

This SY' 26-27 school plan has been approved at the building-level by the Principal and Teacher Leadership Team, and is final pending SEZP Board approval later this school year.



J.F. Kennedy Middle School

**2026-27
School Plan**



**Springfield Public Schools
2026-2027 Student Calendar
John F. Kennedy Middle School
1385 Berkshire Ave, Springfield, MA 01151**



Student Hours 7:25 AM - 3:05 PM

Teacher Hours 7:15 AM - 3:10 PM (M - Fri) *see calendar for specific extended hours on M - Th.

Aug 20: Welcome Back Parent Event (2:30-5pm)
Aug 24: School Begins

August 2026				
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
31				

Feb 15: Schools Closed - Presidents Day
Feb 16 - 19: Schools Closed - Mid-Winter Vacation

February 2027				
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

Sep 1: Schools Closed - Teacher PD Day
Sep 7: Schools Closed - Labor Day
Sep 29: Open House (4-6pm)

September 2026				
MON	TUE	WED	THU	FRI
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

Mar 12: Early Release for Students at 11:35am
Mar 26: Schools Closed - Good Friday

March 2027				
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		

Oct 9: Early Release for Students at 11:35am
Oct 12: Schools Closed - Indigenous People's Day

October 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

Apr 19: Schools Closed - Patriots Day
Apr 20 - 23: Schools Closed - Spring Vacation

April 2027				
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

Nov 3: Schools Closed - Teacher PD Day (Election Day)
Nov 11: Schools Closed - Veterans Day
Nov 25 - 27: Schools Closed - Thanksgiving Vacation

November 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				

May 31: Schools Closed - Memorial Day

May 2027				
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
31				

Dec 18: Early Release at 11:05am
Dec 21 - 31: Schools Closed - Holiday Vacation

December 2026				
MON	TUE	WED	THU	FRI
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

Jun 18: Schools Closed - Juneteenth Day
Jun 25*: End of School Year - Early Release at 11:05am

June 2027				
MON	TUE	WED	THU	FRI
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

Jan 1-5: Schools Closed - Extended Holiday Vacation
Jan 6: Schools Closed - Teacher Professional Day
Jan 18: Schools Closed - Dr. Martin Luther King, Jr. Day

January 2027				
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

*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
- Family Event



**Springfield Public Schools
2026-2027 Staff Calendar
John F. Kennedy Middle School
1385 Berkshire Ave, Springfield, MA 01151**



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Teacher Hours	7:15 AM - 3:10 PM (M - Fri) *see calendar for specific extended hours on M - Th.

Aug 17 - 21: Teacher PD

Aug 20: Welcome Back Parent Event (2:30-5pm)

Aug 21: Convocation

Aug 24: School Begins

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25	26	27	28	29

*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 11:15am
- Regular Day + PD until 3:45pm
- Full Day PD from 8:00am-3:00pm
- Regular Day + Thursday Extra Help until 3:45pm
- Regular Day + Wednesday Extra Help until 3:45pm
- Regular Day + Parent Conferences until 3:45pm
- Regular Day + Guided Planning until 4:00pm

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 6-8		
	Day Type	Staff Category	Start time	End time	Hrs: Min
1.	Regular Day for Students and Staff	Regular Day	7:15 AM	3:10 PM	7:55
2.	Early Release for Students and Staff	Staff Early Release	7:15 AM	11:45 AM	4:30
3.	No School for Students / Full Day Staff PD	Full Day PD	8:00 AM	3:00 PM	7:00
4.	Regular Day for Students/ Extended Afternoon Staff - Parent Conferences	Special Staff Hours - PC	7:15 AM	3:45 PM	8:30
5.	Regular Day for Students/Extended Afternoon Staff - Extra Help	Special Staff Hours - EH	7:15 AM	3:45 PM	8:30
6.	Regular Day for Students/Extended Afternoon Staff -Guided Planning	Special Staff Hours - GP	7:15 AM	4:00 PM	8:45

Part II: Additional educator hours

All Unit A educators 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 educators from independently scheduling individual parent-educator meetings or other meetings as needed. Because compensation varies before the ‘traditional’ start of school, which in SY 26-27 is August 17th, 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 17th

Event Description	Date/Time	# of Staff Hours in gr. 6-8
N/A	N/A	N/A
TOTAL ADDITIONAL SUMMER HOURS BEFORE 8/17/26		0 HRS

B. Other Events on or After August 17th

Event Description	Date/Time	# of Staff Hours in gr. 6-8
Welcome Back Parent Event	August 20th (2:30 - 5:00pm)	2.5

Open House	September 29th (4:00 - 6:00 pm)	2
TOTAL ADDITIONAL SUMMER HOURS ON OR AFTER 8/17/26		4.5 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.

The calendar tool automatically calculates these numbers based on your day types so no additional calculations are needed. If you have a strictly a 6-8 or a 9-12, feel free to leave the row that does not apply blank. Schools with educators in grades 6-12 should use both rows as time requirements may differ. Either way, this information is coming directly from your school’s calendar tool.

Hours	Summer PD Hrs	School Year Hrs	Other Events	Total Hrs	Day Count
Gr. 6-8 Staff Hours	0	1486.917	4.50	1491.417	188

2. Staff workday

Hours of school operations include daily start and end times for students and educators. Schedule for staff and students provided that all educators will continue to receive duty-free lunch and regular student-free preparatory time. Decisions of TLTs can not override the standard contract language below:

- **Duty Free Lunch - Standard Contract Language**
 - Each educator will be provided with an uninterrupted thirty (30) minute duty free lunch period. Except in emergency or extenuating situations, educators shall be permitted to leave the school building during their 30-minute scheduled lunch period with advance notice of the principal or his or her designee and with the completion of a signed In and Out log.
 - In an emergency, educators who volunteer to provide lunch coverage during their own duty-free lunch period will be compensated at the rate set in Appendix B.

- **Prep Period - Standard Contract Language**
 - Educators will have – at minimum - one self-directed 40-minute preparation period per day. This self-directed time can be used to plan, grade, collaborate with colleagues, etc. In extenuating circumstances, educators may be asked to perform some duties during this time. On that day the educator must have an equivalent non-instructional period. Whenever possible, educators should be given priority access to their own teaching space during preparation periods. If an educator cannot have access to their own teaching space during preparation periods, every effort will be made to provide a functional working space.
 - In service of a unique program (e.g. an adjunct professor teaching early college), an educator may not have – at minimum - one self-directed 40-minute preparation period per day. This aspect of the educator schedule will be clearly noted in the respective job posting. Additionally, educators in these positions will be notified of any changes to their schedule, prior to the transfer window.

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/behavior progress of students (hours are already built into the calendar for specific Tuesdays of each month);
- 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 including, but not limited to IEPs and/or 504s;
- Serving as a mentor to a small cohort of students;

- Participate in staff recruitment and hiring processes.
- Attend/Participate in the Guided Lesson planning meeting as designated on the staff calendar. These extra help hours are accounted for in the total educator hours on the calendar.
- Attend/Participate in Parent conferences as designated on the staff calendar. These extra help hours are accounted for in the total educator hours on the calendar.

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):

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):

- Coverage of arrival, dismissal, hallway, and Advisory periods; and
- Substitute coverage of classes and duties of others who are absent from school.
- All educators will be required to complete weekly lesson plans using the Kennedy Lesson Planning Template. Lesson plans must be completed - and submitted digitally - to administration each Monday morning by 7:15 am. If Monday is a holiday then lesson plans will be due - digitally - to administration on Tuesday morning by 7:15 am.
- On specifically designated Mondays (please see exact dates below and also highlighted in the calendar), after the regular school day ends for students, all Unit A members will be required to attend guided planning for 50 minutes, from 3:10-4:00 pm, and will be compensated at the contractual hourly rate of \$22.50/hour.

The following Mondays are when specified staff will be required to stay after:

- September 21st
- October 26th
- November 16th
- January 25th
- February 22nd
- March 22nd

- Types of tasks educators may be asked to perform may include coverage of lunch, coverage of break periods, safety-related assignments. All efforts will be made to avoid teacher prep time or counseling services to students;
- Substitute coverage of classes and duties of others who are absent from school;
- Development and maintenance of hallway bulletin boards;

If an educator 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 educators will offer extra help/makeup sessions - to support students - one day after school from 3:10 pm - 3:45 pm for 20 weeks as designated in the calendar and beginning the week of September 14th. These extra help hours are accounted for in the total educator hours on the calendar. The day of the week that educators will be required to stay after is dependent on the subject taught:

- **Wednesday** = ELA, Social Studies, ESL, SEBS ELA/Social Studies and Special Education Inclusion teachers.
- **Thursday** = Math, Science, Art, PE, SEBS Math/Science teachers.
- Counselors will also be required to stay after from 3:10 PM - 3:45 PM on either Wednesday or Thursday, and they will be able to determine which day (Wednesday or Thursday) works best to support students either through academic or social/emotional support.

4. Professional learning

All Unit A educators 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](#). School curriculum decisions maintain educators' ability to scaffold grade level curriculum to meet students' needs.

6. Notices and announcements

Unit A educators 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. 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.

8. Family-educator communication

Relationships between educators and families/caregivers are critically important to the overall academic success of a student's school experience. All Unit A educators 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. Educators are not required to respond to families outside of the work week.

It should be noted that, starting in the school year 2026-27, each school must offer a line of communication between educators and families (Power Teacher, Kickboard, Class Dojo, etc.). This line of communication must be primarily maintained by administration or a designated appointee.

9. 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 09/01/2026.

School Priority Levers Form: J.F. Kennedy Middle School

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

- Multiple meetings with TLT
- Review of SQR data and priorities with staff, surveys and GLT meetings

Priority 1

Selected Lever: 2

Text of Lever: Coherent Actions for Improving Assurances for Educational Equity, including:

- Instructional Leadership for Equity
- Curriculum and Instruction
- Feedback System for Building Educator Capacity
- Professional Learning and Collaboration

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

Data: SQR data shows persistent “Developing” ratings in key instructional indicators, including:

- 2a Outcomes for All
- 2b Student Ownership
- 2f Data-Driven Instruction
- 2i Effective Planning

Standards-aligned instruction (2e), aligned feedback (2j), and educator feedback systems (2i) all declined to Developing in 2025–2026, indicating inconsistency in instructional expectations and feedback cycles.

Working Theory: While Kennedy has a strong instructional vision and established leadership structures, instructional practices are not yet implemented with consistency across classrooms and content areas. Variability in lesson rigor, student ownership, and use of formative data suggests a need to strengthen instructional coherence. In particular, educators require clearer expectations, tighter feedback loops, and professional learning that is explicitly aligned to standards-based instruction and observable classroom practices. Without this coherence, improvements in student outcomes remain uneven despite strong effort and commitment.

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

- How consistently are standards-aligned tasks and success criteria implemented across classrooms?
- Are coaching feedback and PLC structures aligned to a shared instructional vision?
- How effectively are educators using formative data to adjust instruction in real time?
- What additional training or calibration is needed to strengthen planning and execution of rigorous, equitable instruction?

Priority 2

Selected 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 indicators related to targeted student support show Developing ratings, including:

- 3a Intervention System
- 3b Effective Response to Intervention Team
- 3d Progress Monitoring
- 3e Academic Treatment

While access to support (3c) remains established, academic treatments are not yet sufficiently individualized or data-driven for students with unfinished learning.

Working Theory: Kennedy has established intervention structures and access to supports; however, these systems have not fully evolved into targeted academic treatments that respond to individual student needs. Progress monitoring data is not consistently driving instructional adjustments or intervention placement. To accelerate learning, the school must strengthen how intervention data is collected, analyzed, and acted upon.

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

- How are intervention groups formed and adjusted based on student data?
- Are progress-monitoring tools used consistently across grade levels?
- How effectively are general education, special education, and support staff collaborating around student plans?
- What systems are needed to ensure interventions function as true academic treatments rather than additional time?

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 2026 Learning Plan for: J.F. Kennedy Middle School	
INITIAL SUMMER PLANNING	
Summer Coordinator	Name: Meaghan Becker/Elizabeth Swoboda (LI) Phone: 413-787-7510 Email: beckerme@springfieldpublicschools.com/swobodae@springfieldpublicschools.com
Summer Plan Logistics	Summer Program Dates + Days of Week: June 29 - July 17, 2026, M-Fri
	Type of Program: Early Start + Extended Year ▾
	<p>Plan for Rising Students (6th/ 9th graders). Please describe your plan below after analyzing historical school-level data:</p> <p>1. ELA -</p> <ul style="list-style-type: none"> ● Incoming 6th <ul style="list-style-type: none"> ○ Introducing the VSA Analysis Checklist Tool ○ character, plot, figurative language ○ Narrative Writing ● Rising 7th grade - <ul style="list-style-type: none"> ○ A-NEZZ-C Writing Tool Review ○ VSA Analysis Checklist Tool review - focusing on Figurative Language, Author's Purpose, and Tone ○ Informational Writing ● Rising 8th grade <ul style="list-style-type: none"> ○ Argumentative Writing ○ A-NEZZ-C Review ○ Analysis Checklist ○ Poetry Prep with VSA Analysis Checklist Tool - Focusing on structure, figurative language, diction, and Tone <p>2. Math -</p> <ul style="list-style-type: none"> ● Incoming 6th <ul style="list-style-type: none"> ○ Skills Identified in an analysis of unfinished learning through MCAS Data and data submitted from sending schools. ● Rising 7th <ul style="list-style-type: none"> ○ MAP Accelerator ○ The Educator will utilize MAP data to identify key skills and standards to focus on unfinished learning. ● Rising 8th <ul style="list-style-type: none"> ○ MAP Accelerator <p>The Educator will utilize MAP data to identify key skills and standards to focus on unfinished learning.</p>

	Student Start Time: 8:00 AM
	Student Dismissal Time: 12:00 PM
	Lunch Time: 11:30 AM - 12:00 PM
	Busing Required (Y/N)? Yes
	Estimated # of Students: 1. Gen ed student estimate = 35 2. Low-incidence student estimate by program: - LINKS = 25 - SEBS = 18
	Estimated Total # of Student Learning Hours: 1. Gen ed student estimate = 53 2. Low-incidence student estimate by program: - LINKS = 53 - SEBS = 53
	Total # of Classrooms Needed: 1. Gen ed student estimate = 8 2. Low-incidence student estimate by program: - LINKS = 3 - SEBS = 2 -
	Total # of Teachers Needed 1. Gen ed teachers = 9 2. Special ed teachers by Low Incidence Program - LINKS = 3 - SEBS = 2
	Total # of Paras Needed 1. Paras by Low Incidence Program - LINKS = 4 - SEBS = 4
	Total # of students estimate that require related services during ESY: - Speech = 4 - Counseling Services = 14 - Physical Therapy = 0 - Occupational Therapy = 1 - Adaptive PE = 0 - Behavior Specialist = 4 - Autism Specialist = 3
Shared Facility Needs (i.e. cafeteria, gym,): gym, cafeteria, outside field	
OITA Programs/Apps Needed: MAP/Khan Academy, My Perspectives, IM360 Math, Freckle, Amira	
Name and contact information for questions over the summer. <i>This information will be shared with SPS and FACE.</i>	<p>Primary Contact Name: Ronnie McCoy Primary Contact Email: Mccoyr@springfieldpublicschools.com Primary Contact Phone: 413-787-7510</p> <p>Primary Contact Name: Meaghan Becker Backup Contact Email: Beckerme@springfieldpublicschools.com Backup Contact Phone: 413-787-7510</p>