

This SY' 25-26 school plan has been approved at the building-level by the Principal and Teacher Leadership Team, as well as the SEZP Board.



# **Discovery Polytech Early College High School**

**2025-26  
School Plan**

**1. Staff work year calendar and calculating total educator time**

The calendar tool is built to give schools flexibility on the types of days (known as 'day types') that their school will follow during the following school year. The calendar tool correctly determines the total hours and salary based on calculations aligned to our Collective Bargaining Agreement (CBA). Student and staff calendars are then generated based on the information entered in Tab 1 of the calendar tool. The decisions made on the calendar tool will then become the school-specific Educator Working Conditions. This template will extract educator hours to provide everyone with a clear understanding of what is expected for total educator hours for the upcoming school year.

**Part 1: School year hours**

These hours reflect "school year hours" which is 180 days of instruction with students plus any professional development days during the school year (traditionally 3) and the 5 days of August professional development that occurs just before students begin the year.

			Grades 9-12		
	Day Type	Staff Category	Start time	End time	Hrs:Min
1.	Regular Day for Students and Staff	Regular Day	7:10 AM	3:15 PM	8:15
2.	Early Release for Students and Staff	Staff Early Release	7:10 AM	11:45 AM	4:45
3.	Chestnut Early Release	Special Staff Early Release	7:10 AM	1:20 PM	6:20
4.	No School for Students / Full Day Staff PD	Full Day PD	8:00 AM	3:00 PM	7:00
5.	Regular Day for Students / Early Release for Staff	Friday Early Release	7:10 AM	2:30 PM	7:30

**Part II: Additional educator hours**

Teachers may be required to participate in professional development activities, or student-related activities throughout the school year, including before and after the school day for students, and before or after the school year starts and ends.

These hours will be included in the total educator work hours and payment will be calculated into an educator's annual compensation. This does not preclude teachers from independently scheduling individual parent-teacher meetings or other meetings as needed. Because compensation varies before the 'traditional' start of school, which in SY 25-26 is August 18<sup>th</sup>, please be sure to use the correct table to record (and transfer) events from your calendar tool into this document.

**A. Summer Events Prior to August 18<sup>th</sup>**

Event Description	Date/Time	# of Staff Hours in gr. 9-12
N/A	N/A	N/A
TOTAL ADDITIONAL SUMMER HOURS <b>BEFORE</b> 8/18/25		0 HRS

**B. Other Events on or After August 18<sup>th</sup>**

Event Description	Date/Time	# of Staff Hours in gr. 9-12
Open House	October 1, 2025	3
Pinning Ceremony	December 11, 2025	3
Graduation	June 2026 (date TBD by SPS)	3
TOTAL ADDITIONAL SUMMER HOURS <b>ON OR AFTER</b> 8/18/25		9 hrs

**Part III: Total educator hours**

The total educator hours are a combination of “school year hours” and planned “additional events” that require educators’ presence that fall outside of the typical workday.

Hours	Summer PD Hrs	School Year Hrs	Other Events	Total Hrs	Day Count
Gr. 9-12 Staff Hours	14	1473.417	9.000	1482.417	187

## 2. Staff workday

- Teachers will receive a 30-minute duty-free lunch
- Educators will have – at minimum - the equivalent of 350 minutes over ten consecutive school days of self-directed preparatory time. These minutes will be allocated across the ten days as evenly as the schedule permits. Schools will strive – as the schedule allows – for educators to have no more than one day each week when the educator does not have self-directed preparatory time. This self-directed time can be used to plan, grade, collaborate with colleagues, etc. In extenuating circumstances, teachers may be asked to perform some duties during this time. On that day, the teacher must have an equivalent non-instructional period.

In addition to traditional responsibilities in a typical workday, all staff may be expected to be involved in educational and administrative activities that are necessary to fulfill the mission of the school. These activities may include, but are not limited to:

- Phone calls to families about the academic progress of students;
- Preparation of individual student weekly reports, progress reports, and report cards;
- Working regularly with school administrators and colleagues to improve one’s instructional practices;
- Checking homework on a daily basis;
- Attending student-related meetings; and
- Serving as a mentor to a small cohort of students;
- Participate in staff recruitment and hiring processes.

## 3. Additional staff duties

### A. During the Workday

During a typical Monday-Friday school day work week, all staff members are expected to perform additional duties that the Principal and the TLT have determined are necessary to fulfill the school’s mission, operations, safety, and overall improvement efforts. This may include coverage of homeroom, community building or safety-related activities, including, but not limited to (examples are below but a school can customize):

- Educators may be asked to perform coverage of lunch, coverage of break periods, entry and dismissal. All efforts will be made to avoid interrupting teacher prep time or counseling services to students;
- Substitute coverage of classes and duties of others who are absent from school;

**If a teacher is asked or directed to perform these duties during the contractual lunch break, self-directed preparation periods or during collaboration time, they shall be compensated at \$35 per/occurrence.**

### B. Afterschool Support for Students

All Unit A staff will work after school each week to provide after school help not exceeding 60 minutes per week.

## 4. Professional learning

Teachers are required to participate in professional development activities throughout the school year, including before and after the school day for students, and immediately before or immediately after the school year starts and ends as outlined in section 1 above from the calendar tool. Most professional learning activities should be connected to TLT identified priority levers and the capacity and skill building needed to help the school reach their improvement goals.

All staff members are expected to participate in professional development, collaboration activities and/or PLC meetings, unless otherwise directed by the principal.

## 5. School curriculum issues

The school's curriculum will be aligned with the Massachusetts State Curriculum Frameworks and receive a high rating for quality and rigor as defined by Edreports. In instances where highly rated curriculum is not available, teachers may be asked to assist in developing new and improved curricula for their own use and that of other teachers in the building. To the extent possible, teachers will be made aware of curriculum changes in advance and will have an opportunity to provide feedback.

## **6. Notices and announcements**

Teachers will be notified in advance of special events which will involve students such as Zone, district, or school mandated assessments, health testing, assemblies, etc. Classroom interruptions for notices or public address announcements will be kept to an absolute minimum.

## **7. School health and safety issues**

The school will make every effort to provide appropriate materials, space, and technology to support effective teaching and learning. Security of school premises will be maintained. Visitors to the school will be required to check in upon entry and all members of the school community are expected to monitor visitors without badges and immediately report these instances to the main office or security desk.

Every effort will be made to mitigate painting or repairs to buildings while school is in session, to avoid distractions or interruptions to student learning.

## **8. Staff dress code**

Staff are asked to dress professionally for a school setting. Excessively casual clothing such as ripped jeans, revealing clothing, beach wear, and flip flops is not permitted.

## **9. Class size**

Efforts are made to ensure a reasonable class size for students and teachers. Class sizes may be differentiated, to support student learning and teacher development and/or to support a school's specific model (e.g., co-teaching, dual language, etc.).

## **10. Bulletin boards**

The Springfield Education Association (SEA) will be provided a clearly designated bulletin board for the purpose of posting Association-related notices and other materials. Such space will be provided in each building for the exclusive use of the Association.

## **11. Family-teacher communication**

Relationships between teachers and families/caregivers are critically important to the overall academic success of a student's school experience. Teachers may be required to make regular phone calls to families about the academic progress of students, as well as respond to family inquiries via email, phone or in-person meetings throughout the school year. Teachers are not required to respond to families outside of the work week.

## **12. TLT elections for the next school year**

Teacher Leadership Teams play an essential role in planning and decision-making in SEZP schools. While the TLT itself is a permanent body, the composition and dynamics of the team will change annually as individual TLT members' terms expire, and new members are elected. It is important that TLT elections take place in a timely fashion at the beginning of each school year to ensure the TLT can operate effectively on a continual basis. For the coming school year, our TLT elections (for any open positions) will be held on 09/30/2025.



**Springfield Public Schools**  
**2025-2026 Student Calendar**  
**Discovery Polytech Early College High School**  
**1350 Main Street, Springfield MA 01103**

**SEZP** // Springfield Empowerment Zone Partnership

**Student Hours** 7:20 AM - 2:20 PM; \*see calendar for special student early release days

**Teacher Hours** 7:10 AM - 3:15 PM (M-Th.) ; 7:10 AM - 2:30 PM (Fri)

Aug 25: School Begins	August 2025				
	MON	TUE	WED	THU	FRI
					1
	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29

Feb 16: Schools Closed - Presidents Day	February 2026				
	MON	TUE	WED	THU	FRI
	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27

Sep 1: Schools Closed - Labor Day	September 2025				
Sep 9: Schools Closed – Teacher PD Day	MON	TUE	WED	THU	FRI
	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30			
	March 2026				
	MON	TUE	WED	THU	FRI
	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30	31			
Oct 1: Open House (tentative date)	October 2025				
Oct 10: Early Release at 1:10pm	MON	TUE	WED	THU	FRI
			1	2	3
Oct 13: Schools Closed - Indigenous People's Day	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	31
	April 2026				
Apr 3: Schools Closed - Good Friday	MON	TUE	WED	THU	FRI
			1	2	3
Apr 20: Schools Closed - Patriots Day	6	7	8	9	10
	13	14	15	16	17
Apr 21 -24: Schools Closed - Spring Vacation	20	21	22	23	24
	27	28	29	30	
Nov 4: Schools Closed – Teacher PD Day (Election Day)	November 2025				
Nov 11: Schools Closed – Veterans Day	MON	TUE	WED	THU	FRI
	3	4	5	6	7
Nov 26-28: Schools Closed - Thanksgiving Vacation	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28
	May 2026				
May 22: Early Release at 1:10pm	MON	TUE	WED	THU	FRI
					1
May 25: Schools Closed - Memorial Day	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29
Dec 11: Family Engagement Event	December 2025				
Dec 19: Early Release for Students at 11:05am	MON	TUE	WED	THU	FRI
	1	2	3	4	5
	8	9	10	11	12
Dec 22 - 31: Schools Closed - Holiday Vacation	15	16	17	18	19
	22	23	24	25	26
	29	30	31		
	June 2026				
Jun 19: Schools Closed - Juneteenth Day	MON	TUE	WED	THU	FRI
	1	2	3	4	5
Jun 25: End of School Year - Early Release for Students at 11:05am	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30			
Jan 1-6: Schools Closed for Students & Staff - Extended Holiday Vacation	January 2026				
Jan 16: Early Release at 1:10pm	MON	TUE	WED	THU	FRI
				1	2
	5	6	7	8	9
	12	13	14	15	16
Jan 19: Schools Closed - Dr. Martin Luther King, Jr. Day	19	20	21	22	23
	26	27	28	29	30
\*Calendar includes five (5) additional pupil school days for inclement weather. Schools will close after they have been in session for 180 pupil school days. Official end date and dismissal will be covered by bulletin.  School Closed  Student Early Release  Special Student Early Release					



**Springfield Public Schools**  
**2025-2026 Staff Calendar**  
**Discovery Polytech Early College High School**  
**1350 Main Street, Springfield MA 01104**



**Student Hours** 7:20 AM - 2:20 PM; \*see calendar for special student early release days

**Teacher Hours** 7:10 AM - 3:15 PM (M-Th.) ; 7:10 AM - 2:30 PM (Fri)

Aug 18-22: Teacher PD Aug 22: Convocation Aug 25: School Begins	August 2025				
	MON	TUE	WED	THU	FRI
					1
	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29

Feb 16: Schools Closed - Presidents Day Feb 17 - 20: Schools Closed - Mid-Winter Vacation	February 2026				
	MON	TUE	WED	THU	FRI
	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27

Sep 1: Schools Closed - Labor Day Sep 9: Schools Closed - Teacher PD Day	September 2025				
	MON	TUE	WED	THU	FRI
	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30			

	March 2026				
	MON	TUE	WED	THU	FRI
	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30	31			

Oct 1: Open House (tentative date) Oct 10: Early Release at 1:20pm Oct 13: Schools Closed - Indigenous People's Day	October 2025				
	MON	TUE	WED	THU	FRI
			1	2	3
	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	31

Apr 3: Schools Closed - Good Friday Apr 20: Schools Closed - Patriots Day Apr 21 -24: Schools Closed - Spring Vacation	April 2026				
	MON	TUE	WED	THU	FRI
			1	2	3
	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	

Nov 4: Schools Closed - Teacher PD Day (Election Day) Nov 11: Schools Closed - Veterans Day Nov 26- 28: Schools Closed -Thanksgiving Vacation	November 2025				
	MON	TUE	WED	THU	FRI
	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28

May 22: Early Release at 1:20pm May 25: Schools Closed - Memorial Day	May 2026				
	MON	TUE	WED	THU	FRI
					1
	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29

Dec 11: Pinning Ceremony (tentative date) Dec 19: Early Release for Students at 11:05am / Early Release for Staff at 11:45am Dec 22 - 31: Schools Closed - Holiday Vacation	December 2025				
	MON	TUE	WED	THU	FRI
	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30	31		

Jun 19: Schools Closed - Juneteenth Day Jun 25: End of School Year - Early Release for Students at 11:05am / Early Release for Staff at 11:45am June: Graduation (date TBD)	June 2026				
	MON	TUE	WED	THU	FRI
	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30			

Jan 1-6: Schools Closed for Students & Staff - Extended Holiday Vacation Jan 16: Early Release at 1:20pm Jan 19: Schools Closed - Dr. Martin Luther King, Jr. Day	January 2026				
	MON	TUE	WED	THU	FRI
				1	2
	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	23
	26	27	28	29	30

\*Calendar includes five (5) additional pupil school days for inclement weather. Schools will close after they have been in session for 180 pupil school days. Official end date and dismissal will be covered by bulletin.

	School Closed
	Staff Early Release at 11:45am
	Staff Early Release at 2:30pm
	Full Day PD from 8:00am-3:00pm
	Staff Early Release at 1:20pm

# School Priority Levers Form: Discovery Polytech Early College H.S.

## Ways in which the faculty was engaged in Phase 1 of School Planning:

- TLT Meetings
- Whole School Staff Meetings
- ILT Meetings

## Priority 1

**Selected Lever:** Lever 3

**Text of Lever:** Addressing Unfinished Learning or Acceleration through Student-Specific Supports for Behavior and Academics

**What is our most concerning data, and what are some working theories of what needs to improve to drive better results?**

**Data:** SQR Data

**Working Theory:** If we are intentional about frequently meeting as RTI teams made up of Unit A teachers, counselors and support staff (attendance, academic and social/emotional) to discuss what data is collected regularly and how we use/share the data collected, then we will be able to make real-time decisions on what interventions can best suit students individually by grouping.

**What questions or information will be needed to refine your theory of action and set goals in this priority area?**

- What PD can be provided staff to assist in data collection and making decisions about data?
- How do we build capacity for teachers to be able to analyze student data regularly to use in planning?

## Priority 2

**Selected Lever:** Lever 1

**Text of Lever:** Vision for Equitable Instruction, Educator Empowerment, and Leadership Responsibilities

**What is our most concerning data, and what are some working theories of what needs to improve to drive better results?**

**Data:** SQR Data

**Working Theory:** Our goal is to ensure that our instructional vision is clear and understood by all—students, families, and staff—so it can guide teaching and learning in every classroom. Aligning our instructional vision with the broader school vision is crucial to our students' success. Specifically, we are focused on early college success and the need for teaching that prepares students with the necessary college-readiness skills to excel in their college courses. We want to create an instructional vision that teachers can reference as a guide for their planning and teaching, and that students can recognize as a part of their active engagement in the learning process.

**What questions or information will be needed to refine your theory of action and set goals in this priority area?**

- Who will create and provide clear documentation for all stakeholders, showing how their roles connect to the vision.
- Using the instructional vision to guide professional development, PLCs (Professional Learning Communities), and data

analysis.

- What PD can we plan now and during summer to support the vision
- How do we support planning the agendas for PLCs to align to the vision.
- Figuring out what data would support the vision being meaningful and what data can be used to make sure the vision is right for the school vision.
- Building accountability measures for everyone involved in the process, How will we assure our vision is being upheld in our classrooms every session.



**Priority Levers Goals: Discovery Polytech Early College H.S.****Priority 1: Lever 3**

**Text of Lever:** Addressing Unfinished Learning or Acceleration through Student-Specific Supports for Behavior and Academics

**Working Theory of Change:** If we are intentional about frequently meeting as RTI teams made up of Unit A teachers, counselors and support staff (attendance, academic and social/emotional) to discuss what data is collected regularly and how we use/share the data collected, then we will be able to make real-time decisions on what interventions can best suit students individually by grouping.

**Progress made thus far (synthesis from faculty):**

- **New RTI processes have been created and/or improved upon.**  
We have created structures that better fit our students' needs.
- **Restructured PLCs:**  
We increased the number of RTI teams, for next school year, to include more teaching staff in RTI meetings and have scheduled meetings during a time to maximize staff participation. RTI processes will be included in PLC and GLT meetings where teams meet multiple times a week.
- **Structured Data Dives**  
ILT has created a process where data is intentionally selected and RTI teams will consistently follow structure to dissect data in order to set weekly/monthly goals for improvement with students/families.
- **Documentation and Tracking**
- **Counselor and student support check-ins for academic and SEL weekly meetings.**

**Where we run into obstacles (synthesis from faculty):**

- Ensure uninterrupted time in the schedule where meetings are consistently happening
- Keeping consistent meeting when the school schedule changes or team member are absent
- A documentation system that is able to hold data and filter information as needed for the team (create a dashboard in OA)

**Goals for what we'd need to learn or accomplish (faculty input, TLT thinking, support from the ILT):**

1. Student goal setting and student-lead ownership of goal setting and progress
2. Student support role including as the lead for RIT specific data associated to the role.

**What we would like to learn and accomplish in August PD (faculty input, TLT thinking):**

- During PD, teams will be completed and staff will be assigned to roles.
- Staff will all be training on the RTI models and shared understanding will be created. The staff will co create RTI meeting norms and schedule out meetings.

## Priority 2: Lever 1

**Text of Lever:** Vision for Equitable Instruction, Educator Empowerment, and Leadership Responsibilities

**Working Theory of Change:** Our goal is to ensure that our instructional vision is clear and understood by all—students, families, and staff—so it can guide teaching and learning in every classroom. Aligning our instructional vision with the broader school vision is crucial to our students’ success. Specifically, we are focused on early college success and the need for teaching that prepares students with the necessary college-readiness skills to excel in their college courses. We want to create an instructional vision that teachers can reference as a guide for their planning and teaching, and that students can recognize as a part of their active engagement in the learning process.

### **Progress made thus far (synthesis from faculty):**

- Content teams created documentation of how the instruction and content in their class influences early college success.
- Schoolwide competencies are in close to the final stage of being documented that states the expectation that every classroom should be reinforced through instruction and student-facing descriptions.
- Based on College Data and Early College Pathways being more solidified, we have been able to identify the HS level courses needed and how we need to tailor our planning and teaching toward the vision.
- Researching and analyzing other school examples of instructional visions that drive the overall school systems.

### **Where we run into obstacles (synthesis from faculty):**

- Time, having the appropriate time with all parties to complete the work. Summer planning time without student needs will support completing tasks.
- Being able to get cohesive faculty input from all staff in whole school settings in a timely way. We found that it has been simpler to have smaller group meetings with ILT leads to guide the conversation, but also the obstacle of time to meet.

**Goals for what we'd need to learn or accomplish (faculty input, TLT thinking, support from the ILT):** In order to continue to refine your instructional vision to align with the school’s “wall to wall college” mission we will prioritize holding meetings an Admin Team and ILT through the school year and summer to complete the following:

- Highest level – a vision statement written in concisely with DHS specific language
- Next level – a defining of key concepts in the vision statement (student centered, collaborative, responsive to data, ie.)
- Next level – specific teacher actions / strategies aligned to each key concept (gather evidence, communicate progress, adjust instruction)
- Final level – an even more nuts and bolts “how” for each specific action (like, how does the teacher “gather evidence”? By ... using varied assessments to measure student understanding)

Documentation finalized by the end of summer into our school handbook to be used for PD and all instructional planning processes.

### **What we would like to learn and accomplish in August PD (faculty input, TLT thinking):**

- Teachers use the instructional vision to lesson and create student-facing artifacts.
- Planning how to implement the instructional vision in the classroom.
- Getting input on how we will collect data on how the refined vision is supporting student success.

**SEZP's Summer Learning Design Principles:**

1. Focuses on equity and develops expectations for a culturally responsive climate
2. Engages students and family/caregivers' voice in summer learning design elements
3. Focuses on students' social emotional and academic needs
4. Encourages attendance through creative program design
5. Elevates relationships, enrichment and addresses unfinished learning
6. Leverages community assets and provide a mix of academics, enrichment, and social-emotional learning
7. Aligns with priorities and goals from Phase I and Phase II school planning documents (where applicable)
8. As TLTs are reviewing data for school planning, connect future goal setting to summer learning for students and engages the school community to consider appropriate programming
9. Reminder: low-incidence programming and traditional summer school academy dates must align
  - a. Particularly important for schools who purchase SPS Special Education services as the District will determine the summer schedule.

**As a starting point, please look through [this linked document](#) for Summer Academy logistics and operational timelines to help guide you in completing your schools' summer learning plan template below.**

Summer 2025 Learning Plan for: Discovery Polytech Early College High School	
INITIAL SUMMER PLANNING	
Summer Coordinator	Name: James Taylor Phone: 413.276.3208 Email: Taylorj@sps
Summer Plan Logistics	<b>Summer Program Dates:</b> 7/7 - 7/31 (M-Th)
	<b>Type of Program</b> (select from dropdown): Early Start (for rising 6th & 9th graders) + Credit Recovery
	<b>Plan for Rising Students (6th/ 9th graders).</b> Please describe your plan below after analyzing <a href="#">historical school-level data</a> : Early Start Program is designed to help rising 9th graders make a strong start in high school. Based on historical and incoming school data, we know some students need extra support in reading, math, and attendance, so the program focuses on strengthening those areas. Students will also have the chance to have an exploratory connected to college and career pathways. They will be able to identify themselves as Early College students through college visits and seminars. We will introduce skills for future internships and career planning. Social-emotional learning and team-building activities are included to help students build confidence and connections. The program runs July 7 – July 31 <sup>st</sup> , at the high school and combines academics, enrichment, and transition support. Our goal is to help students feel prepared, supported, and excited for the year ahead.
	<b>Student Start Time:</b> 8:00am
	<b>Student Dismissal Time:</b> 1:00pm
	<b>Lunch Time:</b> 10:00am
	<b>Estimated # of Students:</b> 115 (early start (65) + credit recovery combined (50))
	<b>Estimated Total # of Student Learning Hours:</b> 65-70 hours
	<b>Total # of Classrooms Needed:</b> All
	<b>Shared Facility Needs</b> (i.e. cafeteria): cafe, security
<b>OITA Programs/Apps Needed:</b> Powerschool, Schoology, Class Wise	

<p><b>Name and contact information for questions over the summer.</b></p> <p><i>This information will be shared with SPS and FACE.</i></p>	<p><b><u>Primary</u></b> Contact Name: James Taylor  Primary Contact Email: Taylorj@sps  Primary Contact Phone: 413.276.3208</p> <p><b><u>Backup</u></b> Contact Name: Farrika Turner  Backup Contact Email: turnerf@sps  Backup Contact Phone: 413.331.9166</p>
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