2026 - 2027
PARENT STUDENT HANDBOOK

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SPRINGFIELD PUBLIC SCHOOLS STUDENT PARENT HANDBOOK 2026-27

NON-DISCRIMINATION POLICY

It is the policy of the Springfield Public Schools pursuant to federal and Massachusetts laws not to discriminate against individuals based on race, color, religion, national origin, homelessness, ancestry, gender, sexual orientation, gender identity, sex characteristics, sex stereotypes, and other sex-based conduct, 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.

NOTICE OF SEX NONDISCRIMINATION

Springfield Public Schools does not discriminate on the basis of sex and prohibits sex discrimination, including sexual harassment, in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the Springfield Public Schools' Title IX Coordinator, titleix@springfieldpublicschools.com, the U.S. Department of Education's Office for Civil Rights at https://ocrcas.ed.gov/contact-ocr, or both. The Springfield Public Schools Title IX Coordinator is Attorney Jeremy Saint Laurent, 1550 Main Street, Springfield, MA 01103, 413-787-7100, titleix@springfieldpublicschools.com. Springfield Public School's sex nondiscrimination policy and grievance procedures can be located on the Springfield Public Schools website, https://www.springfieldpublicschools.com/nondiscrimination. To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to titleix@springfieldpublicschools.com

Springfield's students succeed when families, schools, and community work together. Parents and other caregivers are our students' first teachers, and we know how important their expertise is for our students' well-being and achievement. 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. Parent-teacher conferences provide opportunities to discuss everyone's efforts for academic achievement. Parents are also welcome to visit their child's classes by calling the school to arrange for a visit. Each school in Springfield has a Family Liaison whose job is to support families to positively affect student achievement. If you need support or have any questions, they are ready to assist.

Families are encouraged to join forces with other families in these established organizations: Springfield Parent Advisory Council (SPAC) for Special Education; Parent Teacher Organization/Association (PTO/PTA) at each school; Parent Community Advisory Council; School Centered Decision Making (SCDM) Teams at each school; Springfield School Volunteers; Springfield Parent Academy. Each group offers different levels of involvement within individual schools or in citywide organizations. For more information about these organizations, contact your school or call 787-7100.

STUDENT ASSIGNMENT SERVICES CENTER

The Student Assignment Services (SAS) Center is located at 91 School St. The SAS Center functions as the district's go-to place for families' enrollment and school assignment needs. The SAS Center teams register and assign all PreK- 12 students to a school (excluding charter schools, private schools, or other out-of-

district placements) and provide ongoing family-specific support services. Language assessments are conducted for non-English speakers. Additionally, there is a Nurse Managed Clinic on site. There are bilingual team members (Spanish/English) available to help families. The SAS Center is open Monday through Friday from 8:00 A.M. to 4:00 p.m. and is closed on all school holidays. The office accepts walk-ins and appointments until 4 p.m.

Families can register, change their address, and get a youth work permit online. Information about SPS student enrollment and the youth work permit process are available on the district's website at: www.springfieldpublicschools.com/departments/student_assignment_services

Student Assignments to Boundary and Magnet Schools:
Student assignments are made according to the boundary plan (based on the physical address) for all PK, Elementary, and Middle School students.

High School Assignments:
Incoming 9th graders are assigned under the High School Choice plan if they ballot during the balloting window or if space is available after the balloting and assignment process has been completed.

Grades 10 through 12 are assigned as either returning to a previously attended high school or where there is available space.

Springfield Public Schools also offer several Magnet schools options for interested parents. Gerena Community School and Zannetti Montessori School offer entry through the school choice balloting process beginning in PK. Gerena is PK through grade 5, and Zannetti is PK through grade 8. STEM is a Magnet Middle School that offers grades 6 through 8, Conservatory of the Arts and Renaissance both offer grades 6 through 12 and students can ballot for the school when entering 6th or 9th grades. Duggan is a boundary school that accepts forty percent of the students who live outside the school's boundary as Magnet students.

The Springfield Public Schools Student Assignment Policies, Processes, and Procedures is a comprehensive document that defines and identifies the various assignment types that are governed by federal, state, and local mandates. The full policy is available at the SPS Central Office and the SPS website. To speak with a SAS Center team member, please call 787-6959.

Process for Appealing Non-Credit (NC) Grades:
Students with more than 7 absences in a semester or 14 absences in a school year will receive a grade of "NC," which indicates that they received a passing grade. The "NC" becomes "FA" (Failed by Attendance) if not successfully appealed. The FA will be equivalent to 0 credit and 0 GPA. (Teachers will submit progress reports to the Home/School Attendance Specialist for each student who fails due to attendance only).

Students may appeal absences of more than 14 days to the Appeals Review Committee consisting of the principal, assistant principal, Home/School Attendance Specialist, and counselor. The district Attendance Appeal form (see attached) 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 Appeals Review Committee issues the decision in writing to the student and the student's teachers. The student's successful absence appeals will be converteHigh schools are required to design and implement programs to offer students "buy-back" options such as Saturday school, after-school opportunities, and summer school. Three hours of time in any of the attendance buy-back programs must equal one full day of school attendance. Any student attending an attendance buy-back program must participate in meaningful academic work aimed at addressing skills lost during periods of absence. Credit recovery programs will be offered at each high school.

A student who has enrolled in a Springfield Public Schools middle school is required to be present for the duration of the school day. All class periods must be attended. A student may not be absent more than 14 days (without approval) in an academic school year or he/she will receive a grade of "PA" (Pending Appeal) for

all courses in the current grading period. After the 14th day of absence, the student will be required to file an appeal with the designated school staff members. If the appeal is successful, then he/she will receive the grade earned for all courses. Any student who accumulates more than 14 absences during the school year will be ineligible to move from one grade to the next unless there are extenuating circumstances or a successful appeal.

The Process for Appealing "PA" Grades
A student may appeal absences in excess of 14 days to the Appeals Review Committee, composed of the principal, assistant principal, Home/School Attendance Specialist, counselor and any person the principal deems beneficial to the appeal process.

The district's Attendance Appeal form (see attached) 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 student and the student's teachers.
If the appeal is successful, all "PA" grades become the letter grade earned by the student and all appealed absences become approved.
If the appeal was unsuccessful, the "PA" becomes "FA" (Failed for Attendance). The "FA" grade will be used to calculate the student's final grade.

Approved Absences:
An approved absence is required to appeal a grade of "PA."

TEXTBOOK POLICY

Springfield Public Schools (SPS) is committed to providing each student with an equitable education.
The textbook policy is designed to ensure that all students will have access to the appropriate textbooks that will enrich their learning experience Please refer to the Springfield Public Schools Website District Policies page to view the Textbook Policy in its entirety.

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/guardian should inspect the route for safety. Failure to observe rules may result in loss of permission to ride a bicycle to school. Helmet use is mandatory throughout Massachusetts.

CELL PHONE USE POLICY

Adopted: March 18, 2010, Revised: May 3, 2012; April 11, 2013
The School Committee has banned the use of personal cell phones, PCDs and other types of electronic devices during the academic school day. Students may possess and carry cell phones and PCDs; however, these units must be completely turned off (not simply on silent or vibrate mode) during the academic day. The “academic school day” is defined as the start of the school day and throughout the day until the last hour/bell is over. Students are permitted to use cell phones only during the following times: before and after school hours outside or inside the school building and at after-school or sports activities, only with the permission of the coach, instructor, or program director.

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

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

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

First Offense: Confiscation of the device to be returned to student no earlier than the end of the school day
Second Offense: Detention. Administration will schedule a conference with the parent/guardian. The confiscated device will be returned to parent/guardian after the parent conference.
Third Offense: Two-day In-House Suspension. Confiscation of the device to be returned to parent or guardian at the end of two (2) weeks Repeated Violations: Students may be subject to additional disciplinary action, consistent with the Code of Conduct. Confiscation of the device to be returned to parent or guardian at a minimum of at least one month.

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

PERSONAL PROPERTY LOSS OR THEFT

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

STUDENT DRESS CODE AND UNIFORMS

Mandatory School Uniform Policy
Revised: June 4, 2009, October 7, 2010, June 14, 2012, September 27, 2012

There is a mandatory School Uniform Policy in Springfield Public Schools. School uniform clothing can be purchased in any department or discount store. No store has, or can have, a monopoly on selling school uniforms. Detailed information about each school's particular uniform requirements are available through the school. Please visit the SPS website to view the Uniform Policy in its entirety. Details are also available at the Student Assignment Center, located at 91 School Street.

UNIFORM NON-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. Please note that no student will be considered non-compliant with the uniform policy in the following instances:
When the student wears the attire 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.

INTERNET POLICY FOR STUDENT ACCEPTABLE USE AND INTERNET SAFETY WITH AI

Springfield Public Schools will provide for educating students about appropriate online behavior, including interacting with other individuals on social networking websites, social networking applications, and in chat rooms, as well as education on cyberbullying awareness, prevention, and response. While this policy is specific to the use of technology provided to students by the Springfield Public Schools (SPS-Provided Technology), students and families should be mindful that inappropriate online behavior, including content posted on social media or otherwise– and directed at the school, other students, or staf – can be subject to disciplinary action under the Student Code of Conduct regardless of the device used to post that content. The Student Code of Conduct is available on the Springfield Public School's website.

When using SPS-Provided Technology, students must never:

a. Share, post, or disseminate unlawful, inappropriate, profane, vulgar, sexually explicit, threatening, abusive, discriminatory, or harassing content;
b. Engage in activities such as phishing, spamming, or hacking that could harm or disable their device or anyone else's device;
c. Violate any U.S. or state law;
d. Access inappropriate or prohibited matter on the internet, including any sites blocked by the SPS Content Filter;
e. Disclose, use, or disseminate their own or another person's personal information, including, but not limited to, student identification number, name, date of birth, address and phone number; or,
f. Pretend to be someone else.

ACCOUNTS AND PASSWORDS

When using any account or password provided by the Springfield Public Schools, students must:

a. Set their passwords consistent with requirements provided by OITA;
b. Change their password whenever requested by OITA;
c. Keep their username and password confidential, only sharing their password with a legal parent or guardian;
d. Notify their teacher or school Principal if they discover someone other than a legal parent or guardian has access to their username or password; and
e. Use their account for Educational Purposes.

NETWORK AND INTERNET ACCESS

When using wired or wireless network connections and access to the internet provided by the Springfield Public Schools (including access provided for use from home), students must:

a. Only connect SPS-Provided Technology Devices unless receiving prior permission from OITA;
b. Not attempt to disable or circumvent software designed to block access to inappropriate content;
c. Not attempt to gain unauthorized access to any systems, software, or computer equipment;
d. Not engage in inappropriate online behavior as defined in this policy; and,
e. Use access for Educational Purposes.

SAFE USE OF EMAIL AND ELECTRONIC COMMUNICATIONS

The district reserves the right to monitor electronic communications to protect students and maintain a safe, educational online environment. When using email and other communication tools and platforms provided by the Springfield Public Schools, students must:

a. Understand that their account is the property of SPS, is not confidential, and there is no expectation of privacy on messages sent or received;
b. Understand they are responsible for all emails and messages sent from their accounts and never share their account or passwords with anyone else;
c. Be polite, using appropriate language;
d. Never use the tools to reveal private information or send photos of themselves or others unless required for Educational Purposes;
e. Report inappropriate messages or use of the tools to a teacher or administrator; and,
f. Use district-provided email and communication tools for authorized Educational Purposes only.
g. Refrain from accessing or using non-school sanctioned email accounts, chat rooms, or messaging platforms.

TECHNOLOGY DEVICES

When using a Technology Device – like a laptop computer, iPad, or internet hot spot – provided by the Springfield Public Schools, students must:

a. Bring the Device to school every day with a fully charged battery;
b. Understand they are responsible for getting all school and homework completed on time even if they forget to bring or charge their device;
c. Never loan the Device to another person, including another SPS student;
d. Never use the Device to record audio or video without the consent of those recorded;
e. Report immediately to a teacher or administrator if the Device is damaged, lost, or stolen;
f. Bring the Device to the school's main ofice or Technology Coordinator if the Device is not working; and,
g. Use the Device for Educational Purposes.

USING A TECHNOLOGY DEVICE

When using a Technology Device, students must:

a. Shut down the Device when not in use;
b. For laptop computers, restart the Device at least once per week;
c. Store files and data in the online storage location provided rather than on the Device and understand that the Springfield Public Schools are not responsible for lost data;
d. Never attempt to remove, alter, or disable software included with the Device;
e. Only install software or applications approved by OITA;
f. Never sync the Device with any other technology device or with accounts not provided by the Springfield Public Schools;
g. Never attempt to circumvent or disable the SPS Content Filter or device management software;
h. Never attempt to repair the Device; and,
i. Return the Device and accessories in good working condition when requested.

CARING FOR A TECHNOLOGY DEVICE

To appropriately care for a Technology Device, students must:

a. Always keep the Device in its protective case or sleeve when not in use;
b. Treat the Device with care, never dropping it, leaving it outside, leaving it in direct sunlight, leaving it visible in a vehicle, or leaving it in temperatures above 90 degrees or below 40 degrees;
c. Not leave the Device unattended and unsecured;
d. Not use the Device in busy areas such as gyms, playgrounds, or public environments unless given permission by a teacher or administrator;
e. Not place decorations, stickers, or writing on a Device;
f. Keep food, beverages, and water sources away from the Device at all times; and,
g. Only clean the device with a soft cloth and without using any cleaners, sprays, or soaps;

NO EXPECTATION OF PRIVACY

a. Students can have no expectation of privacy when using any SPS-provided accounts, devices, connectivity, or software.
b. The Springfield Public Schools and OITA reserve the right to monitor student use of technology accounts, devices, connectivity, and software to ensure both safety and appropriate use consistent with this Policy.
c. By utilizing SPS-Provided Technology, students are indicating their consent to monitoring by OITA for safety and appropriate use.
d. If legally required, communications – including text, audio, video, or images – may be disclosed to law enforcement or other parties in the course of litigation without prior consent of the sender or receiver.

LIABILITY FOR MISUSE OF SPS-PROVIDED TECHNOLOGY

The Springfield Public Schools assumes no responsibility for:

a. Any unauthorized charges or fees incurred in the use of SPS-provided accounts, devices, connectivity, or software;
b. Any financial obligations arising out of unauthorized use of the system for the purchase of products or services;
c. Any cost liability or damages caused by a user's violation of these guidelines;
d. Any information or materials that are transferred through the network; or,
e. Any other inappropriate use of SPS-Provided Technology.

Please visit the SPS website's District Policies page to view the Student Acceptable Use and Internet Safety with AI Policy in its entirety. Please note that the district reserves the right to change the policy without prior notice.

SMOKING POLICY

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

BULLYING POLICY

Updated Bullying Prevention and Implementation Plan, February 2019

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

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

Introduction

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

A. Definitions

"Bullying" means the severe or repeated use by one or more perpetrators of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a victim that has the effect of: causing physical or emotional harm to the victim or damage to the victim's property; or placing the victim in

reasonable fear of harm to him/herself or of damage to his/her property; or creating a hostile environment at school for the victim; or infringing on the rights of the victim at school; or materially and substantially disrupting the education process or the orderly operation of a school.

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

Bullying shall include cyber-bullying.
Examples of bullying include but are not limited to: unwanted teasing; threatening; intimidating; stalking cyberstalking; cyber-bullying; physical violence; theft; sexual, religious, disability or racial harassment; public humiliation; destruction of school or personal property; social exclusion; and, rumor or spreading falsehoods.

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

"Hostile environment" means a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of the student's education.

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

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

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

EXPECTATIONS

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

Bullying is prohibited on school grounds, the property immediately adjacent to school grounds, at school-sponsored or school-related activities, functions 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, l eased, 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.

TRAINING AND EDUCATION

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

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

The bullying prevention and intervention plan will: include descriptions of and statements prohibiting bullying, cyber bullying, and retaliation; establish clear procedures for students, staff, parents, guardians, and others to report bullying or retaliation; include a provision that reports of bullying or retaliation may be made anonymously, provided that no disciplinary action shall be taken against a student solely on the basis of an anonymous report; establish clear procedures for promptly responding to and investigating reports of bullying or retaliation; identify the range of disciplinary actions that may be taken against a perpetrator for bullying or retaliation provided, however, that disciplinary actions shall balance the need for accountability with the need to teach appropriate behavior; establish clear procedures for restoring a sense of safety for a victim and assessing that student's needs for protection; establish strategies for protecting from bullying or retaliation a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying; establish procedures consistent with state and federal law for promptly notifying the parents or guardians of a victim and a perpetrator, provided that the parents or guardians of a victim shall also be notified of the action taken to prevent any further acts of bullying; and provided further that said procedures must provide for immediate notification to the local law enforcement agency where criminal charges may be pursued against the perpetrator;
include a provision that a student who knowingly makes a false accusation of bullying shall be subject to disciplinary action; and include a strategy for providing counseling or referral to appropriate services for perpetrators and victims and for appropriate family members of said students.

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

Professional Development: The bullying prevention and intervention plan will include ongoing professional development to build the skills of all members of school staff, including but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities and paraprofessionals to prevent, identify and respond to bullying. The content of such professional development will include, but not be limited to: developmentally appropriate strategies to prevent bullying incidents; developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; information regarding the complex interaction and power differential that can take place between and among the perpetrator, the victim, and any witnesses to the bullying; research findings on bullying; information on the incidence and nature of cyber-bullying; and internet safety issues as they relate to cyber-bullying.

The bullying prevention and intervention plan will include provisions for educating parents and guardians

about the bullying prevention curriculum of the Springfield Public Schools, how they can reinforce said curriculum at home, how they can support the Springfield Public Schools' prevention and intervention plan, the dynamics of bullying, and online safety and cyber-bullying.

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

NOTICE

The Springfield Public Schools will provide to students and their parents or guardians, in age-appropriate terms and in the most prevalent languages of the students, parents or guardians, annual written notice of the relevant sections of the bullying prevention and intervention policy. Springfield Public Schools will provide all school staff annual written notice of the bullying prevention and intervention policy. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan. Relevant sections of the bullying prevention and intervention plan shall be included in any Springfield Public Schools employee handbook. The bullying prevention and intervention plan shall be posted on the Springfield Public Schools website.

IMPLEMENTATION

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

REPORTING

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

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

Springfield Public Schools urges all individuals in the school community to bring any concerns of bullying or retaliation to the attention of school personnel so that they can resolve the issue. Reports of bullying or retaliation may be made anonymously; provided, however, that no disciplinary action shall be taken against a student solely based on an anonymous report. All reasonable efforts will be made to maintain confidentiality and protect the privacy of all parties, but proper enforcement of this policy may require disclosure of any or all information received. Bullying should be added to each school's Disciplinary/Referral Form as one of the reasons for referral to the assistant principal/principal.

INVESTIGATION

Upon receipt of such a report there shall be a prompt investigation by the school principal or the principal's designee or, if reported to the superintendent, the superintendent or superintendent's designee. In general, the complaint should be investigated as soon as practicable. Complaints involving violence should be investigated immediately. The nature and duration of the investigation will depend on the circumstances of the complaint, including the type, severity and frequency of the alleged bullying and whether the perpetrator

is a student or an adult. If the alleged perpetrator is a district employee, the principal may request assistance in the investigation from the district's human resources department. The complaint should be investigated in a fair and expeditious manner, in a way that maintains confidentiality to the extent practicable. The investigation should generally include interviews of the victim, the alleged perpetrator, witnesses, individuals whom any of the foregoing identify as having knowledge of potential relevance to the allegations, and anyone else whom the investigator believes may have such knowledge. To the extent practicable, the investigator may take notes during interviews, or soon thereafter, for the purpose of maintaining accurate records. The investigation may also include a review of any documents, including in electronic format or otherwise, photographs, voice mails, e-mails, telephone records, or other items that may be relevant to the allegations of bullying or retaliation and to which the investigator has access. To the extent practicable, the investigator may create and maintain a confidential investigative file. The file may include any materials relevant to the investigation, including but not limited to interview notes, relevant documents, photographs, voice mails, e-mails, telephone records, or other items pertaining to the allegations or the investigation into them.

RESOLUTION: If the school principal or designee determines that bullying or retaliation has occurred, the principal or designee will: immediately notify the local law enforcement agency if s/he believes that criminal charges may be pursued against the perpetrator; take appropriate disciplinary action consistent with district policy and the Code of Conduct; and take whatever other appropriate action to end the bullying; notify the parents or guardians of the perpetrator and the perpetrator; and notify the victim and the parents or guardians of the victim, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation (the victim, parent or guardian is not precluded from seeking redress under any other available law, either civil or criminal); and if suitable, provide information concerning counseling or referral to appropriate services for perpetrators and victims and for appropriate family members of said students.

If an incident of bullying or retaliation involves students from more than one school district, if Springfield Public Schools is first informed of the bullying or retaliation, Springfield Public Schools will notify the appropriate administrator of the other district or school so that appropriate action may be taken. A student who knowingly makes a false accusation of bullying shall be subject to disciplinary action consistent with the Code of Conduct. This policy should not be interpreted as to prevent a victim or accused from seeking redress under any other available law, either civil or criminal. To view the Bullying Policy and the Bullying Prevention and Intervention Plan in its entirety, please visit our website.

CIVIL RIGHTS AND SAFETY POLICIES

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

Commitment to Prevention: The Springfield Public Schools are committed to prevention, remediation, and accurate reporting of bias incidents and civil rights violations, to the end that all students can enjoy the advantages of a safe and tolerant learning environment where individual differences are respected. Identification and Definitions of Prohibited Conduct: Bias Incident means any act, including conduct of speech, directed at or which occurs to a person or property because of actual or perceived race, color, national origin, sex, religion, or sexual orientation.

Bias incidents may or may not be criminal acts. Bias Indicators are objective facts and circumstances,

which suggest that an action was motivated as a 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 sex-based harassment crimes; the term is applied generically to civil or criminal law infractions. Discrimination consists of actions taken against others, that treat others unequally because of race, religion, national origin, disability, sexual orientation, or gender bias.

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

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

Sex-based 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 sex-based 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 re-establishing a school environment conducive to the victim's learning. The school may consider completion of a youth diversion program—either alone or in conjunction with other disciplinary actions—as an appropriate sanction for student violators of others' civil rights.

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

NON-DISCRIMINATION POLICY INCLUDING HARASSMENT AND RETALIATION

The Springfield School Committee and Springfield Public Schools are committed to maintaining an education and work environment for all school community members that is free from all forms of discrimination, including harassment and retaliation. The members of the school community include the School Committee, employees, administration, faculty, staff, students, volunteers in the schools, and parties contracted to perform work for the Springfield Public Schools.

The Springfield Public Schools does not discriminate in admission to, access or treatment in its programs and activities on the basis of race, including traits associated with race such as hair texture and style, color, sex, gender identity, sexual orientation, religion, national origin, marital or parental status, disability or homelessness. This commitment to the community is affirmed by the following statements. The School Committee commits to:

Promoting the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations;

Encouraging positive experiences in human values for children, youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups; Working toward a more integrated society and enlisting the support of individuals as well as groups and agencies, both private and governmental, in such an effort; Using all appropriate communication and action techniques to air and address the grievances of individuals and groups; Carefully considering, in all the decisions made within the school district, the potential benefits or adverse consequences that those decisions might have on the human relations; Initiating a process of reviewing policies and practices of the school district in order to achieve to the greatest extent possible the objectives of this statement.

The Springfield Public Schools requires all members of the school community to conduct themselves in accordance with this policy. It shall be a violation of this policy for any member of the school community to engage in any form of discrimination, including harassment and retaliation, or to violate any other civil right of any member of the school community. The Springfield Public Schools recognizes that discrimination can

take a range of forms and can be targeted or unintentional; however, discrimination in any form, including harassment and retaliation, will not be tolerated.

It shall also be a violation of this policy for any school community member to subject any other member of the school community to any form of retaliation, including, but not limited to, coercion, intimidation, interference, punishment, discrimination, or harassment, for reporting or filing a complaint of discrimination, cooperating in an investigation, aiding or encouraging another member of the school community to report such conduct or file a complaint, or opposing any act or practice reasonably believed to be prohibited by this policy.

LEGAL REFS: Title VI, Civil Rights Act of 1964 Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972 Executive Order 11246, as amended by E.O. 11375 Equal Pay Act, as amended by the Education Amendments of 1972 Title IX, Education Amendments of 1972 Rehabilitation Act of 1973 Education for All Handicapped Children Act of 1975, No Child Left Behind Act of 2001, 20 U.S.C. § 7905 (The Boy Scouts of America Equal Access Act) M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972) Acts of 2022, Chapter 117 - https://malegislature.gov/Laws/SessionLaws/Acts/2022/Chapter117CROSS REF: ACE, Nondiscrimination on the Basis of Disability ACAB, Sexual Harassment GBA, Equal Employment Opportunity IJ, Instructional Materials JB, Equal Educational Opportunities

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 parents "right to know" provisions, and all communication with parents must be in an understandable format and, if practicable, in languages parents understand.

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

RIGHT TO KNOW QUALIFICATIONS -

At the beginning of every school year, the school district must notify all parents of children attending Title I schools that they may request information about their child's teachers. That information must be provided "in a timely manner." At a minimum, parents must be told: Whether the teacher has met state qualifications for the grade and subject she/he teaches; Whether the teacher is teaching under emergency or provisional credentials because the state has waived normal qualifications; The teacher's college major and any graduate certification or degree and the discipline in which it was taken, and; Whether paraprofessionals provide services to the child, and if so, their qualifications

.

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

Right to Know for Parents of Limited – English Proficient Children - Parents of these children have an automatic right, without asking, for information about their child's placement, or possible placement, in a language instruction program. And they have the right "to opt out" of any placement and to choose another method or program of instruction. Within 30 days of the beginning of the school year (or within two weeks of the child's program placement), each local school system that uses Title 1 funds for language instruction, must provide certain information to parents of Limited English Proficient (LEP) children who are in a language instructional program or who have been identified for placement in such a program.

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

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

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

SEARCHES

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

SOCIAL SECURITY NUMBERS

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

FOOD SERVICES

The Springfield Public Schools offer a wide variety of well-balanced meals for both breakfast and lunch throughout the entire system. Breakfasts, lunches and dinners 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
NUTRITION, HEALTH EDUCATION, PHYSICAL EDUCATION AND ACTIVITY

Revised Policy: May, 2026

Mission Statement

This policy applies to all Springfield Public School students, staff and schools. The Springfield Public School District (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 learn and participate in positive dietary and lifestyle practices. Improved health optimizes student performance and ensures that students will have the opportunity to achieve personal, academic, developmental, and social success in a positive, safe and health-promoting learning environment.

Goals:

- 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 educate and influence a student's understanding, beliefs, and habits as they relate to good nutrition and regular physical activity that helps them develop lifelong healthy eating and physical activity behaviors.
- 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 USDA-mandated requirements.
- 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 education should include regular instructional physical education, in accordance with the Massachusetts Comprehensive Health and Physical Education Curriculum Framework 2023 (Appendix A), as well as co-curricular activities, and structured activity time which incorporates appropriate kinesthetic activity into classroom instructional time.
- 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. In partnership with local agencies, an ongoing public awareness campaign will be conducted that highlights research demonstrating the positive relationship between good nutrition, physical activity, and the 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

Competitive Food & Beverages:
The "Schools Food Service-Provider" will follow the MA DPH Nutrition Standards for Competitive Foods and Beverages in Public Schools (105 CMR 225.00), A Guide to Smart Snacks in School Nutrition Standards, and MA & USDA Competitive Food & Beverage Nutrition Standards "At a Glance" (Appendices B, C, and D, respectively) when determining items for a-la-carte and "competitive foods" sales and will make nutrition information available for non-prepackaged competitive foods and beverages served in the cafeteria.

In addition, the District shall:

Prohibit food sold in competition with school meals, including food-based fundraisers and vending machines during school mealtimes.

Ensure schools follow federal, state, and local laws and regulations for competitive foods and beverages (i.e. foods sold, provided, or served within school buildings or on school grounds outside of the school meals program).

Encourage non-food alternatives for school fundraisers, school parties, and classroom celebrations. Prohibit the use of food and beverage as a reward or means of discipline.
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 bread 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 food shall be prepared with the use of fryolators.

Fresh fruit and non-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.

The School Breakfast/Lunch/Supper Programs:

The District supports lifelong healthy eating habits for all students and staff and is committed to creating a healthy school food environment. The School Meals Program will:

Ensure all menus meet USDA-mandated requirements using the following documents and the latest scientific evidence on healthy eating practices:
MA DPH Nutrition Standards for Competitive Foods and Beverage (Appendix B)
A Guide to Smart Snacks in School Nutrition Standards (Appendix C)
Massachusetts and USDA Food & Beverage Nutrition Standards “At-a-Glance” (Appendix D)
Breakfast: (do MS and HS use 20 min for breakfast?): “Massachusetts has specific "Breakfast After the Bell" (BAB) standards requiring high-poverty schools (60%+ free/reduced lunch) to offer breakfast after the instructional day starts, ensuring accessibility by all students and counting towards learning time in some models, though meal service time itself doesn't count as structured learning time. While no single "standard" time exists, the key is when it's offered (after the tardy bell) and that it's integrated into the school day for equity, with guidance suggesting 15 minutes for distribution/eating for "Breakfast in the Classroom" models.” (School Meal Nutrition Standards Commission Report, 2025; School Meal Nutrition Standards Commission Report MA 2025).

The District continues to be committed to ensuring that every school has a Breakfast in the Classroom program. This goal was obtained by end of the 2017-2018 school year and continues as of this updated version of the Wellness Policy.

Lunch (Student Minimum Seat Time): “Based on this research and Commission members' experience, the Commission recommends a 30-minute lunch period to achieve a minimum of 20 minutes of seated time

to ensure students have enough time to consume high-quality meals served in the school meal programs. Recess before lunch is an important complementary policy, which research has also shown to increase school meal consumption and reduce food waste." (School Meals Nutrition Standards Commission Report, 2025; School Meal Nutrition Standards Commission Report MA 2025).

Supper: After school enrichment programs, also known as supper programs, must adhere to all CACFP guidelines for service. This program is available for all enrichment programs (excluding sports only programming). Reach out to Home Grown for more information.

Cafeteria Environment:
Convenient access to hand washing or hand sanitizing facilities before meals will be made available.
Access to Potable Water:

The district ensures all students and staff have access to safe, potable drinking water throughout the school day. Drinking fountains and hydration stations are regularly maintained, and any inoperable units are promptly repaired via a work order or taken offline until service is completed.

Monitoring Water Quality:
Water quality is monitored in accordance with state and local regulations. The district conducts routine testing, including lead, and takes immediate corrective action if any results exceed established safety thresholds to ensure continued compliance and student safety.

Nutrition Education, Promotion and Food & Beverage Marketing:
There will be a continued commitment to expand and maintain the District's Garden Program and the commitment to using locally sourced products including fruits and vegetables for the School Breakfast/Lunch Programs. 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.

Fundraising:
If a fundraiser utilizing food is employed during the school day, all food provided and sold must meet or exceed the MA DPH Nutrition Standards for Competitive Foods and Beverage and the USDA Smart Snacks in School Nutrition Standards (Appendices B, and D, respectively). More support and ideas can be found at USDA Food and Nutrition Service: Tools for Schools: Focusing on Smart Snacks | Food and Nutrition Service (usda.gov)

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. Food must not be used as a reward for students (Appendix E). More support and ideas can be found at USDA Food and Nutrition Service: Tools for Schools: Focusing on Smart Snacks | Food and Nutrition Service (usda.gov)

Classroom Parties/Group Snack:
Classroom and school parties and celebrations should emphasize fun activity and socialization rather than food (Appendix E). More support and ideas can be found at USDA Food and Nutrition Service: Tools for Schools: Focusing on Smart Snacks | Food and Nutrition Service (usda.gov)

Food served at classroom or school celebrations, including snacks provided by school staff, the "School Food Service Provider," or any outside agency, must meet or exceed the MA DPH Nutrition Standards for Competitive Foods and Beverages in Public Schools and A Guide to Smart Snacks in School nutrition standards (Appendices B and C, respectively).

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 Nutrition Standards for Competitive Foods and Beverages in Public Schools and A Guide to Smart Snacks in School

Nutrition Standards (Appendices B and C, respectively).

The MA DPH Nutrition Standards for Competitive Foods and Beverages in Public Schools (105 CMR 225.00), (Appendix B) defines "competitive foods" as foods and beverages provided in:
School Cafeterias (such as a la carte items)
School buildings, classrooms, and hallways
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 during the school day, which is defined as from the midnight before to 30 minutes after the end of the official regular school day with the exception that student-accessible vending machines must comply at all times.

Student Health and Nutrition Education, Physical Education and Physical Activity:

The District has a comprehensive curriculum approach to physical education and nutrition in PreK through 12th grade following the Massachusetts Comprehensive Health and Physical Education Curriculum Framework 2023 (Appendix A). The health benefits of good nutrition should be emphasized.

The 2016 Society of Health and Physical Educators (SHAPE) report (Appendix F) recommends children and adolescents aged 6 through 17 should engage in at least 60 minutes of physical activity each day, both in school and out of school. 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 also in relation to academic achievement.

The District shall provide physical activity and physical education opportunities, aligned with the Massachusetts Comprehensive Health and Physical Education Curriculum Framework 2023 (Appendix A) and following the recommendations of SHAPE (Appendix F).

Massachusetts DESE (Department of Elementary and Secondary Education) requires physical education (PE) and health classes for all grades in public schools, but after regulations were repealed in 1996, the state does not mandate specific minutes per week, instead focusing on total annual structured learning time (900 hours elementary, 990 high school), with PE counting towards that, while professional guidelines (CDC, SHAPE America) recommend 150 mins/week (elementary) and 225 mins/week (secondary) for robust programs.
Local school districts set specific PE schedules within these state and national frameworks
State Law (M.G.L. Chapter 71, Section 3): Mandates PE for physical well-being in all grades, but defers specific hours to local control.
Student Learning Time (603 CMR 27.00): Requires minimum annual structured learning hours (900 elementary, 990 secondary) that count PE, but doesn't dictate PE minutes directly.
Professional Recommendations (CDC/SHAPE America): Suggest 150 minutes/week for elementary and 225 minutes/week for middle/high school for comprehensive programs, notes SHAPE America and Centers for Disease Control and Prevention (CDC).
Middle School: 0.5 credit in PE and health in 6th, 7th, and 8th grades, respectively.

High School students must pass 0.5 credit of health education, and 2 credits of PE as it aligns with the MA Comprehensive Health and Physical Education Curriculum Framework 2023 (Appendix A). Two credits in physical education will be required for graduation from the District. Student involvement in other activities involving physical activity, for example 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.

Health and PE topics will also be reinforced through science, ELA, and other content areas as they align with the curriculum.

Parent Nutrition Education:

Nutrition education will be provided to parents/guardians at least once a year 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 offered to 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.

Staff Training and Certification

The District strives to have physical education courses taught by highly-qualified, certified physical education teachers; consistent with the current Springfield Educators Association collective bargaining agreement with the Springfield School Committee and the Massachusetts Department of Elementary and Secondary Education (DESE) licensure requirements.

Standards/Requirements

All physical education classes will adhere to the city's K-12 Physical education standards which are aligned with Massachusetts Comprehensive Health and Physical Education Curriculum Framework 2023 (Appendix A). These standards will also be incorporated in classes to address motor skills, movement forms, and health related fitness.

Schools should discourage extended periods of inactivity; for example, 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; for example, stretch breaks and/or brain breaks (Appendix H).

Teachers and other school and community personnel are prohibited from using physical activity as a form of punishment by either additional physical activity such as running laps or pushups or by withholding opportunities for physical activity such as recess or 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, that will support the physical education standards. The schools shall encourage moderate to vigorous physical activity verbally and through the provision of space and equipment. When possible, schools should encourage recess prior to lunch, which DESE considers best practice.

Walking/Biking to School
The 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. The District abides by the Safe Routes to School curriculum for elementary students.

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.

The District recognizes that students benefit from bicycle and pedestrian safety education to help make the trip to and from school safer and instill confidence in students, parents and community members. The District will work to develop and maintain policies and procedures for working together with city agencies, schools, families and students on efforts to promote a safer and easier trip to and from school when students and staff are walking, bicycling, using public transit or other means of physically active transport.

The District will encourage 7-12th grade students to use public transportation when available and appropriate for travel to school and will work with the local transit agency to provide transit passes for eligible 7-12th grade students. The District will provide resources to schools, students and families regarding walking, riding a bicycle, using public transit or other forms of active transportation.

The District will encourage wellness councils, school administrators and students, staff, families and community partners to assist the District in promoting safe, physically active travel to and from school. Schools are encouraged to designate a transportation liaison to facilitate communication regarding District efforts to promote safe, physically active travel to and from school.

District Physical Activity Goal:
The District shall provide physical activity and physical education opportunities, aligned with the Massachusetts Health and Physical Curriculum Framework 2023 (Appendix A), that provide students with the knowledge and skills to lead a physically active lifestyle.

The District shall utilize the following implementation strategies:
Physical education classes and physical activity opportunities will be required for all students.
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.
As recommended by the Society for Health and Physical Education (SHAPE), 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
Introduce developmentally appropriate components of a health-related fitness assessment to the students at an early age to prepare them for future assessments; for example Fitness Gram, Physical Best, or President's Council.
Begin fitness or activity logging in elementary school. Assist students to interpret their personal attainments and compare them to national physical activity recommendations.

The 2016 Guidelines from SHAPE 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 10 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.

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.

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
The designated official responsible for the implementation and oversight of the Wellness Policy to ensure compliance is Terry Powe and the contact information for the official is listed on the SPS website.

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.)
Revising policy as necessary, or every three years at a minimum as per DESE

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, other 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 activities.
Periodic review of contracts with vendors to ensure that they follow the Wellness Policy for provision of healthy foods.
Consistent healthy choices among all school venues that involve the sale of food.

To join the Wellness/Health Advisory Committee, please contact Springfield Public Schools Central Office. As per the Department of Elementary and Secondary Education, meeting notes will be available to the public on the SPS website at https://www.springfieldpublicschools.com/parents/student_wellness. 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. The Annual Report will be posted on the District website and the DESE Triennial Progress Assessment is available on the DESE website.

In accordance with M.G.L. 71:32A a parent/guardian of a student may, without penalty to the student, request to exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexual issues. Parents/guardians will have reasonable access to, and may review, program instruction materials and sexual education or human sexual issues curricula. Parents/guardians may arrange with the school principal to review the materials at the school and may also review them at other locations that may be determined by the Superintendent of Schools. For a student to receive an exemption parents/guardians must send an exemption request letter to the school principal. Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment. A parent/guardian who is dissatisfied with a decision of the school principal concerning notice, access to instructional materials, or denial of exemption for student may send a written request to the School District Instructional Department for review of the issue.

USE OF ALCOHOL-BASED HAND SANITIZERS IN SCHOOLS

Keeping hands clean is one of the most important steps to take to avoid getting sick and spreading germs to others. Hand washing with warm soapy water for at least 20 seconds is the best way to clean hands and reduce transmission of illness. Where circumstances arise and handwashing is not feasible, use of alcohol-based hand sanitizers containing at least 60% alcohol, as authorized by the school physician, is recommended by CDC1 and the Massachusetts Department of Public Health2 as an effective alternative to reduce germ transmission. Call your student's doctor if a serious reaction to hand sanitizer is experienced. Please be advised and share this information with your student:A dime-size amount of hand sanitizer is all that is needed; Rub the gel, liquid, or foam over all the surfaces of your hands and fingers until your hands are dry. This should take around 20 seconds; Keep their hands off the face, eyes, nose, or mouth while hands are wet.; DO NOT consume; If they have cuts on their hands or feel stinging, they should not use sanitizer and tell their teacher to wash hands with soap and water; Hand sanitizers do not work for removing allergens; Handwashing with soap and warm water is needed when hands are visibly soiled. If your student should not use hand sanitizer, please send a written notice to the school . A written Hand Sanitizer Opt-Out Notice is available on the SPS website. If you would like more information regarding the protocol on hand washing and sanitizing in school or have questions, please contact your student's school nurse.

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 of having 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 the 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 statutes Chapter 71, Section 37H1/2, the principal shall exclude the student from any and all extracurricular activities until pending felony charges are resolved.

Non-Athletic Participation Waiver

Requests should be submitted to the principal for review and recommendation. The letter should include the following information: Activity for which a waiver is requested; Rationale for the waiver request; Statement on how the policy fails to accomplish its intended purpose; Copy of the student's transcript.

The principal will forward the waiver request to the Student Relations Subcommittee with a recommendation. After review, if the waiver is supported the Student Relations Subcommittee will forward the waiver to the full School Committee. Eligibility for students to compete in interscholastic athletic contests is governed by rules of the MIAA. To be eligible, students must be enrolled in a secondary school for a minimum of two months (exclusive of summer vacation) and, unless entering from an elementary or middle school during the school year, must have received a report card preceding the contest. If a student leaves and later returns to the same school, the same rules apply. Students who transfer to an MIAA-member school are ineligible for a period of one year to participate in interscholastic contests at any level in all sports in which they participated at the varsity level during the one-year period immediately preceding their transfer. When students transfer from one school to another because of a change of residency, they are eligible immediately. There are certain other limited exceptions when immediate eligibility is permitted; questions about these should be referred to the school principal. To be eligible to participate in interscholastic contests, students must be under age 19. If a student's 19th birthday occurs on or after September 1 in any school year, the student may continue to compete for the remainder of that school year. Eligibility for the 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 the 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.

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

603Code 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 (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.

SYSTEMTIC DISCIPLINE/CODE OF CONDUCT

The SPS Code of Conduct is based upon the laws, rules, regulations, and policies that seek to allow access to education for all while protecting the due process rights of the individual. Discipline, as defined by the Code, must have the qualities of understanding, fairness, flexibility, and consistency. It is the responsibility of the school personnel, students, parents/guardians, and the community to contribute to a school atmosphere which promotes a safe, healthy, and supportive whole-school environment that is conducive to learning.

Preventative and positive discipline is a shared responsibility for students, administrators, teachers, parents/guardians, and the community. The Code of Conduct is intended to be instructive, not punitive and is based on the principles of preventative and positive discipline (i.e., interventions, skill building and consequences) will be aimed at addressing the causes of misbehavior, resolving conflicts, meeting students' needs and keeping students in school. In addition, the Code is intended to create clear expectations and graduated levels of support and intervention for all students with consequences for misbehavior that are individualized, consistent, reasonable, fair, age appropriate and that match the severity of the student's misbehavior.

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

CRISIS INTERVENTION TEAMS

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

DISCIPLINE-RELATED INFORMATION FOR STUDENTS WITH SPECIAL NEEDS

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

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

Prior to any removal that constitutes a change in placement, the school district must convene a Team meeting to develop a plan for conducting a Functional Behavioral Assessment (FBA) that will be used as the basis for developing specific strategies to address the problematic behavior. If a behavioral intervention plan

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

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

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

Regular Education Students covered by the Special Education Discipline Restrictions: The law applies to regular education students if the school system had knowledge prior to the misconduct that the student was disabled. Under the new law, a school district is presumed to have "had knowledge" that a regular education student was disabled, if the student's: Parent(s)/guardian(s) has "expressed concern in writing" to the school district that the student is in need of special education and related services; Behavior or performance demonstrates a need for special education or related services; Parent(s) or guardian(s) have requested a special education evaluation of the child, or Teachers or other school personnel have "expressed concern" about the student's behavior or performance.

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

HAZING PENALITIES

A law prohibiting hazing, Chapter 269, Sections 17-19, was enacted in 1985 and amended in 1988 by the General Court. The law requires that each student be informed of its content and intent. (Chapter 269, Sections 17-19) The term "hazing" as used in Sections 17-19 shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug, or other substance, or any other brutal treatment or forced physical activity likely to affect adversely the physical health or safety of any student or other person, or which subjects such student or other

person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

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

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

Section 19: Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team, or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and Sections 17 and 18; provided, however, that an institution's compliance with this section's requirements shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams, or organizations. Each such group, team or organization shall distribute a copy of this section and Sections 17 and 18 to each of its members, plebes, pledges, or applicants for membership. It shall be the duty of each such group, team, or organization, acting through its designated officer, to deliver annually to the institutions an attested acknowledgment of receipt of a copy of this section and said Sections 17 and 18, and that such group, team, or organization understands and agrees to comply with these provisions. Each institution of secondary education and each public or private institution of post-secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and Sections 17 and 18, and shall file, at least annually, a report with the Regents of Higher Education and, in the case of secondary institutions, the Board of Education, certifying that such institution has complied with its responsibility to inform student groups, teams, and organizations and to notify each full time student enrolled by it of the provisions of this Section and Sections 17 and 18 and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The Board of Regents and, in the case of secondary institutions, the Board of Education shall promulgate regulations governing the content and frequency of such reports and shall report to the Attorney General any such institution which fails to make such report.

STUDENT RECORDS ACCESS

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

TRANSFER STUDENTS

Under Massachusetts Law, a student transferring into the school system must provide a complete student record. This record shall include, but not be limited to, any incidents involving suspensions or violations of

criminal acts or any incident reports that indicate such student was charged with any suspended act.

RELEASE OF INFORMATION TO THE MILITARY

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

DIRECTORY INFORMATION

Springfield Public Schools releases Directory Information without the consent of parents or students over the age of 18. That information may include 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.

STUDENT ENROLLMENT RECORDS

Springfield Public Schools will provide student education record information to officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.

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 supervise 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.

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

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

AMENDING RECORDS

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

DESTRUCTION OF RECORDS

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

ACADEMIC REQUIREMENTS AND 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.

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.

Recognizing Academic Milestones

High School: In the interest of establishing a more equitable way to encourage and honor outstanding academic achievement, a Latin Honors System will be instituted in each high school. Latin Honors will be recognized for students graduating beginning with the Class of 2023. This honor is designed to recognize a student's academic achievement over their four-year high school career (8 semesters). Further, the Latin Honors system will replace class rank. Class rank will not be provided to colleges for admission purposes. Final student transcripts will report cumulative grade point average with an accompanying Latin Honors Distinction. The school profile will educate colleges to help them understand the system and have a more holistic perspective of our students. Latin Honors is replacing the former Valedictorian/Salutatorian recognition system. The Class of 2026 and beyond will not recognize the Valedictorian/Salutatorian designations and class rank.

The Latin Honors designation does not assume that a student(s) is permitted to speak as part of the school's planned graduation program. Student speakers are at the discretion of the building principal or designee.

The district's former Valedictorian and Salutatorian guidelines require that students are enrolled in the district by October 1 as a 9th grader. Moving away from Valedictorian and Salutatorian allows all students that meet the Latin Honors guidelines to be recognized regardless of when they enroll in Springfield Public Schools.

Middle and high schools will continue to recognize students using the honor roll system at each marking period.

STUDENT TEACHER ASSISTANCE TEAMS (STAT)

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

GRADUATION CEREMONY PARTICIPATION / HIGH SCHOOL DIPLOMAS

Only high school seniors who have completed all requirements for a diploma, certificate of attainment, or certificate of attendance may participate in the graduation ceremony. High school diplomas are awarded at each of the high schools to students who have earned the required credits for graduation and meet the established District Competency Determination.

Credit requirements total 24.5 credits for high school requirements are slightly lower for alternative high schools and higher at Putnam Academy, 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% and meet the District Competency Determination.

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 the 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 the 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. At 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.

EARLY START SUMMER PROGRAM POLICY

Approved by the Springfield School Committee on April 11, 2013

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

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

SUMMER SCHOOL

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

REPORT CARDS AND PROGRESS REPORTS

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

Marking System: Grades 6-8

Letter grades, A through F will be used.

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

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

Marking System: Grades 9-12

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

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

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

determines class rank and provides an accurate measure of student progress.

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

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

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

Each school district/school that receives Title I funds shall develop jointly with, agree on, and distribute to, parents of participating children a written parent policy that describes how the district will: Involve parents in the joint development of the plan under section 1112, and the process of school review and improvement under section 1116; Provide coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance; Build the schools and parents' capacity for strong parental involvement; Coordinate and integrate parental involvement strategies identified under this policy with parental involvement strategies under other programs, such as Head Start, Reading First, Parents as Teachers, Home Instruction for Preschool Youngsters, High School of Choice and other state, and citywide programs; Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under Title I; Involve parents in the activities of the schools served under Title I. GUN-FREE SCHOOL ACT Any student who is determined to have brought a firearm to school or to a school-related function shall be excluded from the Springfield Public Schools for a period of not less than one year, except as determined by the Superintendent on a case-by-case basis. The definition of "firearm" for purposes of this section includes, but is not limited to, guns (including a starter gun), bombs, grenades, rockets, missiles, mines, and similar devices.

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

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

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

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

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

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

misdemeanor and punished by a fine of not more than $500.00.

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

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

POLICE DEPARTMENT/SCHOOL DEPARTMENT AGREEMENT

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

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

Grounds for Disciplinary Action: This section describes the offenses for which a student, in accordance with applicable law and other sections of this Code may be disciplined.
Possession of a dangerous weapon, possession of a controlled substance, assault, and battery on a school staff member and for behavior that results in a felony charge, Massachusetts law under the Educational Reform Act of 1993, as amended, gives principals the authority to suspend or expel a student for particular offenses.

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

offenses relating to weapons, drugs and assault of a staff member that gives principals authority to suspend or expel. The statute provides in relevant part: Any student found on school premises or school-sponsored/ school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife, or a controlled substance as defined in chapter (94C), including, but not limited to marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal; Any student who assaults a principal, an assistant principal, a teacher, a paraprofessional, or any other educational staff on school premises, at school-sponsored or at school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal; Any student charged with a violation of either paragraph (A) or (B), above, shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, in his or her discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated policy.

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 end route to or from a school-related function who commits an assault and battery on a bus driver, including a PVTA driver, will be suspended and sent to the Assessment Center, and may lose the privilege of bus transportation for the remainder of the year.

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

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

Additional Grounds for Discipline: The School Committee has approved the following policy: Gang-related activities including but not limited to recruitment and/or wearing of gang-related colors is prohibited on

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

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

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

Students are to identify themselves to any school personnel (teacher, administrator, police/security person) upon request. Failure to do so is grounds for suspension. If interpretation of the above rules is necessary, the determination of the principal, using reasonable person standards, shall govern the interpretation. Other offenses that may lead to disciplinary action include: Under the influence of alcohol (determined by principal or designee), but not in possession; Defiance of authority (insubordination); Offensive or disruptive behavior; Bus misconduct; Classroom disruption;

Vandalism, breaking and entering, theft, disruptive or violent behavior; Profanity, obscene language, possession of obscene material; Fighting (mutual combative situation); Tardiness (for school or class); Truancy (from class and from school); Smoking; Possession of laser pointer

CAMERAS IN SCHOOLS

The Springfield Police Department may access and use video images from SPS security cameras to respond to public safety emergencies and for bona fide law enforcement purposes. The access is intended to enhance the safety and security of students, staff, and the broader community. The SPD may have the need to access live and recorded video images from SPS security cameras for bona fide law enforcement purposes, such as a police investigation, public safety emergency response, and for promoting school and public safety and the physical security of students, school staff, and citizens. Details contained in the Memorandum of Understanding between SPD and SPS is available below:

General Principles

This Memorandum of Understanding ("MOU") establishes the exclusive terms under which the SPD may access and use video images from SPS security cameras to respond to public safety emergencies and for bona fide law enforcement purposes. The access is intended to enhance the safety and security of students, staff, and the broader community. This MOU does not confer any additional rights or responsibilities beyond those expressly stated herein and will become effective upon execution of the agreement.

The parties understand that the SPD may have the need to access live and recorded video images from SPS security cameras for bona fide law enforcement purposes, such as a police investigation, public safety emergency response, and for promoting school and public safety and the physical security of students, school staff, and citizens,

The parties further understand the need to protect student privacy and that video images maintained by SPS that are directly related to a student or group of students have been determined to be student education records pursuant to the Family Educational Rights and Privacy Act, 20 USC 1232g ("FERPA"), M.G.L. c. 71, § 34D, and 603 CMR 23.

It is further understood that SPS may disclose video images of students to the SPD if it determines that there is an articulable and significant threat to the health or safety of a student or other individuals. Furthermore, it is understood that SPD may only use the video images of a student or group of students for the purposes for which the disclosure was made.

Other than the circumstances described in this agreement, the SPD may not access SPS security cameras to conduct surveillance on SPS students or staff.

School Resource Officers (SROs) do not have log in credentials to access the SPS security camera video images; however, they may view video images from SPS security cameras while working with the SPS Safety and Security Office.

This MOU is not intended and does not alter or conflict with the parties' agreement regarding the use of SROs in Springfield Public School buildings. That relationship is governed by the School

Resource Officer Memorandum of Understanding Between the Springfield School Committee and the Springfield Public Schools and the Springfield Police Department.

Definitions

A public safety emergency is an incident or situation that poses a threat to human health or safety, or which may result in serious property damage which shall include, but is not limited to:
Active threats or intruders on school grounds;
Natural disasters requiring coordinated response;
Events involving fire or the release of hazardous substances;
Significant medical emergencies requiring law enforcement coordination;
Situations involving violent acts, a hostage crisis, or other incidents posing an immediate threat to the safety of individuals on school property; and
Situations where a student or students are reported missing or there are concerns of an abduction occurring on or near school property.

"Access" refers to the ability to log in with a username and password to SPD's Motorola Platform to connect to and view stored and live video images from SPS security cameras.

A non-emergency law enforcement investigative purpose refers to activities conducted by law enforcement agencies that are aimed at investigating potential or actual violations of laws or regulations but do not involve immediate threats to public safety, life, or property.

A bona fide law enforcement purpose refers to a legitimate and lawful objective directly related to the prevention, investigation, or prosecution of criminal activity, or the protection of public safety, as undertaken by a duly authorized law enforcement agency in compliance with all applicable federal, state, and local laws and regulations.

The SPD Real Time Crime Analysis Unit of the Real Time Analysis Center (RTAC) consists of civilian employees of the Springfield Police Department (SPD). The mission of the RTAC is to provide timely, accurate, and actionable information to officers responding to calls for service, enhancing officer safety, operational efficiency, and the overall response to incidents.

The SPD Video Analysts Unit comprises one civilian and one detective who collaborate to analyze video footage and other actionable information. Their work supports criminal investigations and other bona fide law enforcement purposes.

The SPD will ensure all personnel accessing SPS cameras adhere to applicable data security protocols to maintain confidentiality and integrity of the SPS camera data.

Location of SPS Security Cameras
SPS has security cameras installed on both the exterior and interior of all SPS school, administrative, and facility buildings. Inside school buildings, cameras are positioned in hallways, gyms, stairwells, and cafeterias. To ensure privacy, no cameras are placed in classrooms, bathrooms, or locker rooms.
SPD Access to SPS Exterior Security Cameras

Civilian SPD Real Time Crime Analysis staff and SPD Video Analysts may access live and stored video images by security cameras located on the outside or exterior of SPS buildings for bona fide law enforcement purposes only, including during a public safety emergency.

SPD Access to SPS Interior Security Cameras
Live or stored video images from the SPS interior security cameras may only be accessed under the following limited conditions:

Public Safety Emergency
Only civilian SPD Real Time Crime Analysis staff may access the live feed from the interior SPS security cameras and solely for the purpose of responding to a public safety emergency. In such a public safety emergency, the SPD RTAC Supervisor or SPD designee responsible for coordinating the SPD response shall as soon as practicable, notify the SPS Superintendent, SPS Director of Safety and Security, or the SPS Superintendent's designee, that SPD has accessed the interior security camera(s), and provide the details of such access – date, time, location, and reasons for access. Notice provided verbally shall be confirmed in writing within 24 hours.

Non-Emergency Law Enforcement Investigative Purpose
SPD Video Analysts may access stored video images from SPS interior security cameras as part of a non-emergency law enforcement investigation provided only that SPD receives prior approval from the SPS Superintendent, SPS Director of Safety and Security, or the SPS Superintendent's designee, to view such interior camera data.

Law Enforcement Trainings
SPS Interior cameras may be accessed by the Real Time Crime Analysis staff, the SPD Video Analyst, and/or SPD officers and supervisors for the purpose of law enforcement training provided that the SPS Superintendent, SPS Director of Safety and Security, or the SPS Superintendent's designee, provides prior approval of such access. Law enforcement training will include but is not limited to public safety emergency response as described in Section II above. Law enforcement trainings will not occur with students present in the school building.

Notification and Documentation of Access to SPS Cameras
The SPD utilizes the SPD Motorola Platform to connect to the SPS cameras. The SPD Motorola Platform requires a user-name and password to login in order to access a security camera.

SPS maintains the ability to audit every instance when an exterior and interior security camera is accessed. This includes but is not limited to the name of the person who accessed the SPS security camera(s), which camera or cameras were accessed, and the date and time the camera(s) was accessed.

The SPS School Committee, may at any time, request from the SPS Superintendent, SPS Director of Safety and Security, or the SPS Superintendent's designee, a copy of the audit trail to review the number of times the SPS security cameras were accessed by the SPD.

Data Retention

SPS will maintain all data collected by the SPS security cameras. The SPD will not record or retain any video accessed by SPD through the SPS security cameras, except by the process provided in paragraph VII (b) below. Notwithstanding anything to the contrary set forth herein, SPD may capture and retain a still image(s) when accessing the SPS security cameras for an immediate bona fide law enforcement purpose.
Upon written request, the SPS Superintendent, SPS Director of Safety and Security, or SPS Superintendent's designee, may provide a copy of video images captured by the SPS cameras (exterior and interior) to SPD officers and supervisors responding to or in good faith investigating an incident depicted in such images and recordings, and such other SPD officers, supervisors and personnel designated by the Superintendent of Police, provided the data is needed for a bona fide law enforcement purpose.

SPS retains the right to reproduce data captured by SPS cameras (exterior and interior) to the district attorney's office, law enforcement agencies, or other third parties upon receipt of a court order or lawful subpoena.

No video images from the SPS security cameras shall be used by SPD for any purpose other than a bona fide law enforcement purpose, or in response to a court order or lawfully issued subpoena.

No video images from the SPS security cameras depicting a student or student(s) will be released to a person or entity not a party to this Agreement, or redisclosed, without prior authorization from the student's parent/guardian and in compliance with FERPA, M.G.L. c. 71, § 34D, and 603 CMR 23, unless otherwise required by a court order or lawfully issued subpoena.

By entering into this Agreement, SPS is not acting as an agent of the SPD, and no agency relationship is conferred on SPS by the terms of this Agreement.
The SPD agrees to hold confidential the SPS password and router information provided to the SPD to allow the SPD to access SPS security surveillance cameras for the above referenced purposes.

Term: This Agreement shall remain in effect for a period of five (5) years, unless earlier terminated by either party on thirty (30) days written notice to the other party.

Breach of Agreement: Any breach of this Agreement by SPD personnel, including unauthorized access or use of SPS security cameras or video images, may result in immediate termination of access rights.

Amendments: The parties may amend the Agreement by mutual agreement, in writing.

Violation of Civil Rights: Students have the right to be free from discrimination based on race, national origin, religion, gender, sexual orientation or disability, sex-based 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 or community service; and 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; and 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 for 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; or 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; and 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 or with transfer to another school at the end of the suspension; expulsion; transfer to an alternative school; and a report to the police and/or Department of Social Services 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 the signatures of the principal and involved personnel and with a 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 reviews 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 assaults will not result in adverse evaluations or loss of pay for teachers.

Procedural “Due Process”
Due Process, as detailed below, will be afforded to all students subject to discipline and shall include the following procedures. (With respect to children with special needs, cumulative suspensions cannot generally exceed ten school days in any school year without following the procedures set forth in the "Discipline-related Information for Students with Special Needs” section:
Hearing notification of charges and due process procedures; a presentation of the evidence against the student will be stated by the Hearing Officer (principal or designee) at the school. [After reasonable attempts to contact, if the pupil/parent(s)/guardian(s) do not appear at the hearing without good cause, this will constitute a waiver of the hearing and the case shall be reviewed by the Hearing Officer. A decision will be rendered on the evidence available.

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

hearing.

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

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

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

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

VANDALISM AND GRAFFITI

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

MCKINNEY-VENTO HOMELESS EDUCATION ASSISTANCE ACT PROVISIONS

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; mA primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; Cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and Unaccompanied youth - a youth not in the physical custody of a parent or guardian. This definition includes youth living in runaway shelters, in abandoned buildings, cars, on the street or in

inadequate housing, youth denied housing by their families, those who have left home voluntarily, even when their parent/s want them to return home, and youth doubled up with friends or relatives.

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

ENROLLMENT AND DISPUTE RESOLUTION

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

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

Should a parent/guardian disagree with the school placement decision of the Homeless Education Liaison or other District staff, the parent/guardian has the right to appeal. The parent/guardian will be provided with written notification of the placement decision and the paperwork to complete the appeal process. While the placement decision is under appeal, the student will be allowed to attend the school of the parent/guardian's choice and receive transportation (according to the District Transportation Policy) while the dispute is under review by the Department of Elementary and Secondary Education.

TRANSPORTATION TO SCHOOL OF ORIGIN

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

ACCESS TO COMPARABLE SERVICES

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

TITLE I SCHOOL – HOME/SCHOOL COMPACT

As a component of the parental involvement policy, each school served under Title I shall develop jointly with the district Family and Community Engagement office and parents, a school-parent-student compact for all children served under Title I. The compact will outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement, and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. Schools will be responsible to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the State's student academic standards, and the ways in which parents will be responsible for supporting their children's learning by doing things such as monitoring attendance, homework completion, positive use of extracurricular time and television watching. Additional support by volunteering in their child's classroom or school and participating as appropriate in decisions relating to the education of their children, are all-essential.

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

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

SPECIALIZED AND SUPPORT PROGRAMS

Adult Education

Springfield Public Schools Adult Education Center has been providing educational services to the adult community for over 100 years. Collaborations with other programs help us provide English Classes, HiSET/GED instruction, and high school equivalency programs. In addition, free HiSET/GED pre-tests are offered for those looking to gage their readiness to take the HiSET/GED exam. HiSET/GED testing is done 5 times monthly in English and Spanish. English for Speakers of Other Languages (ESOL) and HiSET/GED Prep, and Basic Skills will be offered both during the day and evening. The Bureau also provides Electrical Code and theory classes for state requirements. The program serves ages 18 and older and can be reached at 787-7210.

English Language Learning Program

Our services to English Learners action plan motto are: "Successful Students Need Successful Teachers" and is based on state and federal laws, district board policies, research, pedagogy, and practice. 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.

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.

METCO Program - The METCO Program is a grant program funded by the Commonwealth of Massachusetts. It is a voluntary program intended to increase diversity, reduce racial isolation and expand educational opportunities by permitting students in Springfield to attend public schools in suburban communities that have agreed to participate. The participating host communities in the Springfield METCO Program are East Longmeadow, Longmeadow and Southwick-Tolland. Participants in the METCO program are selected each spring by lottery to fill vacancies declared by the host communities. Student applicants must have a Springfield Public Schools ID#. The METCO program does not honor a sibling pull in policy. All program costs are paid by the state, transportation is provided, and there is no charge to the parents of the children. Parents and students interested in this opportunity should call 787-6959 X 49841

Magnet Schools - Magnet schools, theme-based educational programs,are available to students throughout the city; however, seats are limited. Parents interested in sending their children to a Magnet School should submit a ballot during our
yearly High School and Magnet Schools Lottery Process which takes place between mid-January to mid-February every year. For additional information on the balloting process, please call 413-787-6959.

Magnet Schools Elementary:
Montessori at Zanetti PreK

Middle: STEM (Science, Technology, Engineering and Math) at STEM Middle Academy (gr. 6-8) 6th through 12th grades
Expeditionary Learning at Duggan Academy (gr. 6-12) Springfield Renaissance School (gr. 6-12)
Springfield Conservatory of the Arts (gr. 6-12)

High Schools:
Central High School (STEAM Science, Technology, Engineering, Arts, Math) High School of Science and Technology – STEM

THE OFFICE OF FAMILY AND COMMUNITY ENGAGEMENT

The Office of Family and Community Engagement (FACE) helps to strategically engage key stakeholders – parents, community, political and institutional partner support to help students foster strong character and academic excellence. FACE does this by assisting stakeholders in accessing Springfield Public Schools' educational services; informing, engaging, supporting and empowering parents to affect student success; creating opportunities for on-going communication, transparency, and a trusting partnership between school and home; increasing NCLB participation, diversity and delivery of high quality educational opportunities for high need students; assisting to increase the graduation rate; making connections to the workplace, illustrating the relevance of academics in careers by promoting and facilitating learning-focused community involvement so that every child attains a high level of academic achievement in a safe and supportive environment. Call 787-7100 Ext. 55672 for more information.

PUPIL TRANSPORTATION - The Springfield Public School system provides free transportation for students in K-5 who reside 1.51 miles or more from the school they attend, and for students in grades 6-12 who reside 2.01 miles or more from the school they attend: all school bus stop5s 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 has completely stopped and the door is opened. At the time, you may board the bus in an orderly fashion; Weapons of any kind are strictly prohibited aboard a school bus; Toys of any kind (baseballs, basketballs, footballs, handheld games, radios, and toy weapons) are strictly prohibited aboard a school bus; Live animals are strictly prohibited aboard a school bus. Pets pose a danger of an allergic reaction or injury; Take your seat promptly and remain seated until the bus comes to a complete stop. The driver will instruct you when it is safe to get off the bus; Windows should not be opened without the permission of the bus driver and/or monitor. At no time should any part of your body be extended outside of the bus; Smoking, alcohol, or drugs are strictly forbidden aboard all school buses and 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 of the monitor if someone is present or while the driver is watching you. Upon arrival or departure of buses, never walk or run along the side of the bus; Kindergarten students must be met by a parent at the bus stop. If another individual is to receive a kindergarten child from the bus, the parent must submit written permission to the principal. The principal will initial the letter and submit it to the bus driver. Violation of this procedure will result in the child being brought to the emergency holding center; Kindergarten students must wear identification tags at all times. Students in grades 6-12 are expected to present their bus pass prior to boarding a bus;
The bus driver or monitor will report any infraction of the above rules in writing on an Incident Report Form. The initial evaluation of the child and the incident will be done by the principal or designee. All buses are subject to video surveillance; Whoever willfully throws or shoots a missile at a school bus shall be punished by a fine of not more than $500 or by imprisonment for not more than one year, or both. A person so offending may be arrested without a warrant by an officer authorized to serve criminal process. If such person commits such offense in the presence of such officer and refuses to state his name and address at the request of such officer, may be arrested without a warrant. A missile is defined as an object or weapon such as a rock, snowball, an ice ball, or metal objects, etc. that is projected at a target. (Massachusetts General Laws, Chapter 159, Section 104) If a student assigned to a 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 and 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 matching the resources of the community with the needs of the Springfield Public Schools since 1969.

SSV is governed by a board of directors, managed by a small staff, and supported by many committed, caring and skilled volunteers.

SSV's primary focus is to help students reach their highest potential. We do this by supporting positive youth-adult relationships between volunteers and students. These relationships encourage academic excellence, foster social and emotional growth, and promote regular school attendance. SSV also supports the district by screening all individuals interested in serving the schools in any volunteer capacity, as well as by using our nonprofit status to help access and manage funds on the district's behalf.
For more information about Springfield School Volunteers or to become a volunteer, please visit our website at springfieldschoolvolunteers.org. You may also contact us by phone at 787-7100 Ext.55697, or by email at volunteer@springfieldpublicschools.com.

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

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

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

BUREAU OF PUPIL SERVICES
Health Services

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

Medication Administration during School: As per Massachusetts General Law, Chapter 94 C, all students

requiring medication administration in the school setting are entitled to efficient and proper delivery of all prescribed medication for optimal treatment carried out in a timely fashion. Medication in school must be accompanied by a written physician's order, signed parental permission with provision of medication by parent/guardian in a pharmacy labeled container.

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

Student Health Records: The school nurse is responsible for ensuring that all pertinent information is recorded in the health record, including immunizations, physical examinations, and screenings. Immunizations: As per Massachusetts General Law, Chapter 17, section 15, students may not be enrolled in school until they have been immunized against diphtheria, pertussis, hepatitis B, tetanus, poliomyelitis, measles, mumps, rubella, chicken pox, and other diseases deemed necessary by the Department of Health. School nurses review immunizations, inform parents and refer to a primary care physician if students are not in compliance with state requirements.

Illness at School: If a student becomes ill or injured at school and the school nursing personnel deem the illness or injury serious enough to send the child home, the parent will be notified and asked to arrange for transportation. In the event that the parent cannot make arrangements for the child to be transported home, alternative methods will be explored. No sick or injured child will be sent home without the knowledge that a responsible person will be at home to receive the child. In the event of an emergency serious enough to warrant immediate medical attention when the parents cannot be reached, the school nurse, in collaboration with the principal, will arrange for the 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) affects approximately 6 - 12 million people each year, affects all races and socioeconomic groups and is not an indication of personal hygiene. The school nurse will determine if a student is in need of treatment and will educate on eradication of lice and can provide medication for treatment if necessary. Any identified student will be assessed by the nurse the day following treatment and if the student is not at risk of spreading head lice, he will be allowed to return to class

Do Not Resuscitate Orders: Springfield Public Schools will provide all students immediate first aid and 911 emergency rescue services when a life-threatening medical episode occurs at school. An exception to this policy is if the student's attending physician has entered a "Do Not Resuscitate" (DNR) order on the authorization of the child's parent/guardian. School personnel must act in accordance with the DNR order and refrain from medical interventions that are not consistent with this order. DNR is defined as the absence of heroic medical efforts in the event of cardiac or respiratory failure, i.e., no intubation or electrical shock treatment. DNR can also be defined as withholding of cardiopulmonary resuscitation (CPR), artificial ventilation, and other related life-sustaining procedures in the event of cardiac or respiratory arrest. A DNR order is separate from other aspects of the student's care. There should be no implied or actual abandonment of other supportive care such as administration of oxygen, suctioning, use of the Heimlich maneuver, control bleeding and pain, and positioning for comfort. Procedures for a DNR order are available from the Springfield Public Schools' Nursing Department by calling 787-7100 ext. 55615.

Mandated Health Screenings Notification and Right to Opt Out
In accordance with Massachusetts General Law M.G.L. c. 71, §57 and §97(c), all students are required to have vision, hearing, body mass index (BMI), postural, and the Screening, Brief Intervention and Referral to Treatment (SBIRT) health screenings conducted in Massachusetts public schools at various grade/age levels.

The following are the mandated health screenings that are performed in accordance with the Commonwealth of Massachusetts regulations in the Springfield Public Schools noting scheduling requirements:

Vision: At year of school entry, Kindergarten, grades 1 through 5, 7th, and 10th
Throughout the school year, the vision of each student shall be tested by means of an approved Massachusetts Department of Public Health vision screening tool. Optimal vision is essential for your student to acquire the knowledge and skills necessary to maximize his/her educational experience and success.

Hearing: At year of school entry, Kindergarten, grades 1 through 3, 7th, and 10th
Throughout the school year, the hearing of each student shall be tested by means of a discrete frequency hearing test such as the Massachusetts Hearing Test or comparable method approved by the Department of Public Health.

BMI (Height & Weight): Grades 1, 4, 7th and 10th
Throughout the school year, a student's height and weight are recorded to be used to calculate their body mass. A Body Mass Index, or BMI, is a measure that is used to show a person's "weight for height for age". The BMI is calculated using the SNAP electronic health record system software.

Postural: Grades 5 through 9
At school specific designated time frames, the nurse and/or Physical Education (PE) staff for grades 6, 7, 8, and 9, will provide a postural screening program. If a student in grades 6, 7, 8, or 9 is found to have a defect by PE staff, that student is sent to the nurse for re-screening. Postural screening consists of a simple visual observation of the back in various standing positions then bending over. The screener looks for unevenness of shoulders, hips, or back. Boys and girls shall be screened separately. An additional letter may be sent home with your students' school program details to provide the designated time frame.
Screening, Brief Intervention, and Referral to Treatment (SBIRT): Grades 7 and 9
Throughout the school year, the SBIRT screening model, which is a verbal conversation that utilizes the CRAFFT screening tool and motivational interviewing techniques will be conducted by trained individuals. The CRAFFT+N screening tool used is the recommended tool by Department of Public Health (DPH). With the focus on prevention, risk assessment and early detection students who report that they are not using substances will have their healthy choices reinforced while brief feedback will be provided to any student who reports using or is at risk of future substance use.

Parents or Guardians may opt out of any mandated health screening conducted at school but shall provide written documentation to the school nurse by the family physician of the required screening not conducted in school. Please notify your student's school nurse in writing specifying what screening(s) you are electing to opt out of by the last week of September.

For additional information about school health mandated screenings go to https://www.mass.gov/lists/school-health-screening to learn more.

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. The entire policy is available on the SPS website.

Section 504

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

SPECIAL EDUCATION (603 CMR 28.00)

Special Education services are provided to all Springfield students ages 3 through 22 due to an educational disability, are unable to progress effectively in regular education programs even with accommodations and require specialized instruction. A disability shall mean one or more of the following impairments: Autism; Developmental Delay (applies to ages 3-9); Specific Learning Disability; Intellectual Impairments; Deaf-Blind; Hearing; Vision; Neurological; Emotional; Communication; Physical; Health
Upon request, a Pre-school Team provides screening and/or evaluation for children ages 3-5 years old. Contact the Student Assignment Services at 787-6959 or the Pre-school Screening Team 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 support within the public schools to private schools 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 training 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 Springfield Public Schools. Partnerships are promoted and developed through Springfield School Volunteers, Inc. A distinction is made, however, between business involvement in the schools as part of community service, and business promotion for private gains through advertisements and solicitations. The following general guidelines apply: Permission to post bulletins will be approved by the principal if a program or service for youth by a nonprofit local agency is announced. All others require annual approval from the Superintendent or designee. The principal determines which materials may be distributed to students, except those 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 for or a part of Springfield Public Schools may use the school facilities for communications and announcement purposes.
This policy does not prevent a teacher from using instructional or informational materials that may include reference to a brand, product, or service. Citywide curriculum committees are part of the review process involving all curriculum aids, including those with advertisements. The general rule should be to exercise caution in the use of any and all materials that incorporate advertisements.

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

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

Student Activity Agency Accounts Policy, 2015
Students may raise funds to finance activities of student organizations authorized by the Springfield School ("School Committee Authorized Student Organizations"). Any funds raised by students to finance School Committee Authorized Student Organizations must be deposited into a Student Activity Agency Account ("SAAA") established by the City Treasurer and must be in compliance with M.G.L. c. 71 § 47.
In compliance with Massachusetts General Law Chapter 71, Section 47, the School Committee:
Authorizes the Principals of Springfield Public Schools ("SPS") to accept funds for School Committee Authorized Student Activity Organizations.

Authorizes the City Treasurer to establish and maintain SAAAs which are to be audited as part of the City's annual audit. The interest earned on such accounts shall be maintained in the SAAA and allocated to cover a portion of the annual audit.

Requires that all SAAAs be managed in accordance with sound business practices, which include accepted budgetary and accounting principles.

Requires that all SAAAs meet City bond requirements as designated by the City Treasurer.
Authorizes SPS's Office of Business & Financial Services and the City Auditor to conduct an annual audit to be

led by the School Budget Director.

Authorizes an outside auditor to conduct every three years an audit on all SAAAs with balances that exceed $25,000, in accordance with the Massachusetts Dept. of Elementary and Secondary Education ("DESE") recommendation.

Authorizes SPS's Office of Business & Financial Services to draft SAAA procedures which align with DESE guidelines.

Student Activity Agency Accounts Policy

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

In compliance with Massachusetts General Law Chapter 71, Section 47, the School Committee:

Authorizes the Principals of Springfield Public Schools ("SPS") to accept funds for School Committee Authorized Student Activity Organizations.

Authorizes the City Treasurer to establish and maintain SAAAs which are to be audited as part of the City's annual audit. The interest earned on such accounts shall be maintained in the SAAA and allocated to cover a portion of the annual audit.

Requires that all SAAAs be managed in accordance with sound business practices, which include accepted budgetary and accounting principles.

Requires that all SAAAs meet City bond requirements as designated by the City Treasurer.

Authorizes SPS's Office of Business & Financial Services and the City Auditor to conduct an annual audit to be led by the School Budget Director.

Authorizes an outside auditor to conduct every three years an audit on all SAAAs with balances that exceed $25,000, in accordance with the Massachusetts Dept. of Elementary and Secondary Education ("DESE") recommendation.

Authorizes SPS's Office of Business & Financial Services to draft SAAA procedures which align with DESE guidelines.

Adopted by Springfield School Committee May 28, 2015

Work Permits - Employment of students under 18 is restricted when school is in session. Students ages 14 and 15 with working permits may engage in certain non-hazardous work but only between 7 a.m. and 7 p.m. during the school year not during school hours. Only between 7 a.m. and 9 p.m. during the summer (from July 1 through Labor Day) Students aged 16 and 17 may engage in certain specified non-hazardous work, but only between 6 a.m. and 10 p.m. (on nights preceding a regularly scheduled school day) – if the establishment stops serving clients or customers at 10:00 p.m., the minor may be employed until 10:15 p.m. Only between 6 a.m. and 11:30 p.m. (on nights not preceding a regularly scheduled school day). Exception for restaurants and racetracks: only between 6 a.m. and 12:00 midnight (on nights not preceding a regularly scheduled school day).

How to Obtain a Work Permit

Work permit applications and work permits may be obtained at the Student Assignment Services Center, 91 School St. Monday – Friday from 8 a.m. to 4:00 p.m. Work permit applications may also be downloaded at www.mass.gov

Work permits are issued only after a student has proof of an offer of employment. Student/minor must be present and employment permit applications must be filled out entirely before a permit is issued. For 14- and 15-year-olds, this includes a physician's signature, employer's signature, record of school attendance, and parent/guardian signature. A physician's signature and record of school attendance are not required for work permit applicants who are 16 and 17.

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

SAFETY TO AND FROM SCHOOL - The safety of children going to and from school is the joint responsibility of the school and the parents. Children are instructed in safety procedures by their principal and teachers, and parents should reinforce that instruction at home. The principal will tell students the safest walking route to school and the safest route to the school bus stop, and parents should be sure that their children know and follow these routes. The shortest route may not be the safest route. Children should be told to stop at the curb and look both ways for oncoming traffic before crossing the street. They should stay between the lines marking crosswalks and observe the signals of the crossing guards and traffic lights. Parents should be sure that their children leave home for school at times when crossing guards are stationed at intersections. Parents who pick up students in cars should not park in restricted zones—it is safer to meet students away from the school in a location that will not intersect school buses 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 those 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.

CAMERAS IN SCHOOLS

The Springfield Police Department may access and use video images from SPS security cameras to respond to public safety emergencies and for bona fide law enforcement purposes. The access is intended to enhance the safety and security of students, staff, and the broader community. The SPD may have the need to access live and recorded video images from SPS security cameras for bona fide law enforcement purposes, such as a police investigation, public safety emergency response, and for promoting school and public safety and the physical security of students, school staff, and citizens. Details contained in the Memorandum of Understanding between SPD and SPS is available below:

General Principles

This Memorandum of Understanding ("MOU") establishes the exclusive terms under which the SPD may access and use video images from SPS security cameras to respond to public safety emergencies and for bona fide law enforcement purposes. The access is intended to enhance the safety and security of students, staff, and the broader community. This MOU does not confer any additional rights or responsibilities beyond those expressly stated herein and will become effective upon execution of the agreement.

The parties understand that the SPD may have the need to access live and recorded video images from SPS security cameras for bona fide law enforcement purposes, such as a police investigation, public safety emergency response, and for promoting school and public safety and the physical security of students, school staff, and citizens,

The parties further understand the need to protect student privacy and that video images maintained by SPS that are directly related to a student or group of students have been determined to be student education records pursuant to the Family Educational Rights and Privacy Act, 20 USC 1232g ("FERPA"), M.G.L. c. 71, § 34D, and 603 CMR 23.

It is further understood that SPS may disclose video images of students to the SPD if it determines that there is an articulable and significant threat to the health or safety of a student or other individuals. Furthermore, it is understood that SPD may only use the video images of a student or group of students for the purposes for

which the disclosure was made.

Other than the circumstances described in this agreement, the SPD may not access SPS security cameras to conduct surveillance on SPS students or staff.

School Resource Officers (SROs) do not have log in credentials to access the SPS security camera video images; however, they may view video images from SPS security cameras while working with the SPS Safety and Security Office.

This MOU is not intended and does not alter or conflict with the parties' agreement regarding the use of SROs in Springfield Public School buildings. That relationship is governed by the School

Resource Officer Memorandum of Understanding Between the Springfield School Committee and the Springfield Public Schools and the Springfield Police Department.

Definitions

A public safety emergency is an incident or situation that poses a threat to human health or safety, or which may result in serious property damage which shall include, but is not limited to:

Active threats or intruders on school grounds;
Natural disasters requiring coordinated response;
Events involving fire or the release of hazardous substances;
Significant medical emergencies requiring law enforcement coordination;
Situations involving violent acts, a hostage crisis, or other incidents posing an immediate threat to the safety of individuals on school property; and
Situations where a student or students are reported missing or there are concerns of an abduction occurring on or near school property.

"Access" refers to the ability to log in with a username and password to SPD's Motorola Platform to connect to and view stored and live video images from SPS security cameras.
A non-emergency law enforcement investigative purpose refers to activities conducted by law enforcement agencies that are aimed at investigating potential or actual violations of laws or regulations but do not involve immediate threats to public safety, life, or property.

A bona fide law enforcement purpose refers to a legitimate and lawful objective directly related to the prevention, investigation, or prosecution of criminal activity, or the protection of public safety, as undertaken by a duly authorized law enforcement agency in compliance with all applicable federal, state, and local laws and regulations.

The SPD Real Time Crime Analysis Unit of the Real Time Analysis Center (RTAC) consists of civilian employees of the Springfield Police Department (SPD). The mission of the RTAC is to provide timely, accurate, and actionable information to officers responding to calls for service, enhancing officer safety, operational efficiency, and the overall response to incidents.

The SPD Video Analysts Unit comprises one civilian and one detective who collaborate to analyze video footage and other actionable information. Their work supports criminal investigations and other bona fide law enforcement purposes.
The SPD will ensure all personnel accessing SPS cameras adhere to applicable data security protocols to maintain confidentiality and integrity of the SPS camera data.

Location of SPS Security Cameras

SPS has security cameras installed on both the exterior and interior of all SPS school, administrative, and facility buildings. Inside school buildings, cameras are positioned in hallways, gyms, stairwells, and cafeterias. To ensure privacy, no cameras are placed in classrooms, bathrooms, or locker rooms.

SPD Access to SPS Exterior Security Cameras
Civilian SPD Real Time Crime Analysis staff and SPD Video Analysts may access live and stored video images by security cameras located on the outside or exterior of SPS buildings for bona fide law enforcement purposes only, including during a public safety emergency.

SPD Access to SPS Interior Security Cameras
Live or stored video images from the SPS interior security cameras may only be accessed under the following limited conditions:

Public Safety Emergency
Only civilian SPD Real Time Crime Analysis staff may access the live feed from the interior SPS security cameras and solely for the purpose of responding to a public safety emergency. In such a public safety emergency, the SPD RTAC Supervisor or SPD designee responsible for coordinating the SPD response shall as soon as practicable, notify the SPS Superintendent, SPS Director of Safety and Security, or the SPS Superintendent's designee, that SPD has accessed the interior security camera(s), and provide the details of such access – date, time, location, and reasons for access. Notice provided verbally shall be confirmed in writing within 24 hours.

Non-Emergency Law Enforcement Investigative Purpose
SPD Video Analysts may access stored video images from SPS interior security cameras as part of a non-emergency law enforcement investigation provided only that SPD receives prior approval from the SPS Superintendent, SPS Director of Safety and Security, or the SPS Superintendent's designee, to view such interior camera data.

Law Enforcement Trainings
SPS Interior cameras may be accessed by the Real Time Crime Analysis staff, the SPD Video Analyst, and/or SPD officers and supervisors for the purpose of law enforcement training provided that the SPS Superintendent, SPS Director of Safety and Security, or the SPS Superintendent's designee, provides prior approval of such access. Law enforcement training will include but is not limited to public safety emergency response as described in Section II above. Law enforcement trainings will not occur with students present in the school building.

Notification and Documentation of Access to SPS Cameras
The SPD utilizes the SPD Motorola Platform to connect to the SPS cameras. The SPD Motorola Platform requires a user-name and password to login in order to access a security camera.

SPS maintains the ability to audit every instance when an exterior and interior security camera is accessed. This includes but is not limited to the name of the person who accessed the SPS security camera(s), which camera or cameras were accessed, and the date and time the camera(s) was accessed.

The SPS School Committee, may at any time, request from the SPS Superintendent, SPS Director of Safety and Security, or the SPS Superintendent's designee, a copy of the audit trail to review the number of times the SPS security cameras were accessed by the SPD.

Data Retention
SPS will maintain all data collected by the SPS security cameras. The SPD will not record or retain any video accessed by SPD through the SPS security cameras, except by the process provided in paragraph VII (b) below. Notwithstanding anything to the contrary set forth herein, SPD may capture and retain a still image(s) when accessing the SPS security cameras for an immediate bona fide law enforcement purpose.
Upon written request, the SPS Superintendent, SPS Director of Safety and Security, or SPS Superintendent's designee, may provide a copy of video images captured by the SPS cameras (exterior and interior) to SPD officers and supervisors responding to or in good faith investigating an incident depicted in such images and recordings, and such other SPD officers, supervisors and personnel designated by the Superintendent of Police, provided the data is needed for a bona fide law enforcement purpose.

SPS retains the right to reproduce data captured by SPS cameras (exterior and interior) to the district

attorney's office, law enforcement agencies, or other third parties upon receipt of a court order or lawful subpoena.

No video images from the SPS security cameras shall be used by SPD for any purpose other than a bona fide law enforcement purpose, or in response to a court order or lawfully issued subpoena.

No video images from the SPS security cameras depicting a student or student(s) will be released to a person or entity not a party to this Agreement, or redisclosed, without prior authorization from the student's parent/guardian and in compliance with FERPA, M.G.L. c. 71, § 34D, and 603 CMR 23, unless otherwise required by a court order or lawfully issued subpoena.

POLICY FOR THE SPRINGFIELD PUBLIC SCHOOLS REGARDING THE NAMING OF SCHOOLS AND SCHOOL FACILITIES

Introduction

Naming a school or an area of a school or school grounds is an important matter that requires thoughtful attention. Personal prejudice or favoritism, political pressure, or temporary popularity should not be an influence in choosing a school name. A name with educational significance or inspiration should be chosen. Although preference is given to a Springfield citizen who has contributed significantly to public education, the School Committee also will consider the name of schools for physical locations, geographical areas, distinguished local, state, and national leaders whose names will lend dignity and stature to the school, or significant or pertinent events.

Criteria for consideration of individuals to be honored:

A person living or dead, made a significant contribution to the students of the Springfield Public Schools as evidenced in-

Exceptionally effective and dedicated service;

Persistent efforts to sustain a high-quality system of public education;

Their legacy is enduring and perpetual.

Nominee must otherwise be worthy of the honor as seen in the following:

Superior levels of performance in strengthening and supporting the Springfield Public Schools;

Community service;

Effective citizenship;

Seminal ideas or research;

Excellent character and general reputation.

Nominees meeting the following criteria shall be excluded from consideration:
Current employees or current elected officials (to avoid favoritism or conflict).

Procedures for naming a new school:
A name shall be selected early in the process of a new school so that all records of the project are consistent. The intent to name a new school will be placed on the agenda of a regular School Committee meeting. The Office of Communications should apply its professional expertise to ensure the District effectively solicits name suggestions for the naming of new schools through the most appropriate and accessible communication channels. This includes leveraging a broad mix of outreach methods such as social media platforms, email campaigns, the District's digital and online presence, and multimedia streams to reach diverse audiences.

The Buildings and Maintenance Subcommittee will hold meetings for public input and recommendations; and after consideration of the criteria for consideration of individuals to be honored, will present a recommendation to the full School Committee at a regular meeting.

The suggestion will be on the table for two (2) regular meetings after which the School Committee may vote to rename the school.

Five affirmative votes of the School Committee will be required to rename a school.

Procedures for renaming a school or for naming an area of a school or school grounds:
A name shall be submitted to the School Committee by an individual and/or group of individuals.

The School Committee will refer the name(s) to the Buildings and Maintenance Subcommittee for consideration and review.

The general public and the school community will be informed of the consideration process through news releases and internal memoranda.

The Buildings and Maintenance Subcommittee will schedule and hold meetings for public input and recommendations. Prior to the Subcommittee meeting to address the naming of an area of a school or schools ground, the Office of Communications will conduct a survey of the staff and families of the student body of the affected school.

After the conclusion of the Subcommittee's meeting for public input and recommendations and the completion of the school community survey, the members of the Building and Maintenance Subcommittee shall determine if the nominee(s) meets the criteria for consideration of individuals to be honored and vote whether to recommend the nominee(s) to the full School Committee for adopt.

The Chief Financial & Operations Officer will review the request to ensure it is feasible and determine the cost and submit the same to the Subcommittee.

The suggestion will be on the table for two (2) regular meetings.

At the second regular School Committee meeting at which the nominee(s) name(s) are formally presented following referral from the Buildings and Maintenance Subcommittee, the School Committee shall complete the below rubric for the screening of nominees. Only those nominees who receive a total score of twelve (12) or greater on the rubric shall be eligible for consideration and a vote by the full Committee.

Five affirmative votes of the School Committee will be required to rename a school.

The Office of Communications shall ensure that the members of the School Committee are aware of the date of the building dedication or renaming ceremony with sufficient notice to allow Committee members the opportunity to attend should they wish to do so.

Criteria Rubric for Screening of Nominees
After evaluating the nominees based on information gathered during public input meetings, survey responses, and consideration of the established criteria for honoring individuals, the Subcommittee shall recommend the nominee(s) to the full School Committee for a vote. At the second regular meeting at which the item appears on the School Committee agenda, the full Committee shall complete the scoring rubric below. Members' evaluations shall be informed by their personal knowledge as well as testimonial evidence presented by members of the public during meetings or submitted through the public input survey. A collective average score of twelve (12) or greater must be achieved for a nominee to advance to a final vote by the full Committee.

Criterion	High (3)	Medium (2)	Low (1)
Contributions to Public Educational System and Democratic Government	Critical Importance to Education System and Democratic Government	Highly Impactful	Nominal Contributions
Character & Values	Strong, exemplary	Some positive traits	Controversial
Perpetuity	Enduring	Possibly enduring	Likely outdated
Alignment with Mission of the School District	Full alignment	Partial	Poor
Representation & Inclusion	Highly representative	Somewhat inclusive	Not inclusive

APPROVED BY THE SCHOOL COMMITTEE: December 3, 2001
Revised: May 7, 2026. Replacing Policy FF

PUBLIC PARTICIPATION AT SCHOOL COMMITTEE MEETINGS

All regular and special meetings of the School Committee shall be open to the public. Executive sessions will be held only as prescribed by the Statutes of the Commonwealth of Massachusetts. The School Committee desires individuals and group representatives to attend its meetings so that they may become better acquainted with the operation and the programs of the Springfield Public Schools. In addition, the Committee would like the opportunity to hear the wishes and ideas of the public.

In order that individuals and group representatives who wish to be heard before the Committee have that chance and to ensure the ability of the Committee to conduct the Springfield Public Schools' business in an orderly manner, the following rules and procedures are adopted:

1. At the start of each scheduled speak out, prior to a School Committee meeting, individuals or group representatives who have signed up to speak will be invited to address the committee. The length of the public participation segment shall be determined by the Chairperson.

2. Speakers will be required to state their full name and residential address before representing their remarks to the Chairperson of the School Committee.
3. Speakers will be allowed up to three (3) minutes to present their material. The presiding chairperson may permit extension of this time limit.

4. Improper conduct and remarks will not be allowed. Defamatory or abusive remarks are always out of order. If a speaker persists in improper conduct or remarks, the Chairperson may terminate his/her privilege of address.

5. All remarks will be addressed through the Chairperson of the meeting.

6. Speakers may offer such objective criticisms of the school operations and programs as concerns them, but in public session the Committee will not hear personal complaints of school personnel nor against any member of the school community. Other channels provide for Committee consideration and disposition of legitimate complaints involving individuals.

7. Written comments longer than three (3) minutes may be presented to the Committee before or after the meeting for the Committee members review and consideration at an appropriate time.

Adopted: Date of Manual Adoption
Revised: May 21, 2026

FREQUENTLY ASKED QUESTIONS

How will I know if schools are closed due to weather or other emergencies?
A direct phone calling system, performs alerts about school business and weather. (Telephone numbers must be current for phone alerts to work.) When severe weather conditions or other emergencies make it necessary to close school, announcements will also be made on the district's website and social media channels. Local news outlets may also carry the announcement.

When are schools closed for holidays and vacations?
School closings and holidays are listed in academic calendar. 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.

How do I find out who to call at Central Office?
A directory of Central Office departments and contact information is available on the district's website at www.springfieldpublicschools.com The district phone number is 413-787-7100, where there are directory prompts.

Where can I find a list of all the schools, their addresses and principals?
A directory of schools is available on the district website at www.springfieldpublicschools.com

SPRINGFIELD SCHOOL COMMITTEE
Honorable Mayor Domenic J. Sarno, Mayor and School Committee Chair
Ayanna Crawford
Gumersindo Gomez, Jr.
Barbara Gresham
Denise Hurst
Latonia Monroe-Naylor – Vice Chair
Rosa Valentin

SPRINGFIELD PUBLIC SCHOOLS

OFFICE OF THE SCHOOL COMMITTEE

SY 2026-2027 MEETING DATES

SPRINGFIELD, MASSACHUSETTS

Approved by
School Committee
April 09, 2026

*Unless otherwise noted, the MS Student Reps., Student Advisory Reps., SEZP Student Reps., and Public Speak Outs begin at 6:00PM. Regular Meetings and Town Halls at 6:30 PM.

*Unless otherwise noted, School Committee meetings will be held at: *Springfield City Hall, 36 Court Street, Room 220, Springfield, MA.*

Thursday, August 27, 2026	**6:30 PM Regular Meeting**
Thursday, September 10, 2026	**6:00 PM Middle School Student Reps. (1)** **6:30 PM Regular Meeting**
Thursday, September 24, 2026	**6:00 PM Public Speak Out** **6:30 PM Regular Meeting**
Thursday October 8, 2026	**6:00 PM Student Advisory Reps. (1)** **6:30 PM Regular Meeting**
Thursday, October 22, 2026	**6:30 PM Town Hall Meeting**
Thursday, November 12, 2026	**6:00 PM Student Advisory Reps. (2)** **6:30 PM Regular Meeting**
Thursday, December 3, 2026	**6:00 PM SEZP Student Reps.** **6:30 PM Regular Meeting**
Thursday, December 17, 2026	**6:00 PM Public Speak Out** **6:30 PM Regular Meeting**
Monday, January 4, 2027	**12:30 PM Organizational Meeting**
Thursday, January 14, 2027	**6:30 PM Regular Meeting**
Thursday, January 28, 2027	**6:00 PM Middle School Student Reps. (2)** **6:30 PM Regular Meeting**
Thursday, February 11, 2027	**6:00 PM Public Speak Out** **6:30 PM Regular Meeting**
Thursday, March 4, 2027	**6:00 PM Student Advisory Reps. (1)** **6:30 PM Regular Meeting**
Thursday, March 18, 2027	**6:00 PM Chapter 74 Vocational** *Roger L. Putnam Vocational Technical Academy, 1300 State Street, Springfield, MA*
Thursday, April 1, 2027	**6:30 PM Town Hall Meeting**
Thursday, April 15, 2027	**6:00 PM Student Advisory Reps. (2)** **6:30 PM Regular Meeting**
Thursday, April 29, 2027	**6:00 PM SEZP Student Reps.** **6:30 PM Regular Meeting**
Thursday, May 13, 2027	**6:00 PM Retiree Recognition** *Roger L. Putnam Vocational Technical Academy, 1300 State Street, Springfield, MA*
Thursday, May 27, 2027	**6:00 PM Public Speak Out** **6:30 PM Regular Meeting**
Thursday, June 24, 2027	**6:30 PM Regular Meeting**

SPRINGFIELD PUBLIC SCHOOLS

OFFICE OF THE SCHOOL COMMITTEE

SY 2026-2027 MEETING DATES

SPRINGFIELD, MASSACHUSETTS

Approved by
School Committee
April 09, 2026

(By Meeting Type)

Middle School Student Reps (1)
Thurs., September 10, 2026

- **STEM Middle Academy**
- **South End Middle School**
- **Zanetti Montessori**
- **Springfield Renaissance (Middle School)**
- **Chestnut TAG**

Middle School Student Reps (2)
Thurs., January 28, 2027

- **Springfield Middle School**
- **Springfield Public Day Middle School**
- **Springfield Conservatory of the Arts (Middle School)**
- **Van Sickle Academy**
- **John J. Duggan Academy MS**

Student Advisory Reps. (1)
Thurs., October 8, 2026
Thurs., March 4, 2027

- **Central High School**
- **Springfield Renaissance (High School)**
- **Springfield Conservatory of the Artis (High School)**
- **John J. Duggan Academy HS**
- **Virtual School (High School)**
- **Alternative High Schools**

Student Advisory Reps. (2)
Thurs., November 12, 2026
Thurs., April 15, 2027

- **Roger L. Putnam Vocational Technical Academy**
- **High School of Science & Technology**
- **High School of Commerce**
- **Aspire Academy**
- **Springfield Honors Academy**
- **Discovery High School**
- **Rise Prep High School**

SEZP Student Reps.
Thurs., December 3, 2026
Thurs., April 29, 2027

- **Chestnut Impact Prep**
- **Springfield Legacy Academy**
- **Forest Park MS**
- **John F. Kennedy MS**
- **Van Sickle Prep**
- **Emergence Academy**
- **Kiley Prep**
- **The Academy at Kiley**

Public Speak Outs
Thurs., September 24, 2026
Thurs., December 17, 2026
Thurs., February 11, 2027
Thurs., May 27, 2027

**** Speakers must sign-up to speak, a minimum of *(48) hours* in advance of the scheduled Public Speak Out, by contacting the Executive Assistant to the School Committee at (413) 787-7100 ext. 55112 and must provide their full name, residential address, email, phone number, affiliation, and a description of the topic about which they want to speak.**

Town Halls
Thurs., October 22, 2026
Thurs., April 1, 2027

**** Meetings will provide students, families, and community members with the opportunity to share concerns and raise district-related issues. To ensure meaningful engagement and responsiveness, members of the public will be asked to submit topics of concern in advance of the meeting. Discussions will be limited to those items. While additional topics may be raised during the meeting, those topics will not be deliberated, but will be noted for future consideration. Meeting locations will be posted on the SPS website:**
School Committee - Springfield Public Schools

Organizational
Mon., January 4, 2027

Chapter 74 Vocational
Thurs., March 18, 2027

Retiree Recognition
Thurs., May 13, 2027