



# Parent & Student Handbook 2014-2015



Produced by Springfield Public Schools  
1550 Main Street  
Springfield, MA 01103

[www.sps.springfield.ma.us](http://www.sps.springfield.ma.us)

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*Policies and other information contained in this book are subject to change. Parents and guardians are encouraged to consult with their students’ school administration for more information.*

## Message from the Superintendent



Dear Parents and Guardians, Students and Springfield Public Schools Staff,

Welcome to the 2014-15 school year. There is a great deal of excitement about the outstanding work occurring in our schools as we move forward with The Springfield Promise, a promise to graduate all of our students college and career ready.

Our teachers and students continue to raise the bar not only academically, but also in the Arts, extra-curricular activities and in their commitment to community service. It is exciting to see our students taking advantage of the many opportunities provided by our school district and community.

New this year is the Springfield Conservatory of the Arts School. Aided by the latest round of federal magnet school grants, the school opens this fall with 60 students in grades six and nine. We will grow the school by 60 students per grade, capping in 2017 with 420 students in grades six through twelve. Already, we enjoy a fine reputation as a school district whose students deliver high quality performances in the Arts. We are very much looking forward to building on that success with our new arts school.

Academically, our students continue to make us proud with their improving levels of achievement. Last year, Springfield Public Schools students made great gains on MCAS. In science, they gained 2.2 compared to the state's average of just 0.4 points. In the subject of math, Springfield students gained 2.0 points while the state average is 0.9 points. In English Language Arts, they gained 0.6 points compared to the state average of 0.1 points. In addition, the graduating class of 2014 secured more than \$11 million in college scholarships.

Along with their academic achievements, our students must be recognized for their commitment to community service. They spearheaded fundraisers to help feed the hungry and clothe the poor. Students have been involved in projects honoring local civil rights heroes, artists, champions and activists.

So as we gear up for another school year, I am expecting more great things from our teachers, our students, our parents and our community. As a school district, we have already proven that we are capable of great achievements, can overcome the odds and we are prepared to keep building upon each success. We still have much work to do!

I wish everyone a productive and successful school year.

Sincerely,

A handwritten signature in dark ink that reads "Daniel J. Warwick". The signature is written in a cursive, flowing style.

Daniel J. Warwick  
Superintendent of Schools

## Message from the Mayor



Dear Parents and Guardians, Students and Springfield Public Schools Staff,

As Mayor of this Great City of Springfield and Chairman of the School Committee, it is my pleasure to welcome each and every one of you to the 2014-15 school year. Every year, my wish is that all of our students, parents, guardians, staff and administrators will experience great success, growth and experiences.

I encourage parents and community members to become active participants in the education of our City's youth. School Committee meetings are open to the public and broadcast on local government access television. As members of the

School Committee, we appreciate the input, questions and contributions of the Springfield community as we go about making policy. The meeting schedule is included in this document and is also available on the Springfield Public Schools website.

You may explore other opportunities to become involved in the education of our youth by visiting the Office of Springfield School Volunteers, located at 1550 Main St., which is headquarters for the school department. Volunteer opportunities exist at levels that range from businesses adopting a school to individuals signing up to read aloud to children.

I would also like to take this opportunity to recognize the outstanding teachers and staff of Springfield Public Schools. I am proud of the gains our school district has made in recent years and fully expect that we will continue to get better every year.

I wish everyone a safe and successful 2014-15 school year. God bless you, your families and the City of Springfield.

Sincerely,

A handwritten signature in black ink that reads "Domenic J. Sarno". The signature is stylized with a large, looped "D" and a long, sweeping underline.

Domenic J. Sarno  
Mayor of the City of Springfield



**SPRINGFIELD PUBLIC SCHOOLS - SPRINGFIELD, MASSACHUSETTS**

***Policy Acknowledgment Form***

I have read, understand and have explained to my child the policies (including but not limited to Code of Student Conduct, Cell Phone Use Policy, and Internet Policy for Acceptable Use and Safety) contained in this Parent and Student Handbook.

Student Name: (Please print) \_\_\_\_\_

Parent/Guardian Name: (Please print) \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature (Grade 6 through 12): \_\_\_\_\_ Date: \_\_\_\_\_

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**SPRINGFIELD PUBLIC SCHOOLS - SPRINGFIELD, MASSACHUSETTS**

***Media Release Form***

The Springfield Public Schools District uses the news media, social media, internal publications and the Internet as a tool to improve communication and to highlight and inspire student achievement.

Individuals and groups of students may be showcased through the posting of writing, multimedia projects, photographs, videos, voice recordings, and the listing of student accomplishments in the media and in the District's communications systems and by others with the district's permission. Student names may be posted in such cases.

\_\_\_\_\_ Yes, I give my permission for my child's image, voice and achievements to be included in SPS communication efforts and by others with the district's permission.

\_\_\_\_\_ No, I do not give my permission for my child's image, voice and achievements to be included in SPS communication efforts.

Student Name: (Please print) \_\_\_\_\_

Parent/Guardian Name: (Please print) \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

School: \_\_\_\_\_

Date: \_\_\_\_\_

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SPRINGFIELD PUBLIC SCHOOLS - SPRINGFIELD, MASSACHUSETTS

***Parents Right-To-Know  
Opt-Out Provisions for Directory Information***

Dear Parents or Guardians,

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 generally be considered harmful or an invasion of privacy if disclosed.

If you do not want this information released, please check below, sign, date and return this from to your child's school.

\*\*\*\*\*This notice must be filed each school year\*\*\*\*\*

\_\_\_\_\_ DO NOT release the information listed above without my prior consent.

**Please print:**

Student's Full Name: \_\_\_\_\_

School: \_\_\_\_\_ Current Grade: \_\_\_\_\_

Student's Signature (age 18 or older) \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date : \_\_\_\_\_

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**SPRINGFIELD PUBLIC SCHOOLS - SPRINGFIELD, MASSACHUSETTS**

***Access to Comprehensive Reproductive Health \Notification and Opt-Out***

Dear Springfield Public Schools Parent/Guardian:

As you may know, in the Commonwealth of Massachusetts, Springfield has the second highest rate of STI (sexually transmitted infection) and the fourth highest teen birth rate. Springfield Public Schools and the community are working together to provide education and resources to address these issues. Following the recommendations by the Springfield Adolescent Sexual Health Advisory (SASHA), the Springfield School Committee adopted a new policy on access to comprehensive reproductive health for middle and high school students who are twelve (12) years of age or older.

The policy focuses on primary prevention of disease by counseling students on abstinence, faithfulness, STI/HIV, pregnancy, storage and usage of condoms. After counseling by the school nurse and upon request of the student, the school nurse will provide the student with a condom and information packets provided by the Massachusetts Department of Public Health free of charge.

As a parent/guardian, it is your ultimate responsibility to have discussions about reproductive sexual health and sharing personal beliefs with your child. For this reason, you have the choice to exclude your child (opt-out) from participating in the condom availability program.

If you chose to opt-out of this program, please complete the following and return to your child's school nurse by hand-delivering to the school office or by mailing this form:

School Nurse  
Student's School  
Springfield, MA

Name of Student: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

School: \_\_\_\_\_

This is to certify that I have read and understand the above and chose at this time to opt-out of the condom availability for my child.

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

**\*\* Additional resources can be found on the Springfield Public School website \*\***

**Policy described on page 73 of the 2014 Parent/Student Handbook**

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## Philosophy of the Springfield Public Schools

Our school system is large and diverse, with approximately 27,000 students, about 4,000 employees, and nearly 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***

- ☆ Every student by name, learning in a safe environment with a promise to graduate college and career ready
- ☆ All stakeholders are valued and treated with dignity, courtesy and respect
- ☆ Open honest two way communication internally and externally
- ☆ Instructional excellence
- ☆ Equity
- ☆ Accountability
- ☆ Trust
- ☆ Teamwork
- ☆ Kindness

### **Mission: The Springfield Promise:**

The Springfield Public Schools are world class learning environments that produce 21st century leaders.

Our students will graduate from high school College and Career ready.

The school district attracts knowledgeable, highly effective and diverse teachers and principals who want to work in a high performing district.

Parents and community members are moving into Springfield for the privilege of sending their students to schools that are thriving in **A Culture of Equity and Proficiency**.

### ***Theory of Action***

IF... there are highly effective, knowledgeable, and diverse principals and teachers in every school who can create a learning environment of respect and mutual accountability, use data to differentiate instruction and convince each student to achieve,

THEN...all students will graduate College and Career Ready in **A Culture of Equity and Proficiency**.

For a complete copy of the district's Mission and Goals, please visit our website.

## ***Non-Discrimination Policy***

It is the policy of the Springfield Public Schools pursuant to federal and Massachusetts laws not to discriminate against individuals on the basis of 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.

## ***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 welcome to visit their child's classes at any time 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 787-7194
- Parent Teacher Organization/Association (PTO/PTA) at each school
- District-Wide Parent Team 787-6597
- School Centered Decision Making (SCDM) Teams at each school
- Springfield School Volunteers 787-7015
- Springfield Parent Academy 787-7908

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

## ***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. PIC has a bilingual staff (Spanish/English) available to help parents and is open Monday through Friday from 8:00A.M. to 4:30 P.M. The office is closed on all school holidays. For more information, please call 787-7276.

## ***Student Assignments to Boundary and Magnet Schools***

All student assignments will be made at the Parent Information Center according to the Boundary Plan for the Elementary and Middle Schools. Springfield Public High Schools do not have a designated boundary. They are available as citywide options under the High School Choice Plan for students enrolled in the public school system.

Springfield also has several Magnet school options for students who have a strong interest in one of their unique programs. Thirty percent (30%) of the seats in each magnet school are available to students who live outside the school's boundary, with the exception of Zanetti Montessori, Renaissance and STEM schools. At Zanetti, all of the seats are available on a citywide basis. At the Renaissance School,

there are 100 available seats, with “sibling pull-ins” if balloted on time, and all other seats are random lottery. Information about the PIC, registration requirements, and forms required for registration are available on the district’s website.

The Springfield Public Schools Student Assignment Policies, Processes and Procedures (approved July 7, 2009) 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, SAS and on the SPS website.

## **Springfield Public Schools Policies**

### ***Attendance Policy***

Regular attendance in all classes is essential to the achievement of the Springfield Public Schools District Priorities by helping to establish safe, nurturing and respectful working and learning environments and improving academic achievement for 21st century success. Regular 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.

### ***State Laws Regarding Attendance***

The Commonwealth of Massachusetts states that parents are required to ensure children between the ages of 6 and 16 attend school. The following state laws outline the responsibilities of parents, guardians, and other responsible adults to monitor and prevent children’s absence from school.

Parents/guardians must provide the school with accurate contact information and must inform the school regarding the date and reason for a child’s absence, using a specific phone number the school must provide. Educational professionals must report to the Department of Child and Family Services their belief that a child is suffering physical or emotional harm from abuse or neglect.

Adults who unlawfully keep children out of school must pay fines and other penalties. The Home/School Attendance Specialist may apply for a CHINS petition for a truant. Families (including teen parents) who receive benefits under Transitional Aid to Families with Dependent Children are subject to specific attendance requirements.

### ***General Information Regarding Attendance***

#### ***The Home/School Attendance Specialist***

The Home/School Attendance Specialist will support schools in addressing attendance in all schools in the prevention and intervention for chronic truants. The specialist will communicate with the parent/guardian by telephone calls and letters or other referrals and may go on location to intervene to support the student’s return to school. As necessary, the specialist will respond to community concerns regarding attendance and related issues and, in some instances, may accompany certified personnel to escort students back to school or to the Springfield Student Attendance Resource Center.

## **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 in order 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 in order to make Adequate Yearly Progress (AYP).

To be eligible to file an MCAS appeal,

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

## **High Schools**

### **Absences**

A student who has enrolled in a class is expected to be present each time the course is in session. A student in the Springfield Public School system cannot be absent more than 14 sessions in a full year course (or 7 double block sessions in a half-year, semester course) or he/she will receive no credit for the course pending appeal. After the 14th session of absence in a full year course (or 7th absence in a half-year course), the student must file an appeal to receive credit. The grades will be reported on his/her report card as "No Credit" pending appeal (NC). All courses will show "NC" for the current report card. Any student who accumulates more than 14 absences during the academic year will be ineligible to move successfully from one grade to the next unless there are validated extenuating circumstances and a successful appeal. If the NC is not successfully appealed, the NC will revert to an FA (Failure due to Attendance).

### **Approved Absences**

An approved absence is necessary to appeal a grade of NC. An approved absence occurs when a student is absent for a legitimate, acceptable reason and is able to provide adequate written documentation (a note from a parent/guardian explaining the reason for the absence) within 3 days of when he/she returns to school. Students will be marked absent, administratively, until the expiration of the 3 days and then will be marked truant if a note has not been received by the school. Vacations and non-emergency travel are not approved absences.

Approved absences including the following:

- Student illness
- Medical appointment for the student
- Death in the family
- Observance of a religious holiday
- Court appearance for the student



A formal doctor's note, a copy of the obituaries, or verification of religious affiliation after 4 consecutive absences may be requested by the principal. 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 "approved" and will not count for the purpose of filing an appeal. However, a parent's note will not negate the necessity of filing an attendance appeal beyond the 7th semester absence or the 14th full year absence.

### **Truancy**

- A student is truant when he/she is absent without approval.
- A student is truant if he/she is absent for an unacceptable reason (one not listed above).
- A student who is truant will not be able to file an appeal for days missed due to truancy.
- A parent's note cannot excuse truancy, if the absence does not meet the criteria of an approved absence.
- A student who is truant will be required to make up missed class work and may receive a lower grade.

### **Tardiness and Dismissal**

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, unless he/she has a verified pass from a teacher, counselor, nurse or assistant principal. If a student leaves school before half of the academic day has passed then that student will be marked absent from school that day.

### **Suspensions**

Days out of school due to external suspensions are absences that do not count towards a lack of academic credit. Students who are absent due to external suspensions will be expected to make up missed assignments, homework and tests.

### **Chronic Illness**

We are aware that some students suffer from chronic illnesses. Should the student present with appropriate medical documentation for the absences, such student will be required to complete the coursework necessary to gain course credit.

### **Process for Appealing Grades of No Credit (NC)**

Students with more than 7 absences in a semester or 14 absences in a school year will receive a grade of "NC", which indicates they earned a passing grade. The "NC" reverts to an "FA" (Failure due to attendance) if not successfully appealed. FA will equal 0 credits and 0 GPA. (Teachers will submit progress reports to the Home/School Attendance Specialist for each student who fails solely due to attendance).

Students may appeal absences beyond 14 days to the confidential Appeal Review Committee comprised of the principal, assistant principal, Home/School Attendance Specialist and counselor. The district Attendance Appeal form must be completed and submitted to the Home/School Attendance Specialist two weeks prior to the last day of the semester or school year.

After reviewing the appeal, the Appeal Review Committee issues its decision in writing to the student and the student's teachers.

Successful student appeals of absences will be converted to approved absence status and the student shall receive his/her appropriate grade.

### **Incentive Programs**

High schools are required to design and implement programs to offer students attendance buyback options such as Saturday school, after school opportunities and summer school. Three hours of time in any of the attendance buyback programs should be equivalent to one full day of school attendance. Any student who attends an attendance buyback program must be engaged in meaningful academic work that addresses skills missed during the absence periods. Credit recovery programs will be offered at each high school.

### **Middle Schools**

#### **Absences**

A student who has enrolled in a Springfield Public School middle school is expected to be present for the duration of the school day. All class periods must be attended. A student cannot be absent more than a total of 14 days (unapproved) in an academic school year or he/she will receive a grade of "PA" (Pending Appeal) for all courses for the current marking period. After the 14th day of absence, the student must file an appeal with the designated school based staff members. If the appeal is successful, then he/she will receive the earned letter grade for all courses. Any student who accumulates more than 14 absences during the academic school year will be ineligible to move successfully from one grade to the next unless there are validated extenuating circumstances or a successful appeal.

#### **Process for Appealing Grades of "PA"**

A student may appeal absences beyond 14 days to the Confidential Appeal Review Committee comprised of the principal, assistant principal, Home/School Attendance Specialist, counselor, and anyone else the principal feels would be beneficial to the appeal process.

The district Attendance Appeal form must be completed and submitted to the Home/School Attendance Specialist two weeks prior to the last day of the school year.

After reviewing the appeal, the Appeal Review Committee issues its decision in writing to the parent/guardian and the student's teachers.

If the appeal is successful, all grades of "PA" will be converted to the letter grade earned by the student and all appealed absences will be converted to approved.

If the appeal was not successful, the "PA" reverts to an "FA" (Failure due to Attendance). The grade of "FA" will be used to calculate the student's final grade.

#### **Approved Absences**

An approved absence is necessary to appeal a grade of "PA." An approved absence occurs when a student is absent for a legitimate, acceptable reason and is able to provide adequate written documentation for such absence within 3 days after he/she returns to school with a note from a parent/guardian explaining the reason for the absence. Students will be marked absent, administratively, until the expiration of the 3 days and then will be marked truant if a note has not been received by the school. Vacations and non-emergency travel are not approved absences. Approved absences including the following:

- Student illness
- Medical appointment for the student

- Death in the family
- Observance of a religious holiday
- Court appearance for the student

A formal doctor's note, a copy of the obituaries, or verification of religious affiliation after 4 consecutive absences may be requested by the principal. 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 "approved," the student will be considered truant and the absences will not count for the purpose of filing an appeal. A parent's note will not negate the necessity of filing an appeal beyond the 14th day of absence.

### **Truancy**

- A student is truant when he/she is absent without approval.
- A student is truant if he/she is absent for an unacceptable reason (one not listed above).
- A student who is truant will not be able to file an appeal for days missed due to truancy.
- A parent's note cannot excuse truancy, if the absence does not meet the criteria of an approved absence.

### **Tardiness and Dismissal**

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, unless he/she has a verified pass from a teacher, counselor, nurse or assistant principal.

If a student leaves school before half of the academic day has passed then that student will be marked absent from school that day.

### **Suspensions**

Days out of school due to external suspensions are absences that do not count towards a lack of academic credit. Students who are absent due to external suspensions will be expected to make up missed assignments, homework and tests.

### **Chronic Illness**

We are aware that some students suffer from chronic illnesses. Should the student present with appropriate medical documentation to document the absences, such student will be required to complete the coursework necessary to gain course credit.

### **Promotion/Retention**

Any student who accumulates 14 or more absences during a school year may be ineligible to move successfully from one grade to the next unless there are extenuating circumstances. The principal, counselor or Assistant Superintendent for Schools may consider exceptions to this policy for medical reasons, serious illnesses, hospitalizations and extraordinary circumstances.

### **Incentive Programs**

Each middle school is encouraged to design and implement programs to acknowledge a student's efforts to maintain and/or improve school attendance such as rallies, contests or other special activities.

Middle schools will offer attendance buyback programs such as Saturday school, after-school programs or summer school. Three hours of time in any of the attendance buyback program should be equivalent to one full day of school attendance. Any student who attends an attendance buyback program must be

engaged in meaningful academic work that addresses skills missed during the absence periods. Credit recovery programs may be offered at the middle school level.

## **Elementary Schools**

### **Absences**

A student who has enrolled in a Springfield Public School elementary school is expected to be present for the duration of the school day. A student cannot be absent more than a total of 14 days (approved and unapproved) in an academic school year. Any student who accumulates more than 14 absences during the academic school year may be ineligible to move successfully from one grade to the next. Circumstances surrounding promotion or retention will be considered by the principal on an individual basis.

### **Approved Absences**

An approved absence occurs when a student is absent for a legitimate, acceptable reason and is able to provide adequate written documentation for such absence within 3 days after he/she returns to school with a note from a parent/guardian explaining the reason for the absence. Students will be marked absent, administratively, until the expiration of the 3 days and then will be marked truant if a note has not been received by the school. Vacations and non-emergency travel are not approved absences.

Approved absences including the following:

- Student illness
- Medical appointment for the student
- Death in the family
- Observance of a religious holiday
- Court appearance for the student

A formal doctor's note, a copy of the obituaries, or verification of religious affiliation after four consecutive absences may be requested by the principal. 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 "approved" and will not count towards an appeal for promotion and the student will be considered "truant" for those days.

### **Truancy**

A student is truant when he/she is absent without approval.

A student is truant if he/she is absent for an unacceptable reason (one not listed above).

A parent's note cannot excuse truancy, if the absence does not meet the criteria of an approved absence.

### **Tardiness and Dismissal**

A student who is not in his/her school building at the start of the class is tardy.

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**

Days out of school due to external suspensions are absences that do not count towards a lack of academic credit. Students who are absent due to external suspensions will be expected to make up missed assignments, homework and tests.

## **Incentive Programs**

Each elementary school is encouraged to design and implement programs to acknowledge a student's efforts to maintain and/or improve school attendance. Programs may include but are not limited to certificates, awards, assemblies, special activities, and school wide recognition.

## ***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 Plans and 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 (e.g. Doctor, 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 at the conclusion of the parent conference.

**Third Offense:**

- Two day In-House Suspension
- Confiscation of the device to be returned to parent / 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 / 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, the PIC, 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

### **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 school work; and
- Helping school officials recognize intruders who come to the school

### **Pre-School**

PANTS - Navy blue cotton, cotton blend or corduroy elastic

SKIRTS – Navy blue

SHORTS – Navy blue, knee length

SHIRTS – Navy blue, light blue or white collared, polo shirt, dress shirt, long or short sleeve. Shirts must be tucked into pants. Absolutely NO logos, insignias, pictures or messages.

### **Elementary**

PANTS – Navy or Tan must be worn with a belt at the waist and belts must be through the loops. Pants can be cotton, cotton blend or corduroy. Absolutely NO cargo pants, jeans, sweat suit pants, pajamas, logos, insignias, pictures or messages.

SKIRTS, JUMPERS OR SKORTS – Navy or Tan; can be cotton, cotton blend or corduroy; must be knee level or longer. Blouse or polo must be worn under the jumper. Absolutely NO hip huggers, cargo pants, baggies, logos, insignias, pictures or messages.

SHORTS – Navy or Tan knee length. Shorts must be worn with a belt at the waist and belts must be through the loops. Shorts can be cotton, cotton blend or corduroy. Absolutely NO cargo pants, jeans, sweat suit pants, pajamas, logos, insignias, pictures or messages.

SHIRTS – Light Blue, Navy or White plain collared, polo shirt, dress shirt, long or short sleeve. Shirts must be tucked into pants. Absolutely NO logos, insignias, pictures or messages.

SWEATSHIRT OR SWEATERS CAN BE PULLOVER OR ZIPPERED – Navy. NO logos, insignias, pictures or messages.

SHOES OR SNEAKERS – Shoes/Sneakers must fit securely on the foot. Shoes with open toes or backless shoes (including flip flops, sandals, mules and slides) will not be allowed. Shoes may be laced or buckled. NO Heelys or rollers.

NO OVERSIZED CLOTHING WILL BE ALLOWED.

No colored wrist bands, neck beads, head bands, or doo rags are allowed. The principal has a right to stop any pattern, for example groups wearing identical earrings, chains, beads, bracelets, etc. or anything that may be mistaken for gang affiliation.

NO COATS, JACKETS, HOODED SWEATSHIRTS, CAPS OR HATS ARE TO BE WORN DURING SCHOOL.

### **Enforcement**

The school will strive to achieve full compliance through the use of 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 boys/girls scouts, 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 – A call will be made to the parent/guardian to bring in clothes. A letter will be sent home reinforcing the uniform policy.
- SECOND OCCURRENCE – Call home to have parents bring in clothes and remind them that student must adhere to the school uniform policy.
- THIRD OCCURRENCE – Parent is notified and student will receive detention.

### **Middle School**

**PANTS** – Black or Tan - Pants must be worn with belts at the waist and belts must be through the loops. NO studded belts or large belt buckles. Pants can be cotton, cotton blend or corduroy. Absolutely NO cargo pants, jeans, sweat suit pants, pajamas, logos, insignias, pictures or messages.

**SKIRTS, JUMPERS OR SKORTS** – Black or Tan; can be cotton, cotton blend or corduroy; must be knee level or longer. Blouse or polo must be worn under the jumper. Absolutely NO hip huggers, cargo pants, baggies, logos, insignias, pictures or messages.

**SHORTS** – Black or Tan knee length. Shorts must be worn with a belt at the waist and must be through the loops. NO studded belts or large belt buckles. Shorts can be cotton, cotton blend or corduroy. Absolutely NO cargo pants, jeans, sweat suit pants, pajamas, logos, insignias, pictures or messages.

**SHIRTS** – Black, Blue or White plain collared, polo shirt, dress shirt, long or short sleeve. Shirts must be tucked into the pants. Absolutely NO logos, insignias, pictures or messages.

**SWEATSHIRT OR SWEATERS CAN BE PULLOVER OR ZIPPERED** – Navy or White. NO logos, insignias, pictures or messages.

**SHOES OR SNEAKERS** - Shoes/sneakers must fit securely on the foot. Shoes with open toes, or backless shoes, (including flip flops, sandals, mules, and slides) will not be allowed. NO Heelys or rollers.

No colored wrist bands, neck beads, head bands, or doo rags are allowed. The principal has a right to stop any pattern, for example groups wearing identical earrings, chains, beads, bracelets, etc. or anything that may be mistaken for gang affiliation.



No leggings or jeggings – tights can be worn under skirts, skorts, jumpers or shorts and must be either black or tan.

NO OVERSIZED OR TIGHT FITTING CLOTHING WILL BE ALLOWED.

NO COATS, JACKETS, HOODED SWEATSHIRTS, CAPS OR HATS ARE TO BE WORN DURING SCHOOL.

### **Enforcement:**

The school will strive to achieve full compliance through the use of 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 Boy/Girl Scouts, 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 – The school will contact the parent/guardian to restate our policy and the student will change into appropriate clothing.
- SECOND OCCURRENCE – Parent or Guardian will bring in appropriate clothing in order for the student to attend class. Student will receive detention (lunch, before/after school).
- THIRD OCCURRENCE – Parent or Guardian will bring in appropriate clothing to school. Student will be given in-house suspension.
- FOURTH OCCURRENCE – This is considered defiance and Code of Conduct will be applied.

Gym attire must reflect the basic colors in the dress policy. Allowances will be made for gray sweat pants and sweatshirts (for gym only).

### **High Schools**

**Central High School** – Pants, Skirts or Shorts will be Black or Tan. Shirts will be Black Polo or buttoned dress shirt, long or short sleeve. Skirts and Shorts must be knee length. Pants and shirts must fit appropriately. Shirts must be tucked into the pants and pants must be worn with a belt at the waist. NO studded belts or large belt buckles. Absolutely NO baggies, cargo pants, jeans or sweat suit pants, pajamas, logos, insignias, pictures or messages.

**Putnam** - Navy Pants, Skirts or Shorts. Shirts will be Gold or Blue (light hue) Polo, buttoned dress shirt, long or short sleeve. Pants and shirts must fit appropriately. Shirts must be tucked into the pants and pants must be worn with a belt at the waist. NO studded belts or large belt buckles. Absolutely NO baggies, cargo pants, jeans or sweat suit pants, pajamas, logos, insignias, pictures or messages.

*The School Committee, at its June 14, 2012, meeting amended Putnam's uniform policy to all Putnam students will wear the same uniform. They eliminated Freshman wearing a different shirt color.*

**High School of Science & Technology** – Tan or Black Pants, Skirts or Shorts. Shirts will be Navy Polo, buttoned dress shirts, long or short sleeve. Skirts and Shorts must be knee length. Pants and shirts must

fit appropriately. Shirts must be tucked into the pants and pants must be worn with a belt at the waist. NO studded belts or large belt buckles. Absolutely NO baggies, cargo pants, jeans or sweat suit pants, pajamas, logos, insignias, pictures or messages.

**High School of Commerce** – Pants, Skirts or Shorts will be Tan or Black. Skirts and Shorts must be knee length. Shirts will be Red Polo, buttoned dress shirt, long or short sleeve. Pants and shirts must fit appropriately. Shirts must be tucked into the pants and pants must be worn with a belt at the waist. NO studded belts or large belt buckles. Absolutely NO baggies, cargo pants, jeans or sweat suit pants, pajamas, logos, insignias, pictures or messages.

NO OVERSIZED OR TIGHT FITTING CLOTHING WILL BE ALLOWED.

No colored wrist bands, neck beads, bead bands or doo rags are allowed. The principal has a right to stop any pattern, for example groups wearing identical earrings, chains, bracelets, etc. or anything that may be mistaken for gang affiliation.

Also allowed for High School: black cotton or corduroy pants, shorts, or skirts. NO leggings or jeggings: tights may be worn under skirts or shorts and must be either black or tan. Grey, black or school colored sweatshirts, buttoned or zippered cardigans may be worn. Sweatshirts may be zippered or pull over but with no logos.

NO COATS, JACKETS, HOODED SWEATSHIRTS, CAPS OR HATS ARE TO BE WORN DURING SCHOOL.

#### **Enforcement:**

The school will strive to achieve full compliance through the use of 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.

Parent or guardian should complete the Policy Acknowledgement Form found in the beginning of this handbook, indicating that they have read, understand and that the parent has explained the policy 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***

Approved 5/2010

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.

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.

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.

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.

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.

To view the Anti-Bullying Policy 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 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 undergo 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.

### ***Sexual Harassment***

Sexual harassment is defined as unwanted sexual attention (verbal or physical) from anyone with whom the student may interact in the course of 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 can't 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 a 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***

Effective date: October 11, 2012

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. A sample list of non-food related fundraisers is available online.
- 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.

### **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.

<http://www.doe.mass.edu/frameworks/health/1999/>

**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.

**Physical Education and Physical Activity**

Children and adolescents age 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

reduce 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, push-ups) 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 a 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. 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 as a result 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/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/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, address 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 generally 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 or at Central Office.

## ***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 sessions	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 sessions	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 (½ year courses student must take 2), AP/IB level Science courses

Social Studies World History, U.S. History (1), U.S. History (2)

(Social Sciences) 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 9th and 10th 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 2014-2015 Assessment Schedule is available on the district's 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. STAT's 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: an 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 the Parent Information Center at 787-7276 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. In order to be promoted to the next grade level, students in the elementary grades will attain the level of achievement in accordance to 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 weigh carefully the negative consequences of retention and to provide timely intervention in an effort 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. In order 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 grades 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 grades 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 on the basis of 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.

### **Report Card and Term Schedule for 2014-2015\***

#### **Marking Period 1**

October 3, 2014	Progress Reports Distributed to Students
October 28, 2014	Marking Period Closes
November 14, 2014	Report Cards Distributed to Students

#### **Marking Period 2**

December 12, 2014	Progress Reports Distributed to Students
January 20, 2015	Marking Period Closes
February 6, 2015	Report Cards Distributed to Students

#### **Marking Period 3**

March 6, 2015	Progress Reports Distributed to Students
April 1, 2015	Marking Period Closes
April 17, 2015	Report Cards Distributed to Students

#### **Marking Period 4**

May 15, 2015	Progress Reports Distributed to Students
June 19, 2015	Marks Close for High Schools on the Last Day of School
	Marks Close for Elementary and Middle Schools before the Last Day of School
	(See your Principal for School Procedure on Printing/Distributing 4th Term report Cards)

## ***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 with, 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 417 Cottage 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:

- A. 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.
- B. 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, walkmans 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/guardian prior to notifying them of any decision, and will notify the parents/guardians 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 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/guardian.

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/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***

The Bureau of Adult Education (OWL Center) has been providing educational services to the adult community for over 100 years. Collaborations with other programs help us provide English Classes, GED instruction and high school equivalency programs. In addition free GED pre-tests are offered for those

looking to gauge their readiness to take GED exam. GED testing is done 5 times monthly in English and Spanish. English for Speakers of Other Languages (ESOL) and 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 16 and older, and can be reached at 787-7723.

## ***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 787-7294.

### ***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 March 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 and Magnet Schools website for information on these information sessions.

Among the cutting-edge magnet school programs available to students for the 2014-2015 school year are:

- Montessori at Zanetti PreK-8 and Gerena Elementary for grades Pre-K to grade 5.
- International Baccalaureate Programme at:
  - Kensington Elementary (gr. K-5)
  - Van Sickle Middle, (gr. 6-8)
  - 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 Middle (gr. 6-8)
- 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
  - Information Technology
  - Film/Media Technology
  - Math and Finance
  - 21st Century Communications
- Visual and Performing Arts at Johnson Elementary
- Advanced Studies and the Arts at Central High School
- Information on Magnet Schools is available by calling Magnet Program Director, Joshua P. Bogin at 413-787-7752, Kathe Harbour at 413-787-7478, or by visiting our website, [www.springfieldmagnet.com](http://www.springfieldmagnet.com).

### ***Parent & Community Engagement Office***

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 787-6597 for more information.

### ***Pupil Transportation***

The Springfield Public School system provides free transportation for students in K-5 who reside one and one-half miles or more from the school they attend, and for students in grades 6-12 who reside more than two miles 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 this 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, hand held 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 PVTA buses.

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 one 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, iceball, or metal objects, etc. that is projected at a target. (Massachusetts General Laws, Chapter 159, Section 104) If a student assigned to a PVTA bus loses or has their pass stolen, please report the loss to the Transportation Department. The replacement cost for a PVTA 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 787-7015, [volunteer@sps.springfield.ma.us](mailto:volunteer@sps.springfield.ma.us) or visit [www.springfieldschoolvolunteers.org](http://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](http://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](http://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, call 787-7020.

# **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 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 787-7137.

## ***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 age 3 through age 21 who, because of 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 Parent Information Center at 787-7276 or the Pre-school Screening Team at 787-7341 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 the 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.

### ***PTO Fund Raising***

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

### ***Work Permits***

Employment of students under 18 is restricted to before and after school and days when school is not 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 SPS Central Office, 1550 Main St. Monday – Friday from 8 a.m. to noon and from 1 p.m. to 4 p.m. Work permit applications may also be downloaded at [www.mass.gov](http://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, employer, and parent/guardian signature. A physician's signature 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***

### **Safety Hotline**

The School Department has a Safety HOTLINE (787-7999) to encourage parents, staff, and students to report any crime or violence that might not otherwise be reported. Callers may leave completely confidential messages that are then scanned by the Safety Department. The Safety Department of the Springfield Public Schools works cooperatively with the Springfield Police Department. For more information, call the Office of Safety and Security (787-7170).

### **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.



## School Hours

Level 4 Schools	Hours
Brightwood Elementary	8:50 a.m. to 3:30 p.m.
Brookings Elementary	8:50 a.m. to 3:30 p.m.
DeBerry Elementary	8:05 a.m. to 3:30 p.m.
Gerena Elementary	8:50 a.m. to 3:30 p.m.
Homer Street Elementary	8:50 a.m. to 3:30 p.m.
White Street Elementary	8:05 a.m. to 3:30 p.m.
Chestnut Accelerated Middle Schools	7:50 a.m. to 3:20 p.m.
Kennedy Middle School	7:50 a.m. to 3:20 p.m.
Kiley Middle School	7:50 a.m. to 3:20 p.m.
High School of Commerce	7:35 a.m. to 3:05 p.m.
High School of Science and Technology	7:35 a.m. to 3:05 p.m. Mon.-Thurs. 7:35 a.m. to 2:10 p.m. Fridays

All Other Schools	Hours
Elementary	8:50 a.m. to 3:30 p.m.
Zanetti Montessori K-8	8:50 a.m. to 3:30 p.m.
Conservatory of the Arts	8:50 a.m. to 3:30 p.m.
Middle Schools (except Van Sickle)	8:05 a.m. to 2:50 p.m.
Van Sickle and Renaissance	7:35 a.m. to 2:20 p.m.
High Schools (including Renaissance)	7:35 a.m. to 2:20 p.m.
Alternative Schools	7:35 a.m. to 2:20 p.m.
Early College High School	8:05 a.m. to 2:35 p.m.
Gateway to College	8:30 a.m. to 4:30 p.m.
Full Day Pre School	8:50 a.m. to 2:30 p.m.
Morning Session Pre School	8:50 a.m. to 11:20 a.m.
Afternoon Session Pre School	12 p.m. to 2:30 p.m.
Gerena and Zanetti Montessori Pre School	8:50 a.m. to 1:30 p.m.

## Frequently Asked Questions

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

Blackboard Connect a direct phone calling system, alerts staff and families about school business and weather alerts. (Telephone numbers must be current for Blackboard Connect 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 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 whom to call at Central Office?**

For the main connecting number at the Central Office, please call (413) 787-7100, or check the Springfield Public Schools website.

## SCHOOLS

**Thomas M. Balliet School** • Principal Shadae Thomas, 33 Breckwood Blvd. 01109, 787-7446  
**Edward P. Boland School** • Principal Lisa Bakowski, 426 Armory Street, 01104, 750-2511  
**Samuel Bowles School** • Principal Mark McCann, 24 Bowles Park, 01104, 787-7334  
**Brightwood School** • Principal John Doty, 471 Plainfield Street, 01107, 787-7238  
**Hiram L. Dorman School** • Principal Rhonda Stowell-Lewis, 20 Lydia Street, 01109, 787-7554  
**Dryden Veterans Memorial** • Principal Sheila Hoffman, 190 Surrey Road, 01118, 787-7248  
**Margaret C. Ells School** • Principal Janet Perez Vergne, 319 Cortland Street, 01109, 787-7345  
**Frank H. Freedman School** • Principal Medina Ali, 90 Cherokee Drive, 01109, 787-7443  
**Gerena Community School** • Principal Diane Gagnon, 200 Birnie Avenue, 01107, 787-7320  
**Glenwood School** • Principal Martha Cahillane, 50 Morison Terrace, 01104, 787-7527  
**Homer Street School** • Principal Kathleen Sullivan, 43 Homer Street, 01109, 787-7526  
**Indian Orchard** • Principal Jennifer Montano, 95 Milton Street, 01151, 787-7255  
**Liberty School** • Principal Robin Bailey-Sanchez, 962 Carew Street, 01104, 787-7299  
**Lincoln School** • Principal Sharon Ralls, 732 Chestnut Street, 01107, 787-7314  
**Mary M. Lynch School** • Principal Linda Wilson, 315 North Branch Parkway, 01119, 787-7250  
**Mary O. Pottenger School** • Principal Valerie Williams, 1435 Carew St, 01104, 787-7266  
**Alice B. Beal School** • Principal Deborah Beglane, 285 Tiffany Street, 01108, 787-7544  
**Milton Bradley School** • Principal Dr. John Rizzo, 22 Mulberry Street, 01105, 787-7475  
**Elias Brookings School** • Principal Terry Powe, 367 Hancock Street, 01105, 787-7200  
**Daniel B. Brunton School** • Principal Martha Stetkiewicz, 1801 Parker Street, 01128, 787-7444  
**William N. DeBerry School** • Principal Stefania Raschilla, 670 Union Street, 01109, 787-7582  
**Alfred M. Glickman School** • Principal Elizabeth Bienia, 120 Ashland Ave, 01119, 750-2756  
**Frederick Harris School** • Principal Shannon Collins, 58 Hartford Terr., 01118, 787-7254  
**Rebecca Johnson School** • Principal Darcia Milner, 55 Catharine Street, 01109, 787-6687

**Kensington Ave School** • Principal Margaret Thompson, 31 Kensington Ave, 01108, 787-7522

**Sumner Avenue School** • Principal James McCann, 45 Sumner Avenue, 01108, 787-7430

**Arthur T. Talmadge School** • Principal Carla Lussier, 1395 Allen St, 01118, 787-7249

**Mary M. Walsh School** • Principal Lynda Bianchi, 50 Empress Court, 01129, 787-7448

**Warner School** • Principal Dr. Ann Stennett, 493 Parker Street, 01129, 787-7258

**Washington School** • Principal Deanna Suomala, 141 Washington Street, 01108, 787-7551

**White Street School** • Principal Deborah Lantaigne, 300 White Street, 01108, 787-7543

**Zanetti Montessori School** (preK-8) • Principal Tara Christian Clark, 474 Armory St., 01105, 787-7400

**Chestnut Accelerated Middle School North** • Principal Jason Hynek, 355 Plainfield St, 01107, 750-2333

**Chestnut Accelerated Middle School South** • Principal Daniel Sullivan, 355 Plainfield St, 01107, 750-2333

**Chestnut Accelerated Middle School Talented and Gifted** • Principal Colleen O'Connor, 355 Plainfield St. 01107, 750-2333

**John J. Duggan School 6-9** • Michael Calvanese , 1015 Wilbraham Rd, 01109, 787-7410

**Forest Park Middle School** • Principal Thomas Mazza, 46 Oakland St., 01108, 787-7420.

**Kennedy Middle School** • Principal George Johnson, 1385 Berkshire Ave 01151, 787-7510

**M. Marcus Kiley Middle School** • Principal Christopher Sutton, 180 Cooley Street, 01128, 787-7240

**STEM Middle Academy** (Science, Technology, Engineering, Math) • Principal Kevin Lalime, 60 Alton Street 01109, 787-6750

**Van Sickle Middle School** • Principal Cheryl DeSpirt, 1170 Carew Street, 01104, 750-2887

**South End Middle School** • Principal Daniel Rossi, 36 Margaret Street, 01105, 750-2442

**Central High School** • Principal Thaddeus Tokarz, 1840 Roosevelt Avenue, 01109, 787-7085

**High School of Commerce** • Principal Diane Bauer, 415 State Street, 01105, 787-7220

**The Renaissance Gr. 6-12 School** • Principal Dr. Stephen Mahoney, 1170 Carew Street, 01104, 750-2929

**Springfield High School of Science and Technology** • Principal Richard Stoddard , 1250 State Street, 01109, 750-2000

**Putnam Vocational-Technical Academy** • Principal Gilbert Traverso, 1300 State Street, 01109, 787-7424

**Springfield Conservatory of the Arts** • Principal David Brewster, 34 Kopernick Street, 01151, 787-6914

## ***ALTERNATIVE SCHOOLS***

Principal Rhonda Jacobs

**Balliet Middle School** • Asst. Principal Sarita Graveline, 111 Seymour Ave, 01102, 787-7284

**Early College High School** • Asst. Principal Dwight Hall, 303 Homestead Ave., Holyoke, 01040, 552-2176

**Gateway to College** • Director Vivian Ostrowski, HCC, 303 Homestead Ave., Holyoke, 01040, 552-2370

**Gateway to College** • Director Rachel Jones, STCC, 1 Armory Square, 01105, 755-6344

**Liberty Preparatory Academy** • Asst. Principal Michael Ellis, Springfield Alternative Campus: Alderman Bldg, 37 Alderman Street 01108, 750-2484

**Springfield High School** • Asst. Principal Matthew Bean, Springfield Alternative Campus: Dickinson Bldg, 37 Alderman Street 01108, 787-7285

**Springfield Public Day Elementary School** • Asst. Principal Lisa Pereira, 34 Nye Street, 01104, 886-5100

**Springfield Public Day Middle School** • Linda Singer, 118 Alden Street, 01109, 787-7261

**Springfield Public Day High School** • Asst. Principal Walter Welch, 90 Berkshire Street, 01151, 787-7036

**Student Attendance Resource Center (SARC)** • Program Director Francisco Anello, Springfield  
Alternative Campus: Alderman Bldg, 37 Alderman Street 01108, 787-6795

## Springfield School Committee

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

Christopher Collins, 39 Greenbrier St., 01108

Barbara Gresham, 139 Colton St., 01109

Denise Hurst, 1746 Parker St., 01128

Rev. Dr. Calvin McFadden, 34 Signal Hill Cir., 01119

Attorney Peter Murphy, Vice Chair, 856 Armory St., 01107

Rosa Perez, 1607 Main St., 01103

Patricia Walsh, Patricia McCarthy; Executive Assistants to the School Committee 787-7094

### *School Committee Meeting Dates*

#### **2014-2015**

Unless otherwise indicated, all regular meetings will be held in Room 220, City Hall, 36 Court Street, Springfield, MA. **Working Sessions will be held at a location of the committee's choice.** The regular meetings will begin at 6:30PM. Working Sessions, Speak Outs and Meetings with Student Representative will begin at 6:00PM.

Thursday, August 15, 2013 Regular Session	6:30 PM City Hall, Room 220
Thursday, September 5, 2013	<b>6:00PM Speak Out</b> 6:30PM City Hall, Room 220
Thursday, September 19, 2013	6:30PM City Hall, Room 220
Thursday, October 3, 2013	<b>6:00PM Middle School Reps.</b> 6:30PM City Hall, Room 220
Thursday, October 17, 2013 Regular Session	6:30PM City Hall, Room 220
Thursday, November 7, 2013 Regular Session	6:30PM City Hall, Room 220
Thursday, November 21, 2013	6:00PM Working Session

	School Dept. 1550 Main Street
Thursday, December 5, 2013	<b>6:00PM High School Reps.</b> 6:30PM City Hall, Room 220
Thursday, December 19, 2013	<b>6:00PM Speak Out</b> 6:30PM City Hall, Room 220
Monday, January 6, 2014 Organizational Meeting	12:30PM City Hall, Room 220
Thursday, January 9, 2014	<b>6:00PM Middle School Reps.</b> 6:30PM City Hall, Room 220
Thursday, January 23, 2014	6:00PM Working Session School Dept. 1550 Main Street
Thursday, February 13, 2014	<b>6:00PM High School Reps</b> 6:30PM City Hall, Room 220
Thursday, March 6, 2014	<b>6:00PM Speak Out</b> 6:30PM City Hall, Room 220
Thursday, March 20, 2014 Regular Session	6:30PM City Hall, Room 220
Thursday, April 3, 2014	<b>6:00PM Middle School Reps.</b> 6:30PM City Hall, Room 220
Thursday, April 17, 2014 Regular Session	6:30PM City Hall, Room 220
Thursday, May 1, 2014	<b>6:00PM High School Reps</b> 6:30PM City Hall, Room 220
Thursday, May 15, 2014	<b>6:00PM Chapt. 74 Vocational Com</b> Putnam Vocational High 1300 State Street
Thursday, June 5, 2014	<b>7:00PM</b> <b>Retirees Recognition</b> Duggan Middle School 1015 Wilbraham Road
Thursday, June 19, 2014 Regular Session	6:30PM City Hall, Room 220