



*The Springfield Renaissance School, gr.6-12*

*An Expeditionary Learning School*

**\*Respect \*Courage \*Responsibility \*Friendship \*Cultural  
Sensitivity \*Perseverance \*Self-Discipline**



*The school's mission is to provide a rigorous academic program for college-bound students in a small, personalized setting that impels and supports students to use their minds well, to care for themselves and others, and to rise to the challenges and duties of citizenship.*

# **2021-2022**

# **Student and Family**

# **Handbook**

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August 2021

Dear Students, Families and Staff:

Welcome to The Springfield Renaissance School's 16th year! I am very excited about the upcoming school year and cannot wait to see everyone soon. Hopefully, some of you will consider stopping by over the summer to visit me because I love student visits!

I have been working closely with the Leadership Team to plan for a safe opening of school and to ensure we implement the best educational practices to support all learners. We recognize that our students are entering the building with varying levels of needs and abilities and have developed a schedule that will support their educational needs. Let's cross our fingers that we do not have to make any schedule shifts during the upcoming school year!

We are working hard to personalize our three academic programs and have expanding offerings in each program. We have added additional academic support in our middle school program which will support students in need of academic enrichment and students on an accelerated track. We have also added two additional courses in high school to expand our course offerings for students wishing to pursue a career in the medical field. In addition, we will expand ways to integrate our high school developmental program, by increasing opportunities for our developmental students to engage with local community organizations. I am committed to making sure every student has the best educational experience and I welcome any feedback from parents about how best to enhance our program. We are also bringing back Adventure Education and will share grade-level details during the first week of school. Get ready to kick off the new year with fun and adventure!

I am especially looking forward to seeing many of our parents at my monthly principal meetings, which will happen via Zoom. The dates for the meetings are included in your welcome packet. This will be a great way for me to connect with parents and guardians. I encourage all of you to stay connected and informed by following us on Facebook at [www.facebook.com/SpringfieldRenaissanceSchool](https://www.facebook.com/SpringfieldRenaissanceSchool) and checking our website <https://www.springfieldrenaissanceschool.org> for updates. If I can be of any support, please email me at: [coburna@springfieldpublicschools.com](mailto:coburna@springfieldpublicschools.com) or contact me at (413) 750-2929.

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**Work Hard, Be Nice, Get Smart**

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## **Background**

The Springfield Renaissance School opened its doors in September 2006 to 100 sixth graders and 100 ninth graders as a partnership between the Springfield Public Schools and EL Education. This was part of an initiative undertaken by EL Education with funding from the Gates Foundation, to start small, public, urban schools around the country using the design principles of EL Education.

The school's performance on the state MCAS exams has consistently exceeded the district average, and its attendance and discipline data are likewise ahead of the district averages for middle and high schools. One hundred percent of our graduating classes have been accepted to a college or university, and the school's results regarding college persistence are significantly higher than the national average.

The Springfield Renaissance School received the 2017 Merit School of Excellence award at the 35th National Conference on Magnet Schools, by the Magnet Schools of America, by the Partnership for 21<sup>st</sup> Century Schools, by U.S News and World Report, and by the Commonwealth of Massachusetts. Renaissance is the largest Innovation School in Massachusetts, a status through which the school has earned the autonomy and independence necessary to run its unique structures and systems.

## **Mission**

The school's mission is to provide a rigorous academic program for college-bound students in a small, personalized setting that impels and supports students to use their minds well, to care for themselves and others, and to rise to the challenges and duties of citizenship.

## **Culturally Responsive Teaching Work**

The Springfield Renaissance School's faculty and staff will be reading the book *Culturally Responsive Teaching and The Brain* by Zaretta Hammond. In this book, Zaretta Hammond draws on cutting-edge neuroscience research to offer an innovative approach for designing and implementing brain-compatible culturally responsive instruction.

The book includes:

- Information on how one's culture programs the brain to process data and affects learning relationships.
- Ten "key moves" to build students' learner operating systems and prepare them to become independent learners.
- Prompts for action and valuable self-reflection.

We will be updating this section of our handbook next year with how we will implement this into our work as educators.

# **EL Learning Design Principles**

The Springfield Renaissance School is a mentor school within the national network of EL schools. These design principles express Expeditionary Learning's philosophy of education and its core values. Drawn from the work of Outward Bound's founder, Kurt Hahn, and other educational leaders, they shape school culture and provide a foundation for the moral purpose of schools.

**The Primacy of Self-Discovery:** Learning happens best with emotion, challenge and the requisite support. People discover their abilities, values, passions and responsibilities in situations that offer adventure and the unexpected. In Expeditionary Learning schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can do more than they think they can.

**The Having of Wonderful Ideas:** Teaching in Expeditionary Learning schools fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment and time to make sense of what is observed.

**The Responsibility for Learning:** Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect of an Expeditionary Learning school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.

**Empathy and Caring:** Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Learning groups are small in Expeditionary Learning schools with a caring adult looking after the progress of and acting as an advocate for each student. We encourage our older students to mentor our younger ones, therefore helping students to feel physically and emotionally safe.

**Success and Failure:** All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. It is also important for students to learn from their failures, to persevere when things are hard and to learn to turn disabilities into opportunities.

**Collaboration and Competition:** Individual development and group development are integrated so that the value of friendship, trust and group action is clear. Students are encouraged to compete not against each other but with their own personal best and with rigorous standards of excellence.

**Diversity and Inclusion:** Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability and respect for others. In Expeditionary Learning schools, students investigate and value their different histories and talents as well as those of other communities and cultures. Schools and learning groups are heterogeneous.

**The Natural World:** A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the Earth and of future generations.

**Solitude and Reflection:** Students and teachers need time alone to explore their own thoughts, make their own connections and create their own ideas. They also need time to exchange their reflections with other students and with adults.

**Service and Compassion:** We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others and one of an Expeditionary Learning school's primary functions is to prepare students with the attitudes and skills to learn from and be of service.

## **Work Plan Goal**

- **Goal 1:** I am a critical and self-directed thinker, able to persevere through complex tasks to create high-quality work.
- **Goal 2:** I am an engaged citizen of our school community, city, and world, able to share my voice as a strong researcher, writer, and public speaker.
- **Goal 3:** I am a strong reader.

Students demonstrate mastery of these qualities through their coursework, Student-Led Family Conferences, Passage Portfolios, Junior Internships and Senior Talks.

### **Inquiry and Investigation**

- I use questions to help me shape my research.
- I actively seek out, synthesize and apply new information.
- I investigate a topic through a variety of sources, ideas and viewpoints.

### **Critical Thinking and Analysis**

- I extract ideas from a variety of learning experiences (reading, group work, lecture, discussion, hands-on activities) and synthesize them into a new understanding of a topic.
- I independently understand, assess, synthesize and use information from different sources.
- I develop a comprehensive understanding of a text, experiment, concept or idea by looking at its parts or components.

### **Creative Thinking and Expression**

- I learn and apply a variety of means of creative expression to share ideas and information.
- I use expressive, creative and focused language in my communication that engages a specific audience.

### **Problem Solving and Invention**

- I design and test solutions to problems.
- I find multiple ways to solve a problem and can share the strengths and weaknesses of different solutions.

### **Communication**

- I organize and share my knowledge and ideas on a topic through speaking, writing or other means of communication.
- I demonstrate my understanding of things I learn using appropriate tools, materials or language.
- I craft well-organized, articulate, compelling and focused writing appropriate for a defined purpose and audience.

### **Craftsmanship and Quality**

- I craft, refine and polish a piece of work until it meets or exceeds the standards.
- I complete work with consistent care for organization, detail and accuracy.

## Academic Program

The Springfield Renaissance School's courses are arranged so that students are heterogeneously grouped to maximize the social construction of meaning in an academically rigorous environment. Course offerings reflect our commitment to interdisciplinary connections between courses and teachers utilize common instructional practices to support students' learning (including the active use of learning targets, checking for understanding throughout the class, intentional debriefs at the end of class and regular homework that builds upon the day's lesson or prepares for the following day's work). Students practice new and developing skills through the workshop model of instruction making real-world connections with our community through the use of experts and fieldwork and are guided through curricular units that promote inquiry, rigor and engagement. Curricular units in all courses are structured through the frameworks of unit plans, learning expeditions, investigations and projects.

Collaboration is a central tenet of our approach to curriculum and instruction. Students and Crew teachers are expected to work in small groups, regularly honing those "soft skills" like listening, initiative, organization and problem-solving.

Advanced Placement, honors and dual enrollment courses are available to selected sophomores, juniors and seniors, with teacher approval.

## Springfield Renaissance Responsibilities

We recognize that having high expectations for our students must be matched by a commitment to provide high-quality support focused on helping students to meet the goals implicit in our mission – prepared for college, critical thinkers, invested in their own health and the health of their community and contributing to the community.

The **Renaissance staff** knows that **providing effective instruction and guidance** is the most important responsibility we have. As such, we are committed to coming to school prepared, providing useful feedback to all students in order to support student success, meeting our professional responsibilities, modeling and upholding the Community Commitments, implementing the ideas of growth mindset and responding to student and family concerns promptly.

**Renaissance students** are responsible for reading and understanding the Student and Family Handbook. In addition, we expect all students to commit to and uphold the program and responsibilities described in the Handbook. One of the most important responsibilities students have is to work toward becoming a Renaissance Scholar **by being proficient in all Habits of Work**.

**Renaissance families** must read and agree to the program described in the Student and Family Handbook. The policies described in the handbook are not negotiable and one of the most important responsibilities of families is to **work with their student(s) to ensure that they are prepared to "Work hard, be nice, get smart, and make their family proud."** Communicating with a student's Crew teacher is one of the best ways to share concerns and suggestions regarding a student's success at Renaissance.

# Middle and High School Course Load

**Middle School:** Middle school students take a core curriculum of five year-long courses (English Language Arts, Math, Science, Social Studies, Crew/Accelerated skills and enrichment, while participating in at least one or more learning investigations/expeditions per year. In addition, all middle school students take a quarter-length course in rotating Humanities courses.

| Typical Middle School Course Load                                                                                 |
|-------------------------------------------------------------------------------------------------------------------|
| English Language Arts                                                                                             |
| Social Studies                                                                                                    |
| Math                                                                                                              |
| Science                                                                                                           |
| Crew                                                                                                              |
| Accelerated Skills and Enrichment                                                                                 |
| Quarter-long or Semester-long Humanities courses: PE/Health, Art, Drama, Technology Engineering, Computer Science |
| Intensives (Winter and Spring)                                                                                    |

**High School:** Renaissance is a small school by design. A feature of its size is a relatively limited amount of choice in its course offerings. The school's Intensives Program, Dual Enrollment Program and its commitment to learning expeditions and fieldwork are offered as an alternative to the selection offered by large high schools. We would rather know our students well than offer eight different senior English courses, a choice well-supported by the school's performance thus far.

| High School Course Load                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------|
| English - Honors (Grades 10, 11 and 12), Advanced Placement (Grades 11 and 12)                                                         |
| Mathematics - Algebra 1 (no Honors), Geometry (Honors), Algebra II (Honors), Pre-Calculus (Honors) (every other year), Statistics (AP) |
| History - World History, US History I, US History II, Economics & Law (Honors in grades 10 & 11; AP in grades 11 & 12)                 |
| Science - Environmental Science, Biology, Chemistry, Anatomy and Physiology                                                            |
| Crew                                                                                                                                   |
| Accelerated Skills and Enrichment                                                                                                      |
| Language (Latin & Spanish)                                                                                                             |
| Physical Education                                                                                                                     |
| Health (Grade 9)                                                                                                                       |
| Drama (Grades 10-12)                                                                                                                   |
| Creative Writing (Grade 12)                                                                                                            |
| Foundations of Art (Grades 10- 12)                                                                                                     |
| Computer Science                                                                                                                       |
| Intensives (Winter and Spring)                                                                                                         |

# Crew

Crew is a course graded like all other Springfield Renaissance School courses and a Renaissance graduation requirement. Crew carries its own Learning Targets and has the same Habits of Work as all courses. Key components include:

## Relationships

- Crew provides each student a one-to-one relationship with an adult.
- Crew provides an ongoing, small peer community.
- Crew teachers serve as the student's advocate in difficult academic and social situations.
- Crew teachers monitor and support student progress, including Habits of Work.
- Crew teachers act as the primary contact point between parents and the school.
- Crew meetings are frequently used for team-building exercises.
- Crew offers some opportunities for adventure, fitness and wellness, guided first by the Crew teacher and then gradually led by students.
- Crews are assigned one outside day a week (except Fridays) per grade level.

## Service

- Crews identify needs in the school and outside communities and propose and develop projects to address those needs.

## SLFC - 8th and 10th Grade Passages, Internships, Senior Talk (Mandatory Requirements)

- Students practice presentations of their Student-Led Family Conference portfolio and 8<sup>th</sup> and 10<sup>th</sup> Grade Passages in Crew and are coached by their Crew teacher.
- Students present their Student-Led Family Conference portfolio and the 8<sup>th</sup> and 10<sup>th</sup> Grade Passages and their Senior Talk to an audience that includes the Crew teacher, parents/guardian and family members.
- **All students must complete SLFCs, Internships, Passage Portfolios and Senior Talks to pass Crew, which is a high school graduation requirement.** Failure to do so reflects a significant lack of commitment to the school's core beliefs and structures and will serve as an invitation to discuss the student's continued enrollment at the school. In some cases, school staff can sit in for a student's family in a Student-Led Family Conference or a Passage Portfolio. This step, however, must be approved by the Principal.
- All Crew teachers will receive the training and administrative support to effectively guide students through the processes involved in preparing for and delivering a successful Student-Led Family Conference or Passage Portfolio.

## Post-Secondary Preparation (especially Junior and Senior Crew)

- Crew Teachers assist in the exploration of career and post-secondary options and ensure students have specific post-secondary plans upon graduation.
- 11<sup>th</sup> Grade students participate in the internship program and Work-Based Learning Plan.
- Crew teachers coach students in application processes and college selection.
- 7<sup>th</sup> Grade starts the planning process in Naviance.

## School Administration and Governance

- Crew is where school issues and proposals are reviewed and discussed.
- Crew is the heart of student democracy.
- Student administrative business is generally accomplished during Crew meetings under

the guidance of the Crew teacher.

- Student Voice Committee is composed of students from all grade levels who act as the liaisons to share the opinions and views of the student community.

## **Portfolios and Passages**

A portfolio is a collection of work showing what a student has been thinking about, working on and learning. During this process, students employ metacognitive skills while thinking about their own thinking and learning process. The goal is to guide students towards a growth mindset. It will contain written work and may also include artwork, audio or videotapes of performances, photographs of three-dimensional constructions, computer graphics and more. A portfolio does not include all work. Rather, it is a selection made by the student with teacher guidance. The purpose of the portfolio is three-fold: to help students reflect and learn at a deeper level, measure their growth over time and provide an ongoing record of:

- How their thinking about significant issues and questions has grown;
- How they have developed a range of knowledge and skills; and
- How they have made an effort.

The portfolio system at The Springfield Renaissance School includes the following:

- Classroom Working Folder: As they complete pieces of work, students will store drafts, final products and learning target reflections in their Classroom Working Folders. When students compile their Portfolios, they will go to their Classroom Working Folders and select work to include.
- Crew Portfolio: The Crew Portfolio contains work related to Crew learning targets along with evidence that the student is meeting non-curricular academic standards for presenting at Student-Led Family Conferences. It will include evidence in these areas:
  - Community Commitments reflections, including service, adventure and fitness challenges.
  - Independent reading and personal reading log.
  - Current Report Card or Progress Report – Standards-Based Grading report card.
  - Samples of final work from Classroom Working Folders (with reflections) to show evidence of progress towards learning targets.
  - College preparation as appropriate.

**8th Grade Passage Portfolio:** To successfully complete Crew in the 8<sup>th</sup> grade, all students must complete a portfolio assessment process by the set deadline that demonstrates a student's readiness for the tasks and processes at the high school level. In meeting Passage requirements, students will show they are ready to succeed as high school students. Using Passage planning and presentation documents, each student will present their 8<sup>th</sup> grade Passage Portfolio to one or more peers, family and school community members.

**10th Grade Passage Portfolio:** To successfully complete Crew in the 10<sup>th</sup> grade, all students must complete a Passage Portfolio by the set deadline. In meeting Passage requirements, students will show they are ready to succeed as juniors and seniors. Using Passage planning and presentation documents, each student will present their 10<sup>th</sup> grade Passage Portfolio to a panel made up of peers, family and school community members, as well as members of the community

beyond the school building. Each 10th Grade Passage Portfolio will consist of the following sections:

- Table of Contents
- Introductory letter that is a reflection on the student's experience as a school and community citizen, with goals for growth
- Most recent report card or progress report
- 40 hours Community Service and Reflection
- Physical Challenge and Reflection
- Quality of a Renaissance Graduate (strength) and 3 pieces of evidence
- Quality of a Renaissance Graduate (growth) and 3 pieces of evidence
- Student Profile/Reflection
- Resumé

## **Graduation and College Readiness**

To graduate from The Springfield Renaissance School, high school students must complete the coursework listed below. In addition to these course credits, all seniors must complete and publicly present a Senior Talk which is a reflection on their journey through school, their lessons learned and their plans for the future. Students will be required to fulfill all school-related obligations before graduation (e.g. Senior dues, return library books and sports uniforms, etc). All students needing to buy back time to fulfill requirements of the Attendance Policy will need to do so before the graduation date in order to receive their diploma. Any student who attends an attendance buyback program must be engaged in meaningful academic work that addresses skills missed during the absence periods.

Diploma requirements for the classes of 2013 and beyond: (27 credits total)

- 4 credits of English
- 4 credits of Math
- 4 credits of Science
- 4 credits of Social Studies/Social Sciences
- 4 credits of Foreign Language
- 1 credit of Fine Arts
- 2 credits of Physical Education
- .5 credit of Health
- 2 credits of Crew (4 years)

## **Honors and Advanced Placement**

Grade 10 Eligibility and Completion: A cumulative course grade of 3.5 in the previous year's course in that academic discipline and a letter of intent to the current teacher. Students must maintain, on a quarterly basis, a cumulative course grade of 3.5 in the standard course learning targets and a 3 or better on the honors course learning target.

Grade 11 & 12 Eligibility for Honors and AP courses: A cumulative course grade of 3.5 in the previous year's course in that academic discipline, a passing score on any departmental placement exam, a supporting letter from the previous teacher and a letter of intent to the current

teacher. Students may apply for a waiver from these requirements, which must be supported by the “sending” teacher, the Crew teacher, the Guidance Counselor and the Principal.

## **Student Support Service**

- All students will participate in **Crew** which is led by the same teacher for their middle school or high school career.
- **Guidance and counseling** services focus on college and career exploration and readiness. **Adjustment counseling** services focus upon students’ health and well-being as well as supporting a culture of respect and inclusion. Individualized Education Programs (**IEPs**) and their services are provided and coordinated by certified special education teachers, paraprofessionals and the designated Evaluation Team Leader who will work closely with the team of parents, guardians, teachers and the student to ensure appropriate design and effective implementation of the student’s learning plan. **504 plans** will be coordinated by the school’s Adjustment Counselor who will ensure that parents, guardians, teachers and the student adhere to a clear set of accommodations and expectations designed to support the student’s success.
- Teaching and learning at The Springfield Renaissance School embraces **heterogeneous grouping, differentiated instruction, regular teacher-student-family conferences, small group work** and time for remedial support within classes and throughout the middle and high school program. **Literacy and Math instruction** is a focus for all academic areas and regular formative assessments provide students, families and teachers with the data and feedback required for successful teaching and learning.
- In addition to the availability of before and after-school support based upon each teacher’s schedule, **Saturday School** will be available for most Saturdays for all students from 9-11 a.m. The school also offers “Vacation School” during the winter and spring breaks and students can participate in the Credit Recovery program.

## **Assessment and Grading**

Assessment at our school is meant to provide students and families with accurate, detailed and clear feedback on the quality of their learning based upon multiple types of assessments. Students are required and supported to actively reflect upon their work and articulate that self-assessment.

### **Grades:**

- Each full-year course will have 5 to 12 Learning Targets (specific content and skill goals) for students to master during the year.
- In general, students will have at least 2 assessments of learning during a semester to demonstrate mastery of each Learning Target.
- A scale of 0 to 4 is used to assess student mastery of each Learning Target. Each numeric score reflects the student’s level of mastery. These numeric “scores” are then trended and mean the following:
  - 0 = No work submitted
  - 1 = Insufficient work submitted
  - 2 = Significant gaps in quality and/or completion of assessment

- 2.5 = Approaches the standard
  - 3 = Meets the standard
  - 3.5 = Partially exceeds the standard
  - 4.0 = Meets standard at exemplary level
- Students' Habits of Work grades count for 20% of the total course grade.
  - Semester/Quarter grades in each course will be 80% of the average of a student's Learning Target grades and 20% of their Habits of Work grades.
  - Both Habits of Work grades and Learning Target grades will be updated two weeks prior to and at the time of progress reports and report cards.
  - For core academic courses, the final course grade will be the average of a student's two semester grades and the final exam, which counts for 10% of the grade.

**Standards-based grades are converted into letter grades, which are in turn converted into Grade Point Average (GPA) marks. Our conversion system is below:**

| Learning Target / HOW Avg. | Letter Grade | GPA (CP) | (H)  | (AP) |
|----------------------------|--------------|----------|------|------|
| 3.75-4.00                  | A+           | 4.33     | 4.67 | 5.00 |
| 3.50-3.74                  | A            | 4.00     | 4.33 | 4.67 |
| 3.34-3.49                  | A-           | 3.67     | 4.00 | 4.33 |
| 3.17-3.33                  | B+           | 3.33     | 3.67 | 4.00 |
| 3.00-3.16                  | B            | 3.00     | 3.33 | 3.67 |
| 2.84-2.99                  | B-           | 2.67     | 3.00 | 3.33 |
| 2.67-2.83                  | C+           | 2.33     | 2.67 | 3.00 |
| 2.50-2.66                  | C            | 2.00     | 2.33 | 2.67 |
| 2.40-2.49                  | C-           | 1.67     | 2.00 | 2.33 |
| 2.30-2.39                  | D+           | 1.33     | 1.67 | 2.00 |
| 2.20-2.29                  | D            | 1.00     | 1.33 | 1.67 |
| 2.10-2.19                  | D-           | 0.67     | 1.00 | 1.33 |
| 0.00-2.09                  | F            | 0.00     | 0.00 | 0.00 |

Because our goal for every student is to successfully complete a university or college education, we believe that every student should earn a Standards-Based Grade of 2.5 or better (C or better) to signify they are ready to move on to the next grade. We believe this higher standard will better prepare our students for college, universities and life than to accept “below average” work as they move through middle and high school.

## **Habits of Work**

Good **Habits of Work (HOWs)** support a safe learning environment, develop self-discipline and provide the foundation for a culture of achievement. They are at least as valuable a set of skills and attitudes as any academic content or skills students will master during their school career. **Student performance on our Habits of Work constitutes the sole criteria for The Springfield Renaissance School's Honor Roll and Renaissance Scholar status.**

**The school-wide Habits of Work are:**

1. HOW 1: I come to class ready to learn.
2. HOW 2: I actively and collaboratively participate in my class.
3. HOW 3: I assess and revise my assignments.
4. HOW 4: I am a self-directed and organized student.

**Students who maintain a 3.0 or better in all of their Habits of Work, including Humanities and Crew, will be awarded Renaissance Scholar status and will enjoy the privileges attending that status. Privileges include first choice of Intensives, free admissions to selected school events and use of the Scholar Bathroom.**

## **Progress Reports and Report Cards**

Progress reports are issued quarterly to every student. These interim grades are meant to capture how students are doing in each of their classes at the time of the report. Progress reports are not report cards and do not get averaged into either semester grades. They are intended to communicate a student's progress toward mastery of Habits of Work and Learning Targets in each course. Because of the timing of quarter reports, students and teachers may not yet have begun work on some learning targets. **Progress reports, "in danger of failing" notices and/or report cards are a mandatory component of Student-Led Family Conferences. For elective classes that are a quarter long, quarterly report cards represent the student's final grade for that course.**

### **Obligations**

Reports cards and final transcripts will not be mailed to parents nor grades read over the phone until books owed are returned or paid for. Seniors who have obligations (i.e. buyback attendance time, library books, athletic uniforms, textbooks or senior dues) will not be able to participate in:

- Graduation ceremonies
- Athletics, drama or Student Council
- Renaissance Scholar, National Honor Society member or Renaissance Ambassador

## **Homework Policy**

As a college-bound school, we want students to develop a habit of consistent homework completion. Homework is where most learning occurs in college. Agendas are a key tool in accomplishing this goal and are therefore required.

Homework is meant to reinforce skills and understandings gained in class or to prepare students for approaching work. Homework is an extension of in-class assignments and provides students with the opportunity to practice the work and thinking of the various disciplines. Our school's belief in the value of homework is embedded in the 4<sup>th</sup> Habit of Work grade. Homework completion is essential to the learning and success of students.

- Nightly homework is coordinated with the grade-level team and varies in complexity.
- Homework is typically expected to be completed at home and available to be checked at the start of class.
- Homework assignments typically fall into one of the three categories: preparation, extension or practice.
- Homework assignments are posted on Facebook every night:  
[www.facebook.com/SpringfieldRenaissanceSchool](http://www.facebook.com/SpringfieldRenaissanceSchool)

The length of time required to complete assignments varies based on the student's ability and understanding of the assignment. Research indicates that homework promotes healthy study

habits, self-discipline and increased student achievement. Parents and students should communicate with the teacher when/if the student spends an excessive amount of time on an assignment or is unable to complete an assignment. **It is our belief that students who regularly complete nightly homework assignments are better prepared for class, able to engage in classroom learning and more responsible for their learning. It is strongly recommended that students stay after school for support with teachers on Monday, Wednesday and Thursday or attend Saturday School if they have difficulty completing homework at home.**

## **Revising Work**

Revision is an essential part of the learning and performance process in school or in the world. Revision is a key piece of Habit of Work 3 and is embedded in our school's culture. There is simply no way you can consider a school or a person "a work in progress" unless you embrace the concept and effort involved in revision. At the same time, students need to learn that there are real deadlines and that the revision process is designed to occur before those deadlines arise and that putting forth your best effort should not be determined by whether or not there is a "second chance." With these principles in mind, the school's revision policy is as follows:

1. Except for in-class assessments, all major assessments (essays, lab reports and projects) will have multiple opportunities for revision and feedback before the final draft is due.
2. Middle School: Teachers will identify which assignments and assessments are revisable. Only students who meet the deadlines for an assignment may revise their work after receiving their grade. If a student misses the deadline for a final draft, they may turn in the work late but will receive no higher than a 3.0 as a grade. There is no revision of in-class, on-demand assessments such as tests or quizzes.
3. High School: High school students may not revise work after the deadline if the deadline for a final draft has passed. Students who submit work late after that deadline may not receive a grade higher than a 2.5. Students are expected to revise their work within the timeline for the assignment or assessment.

## **Summer School/Night School/Credit Recovery**

Students who fail to earn credit for a course (including Crew) during the school year can attend Springfield Public Schools Summer School, Night School or Online Credit Recovery (for high school students only) to gain course credit. **The alternate grade does not replace the failing mark on the student's transcript and thus does not improve the student's GPA. The new grade attained in either program will appear on the student's transcript.** Please note that students are responsible for their own transportation to both Night School and Summer School.

## **Student Life: Athletics, Activities and Clubs**

**Athletics:** Teams we host at The Springfield Renaissance School:

**Fall**  
Volleyball (girls)

**Winter**  
HS Varsity Basketball (boys and girls)

**Spring**  
Tennis (girls)

|                                    |                                |                                |
|------------------------------------|--------------------------------|--------------------------------|
| Cross Country (boys and girls)     | MS Basketball (boys and girls) | Softball (girls)               |
| HS Varsity Soccer (boys and girls) | Cheerleading                   | MS Volleyball (boys and girls) |
| MS Soccer (boys and girls)         | Swimming (boys and girls)      |                                |

7<sup>th</sup> and 8<sup>th</sup> grade students can play for all MIAA teams hosted by the school. Students may not play on a high school and middle school team simultaneously.

High school students can participate on the following teams hosted by the High School of Science and Technology, Central High School, or Commerce High School.

**Fall**

Golf  
Football (boys)

**Winter**

Wrestling

**Spring**

Tennis (boys)  
Baseball (boys)  
Track (boys and girls)  
Volleyball (boys)  
Lacrosse (boys and girls)

**Athletic Eligibility:**

Participation in athletics is a privilege earned by students. Students must carry a minimum of a 1.67 SPS GPA and no more than one failing grade in order to participate in the SPS athletics program. Students will be removed from athletic participation based upon behavioral issues and may not participate for the duration of any suspension (RC or external) from school. **In every case, a student's academic obligations outweigh his or her athletic schedule whether they play, practice or manage. Teacher office hours and teacher/administrative detention come before practice and games.**

Student life includes sports, clubs, activities and events that occur outside the instructional day and strengthen our school's culture. Student life is meant to build upon our 7 Community Commitments, our Habits of Work and our Mission. All students are encouraged and expected to participate in at least one on-going co-curricular activity. Depending upon the co-curricular activity, middle and high school students may participate together.

**While active participation in sports, clubs and events is a critical piece to a student's success, participation in a co-curricular activity is a privilege and not a right.**

**Anticipated Clubs and Activities for the 2021-2022 year:**

|                                  |                                |                                      |
|----------------------------------|--------------------------------|--------------------------------------|
| <b>National Honor Society</b>    | <b>Mock Trial</b>              | <b>Junior National Honor Society</b> |
| <b>Model U.N.</b>                | <b>Yearbook</b>                | <b>World Quest</b>                   |
| <b>Student Council</b>           | <b>Literary Magazine</b>       | <b>Newspaper</b>                     |
| <b>Outdoors Club</b>             | <b>Bicycle Collective</b>      | <b>Humans vs. Zombies</b>            |
| <b>Ladies of Elegance</b>        | <b>Chess Club/Team</b>         | <b>Environment Club</b>              |
| <b>Glee Club</b>                 | <b>Latin Dance</b>             | <b>Pioneer Rowing Club</b>           |
| <b>World Challenge</b>           | <b>Martial Arts</b>            | <b>Renaissance Players</b>           |
| <b>Renaissance Scholars</b>      | <b>Renaissance Ambassadors</b> | <b>Female Empowerment</b>            |
| <b>Gardening Club</b>            | <b>Tenacity Challenge</b>      | <b>Gay Straight Alliance</b>         |
| <b>The Street Art Collective</b> | <b>Engineering Club</b>        | <b>Art Club with Mt Holyoke</b>      |

# **Academic Integrity**

**Cheating:** Cheating is copying another person's work or being deceitful by copying someone else's answers and responses, including copying information verbatim (or close to verbatim) using Internet resources.

**Plagiarism:** Plagiarism is presenting someone else's work as though it were one's own. Students will be taught what constitutes plagiarism and how to avoid it (see checklist below), while taking into account that some forms or instances of plagiarism are more severe than others. Plagiarism will be treated as any other form of cheating.

Consequences for students caught cheating or engaging in plagiarism will include a reduction of their quarter course HOW 1 and 3 grades to a "1" in that class, a written reflection by the student on the lesson learned, a meeting with the Academic Integrity Committee which includes the designated Assistant Principal, Crew teacher, teacher who discovered the offense, parent/guardian and the student. The student may be required to revise the assessment or complete an alternative assessment based on teacher discretion. There is no final exam make-up. Disciplinary consequences for cheating or plagiarism will fall under defiance in the Code of Conduct and will be entered into the Disciplinary Log.

## **Checklist for students for avoiding plagiarism:**

1. What type of source are you using? Is it your own independent material, common knowledge or someone else's material?
2. If you are quoting someone else's material, is the quotation exact? Have you inserted quotation marks? Is the quote cited?
3. If you are paraphrasing someone else's material, have you used your own words and sentence structures? Does your paraphrase or summary employ quotation marks whenever you use the author's exact language?
4. Is the source of material borrowed from another author, whether quoted or paraphrased, acknowledged in the text? Are all your source citations complete and accurate?
5. Does your list of citations include all of the sources from which you have drawn in writing your paper?

*Below are several examples of proper citations:*

### **BOOKS [5.6]**

Author. Title of Book. City of Publication: Publisher, Year.

Brinkley, Alan. The Unfinished Nation. New York: Knopf, 1993.

**ESSAY, POEM, or SHORT STORY in an ANTHOLOGY [5.6.7]**

Author of Story. "Title of Story." Title of Book. Name of Editor. Edition (if given).

City of Publication: Publisher, Year. Page numbers.

Purcell, Arthur H. "Better Waste Management Strategies Are Needed to Avert a Garbage Crisis." Garbage and Recycling: Opposing Viewpoints. Ed. Helen Cothran. San Diego: Greenhaven, 2003. 20-27.

**NEWSPAPER ARTICLES [5.7.5]**

Author. "Title of Article." Name of Newspaper Date, edition: Page(s).

Daranciang, Nelson. "Web Site Debated." Honolulu Star-Bulletin 8 Apr. 2004, night final ed.: A3.

**WEB SITES**

Author's last name, first name. "Title of article." *Name of home website*. Date listed, if any, that the article was published on the site. Date you accessed the article. <URL in angled brackets>.

Reuben, Paul P. "Chapter 10: Late Twentieth Century--Eudora Welty." *Perspectives in American Literature: A Research and Reference Guide*. 24 July 2001. 9 Nov. 2001  
<<http://www.csustan.edu/English/reuben/pal/chap10/welty.html>>.

## **Agenda Book**

**All students must bring an agenda book that includes a daily calendar for assignments, projects and events to every class each day.** HOW 1 states "I come to class ready to learn," and relates directly to this requirement. A student's success in HOW 4 directly correlates to consistent use of an agenda book. Teachers will check agenda books during the Do Now (first 5 minutes of class) and can use them for communication between school and home.

## **Arrival/Dismissal**

- Student arrival time should be between 7:20-7:25. **Students are not allowed to leave school grounds once on campus.**
- Breakfast will begin at 7:27 in Crew. Students who arrive after 7:35 will be marked tardy.
- Students who eat breakfast at home and do not wish to participate will still need to arrive by 7:35 and report to their Crew classroom.
- A late bus will be available for those students who stay after school (extra help, clubs/activities, detention) on Mondays, Wednesdays and Thursdays.
- Students who are **not** staying after school for detention, extra help or after-school programs must **leave** the building and school grounds at 2:20 p.m. **Students may not leave the building or go to the store and then return to the building.**

- Students attending any sport event held at our building must leave at dismissal and return at the start of the event.
- If students are staying for after-school teacher office hours they **must be in a classroom** by 2:25 p.m. Students can move to another classroom or bathroom only with a pass from the receiving teacher. The receiving teacher must write the pass before 2:25. Parents picking up their students early from after-school office hours must report to the Main Office.
- Students can be released from the building early **only** to the care of a parent/guardian (or adult authorized in PowerSchool) who comes **into** the school and signs the student out. This includes students who drive themselves to school or are 18 years or older.
- Students who miss their bus will be held in the Main Office until Administrators can receive them, call the parent/guardian and walk them to Detention until the late bus leaves. Students will receive a late bus pass from Detention and they may forfeit access to office hours for one week.
- Students can attend Saturday School on designated dates from 9-11 a.m. During this time, students are offered extra help and/or space to do school work.

## **Assemblies and All-School Meetings**

Gathering as a school community on a regular basis will be an important way we create and sustain a positive, productive and respectful school community. Students and teachers are expected to travel to and from the meetings together and are expected to sit together as a group during the assembly, meeting or event. **A raised hand is the school's universal sign for quiet/attention.** At Renaissance, we do not yell for attention.

## **Attendance**

The Springfield Renaissance School follows the Springfield Public Schools district attendance policy. Students must adhere to the SPS attendance policy which ties academic credit to attendance. Students who are absent from school may not participate in athletics (or any other co-curricular or social activity) on the day of that absence.

A copy of the entire attendance policy can be obtained from the District's website or at the Main Office of The Springfield Renaissance School:

[SPS Attendance Policy](#)

### **High School**

A student in the Springfield Public School system cannot be absent more than 14 sessions in a full-year course (or 7 in a half-year, semester course) or they will receive no credit for the course, pending appeal. After the 14th session of absence in a full-year course (or 7<sup>th</sup> absence in a half-year course), the student must file an appeal to receive credit. The grades will be reported on their report card as "No Grade" (NG), pending appeal. All courses will show "NG" for the current report card. Any student who accumulates more than 14 absences during the academic year will be ineligible to move from one grade to the next unless there are validated extenuating circumstances and a successful appeal. If the NG is not successfully appealed, the NG will revert to an FA (Failure due to Attendance). The NG will change to the grade earned if the appeal is granted.

## Middle School

A student cannot be absent more than a total of 14 days (unapproved) in an academic school year or he/she will receive a grade of “NG” for all courses for the current marking period. After the 14<sup>th</sup> day of absence, the student must file an appeal with the designated school-based staff members. If the appeal is successful, then they will receive the earned letter grade for all courses. Any student who accumulates more than 14 absences during the academic school year will be ineligible to move from one grade to the next unless there are validated extenuating circumstances or a successful appeal.

Three hours of time in any of the attendance buyback programs is equivalent to one full day of school attendance. Any student who attends an attendance buyback program must be engaged in meaningful academic work that addresses skills missed during the absence periods. Credit recovery programs will be offered at each high school.

## Bell Schedule

**2021 - 2022**

Springfield Renaissance Bell 2021-2022

| Time             | Middle School |                     |       |       |       | High School |       |       |       |       |
|------------------|---------------|---------------------|-------|-------|-------|-------------|-------|-------|-------|-------|
|                  | Mon           | Tues                | Wed   | Thur  | Fri   | Mon         | Tues  | Wed   | Thur  | Fri   |
| 7:25-8:33 (68)   | 1             | 5                   | 4     | 3     | 2     | 1           | 5     | 4     | 3     | 2     |
| 8:36-9:30 (54)   | 2             | 1                   | 5     | 4     | 3     | 2           | 1     | 5     | 4     | 3     |
| 9:33-10:27 (54)  | 3             | 2                   | 1     | 5     | 4     | 3           | 2     | 1     | 5     | 4     |
| 10:30-11:00 (30) | Crew          | Crew                | Crew  | Crew  | Crew  | Lunch       | Lunch | Lunch | Lunch | Lunch |
| 11:00-11:30 (30) | Lunch         | Lunch               | Lunch | Lunch | Lunch | Crew        | Crew  | Crew  | Crew  | Crew  |
| 11:33-12:03 (30) | Crew          | Independent reading |       |       | Crew  | Crew        | Crew  | Crew  | Crew  | Crew  |
| 12:06-1:11 (65)  | 4             | 3                   | 2     | 1     | 5     | 4           | 3     | 2     | 1     | 5     |
| 1:14-2:20 (65)   | 5             | 4                   | 3     | 2     | 1     | 5           | 4     | 3     | 2     | 1     |

**Extra Help/Clubs: 2:25 p.m. – 3:25 p.m. Monday, Wednesday, and Thursday**

## Cell Phone and Electronic Devices Policy

With our increased access to technology, we have made many of the uses of cell phones in the classroom obsolete. Technology should only be used during school hours to advance our mission.

**Cell Phones:** The School Committee has banned the use of personal cell phones, personal communication devices and other types of electronic devices during the school day. These devices must be turned off and remain out of sight (in pocket/backpack) during the “academic school day” and during all school-related fieldwork. If they are heard ringing or vibrating, they will be confiscated. Consequences for violating this policy are as follows:

### [SPS District Cell Phone Policy](#)

#### First Offense:

- Confiscation of the device; students should hand over the device to a staff member.
- Staff members hand over the device to the Administrator or Main Office.
- Device is picked up by a student and/or parent at the Security Office.
- Students receive letters describing Cell Phone Policy and consequences moving forward.

### Second Offense:

- Detention
- Administration will schedule a conference with the parent/guardian.
- The confiscated device will be returned to the parent/guardian at the conclusion of the parent conference.

### Third Offense:

- One day of In-House Suspension.
- Confiscation of the device to be returned to parent/guardian at the end of two weeks.

### Repeated Violations:

- Students may be subject to additional disciplinary action, consistent with the Code of Conduct.
- Confiscation of the device to be returned to parent/guardian after a minimum of at least one month.

**\*No cell phones are to be used during class time.** Parents and guardians are asked not to text or call students during school hours so as to avoid consequences. Please contact the Main Office at 413-750-2929 if you need to send a message to your student. All offenses will be logged in the student's disciplinary record. Students are not allowed to charge phones in school at any time.

## **Civility and Decorum**

Our school's classrooms and hallways will be distinguished by purposeful, mature and respectful behavior on the part of students and adults. With that in mind, the following expectations and rules apply:

### **Food and Drink:**

In addition to helping to maintain a clean classroom, food in the classrooms is a distraction from learning. For this reason, unauthorized food and beverages in the classroom will be thrown away by the student. Students may not bring food or drinks to class, with the exception of water. **We encourage students to use a water bottle instead of relying on trips to the water fountains.** Students may have lunch or a snack with their Crew and a snack **during their D block class**, as long as the food does not distract or disrupt the teaching and learning. Students should ask permission from the teacher before eating. Snacks should be eaten inside the classroom and should be "silent" and non-shareable snacks. Examples of acceptable snacks are fruit, vegetables, cheese, granola bars, small bags of chips, etc. **No** food should leave the classroom or be eaten in hallways, including at the beginning and end of the day and after lunch. Outside of food a student has brought for lunch, students are not allowed to bring food or beverages (e.g. Dunkin Donuts) into the building, including having food delivered, and will be required to throw this food away. **Parents bringing their student lunch must do so during assigned lunch time. Students must wait in the Main Office at the start of their lunch period, as students will not be called out of the cafeteria.**

**Food in Crew:** Students are allowed to eat during Crew with teacher supervision. Students who purchase food during a Crew outing must finish the food with the Crew teacher in their classroom before going to the cafeteria or next class.

**Greetings:**

Students and staff are expected to greet each other by name and to take the initiative to welcome and assist guests in the building. Students are expected to address adults using the appropriate title (Ms., Mr., Mrs., Dr., etc.) and their surname (Dr. Johnson, Ms. Santos, Mr. Wright). Similarly, adults are expected to address students by their given name or by the name the student prefers (Christiana, Chris, Tim).

**Hallways:**

Students and staff are expected to “own” the hallways by keeping them clean, safe and respectful of the learning environment. Teachers and staff will be out in the hallways during transition time between periods and students are expected to adhere to our standards of decorum (using respectful voice, greeting one another and visitors, helping those who may need assistance, picking up litter and trash). All foot traffic must stay to the right of each hallway’s center line.

All students and staff members deserve a safe and purposeful learning environment at all times. Therefore, we agree to the following consistencies:

- Although there is a bell schedule, students should adhere to teacher direction during specific situations or cases of emergency.
- Late students must enter the classroom quietly.
- To support school-wide timeliness, no students are given passes during the first or last 10 minutes of classes.
- All students are responsive to **all** staff members. If a student is non-compliant with any staff member, including the refusal to give a name, this warrants an appropriate disciplinary response from School Administration.

**Language:**

All members of the school community are expected to adhere to the highest levels of respect for one another and to use language that reflects that level of respect. Language that demeans, insults, harasses or humiliates another member of the community will not be tolerated. The following guidelines should be used in choosing the forms of communication that accurately capture our thoughts and feelings without violating another person’s sense of identity or self:

- No swearing or pseudo-swearing (e.g. Fluck, friggin, etc.).
- Do not refer to someone’s race, gender, gender identity, sexual orientation or religious beliefs with contempt or disapproval.
- Be aware that in public spaces (hallways, classrooms, bathrooms, cafeteria, etc.) your language affects more than just the people with whom you are talking.
- In all speech, remember that words can hurt or heal.

**Public Displays of Affection:**

Hand holding and brief, friendly hugs are permissible. More extensive displays of affection are not permitted on school grounds or at school events.

## **Yelling and Raised Voices:**

We do not yell at each other, whether in greeting or conflict. Adults do not yell at children, ever.

# **Discipline**

The school's discipline policy adheres to the SPS Code of Conduct. The Code of Conduct is accessible on the SPS website ([www.springfieldpublicschools.com](http://www.springfieldpublicschools.com)) and families can request hard copies of the Code from the school. What follows is an outline of the beliefs and expectations that are at the foundation of our approach to maintaining a safe, healthy and productive learning environment.

## **SPS Code of Conduct**

The purpose of our discipline process is to encourage and support **self-discipline**. **Self-discipline means an individual actively takes responsibility for following through on his or her commitments.** Those commitments can be academic (I will do my homework, I will come to class prepared to learn or teach, etc.) or they can be social (I will be nice to people, I will keep the school clean, etc.) or they can be personal (I will try new things, I will exercise, etc.). **Self-discipline accepts the fact that no one and no situation can make us do or say anything – our actions are the results of choices we make.** When an individual's behavior is disruptive, disrespectful or dangerous he or she has stopped exercising the self-discipline it takes to achieve his or her goals. Our work together is all about achieving our goals, good citizenship and making our dreams come true. Our approach to school discipline is based upon the following:

- Every student and teacher takes responsibility for his or her behavior choices and performance.
- Every student and teacher accepts the consequences (positive and negative – always logical) of the choices they make.
- We resolve our conflicts nonviolently.
- The discipline process focuses upon learning and restorative justice.
- The discipline process involves students, teachers, and families in solving problems.

Most behavior issues will be handled by the students and staff immediately involved. In cases of repeated or significant low-level misbehavior, (for example class tardiness, rude behavior, mistreating school facilities or property) staff will communicate with the student's family and work with the family to resolve the behavior. **Disruptive and disrespectful behavior that goes beyond classroom intervention will be referred to School Administration and to families so they can become involved immediately in addressing and resolving that behavior. Consequences can include written reflection, detention, restorative justice, mediation, assignment to the Reconstruction Center, external suspension or expulsion.**

Great schools do not happen by accident. It takes students, families, teachers and staff working together (Working hard, getting smart and being nice!) to create a learning community that expects and supports the very best in teaching and learning.

## **Detention:**

There are two types of detention:

1. Teacher detention is assigned by teachers for disruptive, disrespectful or defiant behaviors. Notice is sent home in writing at least 24 hours in advance with students regarding the date and time to be served. Students must come prepared for a silent study hall and may not participate in typical teacher office hours. Teacher detentions are held on Mondays, Wednesdays and Thursdays.
2. Administrative detention is assigned by a School Administrator. Written notice with the date and time to be served is given to the student to bring home 24 hours prior. It can be held on a Monday, Wednesday or Thursday.

### **Consequences for missed detentions:**

- Middle School:
  - Missed teacher detention = administrative detention
  - Missed administrative detention = RC for lunch and C & D block
  - Inappropriate behavior in RC = Saturday School
  - Missed Saturday School = Parent/Administration conference
- High School:
  - Missed teacher or administrative detention = Saturday School
  - Missed Saturday School = RC
  - Inappropriate behavior in RC = Parent conference with RC teacher and Administration
  - Repeated offense = consequences per Code of Conduct

### **Reconstruction Center (RC):**

As an alternative to out-of-school suspension and in line with our commitment to helping students take responsibility for their behavioral issues, we have created the Reconstruction Center. Under the supervision of the Assistant Principals, the RC staff will provide students a structured space and support to continue academic work and/or to resolve the challenges that resulted in disruptive or disrespectful behavior. Students are assigned to the RC for behavior that is disruptive and/or defiant but which falls short of meriting an out-of-school suspension. While in the RC, students must:

1. Complete a reflection of their behavior in regards to the Community Commitments.
2. Complete a letter to their family describing the incident and explaining how they will learn from their mistake.
3. Complete work assigned by their teachers or work designed to support specific skills (e.g. math facts, vocabulary, reading, test preparation).
4. Write a letter of apology that will be delivered or given by the student to the staff and students whose teaching and learning they interrupted.
5. Participate in counseling as directed by staff, including mediation and restorative justice, if necessary.
6. Work silently while in the RC and must bring an independent reading book.

**Failure to follow the RC program will result in a family/Administration discipline hearing with potential for suspension.**

# **Dress Code for Middle and High School**

## ***School Uniform/Dress Policy 2021 - 2022***

School uniforms help to create a professional learning environment and wearing appropriate attire is a good habit for the future workplaces to which our students will contribute.

### **The Uniform:**

- A. Tan or black pants, shorts, skirts or jumpers (Capri style pants and “skorts” are allowed). Skirts and shorts must be knee-length or longer. Jeggings, yoga, workout or sweat pants are not allowed. Pants must have pockets.
- B. Solid black, red or white shirts or blouses with collars, including turtlenecks. Students may wear long or short-sleeved shirts under short-sleeved shirts, but both shirts must be black, red or white (brand logo should be no bigger than a quarter).
- C. Solid-colored black, red or white sweaters and sweatshirts will be allowed. No Adidas three-stripe jackets, nylon jackets, windbreakers, coats or other jackets are **not** allowed at any time.
- D. Students may wear sweaters or sweatshirts (including fleece) under the following conditions:
  - 1. They wear a solid black, red or white collared shirt or turtleneck underneath, and
  - 2. The sweater/sweatshirt is solid red, black or white or
  - 3. The sweater/sweatshirt is from a college or university and bears the name of that college or university (these do not need to be the color of the TSRS uniform) or
  - 4. The sweater/sweatshirt is purchased through the school store or as part of a Renaissance athletic team. Any design needs to be approved by the Administration Team.
- E. Students may not wear flip-flops, slippers, open-toed sandals or shoes without a back-strap.
- F. Shirts must be buttoned high enough to cover cleavage.
- G. Pants must be worn at the waist with no underwear or under shorts showing.
- H. Bandanas, doo-rags and wearing hoods are not allowed during the school day.
- I. Masks are mandatory, per CDC /district guidelines. Masks must be in solid colors, with school based colors preferred.

### **Enforcement:**

- 1. The school will strive to achieve full compliance through positive reinforcement measures and should resort to disciplinary action only when positive measures and supports fail to assure compliance.
- 2. The school’s Principal and staff will be responsible for enforcing the dress code. Teachers/staff will report violations by day’s end and the Administration will call home the day of or by the next day.
- 3. Disciplinary actions will be subject to review and appeals in the same process as outlined by the District’s Code of Conduct policy.
- 4. At 7:35, all students must enter class in school uniform. Upon entry to the building, regardless of the time, students should remove earbuds and headphones and store them in backpacks.

5. Even if a student has PE during A block, they must still be in school uniform at 7:35. If applicable, students will change at the beginning of PE in accordance with CDC guidelines.
6. Teachers will confiscate uniform violations and hold onto them until 2:20.

No student will be considered non-compliant with the dress policy in the following instances:

1. When the student wears the dress of a nationally recognized youth organization or activity, such as JROTC, on regular meeting days.
2. When the student's parent or guardian has secured an exemption from the school policy for religious or financial considerations.
3. When a student is on campus outside of normal school hours.
4. When fieldwork or school events necessitate specialized or more rugged clothing.
5. The school's Principal shall have the freedom, on special occasions, to allow students to have dress-down days. On these special occasions, other attire will be permitted in lieu of the school's dress code. (Refer to Dress-Up and SWAG Dress-Down Policy)
6. Dress code violations will be erased at the start of each quarter. Every student will start each quarter with a "clean slate."

The following procedures will be followed if students come to school out of compliance:

Students will be sent to RC until their uniform violation has been corrected and a phone call home will be made. The school will offer clean uniform clothes to students for the day when available.

In all instances, hardship and emergency circumstances will override the non-compliance policy. Please communicate to the grade level administrator or Crew teacher if this is the case.

In all situations not addressed by this policy, SPS policy on student dress will be enforced. **All students are expected to adhere to the policy, beginning on the first day of school.** Students and families must appeal a dress code violation within one school day of notification.

### **SWAG Dress-Down Policy**

Every Tuesday of each month, students will have a School Spirit Dress Down "SWAG" Day at no cost. This is the only time students are allowed to wear Renaissance Swag unless they are collared solid-colored shirts or sweaters bought from the school store. Students may wear shirts or jackets from Renaissance-run athletics and clubs or the school store. **Uniform pants must be worn on SWAG days.**

Students are expected to adhere to the following clothing guidelines on SWAG days:

1. No sandals, flip flops, open-back shoes or open-toed shoes/sandals
2. Dresses, skirts, shorts must be at least knee-length or longer.
3. No hats or head coverings (except for religious observations)
4. Pants must be worn at the waist with no underwear showing.
5. No spaghetti straps, strapless tops, tie-backs or tube-tops
6. No jeans, jeggings, sweatpants, yoga pants or work-out pants
7. Any shirt or jacket worn on SWAG day must be Renaissance gear.

### **Dress-Up Policy**

Students will be allowed to dress up **if** they follow the guidelines below prior to date of event:

1. Written permission from grade level Assistant Principal or Crew teachers prior to dressing up for:
  - ✓ Birthdays (**can wear jeans that are not ripped above the knee**)
  - ✓ Game Days – **only** team jerseys will be allowed and regular school uniform bottoms (no warm-up pants).
  - ✓ Presentations – **only** SLFC, Passage Portfolios and Senior Talks
  - ✓ Picture Days – **only** during picture time
2. No sandals, flip flops, open-back or open-toe shoes
3. Dresses, skirts and shorts must be at least knee-length or longer.
4. No hats or head coverings (except for religious observations)
5. Pants must be worn at the waist with no underwear or underpants showing.
6. No spaghetti straps, strapless tops, tie-backs, sheer or tube-tops
7. No jeans, jeggings, sweatpants, yoga pants, work-out pants or sweatpants

## **Staying on School Property**

Once students arrive at school they are the school's responsibility and they must remain on school grounds. Students who leave school property once they have been dropped off at school create a safety and tardiness issue. This behavior is unacceptable. This is in adherence to the Springfield Public Schools policy. Grade level Administrator will be notified and consequences will be issued as per Code of Conduct.

## **Emergency Evacuation Procedure**

In the event of a fire drill or an emergency, the following procedures will be used by students and staff:

- All students will exit the building per the routing sheet posted in each classroom and assemble in the back corner of the school's parking lot (behind the Sullivan safety complex/garage).
- Teachers will bring their attendance records with them and office staff will bring the daily attendance record.
- Once assembled, all teachers and staff will take attendance.
- Any missing students or staff will be reported immediately to the Admin Team.
- Any staff who are not directly supervising students are "on duty" and will assist teachers and Administration with monitoring exits, taking attendance and communicating issues to the Principal and supervising students.
- If the situation calls for a lengthy evacuation, a decision will be made by the Principal or her designee to seek shelter at Pottenger Elementary School located at 1435 Carew Street.

### **Lockdown Procedure:**

In the event the building is experiencing an emergency situation in which evacuation is neither possible nor practical, we will transition to **lockdown** status. In this situation, the following procedures hold:

- Public address announcement will be made.
- All classrooms will be locked by the teacher.
- Students and teachers are to remain in classrooms until notice is given to exit. Any student not in a classroom should immediately join the nearest supervised classroom. Once classroom doors are locked, teachers may not admit additional students.
- There is absolutely no movement of students or staff until receiving an “all clear” message.
- Students and staff should be completely silent.
- All staff should set their computers to receive email and should stay off the phone.
- The Principal (or her designee) and the Crisis Team are responsible for all communication. The Crisis Team includes the administrative team, counseling staff, nurse and any other staff designated that particular year.
- All staff not working with students at the time must follow the same procedures.

## **Family Involvement**

### **Supporting Success:**

We look forward to partnering with parents and families to help our students achieve their goals.

Here are some recommendations for how families can help:

- |                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Creating an effective learning environment at home</b>             | <ul style="list-style-type: none"> <li>• Set a schedule and structure to support your student’s study, completion of homework and meeting of standards. See our Facebook page for homework updates.</li> <li>• Limit TV and electronics time and engage your student in other educational activities. Keep books and other reading material in your home. Visit your local library branch.</li> <li>• Set aside at least 30 minutes of reading time and math skills practice each day.</li> <li>• Let your student see that you are committed to lifelong learning by joining them during that reading time.</li> <li>• Support your student’s participation in fieldwork.</li> <li>• Be familiar with and discuss with your student the content of this handbook.</li> </ul>                                                                                                                                              |
| <b>Learning about and supporting our school’s values and programs</b> | <ul style="list-style-type: none"> <li>• Attend school events and parent evenings as you are able.</li> <li>• Let a Springfield friend or neighbor know about the school and Expeditionary Learning.</li> <li>• Regularly check our website: <a href="http://www.springfieldrenaissanceschool.com">www.springfieldrenaissanceschool.com</a> and Facebook page: <a href="https://www.facebook.com/SpringfieldRenaissanceSchool">www.facebook.com/SpringfieldRenaissanceSchool</a></li> <li>• Be familiar with SPS online access to teacher GradeBook and parent portal: <a href="http://www.springfieldpublicschools.com/resources/powerschool-parents">www.springfieldpublicschools.com/resources/powerschool-parents</a></li> <li>• Join the Parent Teacher Organization (PTO) and Governing Board.</li> <li>• Attend your student’s Student-Led Family Conferences, Portfolio Presentations and Senior Talks.</li> </ul> |
| <b>Staying informed about your</b>                                    | <ul style="list-style-type: none"> <li>• Attend events where your student's work is publicly exhibited, such as Phoenix Rising.</li> <li>• Review student’s agenda daily/weekly.</li> <li>• Be aware of the expedition curriculum being taught and its requirements.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

- student's progress**
- Read teacher communications and promptly return permission slips and other communications asking for parent response or input.
  - Direct questions and concerns about academic performance and related matters to the Crew teacher.

### **Volunteer Opportunities:**

Parent/Guardian volunteers both enrich the life of our school and provide vital support for our programming. We appreciate any time you might be able to spend supporting our school. Please note that all classroom volunteers must complete the Springfield Public Schools volunteer screening process. Contact the school's Family Liaison at 750-2929 for more information and the necessary paperwork.

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>School Projects</b>                  | Parents/Guardians at our school may lead or assist with volunteer projects ranging from classroom help to participation in the school's ongoing development. Their contribution is key to our school's success. Please contact Dr. Coburn if you are interested in learning more.                                                                                                                          |
| <b>Classroom Help</b>                   | If you would like to help out in the classroom, please contact your student's Crew teacher.                                                                                                                                                                                                                                                                                                                |
| <b>Fieldwork</b>                        | We are often in special need of help and supervision on fieldwork days. If you are able to volunteer, please contact your student's Crew teacher.                                                                                                                                                                                                                                                          |
| <b>Hospitality</b>                      | There are numerous times when parents are asked to support events by providing food, drink or related supplies. Please consider helping out if you are able.                                                                                                                                                                                                                                               |
| <b>Professional Services/ Expertise</b> | On many occasions, a parent's special skill, expertise, experience, collection, etc., can be brought into the classroom or contribute to a school-wide project. Examples of classroom contributions include: a hearing-impaired parent teaching sign language, a nurse's aide discussing care for the elderly, a carpenter teaching building skills or a war veteran discussing his or her war experience. |

## **Fieldwork**

In most cases, fieldwork days begin and end at the same times as "normal" school days. Students are expected to be prepared and to behave as they would on any other school day. At any field site, students must act in a safe and responsible manner. When we are working in the community and with community organizations, we are ambassadors for the school. Students are expected to wear their uniforms unless specifically told otherwise. **Fieldwork is not an option.** **Students will be excused from fieldwork only with the permission of a member of the Admin Team.** **Permission slips for all fieldwork requiring traveling on a bus will be distributed for parent/guardian consent.**

## **Hall Passes**

Every classroom will have a sign-in/sign-out log that students must complete before leaving and upon re-entering. During the school day, students are required to have a signed pass whenever they are out of the classroom. Passes must include the student's name, destination, date, time and teacher's legible signature. No more than one student name is allowed per pass.

## **Home-School Communication/Parent PowerSchool**

School staff and families are encouraged and expected to communicate with one another frequently. That communication, intended to celebrate student and community achievements as well as provide coordinated support for student excellence, can occur via conferences, phone calls, email, web sites, and mail. The Parent Portal is one way that families can stay connected to their student's academic progress. Once an account has been set up with a valid I.D. at our school, the Parent Portal allows families to see current HOW grades, track assessments and send emails. In addition, parents can enable automatic email updates of their student's grades. Please contact our Parent Facilitator for support in setting up your Parent Portal account.

- It is expected that school staff will return messages from families and community members within one school day.
- Teachers and staff are expected to check their email at the beginning and end of the day.
- Staff emails are available as links on the school's web site:  
[www.springfieldrenaissanceschool.org](http://www.springfieldrenaissanceschool.org)
- The school's daily announcements are posted on the school's Facebook page:  
[www.facebook.com/SpringfieldRenaissanceSchool](http://www.facebook.com/SpringfieldRenaissanceSchool)
- The school will send a School Messenger to distribute school-wide messages or to a certain group of students (e.g. Attendance, report cards, etc.). Be sure to notify school personnel of a new phone number to ensure you receive School Messenger announcements.

## **Illnesses and Injuries at school**

Students who become ill during the school day should report to our school nurse with a pass. If it becomes necessary for a student to go home, a parent/guardian will be notified and regular dismissal procedures will be followed. If a student leaves school without permission, the student will be given an unexcused absence for classes missed and there will be disciplinary consequences and documentation in the discipline log.

Accident reports are completed for injuries that occur on school grounds. Parents/guardians will be notified by telephone and/or note describing the accident, the extent of the injury and the treatment provided.

## **Lost and Found**

The school holds on to lost and found items for two weeks. **After two weeks**, lost and found items are donated. School uniform-appropriate clothing is turned over to the Nurse's office for student use. These items may include unclaimed items confiscated due to uniform violations.

# **Respect for Community Members**

**Anti-Bullying Policy:** The Springfield Public School's Anti-Bullying Policy can be found online at:

[SPS Bullying Policy](#)

It is the expectation at the Springfield Renaissance School that all students will treat others well. However, it is clear that adolescents come into conflict with each other as a part of growing up. Students at the Springfield Renaissance School receive preventative instruction and curriculum regarding how exactly to “treat each other well.” Additionally, there are instances when students may need instruction, mediation and/or disciplinary action when they fail to uphold the school’s Mission and Community Commitments. If your student states (or you suspect) that they are being bullied or harassed, please complete the following bullying report form:

[SPS Bullying Prevention and Intervention Implementation Plan](#)

Your student’s Crew teacher, Guidance Counselor and designated Assistant Principal are available to help you to address this issue. Please contact us immediately for assistance with the matter. Review the Springfield Public School’s Bullying Policy with your student prior to the start of the school year.

## **Respect for Cultural Diversity:**

Our school is a rich community that includes people from many cultural backgrounds. Students have the opportunity to learn from their peers – and that opportunity extends to matters of language, race, gender, gender identity, sexual orientation, class, religion, ability, family structure and cultural traditions. Students are expected to exhibit the same kind of respect they deserve from others and will suffer disciplinary action and intervention such as cultural competency or social justice education if they fail to do so.

## **Respect for Individuals:**

Respect, at a minimum, means an environment free from harassment. **Harassment** is conduct or speech which is unwelcoming, intimidating, derogatory, hostile and/or offensive and has the purpose of interfering with a student’s ability to learn or a staff member’s ability to work. Bullying, hazing and gossip are forms of harassment. Harassment may be student-to-student, staff-to-student, student-to-staff or staff-to-staff. Harassment may be offensive to a person for a variety of reasons including his or her gender, race, ethnic background, religion, age, sexual orientation, ability or disability.

## **Sexual Harassment:**

Sexual harassment is of a sexual nature; this can include a range of behaviors including sexual insults and name-calling, inappropriate jokes, intimidation by words or actions, offensive touching and pressure for sexual activity.

**Students who are harassed or who witness harassment should report the situation to a staff member immediately.**

Harassing behavior is subject to immediate disciplinary consequences based upon the SPS Code of Conduct, up to and including expulsion. It may also be grounds for legal action and fines through the civil justice system.

## **Visitors**

Although we welcome both young people and adults to view all dimensions of our school, no student may invite a visitor without the Principal's (or her designee's) written permission at least one day prior to the visit. All visitors must wear a Visitor Badge. Visitors who do not have permission may be removed from campus or even arrested for trespassing.

### **Respect for Visitors:**

We are all school ambassadors. ***Please welcome and introduce yourself to any visitor you see in our space.*** For example: "Hello. Welcome to the Springfield Renaissance School. My name is \_\_\_\_\_. How can I help you?"

### **Parent and Guardian Classroom Visitor Protocol**

***The TSRS policy regarding parental visitation requires the presence of an administrator in the classroom unless otherwise approved beforehand.***

1. Sign in at Renaissance Main Office.
2. The School Administrator will notify the teacher and ensure the visit will not be disruptive.
3. Receive and put on a Visitor Badge.
4. Upon entering the classroom, find a seat in the back of the room. Please do not greet students. Teacher will continue teaching and may not acknowledge you - don't be offended! The Administrator will remain with you during your visit unless otherwise previously arranged.
5. Feel free to take notes during the class but do not ask questions of the teacher or student.
6. Walk back with the Administrator to the office at the end of your observation.
7. If you would like to debrief with the teacher or Administrator after the class, you can schedule a meeting by emailing or leaving a note for either to contact you by the end of the day. That conversation should happen within three days of the visit.
8. Sign out and return the Visitor Badge.

Have an excellent **2021 - 2022** school year!

Work Hard, Be Nice and Get Smart

# The Springfield Renaissance School

## Community Commitments

What it looks like when I show...

### **Courage**

- I use communication skills to help avoid potential conflicts between classmates.
- I try new things with an open mind and empower those around me to do the same.

### **Friendship**

- I treat others the way I want to be treated.
- I help friends make decisions that impel them to be successful emotionally, physically, and academically.

### **Cultural Sensitivity**

- I use language that allows other people to feel respected and safe.
- I hold my peers accountable for being respectful and creating an open and safe environment for people of all races, ethnicities, religions, sexual orientations, and other forms of diversity at my school.

### **Respect**

- I show respect for the school rules and expectations for the uniform policy.
- I am attentive in the auditorium when peers or speakers are presenting.

### **Responsibility**

- I come to school on time.
- I remain on school grounds from initial arrival to dismissal.

### **Self-Discipline**

- I follow the school's policy regarding cell phones and headphones.
- I use appropriate language at school and on fieldwork.

### **Perseverance**

- Even if the work or situation is challenging, or I fear that I may fail, I keep trying.