

Springfield Public Schools



Pupil Progression Plan



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The Springfield Public Schools system is large and diverse, with more than 25,000 students taught by over 2,557 teachers in 45 schools. 150 administrators oversee the operation of 31 elementary schools, One K-8 school, one 6-12 School, seven middle schools, four high schools, and alternative schools. Our *priorities, goals, and core values* are the foundation for all that the district strives to do to improve learning and close the achievement gap for Springfield's school children.

If we focus on quality instruction, provide our teachers and administrators strong support, closely monitor performance and require everyone to be accountable together, we will dramatically improve student performance and close the achievement gap. Our strategic priorities are broad purposes that further define the district's vision and mission and the district's intent based on the needs and expectations of students and the citizens of Springfield. The goals further define the priorities and have identified measures to communicate progress on each goal. The strategic plan is a living document that will be continually re-visited and edited to reflect the promise of increased student achievement.

Every member of the Springfield Public Schools should have an understanding of the district's strategic priorities, goals and core values, and conduct themselves accordingly. By putting them into daily practice, everyone can help the Springfield Public Schools make a difference in the lives of the children and community it serves.

The Pupil Progression Policy defines the expectations for the academic progress of students in the Springfield Public Schools. This policy outlines the placement of students at a particular grade level. It describes the requirements that all students must meet to be promoted from each grade level, as well as the criteria students must meet to graduate.

Pupil Progression Plan: Elementary School Section



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I. ADMISSION AND TRANSFER**A. ADMISSION AND DISTRICT REQUIREMENTS****1. Kindergarten**

Any child who has attained the age of five years on or before September 1 will be admitted to kindergarten at any time during that school year.

2. First Grade

Any child who has attained the age of six years on or before September 1 will be admitted to first grade. The student will be placed by age by the Parent Information Center Supervisor in consultation with the parent. However, the principal may assign a pupil to a higher grade, on the basis of high achievement and evidence that the pupil will benefit more from the instructional program at the advanced grade level.

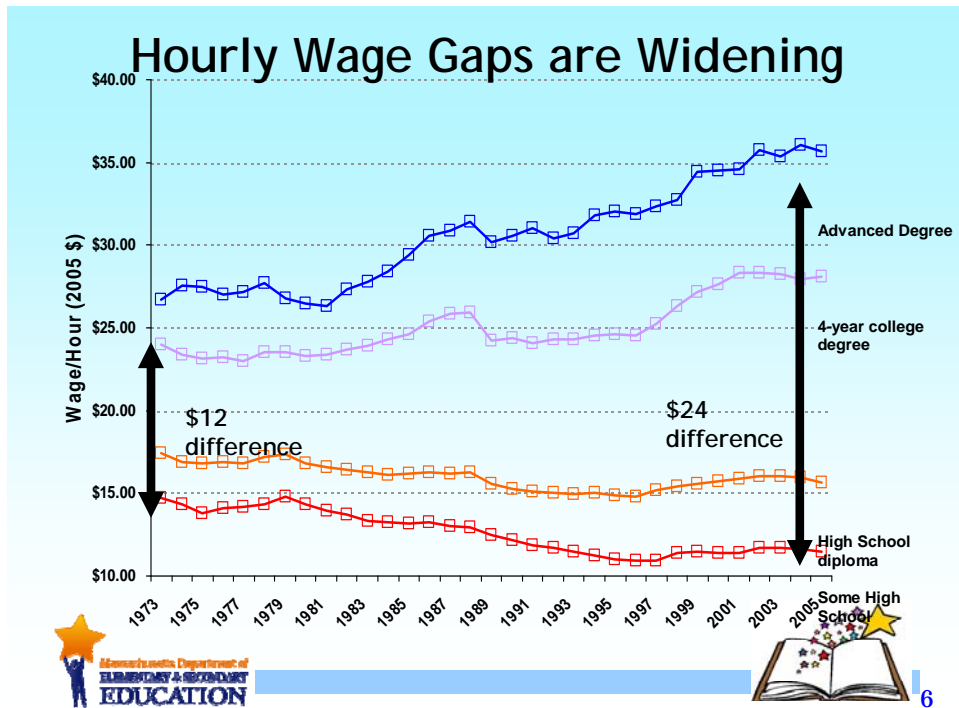
3. First Entry to the Springfield Public School District

Before admitting a student to Massachusetts schools for the first time, the school must have documentation required by Massachusetts Statutes and the Springfield Public School Committee policy/procedures:

- a. Must meet the age requirement for admission to the Springfield Public Schools;
- b. Must provide the following information:
 - An official transcript from a proper school authority which shows the record of attendance, academic information, and grade placement of the student
 - Evidence of immunization against communicable diseases (can be waived if there is a religious reason or if a student is under the McKinney Vento Act)
 - Evidence of date of birth
 - Evidence of a health examination completed within the prior 12 months
 - Proof of Residency
- c. Students who are under the McKinney Vento Act are placed in their appropriate school and the records will be sent to the school upon availability

4. Age of Mandatory Attendance

All children six years of age by September 1ST of any school year are required to attend school. Students who have not attained the age of sixteen are required to attend school regularly during the school term. A student who attains the age of 16 years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age. If the student submits a formal declaration of intent to terminate school enrollment, the termination is likely to reduce the student's future employment options and earning potential. The student and the student's parent or legal guardian must sign the formal declaration of termination.



- By 2015, about 85% of new jobs will require at least a two-year degree
- Just 10% of the state’s employment opportunities are in manufacturing
- Employers say most critical job skills are professionalism, work ethic, oral and written communications, teamwork, collaboration, problem solving and critical thinking

B. TRANSFER DISTRICT REQUIREMENTS

1. In-State Transfers

Elementary grade placement of transfer students to the district shall be in accordance with the requirements as stated by the school committee.

- Must meet the age requirement for admission to the Springfield Public Schools
- Must provide the following information:
 - an official letter of transcript from a proper school authority which shows the record of attendance, academic information, and grade placement of the student
 - evidence of immunization against communicable diseases
(can be waived if there is a religious reason or if a student is under the McKinney Vento Act)
 - evidence of date of birth; and
 - evidence of a health examination completed within the prior 12 months
 - proof of residency

2. Out of State Transfers

Entry into kindergarten and first grade, by out-of-state transfer students, who do not meet regular age requirements for admission to Massachusetts Public Schools, shall be based on the Springfield School Committee Policy.

3. **Foreign Transfers**

Each foreign born student with educational documentation will receive a recommended grade placement during initial registration after an evaluation of the student’s educational records. The school principal may make adjustments to these recommended placements. Students in the English Language Learning program will be required to meet the same standards as other students.

Foreign born students without educational documentation are to be registered at schools according to chronological age as follows:

Age(s)	Level Assigned
5-10	Elementary School
11	Elementary School or Middle School (Dependent on the configuration of the school)
12-14	Middle School
15 and above	Senior High School

A notarized statement indicating completion of a particular grade level may be submitted to the Parent Information Center from:

- The student’s parent(s) or guardian(s)
- A school official from the student’s native country, or

Special care should be exercised to ensure that a student’s limitation in ability to communicate in English is not the only factor being considered when determining grade placement. Ultimately, grade placement is the responsibility of the principal in cooperation with the professional staff at the school.

4. **Assigning Grades to Transfer Students**

When students transfer from one school to another, the sending school is required to send all grades earned during the current grading period regardless of days enrolled.

5. **Assigning Report Card Grades**

Receiving schools shall assign report card grades when the student has been enrolled in the school fifteen (15) or more days. The primary responsibility for assigning grades rests with the teacher subject to approval by the principal.

II. ELEMENTARY INSTRUCTION

A. REGULAR PROGRAM

Each student in grades K-5 will receive regularly scheduled instruction based on the district’s adopted curricula. This will include English Language Arts, mathematics, science, and social studies. Physical education and health must be offered as a course and the others that may be offered are foreign language, art, theater, dance, music, and instructional technology. Flexibility in the designing of school schedules is permissible and may reflect the integration of content determined necessary to provide an appropriate instructional program. Suspension of specials is permissible for the students on Student Success Plans, if necessary, to provide additional reading and math intervention.

- a. Time for identified students who are at risk instructionally may be placed in a targeted intervention course in ELA and/or math for 90 minutes per week. This extra time can come out of any subjects other than English Language Arts, math, or science.
- b. Principals will have flexibility scheduling all specials in order to protect the uninterrupted English Language Arts and math blocks and to meet the demands of the contract by providing coverage for teacher preparation time.
- c. Special subject teachers may provide prep time coverage

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

English Language Arts	2 ½ hours daily (750 minutes a week)
Math	1 ½ hours daily (450 minutes week)
Science	175 minutes a week
Social Studies	175 minutes a week
Specials	200 minutes a week

(for example: foreign language, physical education, health, art, music, theater, dance, technology)

1,750 minutes of academic learning time per week
 150 minutes for lunch
 15 minutes per day for reinforced physical education

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

B. LIMITED ENGLISH PROFICIENT STUDENTS

Students who have been identified as having Limited English Proficiency must receive appropriate Beginner, Early Intermediate, and Intermediate (Phase I, II, and III) English as a Second Language Services during the 2 ½ hour ELA block.

C. PHYSICAL EDUCATION (CHAPTER 71: SECTION 3)

Physical education shall be taught as a required subject in all grades for all students in the public schools for the purpose of promoting the physical well-being of such students. Instruction in physical education may include calisthenics, gymnastics and military drill; but no pupil shall be required to take part in any military exercise if his parent or guardian is of any religious denomination conscientiously opposed to bearing arms, or is himself so opposed, and the school committee is so notified in writing; and no pupil shall be required to take part in physical education exercises if a licensed physician certifies in writing that in his opinion such physical education exercises would be injurious to the pupil.

D. PROGRESS MONITORING PLAN

The school district utilizes Student Success Plans as a method to monitor student progress when a student is identified as needing academic skill development. The school in which the student is enrolled must develop, in consultation with the teachers and school adjustment counselor, and implement a Student Success Plan for any student at risk. Student Success Plans are designed to assist the student in meeting state and district expectations for proficiency in reading, writing, math, and science. If the student has been identified as having a deficiency in reading or math, the Student Success Plan shall identify the student’s specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension, and

vocabulary; number sense and operations, geometry, patterns, relations, and algebra, data analysis, and measurement, and the desired levels of performance in these areas; and the instructional and support services to be provided to meet the desired levels of performance. The tiered intervention sheet shall assist schools and teachers in choosing research based reading interventions and activities that have shown to be successful in teaching reading to low-performing students.

Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the Student Success Plan, the student may be recommended for retention. Each student who does not meet the minimum performance expectations defined by the School Committee must continue to be provided with remedial or supplemental instruction until the expectations are met.

Each Student Success Plan must include the provision of intensive remedial instruction in the areas of weakness. These strategies may include but not be limited to:

- a. summer school
- b. before or after school services
- c. suspension of curriculum other than reading, writing, mathematics, or science

E. READING DEFICIENCIES AND PARENTAL NOTIFICATION

All students in kindergarten through fifth grade who exhibit a substantial deficiency in reading must be given intensive reading interventions. The student's reading proficiency must be reassessed at the beginning, middle, and end of each year. The intensive reading interventions must continue until the reading deficiency is remedied. If the student's reading deficiency is not remedied by the end of the school year, the student may be considered for retention. All students should be reading at grade level by third grade. English Language Learners cannot be retained solely based on their English proficiency level.

The parent of any K-5 student who exhibits a substantial deficiency in reading must be notified in writing by the end of the second marking period of the following:

1. That his or her child has been identified as having a substantial deficiency in reading.
2. A description of the current services that are provided to the child.
3. A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
4. That if the child's reading deficiency is not remedied by the end of the year; the child may be retained unless he or she is exempt from mandatory retention for good cause.
5. Strategies parents can use to help their child succeed in reading proficiency.

In addition to the above, progress reports will be sent home in the middle of each marking period.

G. ATTENDANCE

Refer to the Attendance Policy

F. ASSESSMENT

All students unless specifically exempt, must take all statewide and district assessments at their appropriate level. Each student who does not meet specific levels of performance in reading, writing, science, and mathematics must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and academic needs. Test

adaptations and modifications of procedures will be made as necessary, for students who have Limited English Proficiency, Individualized Education Plans, or 504s.

The elementary testing requirements are as follows:

State Requirements

MCAS

The Massachusetts Comprehensive Assessment System (MCAS) is designed to meet the requirements of the Education Reform Law of 1993. This law specifies that the testing program must:

- test all public school students in Massachusetts, including students with disabilities; limited English proficient students are tested in ELA if they have been in the United States for more than one year
- measure performance based on the Massachusetts Curriculum Framework learning standards;
- report on the performance of individual students, schools, and districts.

As required by the Education Reform Law, students must pass the grade 10 tests in English Language Arts (ELA) and Mathematics as one condition of eligibility for a high school diploma (in addition to fulfilling local requirements). Beginning with the class of 2010 students must pass the high school science MCAS test.

In addition, the MCAS program is used to hold schools and districts accountable, on a yearly basis, for the progress they have made toward the objective of the No Child Left Behind Law that all students be proficient in Reading and Mathematics by 2014.

Required MCAS Assessments

<i>Grade Level</i>	<i>English Language Arts</i>	<i>Mathematics</i>	<i>Science</i>
Third Grade	<i>English Language Arts Reading Comprehension</i> 3 sessions	<i>Mathematics</i> 2 sessions	
Fourth Grade	<i>English Language Arts Reading Comprehension</i> 3 sessions <i>English Language Arts Composition</i> 2 sessions	<i>Mathematics</i> 2 sessions	
Fifth Grade	<i>English Language Arts Reading Comprehension</i> 3 sessions	<i>Mathematics</i> 2 sessions	<i>Science</i> 2 sessions

District Requirements

Please see our website at sps.springfield.ma.us. Click on Learning Center, Elementary Pupil Progression Plan section to access rubrics, student work samples and criteria for mastery at each Benchmark Assessment Level.

Assessment

Desired Score for Promotion

Kindergarten

<i>ELA</i> Kindergarten Reading Assessment Given three times a year September, January and May	Determined by principal, teacher, and parent
Fountas and Pinnell Benchmark System Given once a year in May	A
<i>Math</i> Kindergarten Mathematics Assessment Given three times a year September, January and May	Developmental progress to demonstrate growth in mathematics

First Grade

<i>ELA</i> Fountas and Pinnell Benchmark System Twice a year for students at grade level September and May Three times a year for students at risk September, February, and June	I (16)
District Benchmark Assessments Consisting of two reading passages and one open response Given three times a year at the end of the 1 st , 2 nd , and 4 th marking period.	Needs Improvement
City Wide Writing Assessment given three times a year Last week of October Last week of January First week of June	Score of 3 out of 4 on the city rubric -content Score of 2 out of 4 on the city rubric -mechanics
Phonics Inventory 3 times a year September, February and June	Letter Name Alphabetic Stage
<i>Math</i> District Math Pretest District Mid Term District Final Assessment	NA (baseline) Score of 60% or significant improvement (20%-30%) demonstrated on performance between midterm and final

Second Grade

<p>ELA Fountas and Pinnell Benchmark System</p> <p>Twice a year for students at grade level Three times a year for students at risk September, February, and June</p>	L (24-28)
<p>District Benchmark Assessments Consisting of two reading passages and one open response</p> <p>Given three times a year at the end of the 1st, 2nd, and 4th marking period.</p>	Needs Improvement
<p>City Wide Writing Assessment given three times a year</p> <p>Last week of October Last week of January First week of June</p>	Score of 3 out of 4 on the city rubric content Score of 2 out of 4 on the city rubric mechanics
<p>Phonics Inventory 3 times a year September, February and June</p>	Within Word Early-Middle Stage
<p>Math District Math Pretest District Mid Term District Final Assessment Assessments include multiple choice, short answer, and open responses</p>	NA (baseline) Score of 60% or significant improvement (20%-30%) demonstrated on performance between midterm and district final

Third Grade

<p>ELA Fountas and Pinnell Benchmark System</p> <p>Twice a year for students at grade level Three times a year for students at risk September, February, and June</p>	O (34)
<p>District Benchmark Assessments Consisting of three reading passages and one open response</p> <p>Given three times a year at the end of the 1st, 2nd, and 4th marking period.</p>	Needs Improvement
<p>City Wide Writing Assessment given three times a year</p> <p>Last week of October Last week of January First week of June</p>	Score of 4 out of 6 on the state rubric in content Score of 3 out of 4 on the state rubric in mechanics
<p>Phonics Inventory 3 times a year September, February and June</p>	Within Word Middle-Late Stage
<p>Math District Math Pretest District Midterm District Final Assessment Assessments include multiple choice, short answer, and open responses</p>	NA (baseline) Score of 60% or Significant improvement (20%-30%) demonstrated on performance between midterm and district final

District Benchmark Assessment	Needs Improvement
Science District Quarterly Unit Assessments	Score of at least a 60% average for all 4 unit assessments or significant improvement (20%-30%) demonstrated on performance between the first and last unit assessment
Social Studies District Quarterly Assessments	Needs Improvement

Fourth Grade

ELA Fountas and Pinnell Benchmark System Three times a year for students at risk September, February, and June (Students who scored in Needs Improvement or Warning on the Third Grade MCAS)	R
District Benchmark Assessments Consisting of three reading passages and one open response Given three times a year at the end of the 1 st , 2 nd , and 4 th marking period.	Needs Improvement
City Wide Writing Assessment given three times a year Last week of October Last week of January First week of June	Score of 4 out of 6 on the state rubric in content Score of 3 out of 4 on the state rubric in mechanics
Phonics Inventory 3 times a year September, February and June	Syllables and Affixes
Math District Math Pretest District Midterm District Final Assessment	NA (baseline) Score of 60% or Significant improvement (20%-30%) demonstrated on performance between midterm and district final
District Benchmark Assessments	Needs Improvement
Science District Quarterly Unit Assessments	Score of at least a 60% average for all 4 unit assessments or significant improvement (20%-30%) demonstrated on performance between the first and last unit assessment
Social Studies District Quarterly Assessments	Needs Improvement

Fifth Grade

ELA Fountas and Pinnell Benchmark System Two times a year for students at risk September, February, and June (Students who scored in Needs Improvement or Warning on the Fourth Grade MCAS)	U
Scholastic Reading Inventory	Depending on the students assessment scores they

Once a year in May (Students who scored in Needs Improvement or Warning on the Fourth Grade ELA MCAS)	will be placed in English, Read 180, or Extreme Reading during sixth grade
District Benchmark Assessments Consisting of three reading passages and one open response Given three times a year at the end of the 1 st , 2 nd , and 4 th marking period.	Needs Improvement
City Wide Writing Assessment given three times a year Last week of October Last week of January First week of June	Score of 4 out of 6 on the state rubric in content Score of 3 out of 4 on the state rubric in mechanics
Phonics Inventory 3 times a year September, February and June	Syllables and Affixes
Math District Math Pretest District Midterm District Final Assessment	NA (baseline) Score of 60% or Significant improvement (20%-30%) demonstrated on performance between midterm and district final
District Benchmark Assessments	Needs Improvement
Science District Quarterly Unit Assessments	Score of at least a 60% average for all 4 unit assessments or significant improvement (20%-30%) demonstrated on performance between the first and last unit assessment
Social Studies District Quarterly Assessments	Needs Improvement

III. PROGRESSION OF LIMITED ENGLISH PROFICIENT (LEP) STUDENTS

A. DEFINITION OF AN LEP STUDENT

A limited English proficient (LEP) student is defined by the Massachusetts Department of Elementary and Secondary Education as “a student whose first language is a language other than English and who is unable to perform ordinary classroom work in English.”

A student is identified as LEP regardless of whether or not a parent declines a language support program or service for the student. Students identified as LEP by their districts are required to participate in statewide tests according to the guidelines included in this document.

Promotion for a Limited English Proficient (LEP) student is based on the student’s significant progress in the content areas, while the student is in the process of becoming fluent in the English language.

B. SHELTERED CONTENT INSTRUCTION

Sheltered content instruction is designed to make content instruction, delivered in English, more comprehensible to LEP students with an intermediate or higher level of English proficiency. It will be very challenging for beginning and early intermediate students.

Participation Requirements for LEP Students in MCAS Tests

Content Area Tests	English Language Arts	Mathematics	Science and Technology/Engineering
	Optional*	Required	Required
Participation Requirements for First-Year LEP Students	Optional*	Required	Required
Participation Requirements for All Other LEP Students	Required	Required	Required

MEPA

The Massachusetts English Proficiency Assessment (MEPA) measures the performance of LEP students and the progress they are making toward English proficiency. MEPA is aligned with the learning standards in the *English Language Proficiency Benchmarks and Outcomes for English Language Learners* (available on the Department’s website at www.doe.mass.edu/ell/benchmark.pdf). MEPA is composed of two assessments: the MEPA-R/W, which measures reading and writing, and the MELA-O, which measures listening and speaking. The MELA-O is a locally-administered assessment.

MEPA-R/W and MELA-O

All enrolled LEP students in grades K–12 must participate in English proficiency assessments, regardless of the program they are enrolled in or the number of years they have been enrolled in U.S. schools. The only exceptions involve LEP students who meet certain conditions that are listed on the following page.

Participation Requirements in the Massachusetts English Proficiency Assessment (MEPA)

Test	LEP Students Required to Participate
	in the Spring MEPA
MELA-O and MEPA-R/W	<ul style="list-style-type: none"> • All LEP students in grades K–12 • All formerly LEP (FLEP) students in grades K-12 who were reported as LEP in the October SIMS

All students who participated in the fall MEPA must also participate in the spring MEPA. This requirement includes any student whose status has been changed to **former LEP (FLEP)** since the October SIMS report. All other **FLEP** students do not participate in MEPA.

IV. EXEMPTIONS OF STUDENTS

A. GUIDELINES FOR EXEMPTION OF STUDENTS WITH DISABILITIES

The general expectation of state and district assessment systems is that all students participate in assessments for accountability and instruction purposes. However, a student's disability may be such that state and district assessment systems may not be appropriate for that student.

Definition of a Student with a Disability

For the purposes of MCAS, a student with a disability has an Individualized Education Program (IEP) provided under the Individuals with Disabilities Education Improvement Act of 2004 and Massachusetts General Law, Chapter 71B, or a plan provided under Section 504 of the Rehabilitation Act of 1973. There are limited exceptions to this, as discussed under MCAS Test Accommodations, Chapter III, Section B. All students with disabilities must be engaged in an instructional program guided by the standards in the Massachusetts *Curriculum Frameworks*.

MCAS Participation Requirements for Students with Disabilities

The Massachusetts Education Reform Law of 1993 mandates that *all* students with disabilities who are educated with Massachusetts public funds participate in MCAS testing, including:

- students enrolled in public schools
- students enrolled in charter schools
- students enrolled in educational collaboratives
- students enrolled in approved and unapproved private special education schools and programs within and outside Massachusetts
- students receiving educational services in institutional settings
- students in the custody of the Department of Social Services
- students in the custody of the Department of Youth Services

Students with disabilities must participate in grade-level tests that correspond with the grade in which they are enrolled as reported to the Department's Student Information Management System (SIMS).

Limited English Proficient (LEP) Students with Disabilities

All LEP students with disabilities must participate in all MCAS tests given at their grade level, regardless of the number of years they have been enrolled in U.S. schools. An exception to this requirement will be made for LEP students who are in their **first year of enrollment** in a U.S. school (i.e., students who first enrolled in a U.S. school after the March 1st SIMS.) Schools have the option of assessing first-year LEP students on the English Language Arts tests in the spring. All other tests are required for these students.

Additional information on the participation of LEP students with disabilities in MCAS can be found in *Requirements for the Participation of Students with Limited English Proficiency in MCAS and MEPA*. This document is available on the Department's Web site at www.doe.mass.edu/mcas.

Determining How Students with Disabilities Will Participate in MCAS

During the annual meeting, a student's IEP or 504 team must determine how the student will participate in MCAS for each subject scheduled for assessment. This information, including any accommodations that a student will use, must be documented in the student's IEP or 504 plan.

V. REPORTING PUPIL PROGRESS

The Springfield Public School District must annually report to the parent or guardian of each student the progress toward achieving state and district expectations for proficiency in reading, writing, science, mathematics, social studies, physical education, and any other special course the student participates in such as music, art, and foreign language. They must also report the student's results on each statewide assessment test. The evaluation of each student's progress must be based on the student's classroom work, observations, tests, district assessments, and other relevant information.

A. REPORT CARDS

Student report cards will be issued approximately every ten weeks based on the report card schedule. The report card schedule is published annually and can be found on the district's website at www.sps.springfield.ma.us.

VI. ELEMENTARY GRADE PLACEMENT K-5

School personnel should utilize available resources to achieve parental or guardian understanding and cooperation regarding grade placement. The final decision for promotion or retention is the responsibility of the building principal.

A. PROMOTION

Promotion is based on mastery of performance standards approved by the Massachusetts Department of Elementary and Secondary Education for Pre-K through 12. Progression from one grade to another is determined in part by proficiency in reading, writing, science, social studies, and mathematics at each grade level as defined in the Massachusetts State Standards.

In order to be promoted to the next grade level, students in the elementary grades will attain the level of achievement in accordance to the district assessment benchmarks.

B. RETENTION

If a student fails to meet 2 or more benchmark scores, the principal must recommend the student for summer school, if available. If summer school is not available, the principal can retain the student and offer a *specific program to address the deficiency in the upcoming school year*, or pass the student to the next grade level with a student success plan which lists the deficiency, interventions the student will be receiving, and the amount of time per week the student will be receiving this intervention. Students may also be retained at the discretion of the principal due to attendance issues. **Students, who are at risk and are being considered for retention, must have a written notification attached to the second marking period report card. This notification must also be mailed to the parent or guardian.**

Issues of promotion are generally not within the purview of the Special Education IEP Team. Issues of promotion may be discussed at the IEP Team meeting in specific situations as it relates to the student's progress or lack of progress unrelated to the nature of the student's disability. Students with disabilities should be promoted through a process consistent with their non-disabled

peers. Students with disabilities cannot be retained for academic deficits directly related to their disability. As per 603 CMR, students with disabilities should be educated in the least restrictive environment appropriate to their needs with age appropriate peers. As with non-disabled peers, school principals have the final authority on issues of promotion.

Retention of a student at the Elementary level (grades K-5) may occur only once, except upon special recommendation of the Principal and in consultation with both the Zone Area Improvement Officer and the Chief Academic Officer.

C. TRANSITIONAL MANDATORY SUMMER SCHOOL

Summer school will be required for students who would normally be eligible for promotion from grade five to grade six and from grade eight to grade nine who are performing below average in their academic grades for ELA/Reading and Mathematics and who are not meeting grade level standards based on MCAS performance below 220 in either subject area. Documentation of below average academic performance for students new to the Springfield Public Schools, may include standardized test scores from another state/district or mid-year scores on content exams. District Benchmark Assessments (DBA) mid-year results (January-February) will be reviewed to confirm that the student is still not meeting grade level standards. If the mid-year score on the DBA or third and fourth marking period grades show substantial progress towards proficiency, the student will be removed from the summer school list. Students will be required to attend and pass summer school as a condition of promotion to the next higher grade (grade 6 or grade 9).

Pupil Progression Plan: Middle School Section





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VIII. STATE TESTING REQUIREMENTS

I. PROMOTION AND RETENTION POLICY MIDDLE SCHOOL – GRADES 6-8

1. To evaluate whether students have met the minimum level of achievement required and to receive credit toward promotion, teachers will consider all available data. This will include standardized test results, progress reports, daily assignments, teacher observation, and other objective information. The student's successful mastery of the content of the course, in which the student is enrolled, as determined by the teacher, is a further condition for passing the course.
2. Individual Student Success Plan
 - a. An Individual Student Success Plan is required for all students at risk; in addition, a portfolio of interventions will begin as soon as the student is identified as at risk.
 - b. The Principal will verify that the Individual Student Success Plan is being implemented and will approve all interventions in each student's portfolio.
3. Retention of a student at the middle school level (grades 6-8) may occur only once, except upon special recommendation of the Principal and in consultation with both the Zone Area Improvement Officer and the Chief Academic Officer.
4. Promotion for a Limited English Proficient (LEP) student is based on the student's significant progress in the content areas, while the student is in the process of becoming proficient in the English language.

II. ATTENDANCE

See attendance policy

III. MIDDLE SCHOOL CURRICULUM POLICY

A. MIDDLE SCHOOL CURRICULUM

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

B. TIME ON LEARNING

- ELA and Math will be taught in 90 minute blocks 5 days per week.
- Science and Social Studies will be taught in 90 minute blocks every other day (A Day/B Day) totaling 8,100 minutes a year or 135 hours a year
- Foreign Language (the same FL for 3 consecutive years), PE, and Fine Arts will be taught every year for 90 minutes a day 45 days a year for a total of 4,050 minutes a year.
- Computer Technology, Health, or Technology Engineering will be taught for 90 minutes a day 45 days a year in 6th, 7th or 8th grade.
- Beginner and Early Intermediate (phase I and II) LEP students are required to receive 90 minutes of ELA, with Sheltered English Immersion support, instruction daily plus an additional 90 minutes of ESL instruction every other day.

- Intermediate (phase III) LEP students must receive 90 minutes of ELA, with Sheltered English Immersion Support, instruction daily plus an additional one hour of ESL instruction every fourth day.

C. REQUIRED COURSE SEQUENCE

- Upon completion of the math 6, 7, and 8 Connected Math courses, students will be tested to determine proficiency in Algebra I standards. Students meeting the proficiency level will receive credit for Algebra I and will be recommended for Geometry in grade 9.
- All 8th grade students will take Physical Science as of 2009-2010
- Appropriate reading interventions will be used in the middle schools for all students two or more years below grade level.
- Three course pathways in ELA and Math will be provided (SEE APPENDIX A AND B)

D. INTERVENTION AND PROMOTION REQUIREMENTS

- Students in grade 6, 7, 8 must pass 3 years of ELA
- Students in grade 6, 7, 8 must pass 3 years of MATH
- Students in grade 6, 7, 8, must pass 3 years of Science
- Students in grade 6, 7, 8 must pass 2 of 3 years of
 - Social Studies
 - Foreign Language/ESOL
 - Fine Arts
 - Instructional Technology
 - Technology Engineering
 - Physical Education

E. RETENTION

Students who fail ELA, math, or science must attend summer school in order to be promoted. If extenuating circumstances prevent the student from attending summer school, the student could be promoted administratively with a signed contract that explicitly details how the student will recover the missing course. For example perhaps summer school the following year.

Students who fail social studies, physical education, foreign language, fine arts, technology engineering or instructional technology, **more than once in three years**, are required to take the courses in summer school in order to be promoted. If there is an opportunity in the daily schedule of a student to take an “elective” in these areas in the subsequent school year, this may occur with the permission of the Principal. This would be addressed on a case by–case-basis, and defined through a written contract. However, students who fail grade six social studies must attend summer school in order to be prepared to pass the future grade seven history and social science MCAS exam.

IV. SUMMER SCHOOL

A. MIDDLE SCHOOL

- 120 minute block for five weeks from 8:00- 10:00, 10:00 – 12:00, and 12:00 -2:00.
 - **This Will:**
 - Increase opportunities for students to take more classes and allow for more opportunity for success in multiple areas
 - Allow for more “sections” to be taught, thus increasing opportunities for individual students
- Subject areas offered will be (Foreign language, Fine Arts, Instructional Technology, Physical Education)

- **Rationale:**
 - All subject areas are important in the eyes of the school community. Currently, students and faculty are complacent in the knowledge and belief that some subjects “just don’t matter”. This is especially felt in PE at the middle schools (and increases the difficulty in reigning them back in for high school credit)

B. MANDATORY SUMMER SCHOOL

Summer school will be required for students who would normally be eligible for promotion from grade five to grade six and from grade eight to grade nine who are performing below average in their academic grades for ELA/Reading or Mathematics and who are not meeting grade level standards based on MCAS performance 220 or below in either subject area. Documentation of below average academic performance for students new to the Springfield Public Schools may include standardized test scores from another state/district or mid-year scores on content exams. District Benchmark Assessments (DBA) mid-year results (January-February) will be reviewed to confirm that the student is still not meeting grade level standards. If the mid-year score on the DFA or third and fourth marking period grades show substantial progress towards proficiency, the student will be removed from the summer school list. Students will be required to attend and pass summer school as a condition of promotion to the next higher grade (grade 6 or grade 9).

V. ADMINISTRATIVE PLACEMENT POLICY

If the student is not responsive to efforts by the school faculty and the student’s parents/guardians to assist the student in overcoming those deficits that inhibit progress, the student is to continue in the grade, unless the principal recommends otherwise. Administrative placement entails a thorough analysis of a student’s performance record and other related issues. A student may not be assigned to a grade based solely on age or other factors that constitute social promotion. The approved report card and permanent record shall reflect the fact that administrative placement has occurred.

Administrative placement of a student to the next higher grade level may occur once in the middle grades when the student’s best interest cannot be served by retention. Such placement requires the recommendation of the principal. Administrative placement of a student from the elementary to the middle school is considered to be an elementary administrative placement.

Administrative placement of a student to the next higher level may occur once in the middle grades. Administrative placement of a student from the middle school to the high school is considered to be a middle school administrative placement.

VI. PROGRESSION OF SPECIAL EDUCATION STUDENTS

Issues of promotion are generally not within the purview of the Special Education IEP Team. Issues of promotion may be discussed at the IEP Team meeting in specific situations as it relates to the student’s progress or lack of progress unrelated to the nature of the student’s disability. Students with disabilities should be promoted through a process consistent with their non-disabled peers. Students with disabilities cannot be retained for academic deficits directly related to their disability.

As per 603 CMR, students with disabilities should be educated in the least restrictive environment appropriate to their needs with age appropriate peers. As with non-disabled peers, school principals have the final authority on issues of promotion.

A. GUIDELINES FOR EXEMPTION OF STUDENTS WITH DISABILITIES

The general expectation of state and district assessment systems is that all students participate in assessments for accountability and instructional purposes. However, a

student's disability may be such that state and district assessment systems may not be appropriate for that student.

Definition of a Student with a Disability

For the purposes of MCAS, a student with a disability has an Individualized Education Plan (IEP) provided under the Individuals with Disabilities Education Improvement Act of 2004 and Massachusetts General Law, Chapter 71B, or a plan provided under Section 504 of the Rehabilitation Act of 1973. There are limited exceptions to this, as discussed under MCAS Accommodations, Chapter III, Section B. All students with disabilities must be engaged in an instructional program guided by the standards of the Massachusetts *Curriculum Framework*.

MCAS Participation Requirements for Students with Disabilities

The Massachusetts Education Reform Law of 1993 mandates that *all* students with disabilities who are educated with Massachusetts public funds participate in MCAS testing, including:

- students enrolled in public schools
- students enrolled in charter schools
- students enrolled in educational collaboratives
- students enrolled in approved and unapproved private special education schools and programs within and outside Massachusetts
- students receiving educational services in institutional settings
- students in the custody of the Department of Social Services
- students in the custody of the Department of Youth Services

Students with disabilities must participate in grade-level tests that correspond with the grade in which they are enrolled as reported to the Department's Student Information Management System (SIMS).

Limited English Proficient (LEP) Students with Disabilities

All LEP students with disabilities must participate in all MCAS tests given at their grade level, regardless of the number of years they have been enrolled in U.S. schools. An exception to this requirement will be made for LEP students who are in their **first year of enrollment** in a U.S. school (i.e., students who first enrolled in a U.S. school after the March 1st SIMS.) Schools have the option of assessing first-year LEP students on the English Language Arts tests in the spring. All other tests are required for these students.

Additional information on the participation of LEP students with disabilities in MCAS can be found in *Requirements for the Participation of Students with Limited English Proficiency in MCAS and MEPA*. This document is available on the Department's Web site at www.doe.mass.edu/mcas.

Determining How Students with Disabilities Will Participate in MCAS

During the annual meeting, a student's IEP or 504 team must determine how the student will participate in MCAS for each subject scheduled for assessment. This information, including any accommodations that a student will use, must be documented in the student's IEP or 504 plan.

VII. PROGRESSION OF LIMITED ENGLISH PROFICIENT (LEP) STUDENTS**A. DEFINITION OF AN LEP STUDENT**

A limited English proficient (LEP) student is defined by the Massachusetts Department of Elementary and Secondary Education as “a student whose first language is a language other than English and who is unable to perform ordinary classroom work in English.”

A student is identified as LEP regardless of whether or not a parent declines a language support program or service for the student. Students identified as LEP by their districts are required to participate in statewide tests according to the guidelines included in this document.

Promotion for a Limited English Proficient (LEP) student is based on the student’s significant progress in the content areas, while the student is in the process of becoming fluent in the English language.

B. SHELTERED CONTENT INSTRUCTION

Sheltered content instruction is designed to make content instruction, delivered in English, more comprehensible to LEP students with an intermediate or higher level of English proficiency. It will be very challenging for beginning and early intermediate students.

VIII. STATE TESTING REQUIREMENTS**MCAS**

The Massachusetts Comprehensive Assessment System (MCAS) is designed to meet the requirements of the Education Reform Law of 1993. This law specifies that the testing program must:

- test all public school students in Massachusetts, including students with disabilities; and limited English proficiency students are tested in ELA if they have been in the United States for more than one year.
- measure performance based on the Massachusetts Curriculum Framework learning standards;
- report on the performance of individual students, schools, and districts.

Students will need to meet the competency determination in ELA, math and science as mandated by the state through the MCAS in order to graduate. This is a requirement of the Education Reform Act of 1993.

In addition, the MCAS is used to hold schools and districts accountable, on a yearly basis, for the progress they have made toward the objective within the No Child Left Behind law which states that all students will be proficient in reading and mathematics by 2014.

Required MCAS Assessments

<i>Grade Level</i>	<i>English Language Arts</i>	<i>Mathematics</i>	<i>Science</i>
Sixth Grade	<i>English Language Arts Reading Comprehension</i> 3 sessions	<i>Mathematics</i> 2 sessions	
Seventh Grade	<i>English Language Arts Reading Comprehension</i> 3 sessions <i>English Language Arts Composition</i> 2 sessions	<i>Mathematics</i> 2 sessions	
Eighth Grade	<i>English Language Arts Reading Comprehension</i> 3 sessions	<i>Mathematics</i> 2 sessions	<i>Science</i> 2 sessions

Participation Requirements for LEP Students in MCAS Tests

Content Area Tests	English Language Arts	Mathematics	Science and Technology/Engineering
	Participation Requirements for First-Year LEP Students	<i>Optional</i>	Required
Participation Requirements for All Other LEP Students	Required	Required	Required

MEPA

The Massachusetts English Proficiency Assessment (MEPA) measures the performance of LEP students and the progress they are making toward English proficiency. MEPA is aligned with the learning standards in the *English Language Proficiency Benchmarks and Outcomes for English Language Learners* (available on the Department’s website at www.doe.mass.edu/ell/benchmark.pdf). MEPA is composed of two assessments: the MEPA-R/W, which measures reading and writing, and the MELA-O, which measures listening and speaking. The MELA-O is a locally-administered assessment.

MEPA-R/W and MELA-O

All enrolled LEP students in grades K–12 must participate in English proficiency assessments, regardless of the program in which they are enrolled or the number of years they have been enrolled in U.S. schools. The only exceptions involve LEP students who meet certain conditions that are listed on the following page.

**Participation Requirements in
the Massachusetts English Proficiency Assessment (MEPA)**

Test	LEP Students Required to Participate
	in the Spring MEPA
MELA-O and MEPA-R/W	<ul style="list-style-type: none"> • All LEP students in grades K–12 • All formerly LEP (FLEP) students in grades K-12 who were reported as LEP in the October SIMS

All students who participated in the fall MEPA must also participate in the spring MEPA. This requirement includes any student whose status has been changed to **former LEP (FLEP)** since the October SIMS report. All other **FLEP** students do not participate in MEPA.

Pupil Progression Plan: High School Section





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XI. PROGRESSION OF SPECIAL EDUCATION STUDENT

XII. PROGRESSION OF LIMITED ENGLISH PROFICIENT (LEP) STUDENTS

I. RETENTION GUIDELINES

The time required to complete senior high school (grades 9-12) will depend upon the time necessary to demonstrate proficiency in the objectives and competencies of the courses studied and to earn the required credits. There are instances when student retention may be necessary to provide additional time to master objectives and competencies required for success in the next higher grade. However, the level of student mastery of each objective and competency will vary, and all pupils should demonstrate growth toward mastery of objectives and competencies. Teachers and administrators have an obligation to weigh carefully the negative consequences of retention and to provide timely intervention in an effort to prevent retention of students.

II. PROMOTION & RETENTION POLICY- Senior High or Alternative High School Grade 9-12

1. In order to graduate from a Springfield Public Schools high school or alternative high school, students, in addition to having the required number of credits, must also meet the competency determination as measured by the Massachusetts Comprehensive Assessment System (MCAS). Students who fail the English, Mathematics, or Science sections of the MCAS or who do not earn the required graduation credits are not eligible for a standard diploma.
2. Student Grade Classification
 - A grade 10 student - has earned 1 credit in English, 1 credit in Mathematics, 1 credit in Science, 1 credit in Social Studies, and .5 credit in Physical Education. **In addition the student can earn up to 2.5 credits in any combination of elective courses or Technology Education courses for a possible cumulative total of 7 credits.**
 - A grade 11 student - has earned a total of 2 credits in English, 2 credits in Mathematics, 2 credits in Science, 2 credits in Social Studies, preferably 2 credits in Foreign Language, and 1 credit in Physical Education. **In addition the student can earn up to 3 credits in any combination of elective courses or Technology Education courses for a possible cumulative total of 14 credits.**
 - A grade 12 student - has earned 3 credits in English, 3 credits in Mathematics, 3 credits in Science, 3 credits in Social Studies, 2 credits in Foreign Language, and 1.5 credits in Physical Education. **In addition the student can earn up to 5.5 credits in any combination of elective courses or Technology Education courses for a possible cumulative total of 21 credits.**

III. HIGH SCHOOL CURRICULUM POLICY- Beginning with the graduating class of 2013

A. HIGH SCHOOL CURRICULUM

- 4 credits of English
- 4 credits of Math
- 4 credits of Science (In both Science and Social Studies/Social Sciences the first 3 credits are required courses and the 4th credit is elective)
- 4 credits of Social Studies/Social Sciences (In both Science and Social Studies/Social Science the first 3 credits are required courses and the 4th credit is elective)
- 2 credits of Foreign Language (two consecutive years of the same F.L. is required, preferably in 9th and 10th grade.)**
- 1 credit of Fine Arts
- 1 credit of Technology (.5 for Applications of Technology I and .5 for II)
- 2 credits of Physical Education
- .5 credit of Health

B. SEQUENCE OF COURSES

- English English 9, 10, 11, 12*
- Math Algebra I, Geometry, Algebra II, Elective: Math Applications I and II, Advanced Algebra and Trigonometry, Pre- Calculus, Calculus, Statistics, AP Calculus, and AP Statistics.
- Science Introductory Physics, Biology, Chemistry
Electives: Anatomy/Physiology, Environmental Science, Physics, Ecology, Technology Engineering (½ year courses student must take 2), AP/IB level Science courses
- Social Studies World History, U.S. History (1), U.S. History (2)
(Social Sciences) Electives: Psychology, Sociology, Economics, Government, African-American History, Law, Latin America, Ancient History, Community Service, AP level Social Science courses
- Foreign Language Students will complete a minimum of 2 consecutive years of one Foreign Language before graduation preferably during 9th and 10th grade.**
- Phys. Ed. PE 9, 10, 11, 12 (1/2 credit each year)
- Health Any grade
- Technology Applications of Technology I, Applications of Technology II
- Fine Arts Music, Art, Theater, or Dance

**Beginner, Early Intermediate (Phase I and II) LEP students will receive Sheltered English Immersion support during the ELA block and receive ESL services in lieu of Foreign Language, this counts towards their required Foreign Language credits.*

*** Beginner, Early Intermediate (Phase I and II) LEP students will also take ESL in place of Foreign Language. This will count towards their Foreign Language requirement.*

IV. HIGH SCHOOL GRADUATION REQUIREMENTS

- Mandatory 24.5 credits in the required courses to earn a high school diploma, 22.5 credits are required course work.
- Students must take a full complement of approved academic courses for all four years.
- Completion of a course through the acceleration model will earn an appropriate credit
- A ½ year spent in Learning Lab will earn .5 credit.
- Students may retake a course in order to improve grade point average.
- Students Individual Educational Plans must always be followed.

V.MCAS- STATE LEVEL HIGH SCHOOL GRADUATION REQUIREMENTS

All students will need to meet the competency determination in ELA, Math and Science as mandated by the state through the MCAS to graduate. This is a requirement of the Education Reform Act of 1993.

Students who do not pass the MCAS on their first try have many options available to help them succeed.

- Students have four additional opportunities to take the test(s) and pass before the end of their senior year.
- Teachers are available to craft an Individual Student Success Plan tailored to the student's specific learning needs
- Students can access extra help (online and personal instruction) during and after school and in the summertime.

Required MCAS Assessments

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

Participation Requirements for LEP Students in MCAS Tests

Content Area Tests	English Language Arts	Mathematics	Science and Technology/ Engineering	History and Social Studies/ U.S. History
	Participation Requirements for First-Year LEP Students	<i>Optional</i>	Required	Required
Participation Requirements for All Other LEP Students	Required	Required	Required	Required

VI. GUIDANCE

Guidance counselors serve a vital role in supporting student academic performance. Counselors deliver a comprehensive school counseling program encouraging all students’ academic, career, and personal/social development and helping all students in maximizing student achievement. Counselors meet the needs of culturally and linguistically diverse student population by:

- serving as advocates, educational leaders, team members, and consultants to maximize opportunities for students to succeed academically;
- developing in students a commitment to achievement and provide conditions that enable students to accomplish their goals;
- helping students recognize their potential and enhance their capacity to make academic and career decisions by ensuring that students are taking the sequence of courses that support high achievement beyond minimum requirements;
- serving as leaders and stewards of equity and achievement and be able to impact

- institutional and environmental barriers impeding students' progress;
- providing all students with academic and career advising in order for them to form values, attitudes, and behaviors conducive to their educational and academic success and;
- managing resources and build partnerships by enlisting the support of parents, agencies, and community members.

VII. ROGER L. PUTNAM VOCATIONAL HIGH SCHOOL- Beginning with the graduating class of 2013

A. ACADEMIC REQUIREMENTS

- 4 credits of English
- 4 credits of Math
- 4 credits of Science (In both Science and Social Studies/Social Sciences the first 3 credits are required courses and the 4th credit is elective)
- 4 credits of Social Studies/Social Sciences (In both Science and Social Studies/Social Science the first 3 credits are required courses and the 4th credit is elective)
- 2 credits of Foreign Language (two consecutive years of the same F.L. is required, preferably in 9th and 10th grade.)**
- 1 credit of Fine Arts
- 1 credit of Technology (.5 for Applications of Technology I and .5 for II)
- 2 credits of Physical Education
- .5 credit of Health

A. VOCATIONAL REQUIREMENTS

- 16 credits in respective career/technical field (4 credits per year)
- 3 credits of related science
- 2 credits in School-to-Work courses (Students choose 4 out of the 8 following courses: School-to-Work Courses: Accounting, Advisor/Advisee, Career Development, Computer Literacy, Co-op, Entrepreneurship, Personal Finance, Work-Readiness)

B. SEQUENCE OF ACADEMIC COURSES

- English English 9, 10, 11, 12*
- Math Algebra I, Geometry, Algebra II, Elective: Math Applications I and II, Advanced Algebra and Trigonometry, Pre- Calculus, Calculus, Statistics, AP Calculus, and AP Statistics.
- Science Introductory Physics, Biology, Chemistry
Electives: Anatomy/Physiology, Environmental Science, Physics, Ecology, Technology Engineering (½ year courses student must take 2), AP/IB level Science courses
- Social Studies World History, U.S. History (1), U.S. History (2)
(Social Sciences) Electives: Psychology, Sociology, Economics, Government, African-American History, Law, Latin America, Ancient History, Community Service, AP level Social Science courses
- Foreign Language Students will complete a minimum of 2 consecutive

- | | |
|--------------|---|
| | years of one Foreign Language before graduation preferably during 9 th and 10 th grade.** |
| • Phys. Ed. | PE 9, 10, 11, 12 (1/2 credit each year) |
| • Health | Any grade |
| • Technology | Applications of Technology I, Applications of Technology II |
| • Fine Arts | Music, Art, Theater, or Dance |

**Beginner, Early Intermediate (Phase I and II) LEP students will receive Sheltered English Immersion support during the ELA block and receive ESL services in lieu of Foreign Language, this counts towards their required Foreign Language credits.*

*** Beginner, Early Intermediate (Phase I and II) LEP students will also take ESL in place of Foreign Language. This will count towards their Foreign Language requirement.*

D. VOCATIONAL GRADUATION REQUIREMENTS

- Mandatory 43.5 credits in the required academic and vocational courses to earn a high school diploma.
- Students must take a full complement of approved academic courses for all four years.
- Completion of a course through the acceleration model will earn an appropriate credit.
- A ½ year spent in Learning Lab will earn .5 credit.
- Students may retake a course in order to improve grade point average.
- Students Individual Educational Plans must always be followed.

VIII. SPRINGFIELD ACADEMY FOR EXCELLENCE (S.A.F.E) DIPLOMA

PROGRAM beginning with the graduating class of 2013

A. S.A.F.E Diploma Curriculum

- 4 credits of English
- 4 credits of Math
- 4 credits of Science (In both Science and Social Studies/Social Sciences the first 3 credits are required courses and the 4th credit is elective)
- 4 credits of Social Studies/Social Sciences (In both Science and Social Studies/Social Science the first 3 credits are required courses and the 4th credit is elective)
- 2 credits of Foreign Language (two consecutive years of the same F.L. is required, preferably in 9th and 10th grade.)**
- 1 credit of Fine Arts
- 1 credit of Technology (.5 for Applications of Technology I and .5 for II)
- 2 credits of Physical Education
- .5 credit of Health

B. SEQUENCE OF COURSES

- English English 9, 10, 11, 12*
- Math Algebra I, Geometry, Algebra II, Elective: Math Applications I and II, Advanced Algebra and Trigonometry, Pre- Calculus, Calculus, Statistics, AP Calculus, and AP Statistics.
- Science Introductory Physics, Biology, Chemistry
Electives: Anatomy/Physiology, Environmental Science, Physics, Ecology, Technology Engineering (½ year courses student must take 2), AP/IB level Science courses
- Social Studies World History, U.S. History (1), U.S. History (2)

<p>(Social Sciences)</p> <ul style="list-style-type: none"> • Foreign Language • Phys. Ed. • Health • Technology • Fine Arts 	<p>Electives: Psychology, Sociology, Economics, Government, African-American History, Law, Latin America, Ancient History, Community Service, AP level Social Science courses</p> <p>Students will complete a minimum of 2 consecutive years of one Foreign Language before graduation preferably during 9th and 10th grade.**</p> <p>PE 9, 10, 11, 12 (1/2 credit each year)</p> <p>Any grade</p> <p>Applications of Technology I, Applications of Technology II</p> <p>Music, Art, Theater, or Dance</p>
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**Beginner, Early Intermediate (Phase I and II) LEP students will receive Sheltered English Immersion support during the ELA block and receive ESL services in lieu of Foreign Language, this counts towards their required Foreign Language credits.*

*** Beginner, Early Intermediate (Phase I and II) LEP students will also take ESL in place of Foreign Language. This will count towards their Foreign Language requirement.*

Springfield Academy for Excellence Diploma Requirements

- Requires 20.5 credit
- Only applicable to students entering Springfield Public Schools after 9th grade and being placed in an alternative setting.
- Springfield Public School students identified by the SAFE Review Process may also be assigned to an alternative setting and eligible for the Alternative Diploma.
- Students must take a full complement of approved academic courses for all four years.
- Completion of a course through the acceleration model will earn an appropriate credit
- A ½ year spent in Learning Lab will earn .5 credit.
- Students may retake a course in order to improve grade point average.
- Students Individual Educational Plans must always be followed.

IX. CITY OF SPRINGFIELD DIPLOMA

Under certain circumstances students who cannot meet the requirements for a high school diploma from one of the Springfield High Schools may accumulate the required credits for a Springfield High School Diploma. Extenuating circumstances that allow a student to receive a Springfield High School Diploma include the following:

1. Some students who transfer from one high school to another, but lack the complete and specific course requirements for a thematic high school
2. Some students who attend the Alternative High School Program
3. Some students who matriculate in special education programs
4. Some students who have documented extenuating circumstances

The Principal, in consultation with the Chief School Officer and with approval of the Superintendent, may award a student a City of Springfield High School Diploma.

Currently the Springfield High School Diploma requires 18 credits:

- 4 English or ESL
- 2 Mathematics
- 2 Science
- 2 Social Studies (1 U.S. History)
- .5 Physical Education
- .5 Health
- 7 Electives

(As of 2013, it will require 20.5 credits as outlined in the Pupil Progression Plan)

X. PROGRESSION OF SPECIAL EDUCATION STUDENTS

Issues of promotion are generally not within the purview of the Special Education IEP Team. Issues of promotion may be discussed at the IEP Team meeting in specific situations as it relates to the student's progress or lack of progress unrelated to the nature of the student's disability. Students with disabilities should be promoted through a process consistent with their non-disabled peers. Students with disabilities cannot be retained for academic deficits directly related to their disability.

As per 603 CMR, students with disabilities should be educated in the least restrictive environment appropriate to their needs with age appropriate peers. As with non-disabled peers, school principals have the final authority on issues of promotion.

XI. EXEMPTIONS OF STUDENTS

A. GUIDELINES FOR EXEMPTION OF STUDENTS WITH DISABILITIES

The general expectation of state and district assessment systems is that all students participate in assessments for accountability and instruction purposes. However, a student's disability may be such that state and district assessment systems may not be appropriate for that student.

Definition of a Student with a Disability

For the purposes of MCAS, a student with a disability has an Individualized Education Plan (IEP) provided under the Individuals with Disabilities Education Improvement Act of 2004 and Massachusetts General Law, Chapter 71B, or a plan provided under Section 504 of the Rehabilitation Act of 1973. There are limited exceptions to this, as discussed under MCAS Test Accommodations, Chapter III, Section B. All students with disabilities must be engaged in an instructional program guided by the standards in the Massachusetts *Curriculum Frameworks*.

MCAS Participation Requirements for Students with Disabilities

The Massachusetts Education Reform Law of 1993 mandates that *all* students with disabilities who are educated with Massachusetts public funds participate in MCAS testing, including:

- students enrolled in public schools
- students enrolled in charter schools
- students enrolled in educational collaboratives
- students enrolled in approved and unapproved private special education schools and programs within and outside Massachusetts
- students receiving educational services in institutional settings
- students in the custody of the Department of Social Services
- students in the custody of the Department of Youth Services

Students with disabilities must participate in grade-level tests that correspond with the grade in which they are enrolled as reported to the Department's Student Information Management System (SIMS).

Limited English Proficient (LEP) Students with Disabilities

All LEP students with disabilities must participate in all MCAS tests given at their grade level, regardless of the number of years they have been enrolled in U.S. schools. An exception to this requirement will be made for LEP students who are in their **first year of enrollment** in a U.S. school (i.e., students who first enrolled in a U.S. school after the March 1st SIMS.) Schools have the option of assessing first-year LEP students on the English Language Arts tests in the spring. All other tests are required for these students.

Additional information on the participation of LEP students with disabilities in MCAS can be found in *Requirements for the Participation of Students with Limited English Proficiency in MCAS and MEPA*. This document is available on the Department's Web site at www.doe.mass.edu/mcas.

Determining How Students with Disabilities Will Participate in MCAS

During the annual meeting, a student's IEP or 504 team must determine how the student will participate in MCAS for each subject scheduled for assessment. This information, including any accommodations that a student will use, must be documented in the student's IEP or 504 plan.

XII. PROGRESSION OF LIMITED ENGLISH PROFICIENT (LEP) STUDENTS

A DEFINITION OF AN LEP STUDENT

A Limited English Proficient (LEP) student is defined by the Massachusetts Department of Elementary and Secondary Education as "a student whose first language is a language other than English and who is unable to perform ordinary classroom work in English."

A student is identified as LEP regardless of whether or not a parent declines a language support program or service for the student. Students identified as LEP by their districts are required to participate in statewide tests according to the guidelines included in this document.

Promotion for a Limited English Proficient (LEP) student is based on the student's significant progress in the content areas, while the student is in the process of becoming fluent in the English language.

B. SHELTERED CONTENT INSTRUCTION

Sheltered content instruction is designed to make content instruction, delivered in English, more comprehensible to LEP students with an intermediate or higher level of English proficiency. It will be very challenging for beginning and early intermediate students.



APPENDIX

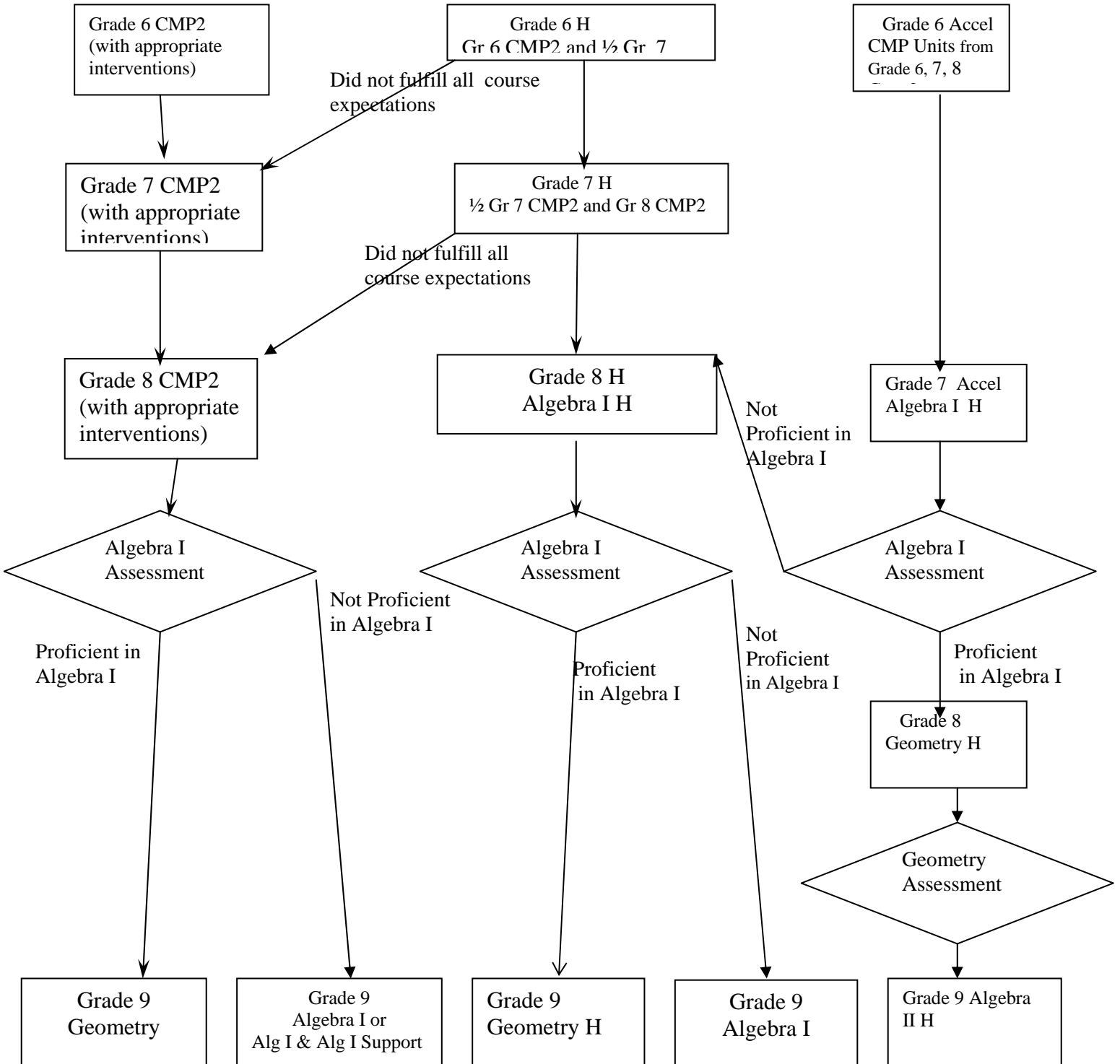
Middle School Mathematics
Pathways for Regular, Honors, and Accelerated

09

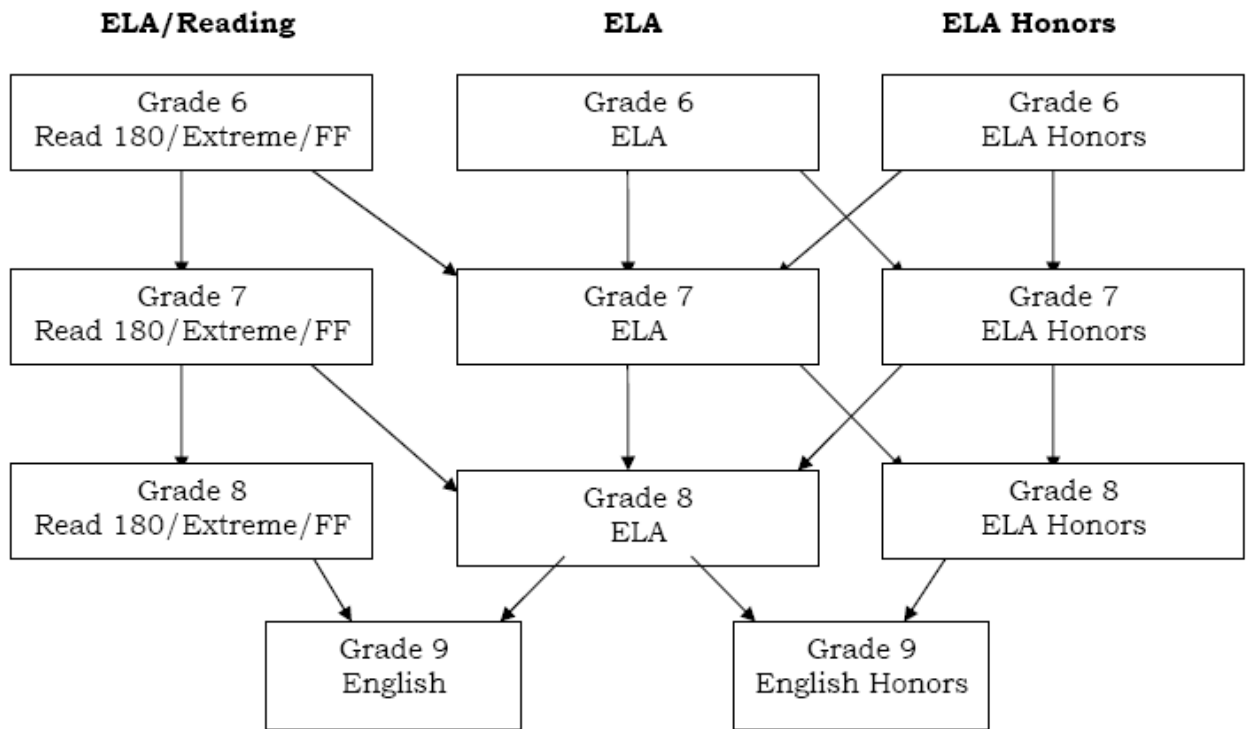
Regular Math

Math Honors

Math Accelerated



**Middle School English Language Arts
Course Sequence for ELA/Reading, ELA, and ELA Honors
2009-2010 School Year**



May 21, 2009



VI. ACKNOWLEDGEMENTS

A. ELEMENTARY PUPIL PROGRESSION COMMITTEE

The 2009 Pupil Progression Plan is the work of a committee of Principals, Instructional Leadership Specialists, Directors, Supervisors, Reading First Coach, Senior Administrators, and The Chief Academic Officer.

The elementary committee was under the direction and chaired by the Director of Literacy, Stefania Raschilla. It included Luisa Rivera, Gloria Williams, Tara Christian Clark, Elizabeth Crowley, Kathleen Sullivan, Kristen Hughes, Laura Caron, Michelle Bilodeau, Barbara Tully, Nancy Laino, Carol Motto, Carole Leverock, Ann Morello, Susan Gosselin, and Michelle Macklin.

The document was also reviewed and revised by Shannon Collins, Deborah Lantaigne, and Deborah Beglane; Christine Fitzgerald

B. THE MIDDLE AND HIGH SCHOOL COMMITTEE

The middle and high school committee was co-chaired by Chief Academic Officer Dr. Ann Southworth and Senior Administrator Lydia E. Martinez. It included Dr. Linda Abbott, Judith Alexander, Valerie Annear, Joshua Bogin, Veta Daley, Sonia Dinnall, Dr. Carmen Felix- Fournier, Kate Fenton, Ann Ferriter, Sylvia Galvan, Deborah Gendreau, Kathe Harbour, Ellen Hurley, Justin Hurst, Julie Jaron, Willette Johnson, Yolanda Johnson, Rosemary Kalloch, Stefania Raschilla, Ronald St. Amand, Coleen Walsh, Ira Brown, Stephen Collins, Alex Gillat, Stephen Mahoney, Kevin McCaskill, Richard Stoddard, Bonnie Elliston, Bonnie Osgood, Cheryl DeSpirt, Anthony Davila, Andrea Lewis, Kenneth Luce, Jonathan Swan, Sandra Andrew, Dr. Denise Pagan-Vega, Janine Lapan, Dan Warwick and Dr. Maryann Morris.

Updated on June 5, 2009

Approved, June 4, 2009