws, district board policies, research, pedagogy, and practice. The laws and policies are in place to serve and safeguard students’ needs. Our comprehensive professional development mirrors World-class Instructional Design and Assessment (WIDA) standards and focuses on strategies and techniques for students to become fluent English speakers as they learn academic English and the grade-level curriculum. It incorporates existing second language acquisition research-based training and instruction within the Sheltered English Instruction methodology. This methodology aims at explicitly teaching Common Core standards in alignment with WIDA to ELLs while developing their academic English. In doing so, we prioritize principles and practices for second language learning via the four language domains: listening, speaking, reading, and writing – in a context of standards and 21st Century skills.

Core Programmatic Principles

Identify students that are Limited English Proficient (LEP) and determine their English proficiency level. Annually assess student progress in English language development.

Provide English Language Learners (ELL) with focused instruction in English Language Development (ELD) to ensure that these students demonstrate mastery in English in listening, speaking, reading, and writing. ELL students are expected to progress through the levels of English proficiency. Guidelines for the district ELD program are to:

- Teach English with a focus on listening, speaking, reading, and writing;
- Group students by proficiency level (up to two levels may be combined); and,
- Follow a scope and sequence of language forms and functions
- Provide sheltered content and language instruction to ensure that students can participate meaningfully in mainstream classrooms and make progress toward state standards. ELL students are expected to meet the same AYP targets as those set by the state for all students.
- Assist ELL students in the acculturation process and build within each school an appreciation of the rich cultural and linguistic diversity of students in the Springfield Public Schools.
- Provide opportunities for family involvement in learning and increase family participation in meaningful school activities and events.

A complete ELL Handbook is available on the SPS website.

Gifted Programs

In addition to the regular education offerings, enrichment programs are part of the Springfield Public Schools. These are provided as electives for recommended students within the program of studies, as well as within magnet programs and specialized mini courses. Every middle and high school provides honors and advanced sequences in academic subject areas.

The Talented and Gifted (TAG Program at Chestnut Accelerated Middle School - This program identifies potential TAG students at the end of grade 5 and invites them to participate in the TAG Program at Chestnut Accelerated Middle School. These students enter an enrichment program. The mathematics and science components include opportunities for selected students to a number of honors and advanced classes in these areas.

International Baccalaureate at Kensington Elementary, Van Sickle Middle and the High School of Commerce: The International Baccalaureate (IB) Programme is a highly acclaimed educational program offered around the world. Kensington Elementary provides the Primary Years Programme, which is offered to students in grades K-5. Van Sickle Middle School provides the IB Middle Years Programme, a grade 6-8 program that continues to the High School of Commerce, the only public high school in Massachusetts authorized to provide the prestigious IB Diploma. Students enrolled in the IB Diploma Programme who achieve passing scores on the IB tests (similar to AP tests) may receive college credit from some colleges and universities. In addition to accelerated course work in the content areas, students in this program take a Theory of Knowledge course, write an advanced seminar paper, and engage in community service.

METCO Program

Under the METCO Program, non-white children from Springfield may attend school in suburban communities at the invitation of the host communities' school committees. Since the program began in 1967, almost 200 students in grades 1-12 have attended school each year in Longmeadow, East Longmeadow, Hampden, Wilbraham, and Southwick. All program costs are paid by the state, transportation is provided, and there is no charge to the parents of the children. Parents and students interested in this opportunity should call 787-6959

Magnet Schools

Since 1995, Springfield Public Schools has received over 48 million dollars in federal funds to develop and implement dynamic theme-based educational programs through the Magnet Schools Assistance Program. Magnet schools are available to students throughout the city; however, seats are limited. Therefore, the best way of getting into a Magnet school is to enroll during the SPS High School Registration Period in December or during the Magnet Enrollment Period, which takes place in the Spring for grades Pre-K through grade 8. Students wishing to obtain a seat in any of our Magnet schools must first fill out a Magnet School Application form and attend at least one of a number of public information sessions held during the school year. Please check the SPS website for information on these information sessions.

Among the cutting-edge magnet school programs available to students for the 2021-2022 school year are:

- Montessori at Zanetti PreK-8 and Gerena Elementary for grades Pre-K to grade 5.
- International Baccalaureate Programme at:
 - The High School of Commerce (gr. 9-12)
- Expeditionary Learning at Beal Elementary (gr. K-5)
- Brookings Expeditionary Learning Museum Elementary (gr. K-5)
- Expeditionary Learning at Duggan Academy (gr. 6-12)
- Springfield Renaissance School (gr. 6-12)
- Mathematical Discovery and Communications at Liberty Elementary
- 21st Century Global Communications at Van Sickle
- STEM (Science, Technology, Engineering and Math) at STEM Middle Academy (gr. 6-8)
- STEM 21 Academies at the High School of Science and Technology in:
 - Biomedical Science
 - Biotechnology and Forensics
 - Design Engineering

- o Information Technology
- o Film/Media Technology
- o Math and Finance
- o 21st Century Communications
- Visual and Performing Arts at Johnson Elementary
- Advanced Studies and the Arts at Central High School

For more information, please call 787-6959. The Office of Parent & Community Engagement (PACE) helps to strategically engage key stakeholders – parents, community, political and institutional partner support to help students foster strong character and academic excellence. PACE does this by assisting stakeholders in accessing Springfield Public Schools’ educational services; informing, engaging, supporting and empowering parents to affect student success; creating opportunities for on-going communication, transparency, and a trusting partnership between school and home; increasing NCLB participation, diversity and delivery of high quality educational opportunities for high need students; assisting to increase the graduation rate; making connections to the workplace, illustrating the relevance of academics in careers by promoting and facilitating learning-focused community involvement so that every child attains a high level of academic achievement in a safe and supportive environment. Call 787-7100 Ext. 55140 for more information.

Pupil Transportation

The Springfield Public School system provides free transportation for students in K-5 who reside 1.51 miles or more from the school they attend, and for students in grades 6-12 who reside 2.01 miles or more from the school they attend: all school bus stops are established by the Transportation Office. Transportation is provided only to and from the student’s legal residence. Because of insurance liability, no unauthorized personnel are permitted to ride the school buses.

In addition, due to insurance liabilities and safety concerns, students are limited regarding the items with which they may board the bus. A student is limited to books, book bags, backpacks, and small items that can be held on the lap and do not present a safety hazard. Other items may be stored underneath the student’s seat, providing this does not infringe upon another student sitting either in front or behind the student with the item. No large radios, games, computers, baseball bats, basketballs, footballs, soccer balls or other sporting equipment is allowed. No live animals are allowed, regardless of whether they are caged. The bus driver will determine whether or not a student may board with a musical instrument; small instruments (e.g., harmonica, trumpet, violin) are acceptable, provided they can be stored within a student’s belongings or under a seat, but large instruments (e.g., cellos, keyboards, trombones) are not permitted. Students may be provided transportation for medical reasons; parents must submit a completed SPS State Application for Medical Transportation, signed by their doctor, to the Transportation Department each year if transportation is required. Students with disabilities may require special transportation as determined by the special education TEAM due to the severity of their disability.

Proper Bus Conduct: Expectations and Rules

- The bus driver and monitor are responsible for your safety as well as the safety of fellow passengers.
- Stand back away from the curb until the bus is completely stopped and the door is opened. At the time, you may board the bus in an orderly fashion.
- Weapons of any kind are strictly prohibited aboard a school bus.
- Toys of any kind (baseballs, basketballs, footballs, handheld games, radios, and toy weapons) are strictly prohibited aboard a school bus.
- Live animals are strictly prohibited aboard a school bus. Pets pose a danger of an allergic reaction or injury.

- Take your seat promptly and remain seated until the bus comes to a complete stop. The driver will instruct you when it is safe to get off the bus.
- Windows should not be opened without the permission of the bus driver and/or monitor. At no time should any part of your body be extended outside of the bus.
- Smoking, alcohol, or drugs are strictly forbidden aboard all school buses and PVTAs.
- Do not push, fight, or indulge in "horseplay" while on the school bus. Always respect the rights of others.
- Treat the school bus as you would an object of your own. Any act of vandalism by a student will result in suspension from the bus and financial restitution for damages incurred.
- Throwing objects from the bus is strictly prohibited.
- For your safety, do not cross any street until you are absolutely sure it is safe to do so. Always cross in front with the monitor if someone is present or while the driver is watching you. Upon arrival or departure of buses, never walk or run along the side of the bus.
- Kindergarten students must be met by a parent at the bus stop. If another individual is to receive a kindergarten child from the bus, the parent must submit written permission to the principal. The principal will initial the letter and submit it to the bus driver. Violation of this procedure will result in the child being brought to the emergency holding center.
- Kindergarten students must wear identification tags at all times. Students in grades 6-12 are expected to present their bus pass prior to boarding a bus.
- The bus driver or monitor will report any infraction of the above rules in writing on an Incident Report Form. The initial evaluation of the child and the incident will be done by the principal or designee. All busses are subject to video surveillance.
- Whoever willfully throws or shoots a missile at a school bus shall be punished by a fine of not more than \$500 or by imprisonment for not more than one year, or both. A person so offending may be arrested without a warrant by an officer authorized to serve criminal process. If such person commits such offense in the presence of such officer and refuses to state his name and address at the request of such officer, may be arrested without a warrant. A missile is defined as an object or weapon such as a rock, snowball, an ice ball, or metal objects, etc. that is projected at a target. (Massachusetts General Laws, Chapter 159, Section 104) If a student assigned to a PVTAs bus loses or has their pass stolen, please report the loss to the Transportation Department. The replacement cost for a PVTAs pass is \$10.

Research Department

The Research Department collects, analyzes, and reports information vital to the effective administration of the school system. Sources of such information include the following:

- Testing of ability, achievement, proficiency, aptitude;
- Census of school, race, gender, income;
- Evaluation studies for federal and state programs as well as system use;
- Research studies on opinions, needs.

The Research Department also provides methodological support to individuals and agencies, develops projections for planning, monitors desegregation, and maintains a liaison with other research agencies and school department offices.

School Insurance

The School Department, in cooperation with a local insurance agency, makes available insurance coverage for accidents that may occur at school, while attending school activities, or while traveling to and from school. Special 24-hour-a-day coverage is also available. Specific information about school insurance is distributed to all students during the first two weeks in September. To participate in the program, parents must complete the application and place the correct amount of money to cover the premium in the envelope and return the sealed envelope to the school. Parents who do not wish to participate are asked to indicate this on the envelope and return it to the school.

Springfield School Volunteers (SSV)

Springfield School Volunteers is a non-profit organization that has been reaching out to the community on behalf of the children of the Springfield Public Schools since 1969.

SSV annually brings more than 2,000 volunteers into the Springfield Public Schools. These individuals include parents, grandparents, students, retirees, and other concerned community members who serve as tutors, mentors and in a variety of other capacities to help students and teachers.

SSV manages the Springfield Partners in Education Program, which helps to bring the resources of businesses, colleges, and other organizations into the Springfield Public Schools to help them meet their goals. Many of these serve as School Partners to individual public schools and many others serve as Resource Partners by contributing material, financial and human resources to the Springfield Public Schools each year.

SSV also coordinates special programs for schools, such as the Read Aloud Program, which is sponsored by Babson Capital Management, LLC and brings over 550 volunteers and 3,000 books into every preschool through fifth grade classroom in the Springfield Public Schools.

For more information about Springfield School Volunteers or to become a volunteer, please contact SSV at 787-7100 Ext.55697, volunteer@www.springfieldpublicschools.com or visit www.springfieldschoolvolunteers.org.

Title I

The Title I Elementary and Secondary Education Act of 1965 was reauthorized under the No Child Left Behind (NCLB) Act of 2001. Title I provides financial assistance to local school districts to provide additional educational services for participating children. Title I services exist in all Springfield Public Schools to increase student achievement for all students. NCLB legislation provides the parents of children who need extra support with opportunities to obtain the additional services necessary. Please check with your student's school for more detailed information.

The U.S. Department of Education has a Quick Reference for Parents in English and Spanish at www.ed.gov.

Parents' PLACE, a Massachusetts-based Parent Information and Resource Center funded by the U.S. Department of Education to improve parental outreach. The organization offers a brochure entitled "Public School Choice under NCLB" available in English, Spanish, and other languages at www.masspirc.org.

Violence Prevention Resources

Peer Mediation: Peer Mediators are trained students with conflict resolution and problem-solving skills, practicing under the supervision of a school advisor or coordinating teacher. Peer Mediators act as neutral parties to help students reach non-violent, satisfactory resolutions to conflicts through a structured, formal approach using interpersonal, critical, and creative thinking skills. The elementary school program is Mediation and Mentors; the middle and high school program is Mediation: An Alternative That Works. For information on peer mediation, conflict resolution, and related services and programs,

Bureau of Pupil Services

Health Services

Springfield School Department nurses provide basic school nursing services to all students to optimize health and facilitate learning. School nurses provide first aid and emergency care to students and administer and monitor medication and treatments as prescribed by a licensed provider. In addition, they monitor immunization status, implement mandated health screenings as per Department of Public Health guidelines and provide comprehensive and appropriate health education as needed for students, parents, and staff. Baystate Medical Center sponsored school-based health clinics are located at Putnam, Central and Commerce and are staffed by Nurse Practitioners.

Medication Administration during School: As per Massachusetts General Law, Chapter 94 C, all students requiring medication administration in the school setting are entitled to efficient and proper delivery of all prescribed medication for optimal treatment carried out in a timely fashion. Medication in school must be accompanied by a written physician's order, signed parental permission with provision of medication by parent/guardian in a pharmacy labeled container.

Physical Examinations: All students must have a comprehensive physical examination when they enter Springfield Public Schools and a subsequent physical examination during grades 4, 7, and 10. Students with special medical problems are required to have an updated examination yearly and students participating in competitive sports are required to have a physical examination, utilizing MIAA form, which specifies medical clearance for activity.

Student Health Records: The school nurse is responsible for ensuring that all pertinent information is recorded in the health record, including immunizations, physical examinations, and screenings.

Immunizations: As per Massachusetts General Law, Chapter 17, section 15, students may not be enrolled in school until they have been immunized against diphtheria, pertussis, hepatitis B, tetanus, poliomyelitis, measles, mumps, rubella, chicken pox, and other diseases deemed necessary by the Department of Health. School nurses review immunizations inform parents and refer to a primary care physician if students are not in compliance with state requirements.

Illness at School: If a student becomes ill or injured at school and the school nursing personnel deem the illness or injury serious enough to send the child home, the parent will be notified and asked to arrange for transportation. In the event that the parent cannot make arrangements for the child to be transported home, alternative methods will be explored. No sick or injured child will be sent home without the knowledge that a responsible person will be at home to receive the child. In the event of an emergency serious enough to warrant immediate medical attention when the parents cannot be reached, the school nurse, in collaboration with the principal, will arrange for transfer of the child to the nearest hospital or emergency care. Students 18 years of age or older may be dismissed from school on their own recognizance, providing pre-authorization by the parent.

Management of Pediculosis (Head Lice): Pediculosis (head lice) effects approximately 6 - 12 million people each year, effects all races and socioeconomic groups and is not an indication of personal hygiene. The school nurse will determine if a student is in need of treatment and will educate on eradication of lice and can provide medication for treatment if necessary. Any identified student will be assessed by the nurse the day following treatment and if the student is not at risk of spreading head lice, he will be allowed to return to class

Do Not Resuscitate Orders: Springfield Public Schools will provide all students immediate first aid and 911 emergency rescue services when a life-threatening medical episode occurs at school. An exception to this policy is if the student's attending physician has entered a "Do Not Resuscitate" (DNR) order on the authorization of the child's parent/guardian. School personnel must act in accordance with the DNR order and refrain from medical interventions that are not consistent with this order. DNR is defined as the absence of heroic medical efforts in the event of cardiac or respiratory failure, i.e., no intubation or electrical shock treatment. DNR can also be defined as withholding of cardiopulmonary resuscitation (CPR), artificial ventilation, and other related life-sustaining procedures in the event of cardiac or respiratory arrest. A DNR order is separate from other aspects of the student's care. There should be no implied or actual abandonment of other supportive care such as administration of oxygen, suctioning, use of the Heimlich

maneuver, control bleeding and pain, and positioning for comfort. Procedures for a DNR order are available from the Springfield Public Schools' Nursing Department by calling 787-7100 ext. 55615.

Access to Comprehensive Reproductive Health: School Nurses Health Offices

Adopted April 5, 2012

The purpose of this policy is to provide guidelines for access to comprehensive reproductive health services in the Springfield Public Schools. These services will include counseling for middle and high school students who are twelve (12) years of age or older. Condom availability will occur after counseling.

Springfield Public Schools shall notify parents/guardians of middle and high school students, who are twelve (12) years of age, or older of the availability of condoms in the School Nurse Health Office and will provide parents/guardians with the opportunity to deny in writing (opt-out) access to condoms for their child.

If the parent/guardian does not submit written notice to the School Nurse to "opt-out" their child from access to condoms, it will be assumed that the student has parental/guardian permission to have access to condoms. An opt-out form is available in this handbook. The entire policy is available on the SPS website.

Section 504

Section 504 accommodations are provided to all students found to have physical or mental impairments that substantially limit one or more major life activities (including learning). Students determined to be disabled under Section 504 require a response from the regular (general) education staff within the general curriculum. A team of individuals knowledgeable about the student (including parents/guardians) reviews the nature of the student's disability to determine whether and how the disability affects the student's education, and to determine what accommodations and/or services are required. A variety of accommodations and services are offered in accordance with 504 Accommodation Plans, which are periodically documented and reviewed. The Chief Compliance Officer is the 504 Coordinator for the district.

Special Education (603 CMR 28.00)

Special Education services are provided to all Springfield students ages 3 through 22 due to an educational disability, are unable to progress effectively in regular education programs even with accommodations and require specialized instruction. A disability shall mean one or more of the following impairments:

- Autism
- Developmental Delay (applies to ages 3-9)
- Specific Learning Disability
- Intellectual Impairments
- Deaf-Blind
- Hearing
- Vision
- Neurological
- Emotional
- Communication
- Physical

- Health

Upon request, a Pre-school Team provides screening and/or evaluation for children ages 3-5 years old. Contact the Student Assignment Services at 787-6959 or the Pre-school Screening Team at to make a screening appointment for your child. A specialized screening program for all kindergarten students is conducted annually during the first two months of school to detect potential handicapping conditions early in the student's educational career. Based on the student's needs as determined by the evaluation TEAM, a student may be recommended for special education services in accordance with Individualized Educational Plans (IEP) developed by an IEP Team, of which the parents and/or guardians are key members. The Springfield Public School system recognizes a continuum of settings and provides a full array of services to support academic success for students with disabilities. The continuum of settings ranges from general education supports within the public schools to private school and residential placements outside of the schools. Determination for services and placements must abide by the legal requirements of Least Restrictive Environment (LRE) and the provision of a Free and Appropriate Education (FAPE). At all levels, students with disabilities participate in the full range of specific areas of study and all citywide testing programs.

Special Education Referral/Evaluation (603 CMR 28.00)

Students suspected of having an educational disability that may impact their ability to make "effective progress" in general education may be referred for a special education evaluation by a school professional or parent. If someone other than a parent refers the child for evaluation, the parent will be notified of the referral and asked for consent to evaluate. Evaluation Team Leaders (ETLS) are responsible for the facilitation of the special education referral and evaluation process and serve as a liaison between the parents and the school for special education issues. Students are evaluated in all areas of the "suspected disability" by a team of qualified professionals including the student's teachers. Parents are important members of the evaluation team because they know their children best and can provide important information. The TEAM consists of the ETL, the student's teacher(s), evaluators, an administrator, or someone who can authorize the allocation of services, the parents, a parent advocate at the parent's discretion and the student (if 14 years of age or older). The TEAM reviews all assessments to determine a student's eligibility for special education services. An Individualized Educational Plan (IEP) is developed for those students who are found eligible detailing the students' needs and the services he or she will be provided, with parental consent, through the special education process. Parents may obtain copies of all evaluation reports by requesting them from the ETL. Parents will be given a copy of Notice of Procedural Safeguards by the ETL of their child's school, advising them of their rights under state and federal law.

Special Education Parent Advisory Council (PAC)

The Springfield Parent Advisory Council (PAC) to Special Education (SPED) serves as a parental advisory to the district on issues that pertain to the education and safety of children with disabilities. The Parent Advisory Council shall meet regularly with the district to participate in the planning, development, and evaluation of the district's special education programs. The Parent Advisory Council may also provide parents with resources and trainings to further their ability to participate in the planning of their child's educational program. Parents may obtain information about the Parent Advisory Council through the Evaluation Team Leader (ETL) at their child's school.

Miscellaneous Policies and Procedures

Advertisements and Solicitations

Business and service agencies have a legitimate and collaborative role with the Springfield Public Schools. Partnerships are promoted and developed through Springfield School Volunteers, Inc. A distinction is made, however, between business involvement in the schools as part of community service, and business promotion for private gains through advertisements and solicitations. The following general guidelines apply:

- Permission to post bulletins will be approved by the principal if a program or service for youth by a nonprofit local agency is announced. All others require annual approval from the Superintendent or designee.

- The principal determines which materials may be distributed to students, except that materials soliciting money or information may not be distributed without specific School Committee approval.
- Except for United Way, no fund-raising activities in school will be sanctioned without specific School Committee review and approval.
- Direct sales by outside vendors to students in school are prohibited. School offices may provide lists of vendors carrying certain items, or the office may carry and charge for miscellaneous items or permit student organizations to sell products on a controlled basis (e.g., the School Store).
- Announcements through the principal's office may be made for anything connected with charitable organizations that are operated on a nationwide basis.
- No organization (except as noted above) not directly responsible to or a part of the Springfield Public Schools may use the school facilities for communications and announcement purposes.

This policy does not prevent a teacher from using instructional or informational materials that may include reference to a brand, product, or service. Citywide curriculum committees are part of the review process involving all curriculum aids, including those with advertisements. The general rule should be to exercise caution in the use of any and all materials that incorporate advertisements.

Moment of Silence and Student-Sponsored Prayer Club

Massachusetts General Laws Chapter 71, Section 1A states that a period of silence not to exceed one minute in duration shall be observed for personal thoughts. The parent—not the school—can direct the student, and the student can use this period for silent prayer, meditation, deep personal thoughts, or other reflections. The Equal Access Act allows students in secondary schools to have access to non-school-sponsored speech, including religious speech. Thus, student sponsored prayer clubs, etc., are allowable in the secondary schools as long as they are student- and not school-sponsored.

Fund Raising

PTO funds are not under School Department jurisdiction. PTOs are advised to check with the local department of revenue for information on sales tax requirements for fund-raising efforts.

Student Activity Agency Accounts Policy Students may raise funds to finance activities of student organizations authorized by the Springfield School ("School Committee Authorized Student Organizations"). Any funds raised by students to finance School Committee Authorized Student Organizations must be deposited into a Student Activity Agency Account ("SAAA") established by the City Treasurer and must be in compliance with M.G.L. c. 71 § 47.

Work Permits

Employment of students under 18 is restricted when school is in session. Students between the ages of 12 and 16 may sell or distribute newspapers. Students ages 14 and 15 with working permits may engage in certain non-hazardous work but may not work before 6:30 AM or after 6 PM. Students aged 16 and 17 may engage in certain specified non-hazardous work, but may not work before 6 AM or after 10 PM, except if employed in restaurants until but not after 12 midnight on Fridays, Saturdays, or during school vacation periods.

How to Obtain a Work Permit

Work permit applications and work permits may be obtained at the Parent and Community Engagement Center, 91 School St. Monday – Friday from 8 a.m. to 4:00 p.m. by appointment only. Work permit applications may also be downloaded at www.mass.gov

Work permits are issued only after a student has proof of an offer for employment. Applications must be filled out entirely before a permit is issued. For 14- and 15-year-olds, this includes physician signature, employer signature, record

of school attendance and parent/guardian signature. A physician's signature and record of school attendance is not required for work permit applicants who are 16 and 17.

In addition, a proof of age (birth certificate, Passport, Immigration Record, Massachusetts Identification) is also required.

Safety To and From School

The safety of children going to and from school is the joint responsibility of the school and the parents. Children are instructed in safety procedures by their principal and teachers, and parents should reinforce that instruction at home. The principal will tell students the safest walking route to school and the safest route to the school bus stop, and parents should be sure that their children know and follow these routes. The shortest route may not be the safest route. Children should be told to stop at the curb and look both ways for oncoming traffic before crossing the street. They should stay between the lines marking crosswalks and observe the signals of the crossing guards and traffic lights. Parents should be sure that their children leave home for school at times when crossing guards are stationed at intersections. Parents who pick up students in cars should not park in restricted zones—it is safer to meet students away from the school in a location that will not intersect school bus and other traffic. Students who travel on the school bus should follow the directions from the bus monitor while on, boarding, or leaving the bus. They should take their seats promptly and remain seated. Students should never lean out or stick their arms out of the windows. Smoking, lighting matches, and the use of drugs or alcohol are strictly prohibited on school buses.

Anti-Idling Regulation - Under state law, motor vehicle idling is restricted within 100 feet from school property.

Safety in the Schools

The following statements are taken from the 1993 Massachusetts Act, Chapter 380: "When a student is expelled under the provisions of this section, no school, or school district within the Commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the Superintendent of the school district in which the application is made may request and shall receive from the Superintendent of the school expelling said student a written statement of the reasons for said expulsion.... Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such a student for a period of time determined appropriate... if the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school... Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school." In such cases, students shall have written notification of the action taken and of the right to appeal.

Safety Initiatives

Collaborative Agreement for Safe Schools

The Springfield Public Schools, the Springfield Police Department, and the Hampden County District Attorney have coordinated a response to violent criminal acts, serious delinquent behavior, and improper alcohol and drug use which occur on school premises or at school-sponsored or school-related events. This agreement, which was signed by the Mayor, the Superintendent of Schools, the District Attorney, and the Police Chief, is designed:

- To ensure a safe and secure school environment for all students;
- To foster a "zero tolerance" attitude regarding illegal use of drugs, alcohol, weapons, and violence;
- To provide teachers and parents with confidence that there is a consistent, cooperative effort by appropriate officials to prevent crime in Springfield schools.

The prerogative to impose discipline for infractions of school rules and policies continues to be the sole responsibility of the school officials. Schools, police, prosecutors, probation officers, and social service professionals must share information so that the Criminal Justice System can prioritize prosecution of those cases involving individuals likely to pose a threat to the community and identify other children in the court system who are in need of support services. The following are the major objectives of the collaboration:

- To provide a system of prompt reporting to law enforcement of any violent criminal acts or serious delinquent behavior;
- To implement a court team approach for sharing information regarding the behavior and background of students appearing before the court system and to coordinate responses to criminal/delinquent behavior;
- To refer appropriate first-time or minor offenders to the Hampden County District Attorney's Juvenile Diversion Program, an alternative that provides counseling/education programs, community service, and restitution initiatives;
- To establish a Substance Abuse Advisory Committee including representatives of the school-age population, local police, clergy, parents, teachers, school administrators, community agency representatives, and the District Attorney's Office which shall make recommendations to appropriate school officials and parent groups regarding effective ways to promote awareness of the dangers of drug abuse and sound preventative measures. This advisory committee shall work with the Criminal Justice Collaborative and the Juvenile Justice Collaborative.

Procedures of Collaborative Agreement

The Superintendent of Schools and the school principals are responsible for reporting acts. The Police Chief shall designate an officer or officers to coordinate all reported acts. A mandatory reportable act shall include:

- A serious incident of assaultive behavior, destruction of property, or theft;
- Violation of a restraining order;
- Possession of a firearm or other illegal weapon;
- Illegal possession, actual or constructive, of what is reasonably believed to be a controlled substance as defined by state law;
- The sale or distribution of a drug believed to be a controlled substance under state law.

A discretionary reportable act includes:

- Any student's violation of a state criminal statute which warrants reporting but is not as serious as a mandatory reportable act; and
- Finding any student, regardless of age, who is reasonably believed to be under the influence of alcohol or drugs.

Any teacher or other school employee who has reasonable grounds to believe that a student has committed a mandatory reportable act or a discretionary reportable act, as defined above, shall report the student to the Principal or Superintendent.

The Principal/Superintendent shall inform the student and his/her parent/guardian of the nature of the offense and that certain offenses must be reported to the police. The principal and/or Superintendent may offer the student the opportunity to respond to the report.

The Principal/Superintendent shall in the case of a mandatory reportable act notify the police of the incident and the existence of any physical evidence and, in compliance with General Laws, chapter 71, section 37L, will report any

incident involving a student's possession or use of a dangerous weapon on school premises in writing to the Chief of Police.

Any incident that involves the possibility of serious physical injury should be reported to the Police Department immediately, reporting directly to an officer assigned to that school or calling 911 and notifying the Department that it is an emergency school incident. The dispatch will then notify the Youth Aid Bureau or the Detective Bureau for immediate response and investigation.

In a non-emergency situation, where there is no threat of serious physical harm, the crime/delinquent behavior should be reported to the Youth Aid Bureau, which will investigate the incident. After this investigation, where appropriate, an application for a delinquency complaint will be made to the Juvenile Court (or Springfield District Court).

It is often necessary that school personnel cooperate further with police and the District Attorney's Office after a complaint is made; this may require giving a statement to police and, on occasion, testifying in Court.

All cases involving violent criminal conduct or serious delinquent behavior will be treated on a priority basis by the District Attorney's Office.

School personnel are permitted to search a student's clothing, personal possession, or locker at the direction of the Principal/Superintendent if there is a reasonable basis for believing that the student is concealing material the possession of which is prohibited by federal, state, or local law, or by the School Discipline Code.

The Principal/Superintendent shall inform students in writing at the beginning of each school year of this practice. The Principal/Superintendent should keep a record of such searches, detailing time, place, reasons, and witnesses.

Upon notification from the Principal/Superintendent, police shall respond in cases of mandatory reportable acts and may respond in other cases.

Juvenile offenders who meet the eligibility criteria for the Hampden County District Attorney's Juvenile Diversion Program may be admitted to that program in lieu of prosecution. Cases that are not appropriate for Juvenile Diversion will be prosecuted through the Juvenile Justice System.

Student offenders who have reached their 17th birthday will be prosecuted through the regular court system. Non-students involved in such behavior occurring on school premises or at school events are also to be reported pursuant to this agreement.

The District Attorney's Office, the Juvenile Court Department, the Springfield Police Department and the Springfield School Department are committed to safe schools. The immediate reporting, prompt investigation and speedy prosecution of serious criminal conduct as well as participation in the Diversion Program and Substance Abuse Advisory Committee, will help to provide the secure environment, which each student deserves and will send Springfield students and their families an appropriate message that criminal behavior will not be tolerated.

Frequently Asked Questions

How will I know if schools are closed due to weather or other emergencies?

School Messenger, a direct phone calling system, alerts staff and families about school business and weather alerts. (Telephone numbers must be current for School Messenger to work.) When severe weather conditions or other emergencies make it necessary to close school, announcements will also be made on television, radio, and on our website.

When are schools closed for holidays and vacations?

Please see the back of this handbook and our website for school closings and holidays. Dismissal times and bus schedules for Thanksgiving and Christmas holidays, and for the last day of school in June will be announced in special bulletins distributed to the schools and publicized through the media.

How do I find out who to call at Central Office?

For the main connecting number at the Central Office, please call 787-7100, or check the Springfield Public Schools website.

SCHOOLS

- Thomas M. Balliet School • Principal Jennifer Montano, 52 Rosewell Street, 01109, 787-7446
- Alice B. Beal School • Principal Kate Fancy, 285 Tiffany Street, 01108, 787-7544
- Edward P. Boland School • Principal Lisa Bakowski, 426 Armory Street, 01104, 750-2511
- Samuel Bowles School • Interim Principal John Doty, 24 Bowles Park, 01104, 787-7334
- Brightwood School • Principal Jose Escribano, 255 Plainfield Street, 01107, 787-7238
- Elias Brookings School • Principal Terry Powe, 433 Walnut Street, 01105, 787-7200
- Daniel B. Brunton School • Principal Deana Suomala, 1801 Parker Street, 01128, 787-7444
- William N. DeBerry School • Principal Elizabeth Fazio, 670 Union Street, 01109, 787-7582
- Hiram L. Dorman School • Principal Rhonda Stowell-Lewis, 20 Lydia Street, 01109, 787-7554
- Dryden Veterans Memorial • Principal Theresa Carrie, 190 Surrey Road, 01118, 787-7248
- Margaret C. Ells School • Principal Michele C. Campbell, 319 Cortland Street, 01109, 787-7345
- Frank H. Freedman School • Principal Medina Ali, 90 Cherokee Drive, 01109, 787-7443
- Gerena Community School • Principal Cynthia Escribano, 200 Birnie Avenue, 01107, 787-7320
- Glenwood School • Principal Margaret Doyle, 50 Morison Terrace, 01104, 787-7527
- Alfred M. Glickman School • Principal Elizabeth Bienia, 120 Ashland Ave., 01119, 750-2756
- Frederick Harris School • Principal Kara Harris, 58 Hartford Terrace, 01118, 787-7254
- Homer Street School • Principal Catherine Roberts, 43 Homer Street, 01109, 787-7526
- Indian Orchard • Principal Maria Serrazina, 95 Milton Street, 01151, 787-7255
- Kensington International School • Interim Principal Thomas Mazza, 31 Kensington Ave., 01108, 787-7522
- Liberty School • Principal Kelly Wallace, 962 Carew Street, 01104, 787-7299
- Lincoln School • Principal Mark McCann, 255 Plainfield Street, 01107, 787-7314
- Mary M. Lynch School • Principal Lakia Baymon, 315 North Branch Parkway, 01119, 787-7250
- Mary O. Pottenger School • Interim Principal Sharonda Hector, 1435 Carew St, 01104, 787-7266
- Milton Bradley School • Principal Kristen M. Hughes, 22 Mulberry Street, 01105, 787-7475
- Rebecca Johnson School • Principal Christopher Sutton, 55 Catharine Street, 01109, 787-6687
- Sumner Avenue School • Principal James McCann, 45 Sumner Avenue, 01108, 787-7430
- Arthur T. Talmadge School • Principal Shalimar Colon, 1395 Allen St, 01118, 787-7249
- Mary M. Walsh School • Principal Vinnie Regan, 50 Empress Court, 01129, 787-7448
- Warner School • Principal Robin Bailey- Sanchez, 493 Parker Street, 01129, 787-7258
- Washington School • Principal Keith Asher, 141 Washington Street, 01108, 787-7551
- White Street School • Principal Siobhan Conz, 300 White Street, 01108, 787-7543
- Zanetti Montessori School • Principal Tara Christian Clark, 474 Armory St., 01104, 787-7400
- Discovery Prep HS • Executive Principal Declan O'Connor, 355 Plainfield St, 01107, 750-2333
- Impact Prep at Chestnut Accelerated Middle School • Executive Principal Dr. Declan O'Connor, 355 Plainfield St, 01107, 750-2333

- Chestnut Accelerated Middle School TAG • Executive Principal Declan O'Connor • Associate Principal Andrea Strom, 355 Plainfield St. 01107, 750-2333
- Springfield Lyceum College Prep at Chestnut Accelerated Middle School • Executive Principal Robert Acosta, 355 Plainfield St, 01107, 750-2333
- Forest Park Middle School • Principal Sara Macon, 46 Oakland St., 01108, 787-7420
- Springfield Realization Academy • Principal Hayden Lyons, 46 Oakland St., 01108, 787-7420
- M. Marcus Kiley Middle School • Principal Celeste Femia, 180 Cooley Street, 01128, 787-7240
- M. Marcus Kiley Prep Middle School • Principal Julia St. Martin, 180 Cooley Street, 01128, 787-7240
- The Academy at M. Marcus Kiley Middle School • Executive Principal Michael Calvanese, 180 Cooley Street, 01128, 787-7240
- STEM Middle Academy • Principal Luis Martinez, 60 Alton Street, 01109, 787-6750
- Rise Academy/Rise Prep High School at Van Sickle • Executive Principal Anna Breen, 1170 Carew Street, 01104, 750-2887
- Van Sickle Academy • Principal Robert Francesca, 1170 Carew Street, 01104, 750-2887
- Emergence Academy SLIFE PROGRAM • Principal Amanda Gauthier, 415 State Street, 01105, 885-5355
- South End Middle School • Principal Cheryl DeSpirt, 36 Margaret Street, 01105, 750-2442
- John J. Duggan Academy • Executive Principal Michael Calvanese, 1015 Wilbraham Rd, 01109, 787-7410
- Springfield Conservatory of the Arts • Principal Ryan Kelly, 339 State Street, 01105, 787-7070
- Kennedy Middle School • Executive Principal Michael Calvanese, 1385 Berkshire Ave 01151, 787-7510
- The Springfield Renaissance School • Principal Arria Coburn, 1170 Carew Street, 01104, 750-2929
- Central High School • Principal Thaddeus Tokarz, 1840 Roosevelt Avenue, 01109, 787-7085
- High School of Commerce • Executive Principal Paul Neal • Principal in Residence Sonia Dinnall • Principal Andrew Marshall, 415 State Street, 01105, 787-7220
- Springfield Honors Academy at High School of Commerce • Principal Grace Howard-Donlin, 415 State St. 787-6707.
- Springfield High School of Science & Technology • Principal Kevin Lalime, 1250 State St., 01109, 750-2000
- Putnam Vocational-Technical Academy • Principal George Johnson, 1300 State Street, 01109, 787-7424
- Springfield Virtual School • Co-Principals Diane Bauer and Alyson Lingsch, 111 Seymour Ave., 01109, 750-2011

ALTERNATIVE SCHOOLS

Principal Rhonda Jacobs

- Balliet Middle School • Asst. Principal Linda Singer, 732 Chestnut St., 01107, 787-7284
- Gateway to College • Asst. Principal Vivian Ostrowski, HCC, 303 Homestead Ave., Holyoke, 01040, 552-2370
- Gateway to College • Asst. Principal Katara Robinson, STCC, 1 Armory Square, 01102, 755-4581
- Liberty Preparatory Academy • Asst. Principal Jennifer McQuade, Springfield Alternative Campus: Alderman Bldg, 37 Alderman St., 01108, 750-2484
- Springfield High School • Asst. Principal Roberto Ortiz, Springfield Alternative Campus: Dickinson Bldg., 37 Alderman St., 01108, 787-7285
- Springfield Public Day Elementary School • Asst. Principal Lisa Pereira, 34 Nye Street, 01104, 886-5100
- Springfield Public Day Middle School • Asst. Principal Linda Singer, 732 Chestnut Street, 01107, 787-7281
- Springfield Public Day High School • Asst. Principal Robert Porter, 90 Berkshire Street, 01151, 787-7036
- Student Attendance Resource Center (SARC) • Program Director Francisco Anello, Springfield Alternative Campus: Alderman Bldg., 37 Alderman St., 01108, 787-6795

Springfield School Committee

Honorable Mayor Domenic J. Sarno, Mayor and School Committee Chair

Christopher Collins

Barbara Gresham

Denise Hurst

Attorney Peter Murphy

Latonia Monroe-Naylor

Maria Perez

Patricia McCarthy, Teresa Montemayor; Executive Assistants to the School Committee
787-7100 Ext. 55191

SCHOOL COMMITTEE MEETING DATES

SCHOOL YEAR – 2021-2022

The regular meetings will begin at 6:30PM. Working Sessions, Speak Outs and Meetings with Student Representatives will begin at 6:00PM.

Thursday, September 2, 2021	6:30 PM Regular Meeting– City Hall, Room 220
Thursday, September 16, 2021	6:00 PM Public Speak Out 6:30 PM - Regular Meeting - City Hall, Room 220
Thursday, September 30, 2021	6:00 PM Student Reps. (SEZP 1) Chestnut TAG, Impact Prep and Springfield Lyceum College Prep, Discovery High School; Forest Park, Springfield Realization Academy; Kiley, Kiley Prep, The Academy at Kiley; John F. Kennedy Middle School 6:30 PM Regular Meeting - City Hall, Room 220
Thursday October 14, 2021	6:00 PM Student Reps. (SEZP 2) John Duggan Academy MS and HS; High School of Commerce, Springfield Honors Academy, Emergence Academy; Van Sickle Academy, Rise Academy and Rise Prep Academy HS 6:30 PM Regular Meeting - City Hall, Room 220
Thursday, October 28, 2021	6:00 PM Student Reps. (1) Springfield Public Day MS, Springfield Public Day HS, Zanetti Montessori, South End MS and STEM Middle Academy 6:30 PM- Regular Meeting - City Hall, Room 220
Thursday, November 18, 2021	6:00 PM Student Reps. (3) Central HS, Putnam Academy, HS of Science & Technology, Springfield Renaissance Middle and High School 6:30 PM - Regular Meeting - City Hall, Room 220
Thursday, December 2, 2021	6:00 PM Public Speak Out - 6:30 PM - Regular Meeting - City Hall, Room 220
Thursday, December 16, 2021	6:00 PM Student Reps. (2) Balliet MS, Springfield High School, Liberty Prep High School, Conservatory of the Arts MS and HS 6:30 PM - Regular Meeting - City Hall Room 220
Monday, January 3, 2022	12:30 PM - Organizational Meeting - City Hall Room 220
Thursday, January 13, 2022	6:00 PM Working Session School Dept. 1550 Main Street
Thursday, January 27, 2022	6:00 PM Student Reps. (SEZP 1) Chestnut TAG, Impact Prep and Springfield Lyceum College Prep, Discovery High School; Forest Park, Springfield Realization Academy; Kiley, Kiley Prep, The Academy at Kiley;

	John F. Kennedy Middle School 6:30 PM Regular Meeting - City Hall, Room 220
Thursday, February 10, 2022	6:00 PM Student Reps. (SEZP 2) John Duggan Academy MS and HS; High School of Commerce, Springfield Honors Academy, Emergence Academy; Van Sickle Academy, Rise Academy and Rise Prep Academy HS 6:30 PM Regular Meeting - City Hall, Room 220
Thursday, March 3, 2022	6:00 PM Chapter 74 Vocational - Putnam, 1300 State Street
Thursday, March 17, 2022	6:00 PM Public Speak Out - 6:30 PM - Regular Meeting - City Hall Room 220
Thursday, March 31, 2022	6:00 PM Student Reps. (3) Central HS, Putnam Academy, HS of Science & Technology, Springfield Renaissance Middle and High School 6:30 PM - Regular Meeting - City Hall, Room 220
Thursday, April 14, 2022	6:00 PM Student Reps. (1) Springfield Public Day MS, Springfield Public Day HS, Zanetti Montessori, South End MS and STEM Middle Academy 6:30 PM- Regular Meeting - City Hall, Room 220
Thursday, April 28, 2022	6:00 PM Public Speak Out - 6:30 PM - Regular Meeting - City Hall, Room 220
Thursday, May 12, 2022	6:00 PM Student Reps. (2) Balliet MS, Springfield High School, Liberty Prep High School, Conservatory of the Arts MS and HS 6:30 PM - Regular Meeting - City Hall Room 220
Thursday, May 26, 2022	7:00 PM Retirees Recognition - Putnam, 1300 State Street
Thursday, June 23, 2022	6:30 PM - Regular Meeting - City Hall, Room 220

Dates Listed by Meeting Type:

Student Reps (1) <i>Includes:</i> Public Day MS, Public Day HS, Zanetti Montessori, South End MS STEM Middle Academy Oct. 28 April 14	Student Reps (SEZP 1) <i>Includes:</i> Chestnut TAG, Impact Prep, Springfield Lyceum College Prep, Discovery High School; Forest Park, Springfield Realization Academy; Kiley, Kiley Prep, The Academy at Kiley; John F. Kennedy Middle School Sept. 30 Jan. 27	Public Speak Out Sept. 16 Dec. 2 March 17 April 28	Working Sessions Jan. 13	Chapter 74 Vocational March 3
Student Reps (2) <i>Includes:</i> Balliet MS, Springfield HS, Liberty Prep HS Conservatory MS and HS, Dec. 16 May 12	Student Reps (SEZP 2) <i>Includes:</i> John Duggan Academy MS and HS; High School of Commerce, Springfield Honors Academy, Emergence Academy; Van Sickle Academy, Rise Academy and Rise Prep Academy HS Oct. 14 Feb. 10	Student Reps (3) <i>Includes:</i> Central HS, Putnam Academy, HS of Sci & Tech, Renaissance MS and HS Nov. 18 March 31	Organizational Meeting Jan. 3	Retiree Recognition May 26



Approved by School Committee 04/29/21

SPRINGFIELD PUBLIC SCHOOLS School Calendar 2021 – 2022

Aug. 23 – 26 - Teacher Workdays (PD)
Aug. 27 – Convocation
Aug. 30 - School begins – Grades 1 - 12
Aug. 30 – Sept. 3 - Kindergarten Screening

August 2021				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

Feb. 21– Schools Closed – Presidents’ Day
Central Office is also closed
Feb. 22 – 25 - Schools closed for Mid-Winter Vacation
Feb. 28 – Schools reopen

February 2022				
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				

Sept. 6 - Schools Closed – Labor Day
Central Office is also closed
Sept. 7 – Kindergarten students begin
Sept. 8 - Preschool students begin
Sept. 14 – Schools closed –Teacher Professional Day

September 2021				
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	

March 2022				
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	

October 11 - Schools Closed – Columbus Day
Central Office is also closed

October 2021				
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

April 15 – Schools Closed – Good Friday
Central Office is also closed
Apr. 18 – Schools Closed – Patriots’ Day
Central Office is also closed.
Apr. 19 – 22 - Schools Closed for Spring Vacation
April 25 – Schools reopen

April 2022				
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

Nov. 2 - Schools Closed – Teacher Professional Day (Election Day)
Nov. 11 – Schools Closed – Observance of Veterans Day – Central Office is also closed
Nov. 24 - 26 Schools Closed for Thanksgiving Vacation
Central Office is also closed Nov. 25 and 26
Nov. 29 - Schools reopen

November 2021				
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			

May 30 – Schools Closed – Memorial Day
Central Office is also closed

May 2022				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

Dec. 23 – ½ Day - Last school day before the Holiday Vacation (Dismissal will be covered by bulletin)
Dec. 24 – Dec. 31 - Schools Closed - Holiday Vacation
Dec. 24 – Central Office is also closed
December 25 - Christmas
Dec. 31 Central Office is also closed

December 2021				
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

June 23 - ½ Day - *Tentative End of School Year
(Dismissal will be covered by bulletin)
June 20th – Schools Closed - Observance of Juneteenth Day
Central Office is also closed

June 2022				
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	

January 1 - New Years Day
Jan. 3 – Schools reopen
January 6 – Schools Closed – Teacher Professional Day
Jan. 17– Schools closed – Dr. Martin Luther King, Jr.’s Birthday - Central Office is also closed

January 2022				
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				

***Tentative End of School Year Date includes 5 snow days.**
Schools will close after they have been in session for **180** pupil school days. Official end date and dismissal will be covered by bulletin.

Yellow = Schools Closed (pupils only)
Green = Schools and District Offices Closed (pupils and staff)
Orange=Holiday Falls on a Saturday or Sunday