

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

Office of Innovation and Improvement: Magnet Schools Assistance Program CFDA 84.165A

CFDA # 84.165A

PR/Award # U165A130071

Grants.gov Tracking#: GRANT11339917

OMB No. , Expiration Date:

Closing Date: Mar 01, 2013

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="03/01/2013"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Springfield Public Schools"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="046001415"/>	* c. Organizational DUNS: <input type="text" value="0693965750000"/>

d. Address:

* Street1: <input type="text" value="1550 Main Street"/>
Street2: <input type="text"/>
* City: <input type="text" value="Springfield"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="MA: Massachusetts"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="01103-1422"/>

e. Organizational Unit:

Department Name: <input type="text" value="Office of the Superintendent"/>	Division Name: <input type="text" value="Magnet Program Office"/>
--	---

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Joshua"/>
Middle Name: <input type="text" value="P."/>	
* Last Name: <input type="text" value="Bogin"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Director of Magnet Schools"/>
--

Organizational Affiliation: <input type="text" value="Springfield Public Schools"/>

* Telephone Number: <input type="text" value="413-787-7752"/>	Fax Number: <input type="text" value="413-886-5495"/>
---	---

* Email: <input type="text" value="boginj@sps.springfield.ma.us"/>
--

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

C: City or Township Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.165

CFDA Title:

Magnet Schools Assistance

*** 12. Funding Opportunity Number:**

ED-GRANTS-123112-001

* Title:

Office of Innovation and Improvement (OII): Magnet Schools Assistance Program CFDA-84.165A

13. Competition Identification Number:

84-165A2013-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

"Just" Schools: Promoting Equity Through Next Generation Educational Practice

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="3,850,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="3,850,000.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Joshua Bogin</p>	<p>* TITLE</p> <p>Superintendent of Schools</p>
<p>* APPLICANT ORGANIZATION</p> <p>Springfield Public Schools</p>	<p>* DATE SUBMITTED</p> <p>03/01/2013</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: <input type="text" value="N/A"/>	7. * Federal Program Name/Description: <input type="text" value="Magnet Schools Assistance"/> CFDA Number, if applicable: <input type="text" value="84.165"/>
--	--

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Street 1: Street 2:

* City: State: Zip:

b. Individual Performing Services (including address if different from No. 10a)

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Street 1: Street 2:

* City: State: Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix: * First Name: Middle Name:
* Last Name: Suffix:

Title: Telephone No.: Date:

Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # U165A130071

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

SPS_GEPA_1316.pdf

Add Attachment

Delete Attachment

View Attachment

Springfield (MA) Public Schools

GENERAL EDUCATION PROVISIONS ACT (GEPA) Requirement

The Springfield Public Schools is proposing a Magnet Schools Assistance Program for Springfield Central High School; Springfield Renaissance School; Duggan Middle/High School; and Springfield Arts Conservatory, that will meet the requirements of Section 427 of GEPA to ensure that there will be no barriers that will impede equitable access of participation having to do with gender, race, national origin, color, disability, or age. The project is designed to ensure that all students will be taught the same content, will be held to the same high standards and have access to the same rigorous curricula. As the narrative makes clear, one of the keys to this proposal is our district's commitment to moving forward students who have traditionally not been equitably represented in STEM courses of study, and also in higher level courses, including Pre-AP, honors, and AP. The following is a non-exhaustive list of specific activities that will ensure equitable access to all participants, regardless of gender, race, national origin, color, disability, or age:

- All materials developed as part of the project will be adapted for use with students with disabilities according to their individual IEPs. This includes all 21st Century technology modalities, and modes of communication, from podcasts to wikis, as well as opportunities in Science and engineering labs, and partnerships with local colleges and universities.
- All instructional materials and training materials will be reviewed by the project director and magnet resource teachers to ensure that they are appropriate for inclusive instruction that is sensitive to gender, race, national origin, color, disability and age issues. Partnership with the New England Equity Assistance Center will ensure that all teachers and administrators are fully versed in Massachusetts directed training to improve instructional practices for English Language Learners as well as broad approaches, using magnet themes, to reaching Hispanic and ELL students.
- Materials sent to parents and other community members explaining the program and inviting them to participate will be translated into the major native languages of the school district.
- Students will not be placed into classes based on ability, performance or any other measure of merit to ensure equal access to all magnet and other school activities. An aggressive marketing program to recruit all students to take the most rigorous coursework available will be put in place beginning at the middle school level and continuing throughout high school years at the project schools.
- Professional development, curriculum development/alignment and other planning activities have been designed to include all teaching staff regardless of gender, race, national origin, color, disability, or age, in order to ensure that *all* students have equal access to high quality instruction.
- Partnerships with Massachusetts Mathematics and Science Initiative, with Springfield Technical Community College and with UMass-Amherst, along with other university partners, will be designed to promote interest in STEM fields of study among female students at Springfield Central High School and Springfield Renaissance School.

- Springfield Central High School will partner with the New England Equity Assistance Center and the College Board to promote awareness of and interest in STEM careers among the school's Latino student population.
- These and other project features and activities can be found throughout the application. The following pages of the grant narrative are an example of where further details can be found in the proposal that describe these services: pp. 31-36; 47-51; 55-79; and generally in the following section:

Plan of Operation 2(iv). How it will ensure equal access and treatment for eligible project participants who have been traditionally underrepresented in courses or activities offered as part of the magnet school, e.g., women and girls in mathematics, science or technology courses, and disabled students (pp. 31-36).

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION Springfield Public Schools	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Mr.	* First Name: Daniel Middle Name: J.
* Last Name: Warwick	Suffix:
* Title: Superintendent of Schools	
* SIGNATURE: Joshua Bogin	* DATE: 03/01/2013

Close Form

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:

Address:

* Street1:
 Street2:
 * City:
 County:
 * State:
 * Zip Code:
 * Country:

* Phone Number (give area code) Fax Number (give area code)

Email Address:

2. Applicant Experience:

Novice Applicant Yes No Not applicable to this program

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Add Attachment

Delete Attachment

View Attachment

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Abstract

Springfield (MA) Public Schools seeks funding under the Magnet Schools Assistance Program to support four magnet schools in their efforts to bring about the equity of opportunity, access and achievement long anticipated in the almost 60 years that have followed upon *Brown v. Board of Education*. The target schools in this “*Just Schools: Promoting Equity Through Next Generation Educational Practice*” project proposal are: **Springfield Central High School (Central) (2250 students); Springfield Renaissance School (Renaissance) (700 students); Duggan 6-12 School (720 students); and a new Springfield Conservatory of the Arts (SCA) (420 students)**. The special curricular magnet programs for the four schools are: **Central: STEAM and Advanced Studies; Renaissance: Expeditionary Learning and STEM; Duggan: Expeditionary Learning and Social Justice; SCA: Visual and Performing Arts.**

This proposal anticipates achievement of several key project objectives, among them: 1) reduction of minority group isolation at four “feeder schools,” South End Middle, Chestnut Middle, High School of Commerce and High School of Science and Technology; and at one new 6-12 MSAP project school, Springfield Conservatory of the Arts; 2) increased access for all students to rigorous and engaging STEM courses; 3) extensive provision of professional development for teachers in the STEM areas; 3) specific improvement in academic achievement for all critical sub-groups; 4) increased enrollment and engagement of secondary students in advanced level courses; 5) engagement of students through the Arts as an access point for integrated learning of the Common Core and Next Generation Science Standards; and 6) active parent engagement and decision-making in the shaping of their children’s school experiences.

Project Narrative File(s)

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Springfield Public Schools:

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Introduction

In 1968, twenty-four years after *Brown v. Board of Education*, the US Supreme Court issued the first of a series of seminal decisions that moved the country beyond “deliberate speed” to an imperative to end unlawful segregation “at once.” In one of those cases the Court observed that the nation’s Constitutional obligation was to move from a system of black schools and white schools—to “just schools.” The Court’s meaning at that time was straightforward—school quality shouldn’t be determined by the color or race of the students attending them. In the 45 years since that case was decided, districts throughout the country, including Springfield Public Schools (SPS), have dealt with ever-changing challenges, both demographic and otherwise, in the still unfinished business of providing children with equitable educational opportunities. The country has changed a lot since 1954 when *Brown* was decided, and since 1968 when *Green v. County School Board* was decided. SPS enrollments are now over 60% Hispanic, over 88% low income, over 20% with special needs. The Supreme Court’s admonition to communities nationally to create “just schools” must be revisited in the light of these changes. To be sure, our children are still entitled to equal opportunities, free from the vestiges of discrimination. But such aspirations are only a beginning. To give lasting meaning to the promise of *Brown*, the promise of its progeny, the promise of *Lau v. Nichols* (the first case to insist that school districts make instruction comprehensible to students with limited English proficiency), we owe our children more. They are entitled to *truly just* schools.

What are the attributes of “just schools?” *Just* schools must aspire to promoting diversity wherever possible, to assuring all students that they will have access to challenging curriculum and skilled teachers. To be just, schools must also inspire, they must resonate with the expertise that kids bring with them to school from the youngest age and develop over the course of their

school-age years in the crucible of the real world, a fast, ever-changing real world. *Just* schools must make technology available to their poorest students, and must place in their hands equitably the power to imagine and design our future, to investigate the natural world and the remarkable advances of a technological age that now allows 3-D computer printers to generate artificial renditions of human organs. *Just* schools ask our students to ponder some of the painful parts of life in the urban village, to practice generosity and other character traits as a function of purposeful learning. *Just* schools create opportunities for students who never imagined themselves in an AP or honors class, and push students, regardless of background or even prior school performance, to go beyond what they thought possible for themselves. *Just* schools reach out to all students' families and understand that in a diverse community different students will come with different personal challenges. *Just* schools engage parents as partners, as authentic audiences, as experts. In 2013, a *just* school must ensure opportunities for kids to learn about, think overtly about and prepare for college work.

This magnet proposal is about creating and sustaining *just schools*. The proposal was fashioned from the voices of parents and students, voices that have shared their interests in more engaging, hands-on, meaningful coursework, in developing technological expertise—beyond word processing and manipulating Excel spreadsheets. Our parents and their children today understand that the world is growing rapidly smaller, and that our Springfield students must be as fluent as their suburban neighbors in the purposes to which technologies can be put, in the design processes used by engineers and manufacturers, in the molecular world of modern science and the problem-solving capacities of deep mathematical thinking.

Minority group isolation of Hispanic students continues to challenge our capacity to deliver “just schooling” to all of our students in Springfield. Springfield Central High School,

Springfield Renaissance School and Duggan Middle School (to become Duggan 6-12 school) have *significantly revised* their magnet themes to attract more Hispanic students and thereby reduce minority group isolation in two Springfield middle schools and two Springfield high schools. Their commitment to magnet themes requested by our families—STEAM and Advanced Studies at Central, STEM and Expeditionary Learning at Renaissance, Social Justice and Expeditionary Learning at Duggan—promises to draw in more Hispanic students and, with the remarkable group of university and community partners beating down the doors to help with professional development and community service opportunities, to offer an education with the breadth and innovative vision commensurate with the demands of the Next Generation. *Just schools* demand attention to social justice and the arts, and at our new Springfield Conservatory of the Arts and Duggan 6-12 school, students will engage in the passionate work of self-expression, creativity, and attention to improving the lives of the entire Springfield community.

Just Schools: Promoting Equity Through Next Generation Educational Practice holds the promise of giving life to the vision of Next Generation standards, the holistic logic and purpose of Expeditionary Learning, the high expectations of the Common Core, the creativity of aspiring artists in a richly diverse urban community, the interconnections of STEM and STEAM, and the commitment to engaging students in improving our community's life and fiber. These magnet themes respond to the expressed interests of our families and their children, and promise to offer them the opportunity to attend truly *just schools*.

Priority 1--Need for assistance. (a) The costs of fully implementing the project as proposed;

With a population of just over 159,000, Springfield is the major urban center of the Pioneer Valley, a geographical area encompassing three counties, five cities and sixty-four towns stretching from the Vermont/New Hampshire border to the Connecticut state line. Springfield

Public Schools (SPS) consists of 52 elementary, middle and high schools with a total student enrollment of 25,283, 87.5% low income, 60.9% Hispanic, 20.2% African American, and 13.5% white. Springfield is racially, ethnically and socially diverse, but Hispanic and African American students are concentrated in older parts of the city where physical deterioration and poverty are prevalent. The “downtown” and North and South End neighborhoods are distinguished by an aging white population and a rapidly growing young and Hispanic population. The City, devastated by a tornado on June 1, 2011, is just three years removed from a period of near bankruptcy, when it was governed by a State-appointed Financial Control Board.

Desegregation History. In 1974, SPS was brought under a State Supreme Court order to bring about system-wide desegregation. Eleven modifications to the court order were approved between 1975 and 1987, followed by implementation of an approved major reorganization plan in 1991 and a modification to that plan in 2005. The terms of the 1991 reorganization established targets of $\pm 15\%$ from district-wide racial/ethnic percentages for all entering grades at all schools, narrowing to $\pm 10\%$ from district-wide averages within three years. In the 2005 modification, which affected elementary and middle schools, those targets were expanded back to $\pm 15\%$. Since implementation of SPS’ first desegregation plan in 1974, the district has paid heed to its commitments under that plan, modifying and tinkering, with court approval, on multiple occasions between 1974 and this date to maximize the district’s ability to maintain compliance. The present court-approved plan, adopted in the wake of a state takeover of city finances through an appointed Control Board, prioritizes attendance by proximity to schools, preserves choice options through magnet schools, and requires that enrollment at all schools track district-wide averages for each major racial and ethnic group, reflecting the district’s continuing commitment to achieving equity in its schools. The “minor modification”

required for this proposal to proceed was approved February 27, 2013 by Massachusetts Commissioner of Education Dr. Mitchell D. Chester, pending funding of this MSAP project.

In 1974, 38% of students in the district were African American and Hispanic. Total “minority” enrollment—almost entirely black and Hispanic—is now more than twice that, at 86.5% Hispanic enrollment alone is now 61%, concentrated largely in the downtown area. While SPS has made progress toward bringing about system-wide desegregation, a rapid increase in the city’s Hispanic population has accelerated isolation of Hispanic students in some schools, triggering trends that demonstrate court order noncompliance will be inevitable without some significant district intervention. Two of the district’s middle schools’ Hispanic enrollment now approach or exceed the broad parameters of the present Court order. South End Middle School is 78.2% Hispanic, Chestnut Middle 72.4%. Two high schools (Commerce and Sci-Tech) are rapidly moving in that direction. SPS Magnet schools, including some funded under MSAP, have proven effective in bringing about court order compliance. Recent focus groups of Hispanic parents indicated that project-based and hands-on learning, personalized attention, widespread adoption of current technology, and meaningful engagement of students *and their families*, including a sensitivity to Social Justice issues and “more Arts,” would draw more Hispanic students from schools in which they are minority group isolated into magnet schools.

Fiscal Need. SPS and its constituent community have sustained a longstanding commitment (dating back before the advent of the MSAP) to the use of magnet schools as a tool to advance the goals of its Court ordered desegregation plan and to improve student academic achievement. In this proposal SPS is requesting MSAP funding to establish significantly revised magnet programs in three schools—Springfield Central High School (Central), Duggan Middle (to be 6-12) School (Duggan) and Springfield Renaissance 6-12 school (Renaissance) — and to establish

a new 6-12 arts school, Springfield Conservatory of the Arts (SCA).

The proposed magnet schools project has been developed by a multiracial, multiethnic group of parents, teachers, school administrators, as well as representatives of business, social services providers, religious, college/university and student groups. SPS requests \$3.85 million dollars a year for four schools for each of the three years of the proposed project from the MSAP.

The major items of requested funds include the following:

- **Magnet Program staff**, including project director, recruiter, secretary, 2 family engagement specialists, .5 FTE data analyst and 2.5 FTE technology networking technicians;
- **magnet specialist resource teachers** for each of the four magnet schools to lead development and implementation of the specialized curriculum at each school;
- **stipends** (based on union rates) for teachers to develop specialized curriculum materials and to receive focused professional development concerning implementation of magnet themes;
- **consultants** who have expertise in the curriculum area and/or the special pedagogy of each magnet school to assist in curriculum development and staff training;
- **specialized equipment and supplies** (over and above equipment and supplies that will be supplied by General Fund monies) to implement the specialized curriculum at each proposed magnet school site; and
- **a consultant evaluator** to conduct an independent evaluation of the magnet schools project and a rigorous evaluation in conjunction with UCLA's CRESST Center.

These costs are reasonable and essential in order for the district efficiently and effectively to meet its goals for desegregation and increased academic proficiency for all students.

Without the Magnet Resource teaching positions, the following capacity building activities could not occur at the four magnet schools described in this application: (1) Vertical

and Horizontal team meetings for joint lesson planning, curriculum development, problem solving and professional development; (2) Development of magnet themes integrated into all subject areas; (3) Development of interdisciplinary collaborative lessons by regular teaching staff during grade level team meetings; (4) Development of methods and materials that will enable teachers to successfully instruct students from a variety of backgrounds, and with a broad range of academic skills in heterogeneous classes while minimizing the time students spend out of class in pull-out activities; (5) Development of the capacity to implement cooperative learning activities in every magnet school; (6) Development of multicultural lessons that are integrated into every curriculum area, and into magnet theme lessons and enrichment activities; (7) Development of scaffolded social and instructional structures to support more advanced learning opportunities and successes for second language learners and Special Education students. In short, without the Magnet School Resource Teachers that are requested, the activities described in this proposal that make each magnet school unique, and which support restructuring each school for diversity and equity, cannot take place.

The costs of fully implementing the proposed magnet schools project are tremendous and are far greater than the annual \$3.85 million that SPS is requesting from the MSAP. Because of the design of the magnet schools project, the district will incur additional costs to implement the project fully. *At no cost to the project*, the district will provide significant in-kind contributions to implement fully the magnet schools project. These in-kind contributions, in combination with the annual \$3.85 million dollars requested from the MSAP, represent the costs of fully implementing the magnet schools project as proposed. SPS in-kind contributions are listed below.

District In-Kind Contributions

\$21,628,680: The Springfield Public Schools will provide a myriad of resources to

implement fully the program, at no cost to the project. These resources include: classroom and supervisory staff at each proposed magnet school. There will be approximately 275 classroom teachers at the four magnet schools; there will be 4 principals and 12 assistant principals.

\$550,219: SPS will provide a variety of district staff to assist in project implementation, at no cost to the project, i.e., the Superintendent, Assistant Superintendents, other members of the senior leadership team, the academic directors and other district office staff, based on approximately 15% of their time (determined by the number of students served on the project).

\$3,766,841: All the facilities at the schools, including classroom furniture, classroom materials and supplies provided by General Fund monies (e.g., textbooks, reference books, computer software) and instructional equipment will be available to the magnet schools project, at no cost to the project.

\$1,443,832: The district will absorb the costs of pupil services, e.g. adjustment and guidance counselors, testing and psychological services.

\$3,355,995: The district will absorb the costs of student transportation to and from the magnet schools and to collaborating institutions. As delineated above, SPS will be providing approximately **\$30,745,567 in in-kind contributions annually** to implement the magnet schools program at the five magnet schools. The costs enumerated above are crucial to the successful implementation of the magnet schools project. The **\$30,745,567** of annual in-kind contributions, combined with the **\$3,850,000** requested annually from the Magnet Schools Assistance Program—a total of **\$34,595,567**—will cover the full annual costs of the magnet schools project, thereby allowing the district to implement the magnet schools project as proposed.

Priority 1--Need for assistance. (b) Resources available if funds were not provided; (c) Costs exceed applicant's resources; (d) The difficulty of carrying out the plan and the project

SPS has serious financial problems that limit the district resources available to the district to carry out the project if funds under the program were not provided. Part of the problem is structural. A property tax cap of 2.5% makes public schools dependent upon the State for the revenue necessary to operate. With increasingly severe fiscal constraints at the state level, state funding has not been sufficient to meet all the needs of the district's growing student enrollment, a district with ever increasing numbers of students with special needs. In 2004, Justice Margot Botsford of the Massachusetts Superior Court issued a comprehensive report detailing the fiscal disparities facing Massachusetts public school districts—specifically including Springfield—with funding needs that outweigh their ability sufficiently to meet the educational needs of their communities. *Hancock v. Driscoll*, (slip opinion, April 26, 2004). These findings were upheld by the Massachusetts Supreme Court (which reversed as to the remedy only) in 2005. There are currently 4,750 students (19.2% of total enrollment) with disabilities in the district compared to 17% reported statewide. Similarly, 16.9% of all SPS students are Limited English Proficient, more than double the state total of 7.7%. In addition, the student population is also getting poorer. Per capita income in Springfield as of the last census was \$17,962, ranking 350th out of 351 municipalities in the state, down from 348th just three years ago. **Springfield Public Schools ranks 327th out of 328 school districts in Massachusetts in equalized valuation per capita.** In 1990, 52% of the district's students were classified as low-income. In 2012-13 that number has grown to **88.1%** of the district's total student enrollment, more than double the 37% statewide number. Low income children comprise the vast majority of the district's students, and require special, expensive services to put them on par with more advantaged students. Contractual

agreements (with paraprofessionals, teachers and administrators) as well as increases in health care and utility costs have resulted in fixed costs far outstripping state contributions in FY12. Grants that provided enrichment possibilities to the school district have been cut at the state level across the board. This includes the state's Chapter 636 program, which includes several provisions intended to assist districts engaged in desegregation activities. The last year the state offered Chapter 636 funds to any districts was 2000. Those funds had been used by SPS to provide multicultural education experiences, professional development for teachers working in heterogeneous classrooms, and resource specialists who could add their unique expertise to the ways in which core curriculum instruction was being delivered in integrated classrooms. Staff positions have been cut in each of the past three years as well.

In addition to actual cuts in staff positions—including deep cuts in the Arts budget—SPS has had to cut back on its professional development offerings. Funding cuts have resulted in the allocation of full professional development days for teachers being reduced from seven to four. Moreover, budget constraints make it difficult for the district to provide teachers with adequate time for common planning time and integration. Even with an active “embedded coaches” training model, the critical element of *time during the school day and after school hours* for this kind of transformative professional development is far more difficult to fund.

In the area of technology, while efforts have been made to bring all SPS schools forward, both in terms of hardware and networking capabilities, those efforts have not covered all of the city's schools; similarly, at some of the technology-poor schools, there is a need for staff support to assist classroom teachers in achieving technology competence and integrating technology into the core curriculum. An inability to access technology on an equal basis with other schools or school districts has a profound impact on students' educational opportunities—closing the

“achievement gap” requires closing the “technology gap” that continues to manifest itself between minority and non-minority students. Lagging behind in the uses of technology will have serious consequences for children seeking success in this technological age. At Duggan and Renaissance, the district has been challenged to keep up with dramatic industry improvements, rendering most of their technology virtually obsolete. At Central, the district will be providing new computers through a major science laboratory addition. Still, most teachers and students continue to operate with limited computer capacity during the school day. This proposal seeks to remedy these inequities in access to tools and skills that will help our students compete in post-secondary education and the world of work beyond.

Similarly, schools’ science materials also vary dramatically, depending on the age of the school. In the fall of 2012, SPS invested \$1million in upgrading science labs at Renaissance; but the funding available to develop the labs did not cover all the necessary equipment and enhanced learning tools to enable students to fully capitalize on the new facilities. Recognizing the deficits in science facilities at Central, the city was approved for state funding to construct a new science wing to bring to Springfield students the most up-to-date science labs possible. Construction costs do not cover the expenses to fully stock the new labs with all necessary equipment.

Finally, consolidation of district funding has forced SPS Arts programs, like those in many poor, urban communities, to contract—eliminating many of the enrichment opportunities in the arts so necessary to igniting the spark that leads to motivated learning among many schoolchildren. Indeed, despite a long history of commitment to the arts, and despite living in a community with a major Symphony Orchestra, half a dozen significant Museum collections, a Community Music School and Drama Studio, close to 50% of the graduating class of 2012 did not receive any arts instruction at all because of deep cuts in general fund support. The arts

department budget for all SPS schools is \$209,289, which amounts to 3.4% of the budget for the academic department and .0006 % of the total school department budget. The district clearly does not have the resources to provide all the services and support that its students so desperately need. The district’s 2012-13 per pupil expenditure is \$14,635, a figure that is substantially lower than that of most comparable districts in the state (see table).

Most significant, Springfield’s local resources are dismal compared to neighboring suburban districts and also comparable Massachusetts school districts. Springfield’s economically disadvantaged population, and the depressed tax base that follows from it, results in a **drastically lower local contribution** to the overall education budget than other cities in the state. Springfield’s local contribution comprises **a mere 10.8%** of its total education budget; the following chart demonstrates the stark contrast with other districts across the state, as well as the impact of state budget cuts on per pupil expenditures in Springfield relative to other Massachusetts districts.

Per Pupil Expenditure, 2011 (MA Department of Elementary and Secondary Education)

School District	Per Pupil	Local Contribution
Amherst Pelham	\$17,116	71.1%
Boston	\$16,902	54.1%
Cambridge	\$26,305	33.2%
Framingham	\$15,769	42.0%
Lincoln	\$20,776	28.7%
Somerville	\$16,108	57.2%
Springfield	\$14,635	13.5%

The State Inter-district Choice Program also diverts much needed monies from Springfield’s public schools. The district spends \$3,736,241 to support 683 Springfield students (not including Special Education out-of-district placements) attending school in districts outside

of Springfield. The above data demonstrate that the resources available to SPS are very limited, especially when contrasted with other school districts in the state, while it has responsibilities to educate increasing numbers of students with distinct needs. The thematic programs proposed for the four project schools are modeled on programs, such as Expeditionary Learning, STEAM and STEM, Advanced Studies, Social Justice and Visual and Performing Arts, that have met with success elsewhere. They require extensive professional development, state of the art technology support, materials and supplies to give added breadth to the programmatic offerings sufficient to draw students who otherwise would have no reason to opt to attend a magnet school. Therefore, resources presently available are insufficient, standing alone, to implement a magnet schools project of the dimension, scope and educational significance described in this proposal.

Priority 4—Promoting Science, Technology, Engineering, and Mathematics (STEM)

Education Projects that are designed to address one or more of the following priority areas: **(a)** Providing students with increased access to rigorous and engaging coursework in STEM.

The *Just Schools* MSAP project includes two schools—Central and Renaissance—whose significantly revised magnet themes are, respectively, STEAM and Advanced Studies; and Expeditionary Learning and STEM. Each of these schools will work with research-vetted partners to offer expanded opportunities in all STEM areas—opportunities that derive from in-class coursework that is rigorous and engaging, and from After School and Summer programs designed to enrich and expand upon the challenging magnet theme curricula.

Central's partnership with Massachusetts Math & Science Initiative (MMSI) will form the core of new STEM-based instruction. Using pre-AP methods and strategies, *all Science and Math classes will be taught using pre-AP methods and strategies* mastered in MMSI-led PD. Central's new (city funded) science wing, opening in August 2014, will house 12 new science

labs, promoting state of the art lab experiences for every student, unique among Springfield schools. Scientific inquiry will be at the heart of Central's *new lab-based science program*, and **technology** provides many of the tools that students need to engage in scientific inquiry.

Scientists use computers to carry out the eight practices included in the Next Generation Science Standards (NGSS) and the Massachusetts Science and Technology/Engineering Framework.

Like scientists and engineers, Central students must be able to develop and use models, many of which are computer-based simulations. *Vernier Probeware* will be used to aid in collection of data and linkage to computers—freeing students to spend more of their time constructing explanations and engaging in argumentation from evidence collected in labs and/or field work.

MMSI's work is grounded in expanding AP opportunities in Math, Science and ELA, particularly for minority students, and has made the commitment to place an emphasis at Central on ensuring that more young women, English Language Learners and Special Education students are encouraged to enroll in—and scaffolded with academic supports to succeed in—Math and Science pre-AP and AP courses. Materials developed by the *National Math & Science Initiative* (NMSI)(used by MMSI) use real world problems that require students to reason both abstractly and quantitatively to determine solutions, and to evaluate the logic and validity of proposed solutions. Embedded within the labs and inquiry-based NMSI science lessons are questions that require students to know and utilize the terminology, processes and methods unique to science as they produce and analyze data that helps them gain an understanding of the world around them. NMSI materials involve students justifying their answers, explaining their reasoning and formulating concluding statements-based on their investigations. Students are often asked to work collaboratively to analyze different approaches to problem-solving. As part of this learner-centered approach students are engaged in not only their own learning, but also that of their

peers. As a result students will be well prepared to participate in the AP Cambridge Interdisciplinary Investigations and Critical Reasoning Seminar, one of the AP courses that is part of the newly designed AP Cambridge Capstone Research Project. The seminar focuses on developing inquiry skills—through writing, researching, and team projects—by exploring a specific topic of global relevance. Topics will be drawn from a list including: alternatives to oil; endangered cultures; global climate change; integration and multiculturalism; and medical ethics and priorities. Students will draw upon those skills to work with their peers to research topics of global importance. Such collaboration is an introduction to workplace practices they will experience as they pursue STEM careers. Central offers AP courses in Calculus AB, Calculus BC, Statistics, Computer Science, Biology, Chemistry, Physics and Environmental Science.

Mathematics. In addition to the comprehensive training offered by MMSI and College Board consultants, Central will utilize the *Academic Youth Development (AYD) Program*, designed to equip educators with effective tools and strategies to increase the number and diversity of students who succeed in high school STEM courses. The program is an initiative of the Charles A. Dana Center at the University of Texas at Austin, in partnership with *Agile Mind*. Research studies in Evanston, IL; Alief, TX; Chelsea, MA; Chicago, IL; and Fremont USD, CA indicate significant increases in academic achievement and engagement rates among all groups of students, and particularly among ELL students. One notable finding is that AYD eases transition into high school math. Central will offer *Summer Start AYD* for incoming freshman in need of Math support before entering 9th grade.

Central students will become sophisticated users of technology, through units that integrate technology with Engineering and Science. *Vernier Probeware* and molecular simulations will be used regularly, and Central's **one-to-one computing device program** (laptop

or tablet for each student) will equip students with the tools and time to master those tools, as they explore challenges across the STEM fields.

Central Engineering. Central will take a four-step approach to boosting its Engineering offerings and experiences. 1. Partnering with the Boston Museum of Science, students will be offered *Engineering the Future: Science, Technology and the Design Process*, a full-year course designed, through the use of real-world connections and hands-on applications, to give students a window into the relevance of science, math and engineering to their everyday world. Curriculum materials include first person accounts drawn from a culturally diverse mix of technicians and engineers, and an Engineering notebook for hands-on projects, and background science and math practices. 2. Students at Central (and Renaissance) will be offered overview and select courses through *The STEM Academy (TSA)*, whose programming was developed with strategic emphasis on gender, racial and socio-economic concerns, to establish Engineering Habits of the Mind and open-ended problem solving capacities. The Foundational Course, offered in Year 1 of the Project, features learning activities based upon STEM principles. The real-world learning activities utilize resources demanded by industry today and of tomorrow. Student activities explore aerodynamics, aeronautics, alternative energy, architecture, biotechnology, electronics, engineering, material science, robotics and sustainability. Teachers use the Learning Management System to identify curricular units or activities specific to their academic subject area. The units or activities will then be **integrated across the content areas** to show application for learning and the interconnectivity of STEM. Additional STEM Academy stand alone courses will be selected from *3D Solid Modeling; Design for Manufacturing; Principles of Engineering; Architecture Featuring Green Methods; Sustainable Methods; Engineering Technology; Material Science; Foundations in Biotechnology; Foundations in Technology*. 3. Central will

offer an Aerospace/Aeronautics focus through its Jr. ROTC program and through after school programming. The Aerospace Engineering program will partner with Barnes Air Force Base, Westover AFB and the New England Air Museum to offer classes in Aerospace Engineering (Space Operations; flight simulation; construction of plane and rocket models). 4. Central will establish a Model Rocketry Club, a Science Engineering Club, a Cyber Challenge Team and a team to compete in the *Sea Perch Underwater Robotics* competitions.

Renaissance is also adopting a STEM magnet theme, and will feature STEM most notably through a cluster of *interdisciplinary Learning Expeditions driven by each of the STEM fields* (and through the integration of those fields). Working with partners from the STEM Education Institute at UMass-Amherst, Springfield Technical Community College (STCC), Baystate Medical Center (the Baystate Springfield Educational Partnership) and MassMutual Group, Renaissance teachers will sequence learning expeditions to build vertically from middle school to high school, align them to Common Core and NGSS, and ensure proficiency on specific *STEM Magnet Standards* for all Renaissance students. Renaissance will offer *The STEM Academy (TSA) courses* (described above), *Sea Perch Underwater Robotics*, and *Engineering the Future* (described above), as stand alone courses and as units to inform challenging, engaging and relevant STEM learning expeditions. *TSA middle school units* include Discovering STEM; Designing STEM; and Investigating STEM skills, exposing students to hands-on work involving Robotics, manufacturing design (in partnership with the Hampden County Regional Employment Board) (designing problems, creating solutions, establishing design criteria); packaging design; environmental engineering; sustainable energy and mechanical engineering). Learning Expeditions will focus on Springfield's Bridges, Bicycles and Alternative Transportation, and Solar Energy (taking advantage of the school's new interactive solar panels).

Heidi Hayes Jacobs' *Curriculum 21* (2010) will serve as a springboard for the uses of technology to keep pace with Renaissance real world-based Learning Expeditions. Renaissance also will explore, through its partnership with STCC and use of *TSA* and the *Engineering the Future* programs, how everyone is affected by changes in technology and how people influence future technological development by the choices they make as workers, consumers and citizens. Students will come to understand the underpinnings of 3-D technology and utilize 3-D printers for their own projects. Vernier and Pasco light and temperature probes will be purchased and used as part of Renewable energy projects and expeditions. Renaissance will augment *TSA* units with school-generated hands-on Science units, working closely with partners from UMass-Amherst, Smith College and Mount Holyoke College to strengthen science content. An example is the "Gas Properties" software from the Physics Education Technology project (PhET), a software program that provides animated feedback to build explicit linkages between students' everyday understandings of the world and about the properties of gases and their underlying principles. The interactive website, *Molecular Workbench* (Concord Consortium), which provides simulations for creation and exploration of science-based models, drawn from the world of physics, chemistry, biology, biotechnology, and nanotechnology, will be used with the science and technology curricula, and as a tool to drive broad Learning Expeditions in areas such as Sustainable Energy, Water and Air pollution, and Climate Change.

Renaissance will offer a transitions and enrichment summer Math program for incoming 6th and 9th grade students, and will develop Math-centered Learning Expeditions to support a set of STEM Magnet Standards requiring each student to reach proficiency in at least one broad Math-centered learning expedition at the high school level. Learning expeditions driven by the Math Department will include "Resource Efficient Housing" (scale model design; the math

involved in efficient heating (heat loss per square foot, periodic functions through insulation calculations; window angles, etc.)); Bicycle design and infrastructure (combines Math, Technology and Engineering) (mapping to scale; structural calculations).

The two other schools on the project, Duggan 6th-12th Social Justice and Expeditionary Learning school, and a new Springfield Conservatory of the Arts (SCA), while not STEM-themed schools, will nevertheless address STEM issues regularly through their respective courses of study. As an EL school, Duggan teaches Math and Science in an EL context, and as part of its Social Justice theme will explore STEM issues relating to Social Justice, particularly as they affect the urban population in Springfield. Issues such as climate change, biodiversity, sustainable energy, water and air pollution will formulate the hub of interdisciplinary learning expeditions that themselves will incorporate math, science, engineering and technology. SCA's faculty will receive guidance and training from MMSI and the College Board, who will bring STEM *practices* to the Arts-centered world of SCA through the Common Core and the Next Generation Science Standards (NGSS). A STEM Advisory Board, comprised of representatives of each project school and their STEM and university partners, will guide the programs.

(b) Increasing the opportunities for high-quality preparation of, or professional development for, teachers or other educators of STEM subjects.

Both Central and Renaissance will partner with nationally recognized, research validated professional development organizations that will coordinate and facilitate school-wide STEM PD. All Central teachers will receive at least 24 hours of coordinated pre-AP training, with MMSI offering the National Math & Science Institute (NMSI) training for Math, Science (and ELA) teachers, and The College Board offering related training to Social Studies and Foreign Language teachers. The training will emphasize generic pre-AP practices that are guided by

interconnected STEM principles of scientific inquiry, engineering design, and purposeful, guided conversation among peers. This school-wide pre-AP training will engage and challenge *all* students to prepare them for enrollment and success in Honors, Pre-AP and AP courses.

Additional PD will be provided through The STEM Academy and the Boston Museum of Science. Central will continue to expand the number of teachers assigned to teach AP Math and Science classes, and will provide opportunities for them to receive requisite AP training.

Renaissance teachers will work closely with EL School designers, and with Llama Maynard, herself a former EL School Designer and now Science consultant to the Massachusetts Department of Elementary and Secondary Education (Ms. Maynard will also work with Central teachers). Each Renaissance teacher will receive 30 hours of training in EL and STEM practice, and another 30 hours of training in mapping, alignment and implementation of the Common Core. Each teacher working with The STEM Academy will be trained in the delivery of that program. Magnet resource teachers at Central and Renaissance will work as embedded STEM instructional coaches, modeling effective STEM instructional practice, leading curriculum mapping work demonstrating the interconnectedness of STEM strategies, and facilitating vertical and horizontal professional learning teams.

MMSI and the College Board will partner in delivery of Common Core and NGSS professional development at SCA, incorporating STEM practices into the PD. Similarly, all teachers at Duggan will receive training in EL Core Practice benchmarks as well as the Common Core. *Every teacher* in the *Just Schools* magnet project will receive on average 30 hours of PD in the magnet theme as well as 30 hours in systemic reform, which will include substantial training in the Common Core and Next Generation Science Standards, including the practices and interconnections among NGSS, Math and ELA. Through the Magnet Demonstration Schools

initiative, a cohort of trained expert teachers from Central and Renaissance will disseminate best practices in STEM subjects and in the uses of cross-curricular STEM practices, to magnet middle school teachers, and to other middle school administrators and instructional coaches, thus expanding the reach of challenging and engaging STEM coursework district-wide.

(a) Plan of Operation. (1) The quality of the plan of operation for the project. (2) (i) The effectiveness of its management plan to ensure proper and efficient administration of the project;

Regular involvement among magnet schools leadership and district academic leadership is critical to efficient and meaningful implementation of a coherent magnet schools program. The Magnet Task Force planned for this proposal included key members of the district's academic leadership team, including the Chief of IT, Research and Accountability; directors of Math, Science, Visual and Performing Arts; administrators from the Professional Development office and staff from the Parent Information Center and business office. This group, along with several principals with magnet schools experience, endorsed themes listed on the parent survey and from which the four magnet school themes were selected. They concluded that these themes would, if supported by the grant, lead to synergies of professional development and enrichment opportunities for students that would positively reinforce and help to drive reforms under way through implementation of School Improvement Plans.

The District Level: Central Office Supervision of the Magnet Program

SPS is built on a collaborative culture that supports the Superintendent in implementing a customer/client relationship with parents and students. The guiding principle throughout the process is that the client—child and parents—must be satisfied. The necessary ingredient to ensure this process is the marshalling of school, district and community resources and support for the shared vision of equity and proficiency in the schools. It is the role of the Superintendent

as the leader of the management team to marshal this support and build a community of shared values. As part of the “nested learning communities” model, three Chief School Officers (CSO’s) hold regular working sessions with each of the district’s principals and will work closely with the Magnet Project Director in integrating the objectives of the MSAP with the detailed goals, objectives and strategies in each school’s SIP.

Magnet Program Supervision: The Magnet Program Director will oversee the work of all members of the magnet staff, including Magnet Resource teachers in each building, the Magnet Recruiter, the program secretary, and the Magnet Advisory Board. Mr. Bogin will work closely with the academic directors to oversee thematic content-area work developed by Magnet Resource staff. Magnet staff will attend professional development sponsored as part of monthly Magnet Resource Team meetings that allow for cross-pollination of best practices across schools and areas of specialization. As the director of Magnet Programs, Mr. Bogin developed a protocol (Justification Memorandum, aka J-Memo)(see Appendix B) that enables him to closely monitor every activity and every dollar spent at each magnet school to insure alignment with Magnet program goals and objectives. The J-Memo has become a key ingredient in assuring fidelity to the program and is a critical piece of program management and oversight.

Magnet Advisory Board: Magnet Advisory Boards (district and school based) will be convened to help oversee the direction and implementation of magnet themes in each project school. The boards will consist of: The Principal or her/his designee; the Magnet Program Director and Magnet Program Recruiter; at least one Magnet Resource teacher; classroom teachers (including SpEd and ELL teachers); parents from each Magnet school; members of the community, including representatives from local colleges and universities and the business partners for each school. The advisory board will meet quarterly as a group with individual sub-

committee meetings scheduled to meet the needs of team goals and objectives as appropriate.

School Level Management: In each Magnet school, a team consisting of the principal, Magnet Resource Teachers, the Instructional Leadership Specialists (ILS) and department chairs will meet weekly with grade level teams to plan and coordinate classroom activities and lessons. The Magnet Resource team will be responsible for compiling and collecting all information related to the Magnet program, including prepared curriculum lessons and units, all theme-related activities, parent involvement activities and documentation related to professional development for all staff members. This information will be maintained in the individual schools and copies sent to the Magnet program office at the end of each month for review by the Project director, academic directors and program evaluators.

Magnet School Principals: The principals at the proposed magnet schools are highly experienced and, in coordination with the schools' School Centered Decision Making Teams (SCDM), will have direct responsibility for administering the magnet instructional programs in their schools. The summaries presented below show that magnet program management at the school level will be in the hands of experienced, capable, and innovative leaders. More detailed descriptions of the principals appear in the Quality of Personnel section.

Project Evaluation: The project will be evaluated by a professional team of university based consultants and former school district administrators with special experience and qualifications in evaluating magnet Schools. The evaluation team (American Education Solutions, Inc.) will direct the implementation of formative and summative evaluation activities, and the creation of formative, interim and final evaluation reports. They will monitor the program throughout the school year and make suggestions for school improvement to the

Magnet Project Director, the Magnet School Principals and the Magnet Resource Teams. Details of the evaluation are included later in this section.

(a) Plan of Operation. (2) (ii) The effectiveness of its plan to attain specific outcomes that – **(A)** Accomplish the purposes of the program; **(B)** Are attainable within the project period; **(C)** Are measurable and quantifiable; and **(D)** Can be used to determine the project's progress in meeting its intended outcomes;

Project Outcomes

This proposal's outcomes (i.e., objectives and performance measures) are aligned with the six purposes of the Magnet Schools Assistance Program (MSAP). A set of objectives and performance measures follow the Program Purpose they address.

Program Purpose (1): The elimination, reduction, or prevention of minority group isolation in elementary and secondary schools with substantial portions of minority students....All proposed magnet schools will reduce minority group isolation by decreasing the percentage of one or more groups of minority students (e.g., American Indian, Asian, Black, Hispanic) and increasing the percentage of white students as a result of the magnet program described in this proposal. Every student will fully participate in the program. All schools can accommodate the numbers of students needed to achieve desegregation goals. **Objective 1.** Minority group isolation of Hispanic students will be reduced at feeder schools to three of the proposed magnet schools and the likelihood of minority group isolation will be “reduced” at the new Springfield Conservatory of the Arts. (Addresses MSAP Performance Measure a.)

Performance Measures 1.1-1.8: By October 1 of each project year, approved enrollment targets will be attained by reducing minority group isolation of Hispanic students at **(1.1) Chestnut Middle School** and **(1.2) South End Middle School**, feeder schools for Duggan and Renaissance

(using 2012-13 as a baseline) by at least 2 percentage points by October 2013, 4 percentage points by October 2014, and 6 percentage points by October 2015. Approved enrollment targets will be attained by reducing minority group isolation of Hispanic students at **(1.3)** High School of Commerce and **(1.4)** High School of Science and Technology, feeder schools for Central, by at least 1 percentage point by October 2013, 3 percentage points by October 2014, and 5 percentage points by October 2015. Additionally, Hispanic enrollment at **(1.5)** Central and **(1.6)** Renaissance will *increase* by at least 2 percentage points by October 2013, 4 percentage points by October 2014, and 6 percentage points by October 2015. Hispanic enrollment at **(1.7)** Duggan will *increase* by at least 1.5 percentage points by October 2013, 4 percentage points by October 2014, and 6 percentage points by October 2015. SCA will open for the 2014-15 school year. **(1.8)** SCA, a NEW magnet school that will open in 2014-15, will *reduce* Hispanic enrollment (using projected boundary-based 2012-13 numbers as baseline) by 4 percentage points by October 2014 and by 7 percentage points by October 2015. (see **Table 3: Enrollment Data-Magnet Schools**).

1.9 For each project year, each magnet school will receive at least 100 applications.

Purpose 2: To develop and implement magnet school projects that will assist local education agencies achieve systemic reforms, and provide all students the opportunity to meet challenging State academic content standards and student academic achievement standards;

The implementation of systemic reforms, magnet themes and rigorous curricula for all students will be facilitated and supported by the project and district office resource staff.

Objective 2: All students will receive instruction that includes their school's systemic reforms and magnet themes in units and courses aligned with State standards.

Performance Measure 2.1 By October 15 of each project year, each magnet school's School

Improvement Plan will be revised and include objectives and activities that support: ► the adoption of high standards for all students and ► specific systemic reforms (e.g., Common Core Standards, Inquiry, Project Based Learning); and describe how they are coordinated with MSAP activities. Success will be determined through inspection of each school's plan. Implementation success will be measured by performance measure 3.1.

Purpose 3: The development and design of innovative educational methods and practices that promote diversity and increase choices in public elementary and secondary schools ... Magnet theme development and implementation and adoption of systemic reforms will increase diversity and choice because the curricula are distinctive (not offered at other schools at the same grade levels) and innovative (combine systemic reforms and unique magnet themes).

Objective 3. All students, at each magnet school, will receive magnet theme instruction.

Performance Measure 3.1 By the end of each project year, all students, at all magnet schools, will receive magnet theme instruction coordinated with or including systemic reforms for at least 3 (year 1), 6 (year 2) and 10 (year 3) hours per week. Success will be determined through unit plan analysis and confirmed with surveys, interviews, and learning walks. Units and lessons produced as a result of this program will be peer reviewed.

Program Purpose 4: Courses of instruction within magnet schools that will substantially strengthen the knowledge of academic subjects and the attainment of tangible and marketable vocational, technological and professional skills of students attending such schools.

The U.S. Department of Education has approved Massachusetts' ESEA Flexibility Request (NCLB Waiver), which outlines the state's structures for assessing student achievement and holding schools accountable for moving students towards state achievement goals.

Massachusetts uses the PPI—Progress and Performance Index—as a comprehensive metric to

classify schools into the state's five accountability levels. The PPI includes four indicators: student achievement, student growth/improvement, high school cohort graduation rate and annual dropout rate. For a school to be considered to be making progress toward narrowing proficiency gaps, the cumulative PPI for all students and high needs students must be 75 or higher. Targets are established by the state for each year from 2012-2017 based on these PPI indicators for each district, school, and student subgroup. Targets differ by district, school, and subgroup, and are set to measure progress towards the state's goal of reducing the proficiency gap in half by 2016-2017.

English Language Arts and Mathematics performance is evaluated based on the Massachusetts Comprehensive Assessment System (MCAS) assessments in ELA and math given in grades 3 through 8, and grade 10. Science performance is evaluated based on 5th and 8th grade assessments as well as a high school science proficiency exam. In addition to measuring achievement for racial and ethnic student subgroups, Massachusetts will be evaluating schools based on the performance of its High Needs Subgroup, which includes students with disabilities, English Language Learners, former English Language Learners, and low income students.

Objective 4. Each year, for each magnet school, Targets or Safe Harbor will be attained for all students and for all student subgroups, as defined by Massachusetts' ESEA Flexibility Request.

Performance Measures:

Performance Measures 4.1-4.2 address GPRA (U.S. Department of Education) Performance Measures (b and c): *The percentage of students from major racial and ethnic groups in magnet schools receiving assistance who score proficient or above on State assessments in reading/language arts and mathematics.* **4.1-4.2:** By the end of each project year, the percentage of students from major racial and ethnic subgroups in magnet schools who score proficient or

above in ELA (4.1) and Math (4.2) will increase when compared with the previous year.

Performance Measure 4.3 addresses the *MSAP Competitive Priority focusing on STEM*

achievement: 4.3: By the end of each project year, in accordance with the competitive priority of improving STEM performance, at Central and Renaissance the percentage of students who score proficient or above in Science will increase when compared to the previous year. **4.4-4.5:** By the end of each project year, each magnet school will attain its ELA (4.4) and Math (4.5) Targets for its total population and for its High Needs student subgroup. **4.6** By the end of the project period, as a result of the implementation of theme curricula, 75% of students at each magnet school will develop mastery of that curriculum, as determined by methods such as alternative performance measures including portfolios, teacher checklists, mastery of specific magnet learning and performance targets, etc.

Purpose 5: Improvement of the capacity of LEAs, including through professional development, to continue operating magnet schools at a high performance levels after Federal funding...is terminated. **Objective 5.** Provide professional development for magnet school teachers related to systemic reforms and magnet theme development and implementation.

Performance Measures 5: By the end of each project year, magnet school teachers will receive at least 30 hours of professional development (e.g., workshops, courses, coaching) in each of the following areas: **5.1** the development and implementation of the systemic reforms listed in the School Improvement Plan; and **5.2** directly related to the implementation of the magnet theme.

Other performance measures related to capacity building include: (2.1, 3.1) development and implementation of systemic reforms and magnet theme units and courses.

Purpose 6: Ensuring that all students enrolled in the magnet school programs have equitable access to high quality education that will enable the students to succeed academically and

continue with postsecondary education or productive employment.

An important aspect of ensuring that all students enrolled in the magnet schools have equitable access to high quality education is to monitor access. Performance measure 6.1 will be reported on each year and monitored by the each magnet school's principal, the project staff including the project director, and the evaluator. As with all performance measures, schools not attaining the measure will take corrective action approved by project and district staff. **Objective 6a:** All students enrolled in the magnet schools will have equitable access to high quality education.

Performance Measure 6.1 By the end each project year, for each magnet school, at least 75% (yr. 1), 85% (yr. 2) and 95% (yr. 3) of STEM classes will reflect their grade's enrollment for each racial/ethnic group and males and females by ± 15 percentage points. In addition, performance measures 2.1, 3.1 are related to providing all students the opportunity to meet challenging State standards including common core standards. Parent involvement also promotes equitable access to high quality education for all students. **Objective 6b:** There will be an increase in parent participation at each magnet school.

Performance Measure 6.2 By the end each project year, for each school, there will be an increase (compared to previous year) in the numbers of parents participating in school activities.

(a) Plan of Operation. (2) (iii) The effectiveness of its plan for utilizing its resources and personnel , including how well it utilizes personnel to complete tasks and achieve the objectives

The success of these objectives depends on both Central Office and school-based key personnel who have important roles in the development of curricula for this project. District Content-area Resource Teachers will work directly with the Magnet schools to support the integration of the Magnet theme with Common Core and State standards, curriculum, and assessments. All Magnet Resource Teachers will be trained in the mapping and alignment

process that will be carried out by teachers at the school.

The Magnet Resource Teams of each school, in cooperation with the Project Director, will assemble several material development teams composed of content area ILS, classroom and Magnet Resource Teachers, who will work collaboratively to develop magnet theme curricula. Each team will concentrate on working to develop cross-curricular projects that directly address content areas standards. At both the middle and high school levels, teams will be composed of all teachers from core subject areas at each grade level, Magnet Resource Teachers and the ILS. The work of the teams will be supervised jointly by the Project Director and each magnet school principal, and aided by the Academic Directors and District Resource Staff who will offer assistance in their area of expertise. When a draft of the curriculum is completed (or when groups of lessons are completed), the material will be used with students and modified to better meet their needs. This process of curriculum development, testing, and revision will continue through the second and third years of the project. Part of this curriculum development process will be the integration of magnet theme curriculum materials with other subject areas.

SPS is currently developing curriculum units that are aligned with Common Core and Massachusetts content and performance standards. These new units leave room for teachers to develop their own lessons, and school-based Magnet Resource Teachers will work with classroom, ILS and support staff to help write lessons that integrate the magnet theme. Magnet Resource Teachers will provide support for classroom teachers in integrating magnet themes across content areas; provide information on resources and materials to support infusing the theme into daily classroom lessons and activities; and will provide professional development for staff utilizing research-based programs and methods.

Classroom teachers will be further supported in this effort by the Academic Directors, the

Content Resource Teachers in the schools and the Directors of English Language Learning and Special Education. Outside experts will provide training in Expeditionary Learning pedagogy and content; Assessment for Learning; STEM education; MMSI, NMSI and College Board pre-AP strategies; Social Justice curriculum; Visual Thinking Strategies; The STEM Academy Integrating Arts across the Curriculum; Uses of Data to Drive Instruction and Improve Student Achievement; Skillful Teaching through Research for Better Teaching (RBT); Differentiated Instruction; Inclusion of Special Needs and English Language Learning Students; Multicultural and Gender Sensitivity/Awareness, and working with families as part of the Home Visit Project.

(a) Plan of Operation. (2) (iv) How it will ensure equal access and treatment for eligible project participants who have been traditionally underrepresented

SPS is large and diverse, with 25,283 students taught by 2,078 teachers in 52 schools. This project includes numerous strategies to ensure equal access and treatment for project participants who are members of traditionally underrepresented groups. Springfield does not use academic criteria to screen students for magnet schools, and once selected by lottery, all students participate in the magnet program to the same extent, have equal access, and receive equal treatment. Multicultural curriculum, differentiated instruction, cooperative learning, heterogeneous ability grouping and extensive staff development—including all administrators, counselors and teachers—serve to promote the internal markings of desegregation that give the concept meaning. Project schools will work to counter negative stereotypes, to be inclusive of families and their cultures, and to prevent in-school resegregation. Project performance measures will ensure that *all* students will receive equal access to magnet programs and teachers who receive the most project-based training.

With 19% of the district's students in Special Education, and with 26% of the student

population coming from homes where English is a second language (and 19% LEP), it is imperative that magnet schools organize every aspect of their programs with these students in mind, ensuring that curriculum is appropriate, that cultural norms do not start from hidden biases, and that the background knowledge and cultural diversity of all members of the magnet school community will be honored and celebrated. Equally important, recruitment efforts must make it clear throughout the community that students with special needs play key roles in improving the benefits of a diverse education. Attracting Hispanic students to magnet schools will play a particularly important role in the success of this magnet grant. Focus group and survey analysis paid particularly close attention to the expressed thematic preferences of Hispanic families. With a growing English Language Learner (ELL) population of students from all corners of the globe, the selected themes attend to the guidance of ELL research—that academics for ELL’s must be engaging, preferably hands-on, and integrate prior knowledge and expertise with new challenges.

All SPS Strategic Planning emphatically recognizes the critical importance of attending to the needs of historically disenfranchised cohorts of students, including Special Education and ELL. *Just Schools*, as indicated in the Introduction, demands that all students have equal access to and be full participants in all phases of magnet school life, from core classes to extra- and co-curricular programming. New Superintendent of Schools Daniel J. Warwick is himself a former SPS Special Education teacher (as is Central Principal Thaddeus Tokarz). In his “*Culture of Equity and Proficiency*” strategic plan is a theory of action that predicates success on “highly effective knowledgeable principals and teachers in every school who can create a learning environment of respect and mutual accountability [and] use data to differentiate instruction.” One of the four core “puzzle pieces” of district strategy is attending to safety nets and academic

supports for all students. *Student success plans* and IEP's maximizing inclusion are designed to ensure that all students will have equal access to Magnet Program work.

Providing Equal Educational Opportunities for Disabled Students. Students with special needs in the Springfield Public Schools will receive equal educational opportunities, accessing the general curriculum to the maximum extent appropriate to the needs of the child. In accordance with Federal and State laws and regulations, SPS maintains high academic standards for children with disabilities, consistent with standards and expectations for all students in the educational system. Students perform better and achieve more when their instruction is rigorous and relevant. When general and special education teachers share responsibility for collaboratively planning and teaching to meet the needs of all students, students are more likely to participate in the multiple and varied opportunities necessary to achieve at high levels. This collaborative planning and teaching model is at the heart of this magnet proposal. SPS is committed to providing an inclusive educational environment for disabled students so they can interact with their peers in the magnet classroom and be involved in all magnet activities.

Classroom teachers will receive training in inclusion and differentiated instruction and the Special Education teachers will support the classroom teacher in the instruction of disabled students. At the same time Special Educators will be involved in all magnet training and their input solicited in the design of classroom and extra-curricular activities (including parent activities) that will support the academic goals of each student through the enrichment activities.

Providing Equal Educational Opportunities for Limited English Proficient Students:

The ELL program in SPS is built on the premise that all children can learn best in a language mode that is comprehensible. Students in the ELL program are expected to master the same skills and concepts as their English-program peers and are eligible for advanced course

placement, collegiate, commercial and vocational programs and all programs offered as part of the MSAP, including before and after school activities, family events and cultural opportunities that support and enhance academic goals. All SPS teachers will receive WIDA training in ELL instructional skills. But sometimes in the rush to bring ELL into English only classes, schools go to extraordinary lengths to give them the skills that are minimally necessary to pass an exiting examination, rather than the more advanced skills needed to succeed in the English only mainstream. Therefore, to support the successful inclusion of ELL students in regular classes the Springfield magnet schools will: (1) train classroom teachers in how to support ELL students in language acquisition skills; (2) coordinate instruction by ELL and regular class teachers; and (3) train ELL teachers to support magnet activities, and use the magnet theme enrichment activities within the content of ELL instruction. The *New England Equity Assistance Center* (NEEAC) has particular expertise in observing and monitoring appropriate integration of MSAP activities with LEP students, and will provide assistance to the four project schools.

Serving Under-Represented Students through STEM. Once they enter a magnet school, students from under represented groups will receive equitable treatment. Multicultural curriculum, differentiated instruction, cooperative learning, heterogeneous groups, and staff development activities will: (1) prevent re-segregation within schools; (2) counter stereotypes and other biases; and (3) facilitate positive interactions among diverse groups of students and between staff and students, staff and parents. To respond to the needs of students from different cultural and linguistic backgrounds in more culturally sensitive ways, staff will draw on the expertise of the NEEAC. Among the critical magnet resources will be two of its publications: *Leading with Diversity: Cultural Competencies for Teacher Preparation and Professional Development* (Turnbull & Pacheco, 2005) and *The Teacher's Guide to Diversity: Building a*

Knowledge Base (Trumbull and Pacheco. 2005).

In the context of STEM education, girls and young women also need particular attention. As has been demonstrated by the White House and numerous recent studies, American women are severely underrepresented in the STEM work force. Much of the research suggests that mentors and early experiences, particularly at the middle school level, make a difference in hooking girls with interest in STEM through engaging, personalized experiences. A 2012 study conducted for the Girl Scouts (*Generation STEM: What Girls Say About Science, Technology, Engineering and Math*) found that girls are interested in STEM and aspire to STEM careers, but need further exposure and education about what STEM careers can offer, and how STEM can help girls make a difference in the world. (Modi, et al. 2012).

At Central and Renaissance, the two STEM-themed schools in the project, a STEM Leadership Team will include faculty leaders and consultant STEM university and business partners who are women, with the explicit mission of expanding entry points and scaffolding for girls who demonstrate interest and/or aptitude in the STEM areas. After-School and Summer programs will engage STEM women as mentors and guides. Smith College and Springfield Technical Community College, partners themselves in an NSF-sponsored middle school engineering accessibility project (using e-stories featuring girls and minority characters), will assist in creating STEM-driven modalities to spark interest among girls, young women and Special Education students at Renaissance and Central, and will, along with state Science Consultant Llama Maynard, be consultants to the schools' STEM Leadership Teams.

Magnet Programs: The project's MSAP themes contain within them a particular emphasis on subjects that are particularly designed to be engaging to all students: STEM (Science, Technology, Engineering and Mathematics)(Central and Renaissance), as well as on

the Arts (Central and Springfield Conservatory of the Arts); Expeditionary Learning (Duggan and Renaissance) and Social Justice (Duggan). These themes will involve students of every racial group, ability group, and gender. They will be delivered on the premise that all students are capable of performing at high academic levels in all content areas and will make no distinction between groups. In each school there will be a focus on training staff to integrate technology into the curriculum as well as a deep focus on scaffolding learning for SpEd and ELL students to enable students to access higher level (honors, pre-AP and AP) courses at the high school level. Vertical training for middle and high school teachers and ILS will provide a common language, skills and strategies that support learning in all content areas.

(a) Plan of Operation. (2)(v) The effectiveness of its plan to recruit students...

The Magnet Task Force administered a survey and conducted focus group meetings throughout the city to maximize the likelihood of success in recruiting Springfield families. The survey included a description of possible MSAP themes and solicited parent input on the types of programs and structures that would most interest them. The survey was distributed to all pre-K through 8 public school students as well as through the local newspaper. Information gathered became a critical component in determining the themes that are addressed in this proposal.

The Recruitment Campaign: The Magnet recruitment campaign will utilize the Parent Information Center (PIC) as a place where materials will be available to parents – on site or to bring home. All PIC staff will become well-versed in the magnet schools and themes to enable them to speak knowledgeably with parents about the district’s magnet programs. Videos describing each magnet school will be available for parents to take home or view online on the Magnet website as will all print materials developed by the Magnet office (Magnet Choice book, newsletters, school calendars, and theme-related materials).

To reach our target populations (Hispanic students at Central, Renaissance and Duggan; white and African American students at SCA), the Magnet Recruiter will develop print material in English and Spanish and will develop an active website with updated articles that highlight school and program activities. The Magnet Recruiter will produce marketing videos, radio and TV commercials to be broadcast on both English and Spanish stations throughout Western Massachusetts. These commercials will reach over a half million families during the school year.

School Level Recruitment Activities and Recruitment Teams. Each school will develop a recruitment plan with involvement of the Magnet Leadership Team, school recruitment team, Magnet Director and Recruiter, and Family Engagement and Support Specialists. Schools will set yearly recruitment goals. A critical piece of the recruitment process will be parent and student recruitment teams. Since students are expert in the use of social media their expertise will be put to good use as key members of these school-based teams. The school recruitment teams will be trained to assist parents in the school selection and application process, offering on-site registration support during the Magnet enrollment periods.

Magnet Information Events: Magnet Information events (info nights, fairs, Open Houses) will be offered throughout the year at both district and school sites. These events will feature displays that describe (in words, pictures, videos) and showcase the themes and educational objectives of the various magnet schools. At these events, teachers, parents, students and administrators will be available, along with recruitment team members, to engage parents and prospective students in conversation and hands-on activities. School-based exhibitions and performances will be opened to the public and will become an important avenue for sharing the benefits of a Magnet school education. Central and Renaissance will sponsor STEM-related events that will put tools of the content areas into the hands of parents and students so they

understand what being involved in the STEM fields means in the real-world. Similarly, parents and students will be invited to our Arts schools to perform as a member of a chorus or dance team as a way of understanding what makes the programs in these schools special. These events will be hosted by parents and staffed by teachers or performance artists at locations around the city. Additionally, the Magnet office will sponsor a series of events for the public, including city and state officials, local community organizations, the Chamber of Commerce, the Springfield Board of Realtors, local colleges and universities, among others, to increase awareness of SPS Magnet schools and programs and garner their support to help sustain them beyond funding.

Reaching all Families: Magnet feeder schools and elementary schools will be targeted for recruitment, based on their particular racial/ethnic make-up, to ensure attainment of project desegregation objectives. A bilingual Magnet Family Engagement and Support Specialist will work with each school to ensure that communication with Hispanic families is available in their native language. Parents will be recruited from each school to help recruit other families through hosting small group discussions; serving as guides for school tours during the recruitment seasons; and establishing within our magnet program a parent-to-parent communications and mentoring channel. This personal contact will allow prospective parents an opportunity to share concerns and ask questions they may feel uncomfortable asking an “educator,” and will enable them to understand that shared school experiences yield rich results, academically and socially.

Marketing and Advertising: Every possible method of reaching the community will be utilized to reach the broad spectrum of families in Western Massachusetts. The Magnet office will produce 30 second commercials in English and Spanish to run on network, cable and public TV and radio stations. Focused attention will be paid to providing information on the magnet enrollment periods to ensure that families don’t miss this key opportunity to enroll in a school

that meets the educational needs of their children. Local newspapers (English and Spanish) will be used to maximum advantage (editorial, advertising, etc.) as will smaller community newspapers, many of which are closer to the heartbeat of specific constituent communities. This marketing will be supplemented by large-scale advertising efforts such as advertising on billboards along the highways that circle Springfield, banners hanging at the largest mall in Western Massachusetts, and at the MassMutual Civic Center.

(b) *Quality of Personnel.* (1) The qualifications of the personnel

The SPS Magnet Schools Program will be implemented by a team of instructional leaders and administrators fully committed to desegregation who have extensive experience and competence in implementing innovative educational programs and desegregation strategies. There will be a concerted effort to recruit minority group members for project positions so that the diverse racial, gender, ethnic and cultural characteristics of the population to be served by the project is represented in its staff.

The salaries and fringe benefits of the full-time Project Director, 9 building-based Magnet Resource Teachers, Evaluation Consultants, Magnet Program Recruiter, 2 Family Engagement and Support Specialists, a half-time data analyst to work on Magnet-specific data needs that are critical to implementing our programs a project secretary and 2.5 networking technology specialists will be charged to the project. In addition to these federally funded positions, there are district staff members whose expertise will be an essential component of the work that will take place in our Magnet schools. Among these positions are the academic directors in each content area who played a key role in designing and developing the themes included in this Magnet grant application, the principals in each school, district content resource teachers and building based Instructional Leader Specialists (ILS) in English/Language Arts,

math and science. Support from these staff members will be provided as an **in-kind contribution through district funds**. Other district staff who will be engaged in the Magnet program **at no cost to the project** are members of the Professional Development Office who sponsor yearly content-based training for all teachers in the district (and will be integral players in designing and leading the demonstration programs at Central and Renaissance) and staff support from the, Parent and Community and Engagement and business offices.

Quality of Personnel: (2) (i) the project director is qualified to manage the project.

Qualifications of the Project Director: The Project Director will be responsible for the overall program operations in the five participating magnet schools. Joshua P. Bogin, Esq., has served as SPS Director of Magnet Schools since 1996 and is uniquely qualified and positioned to supervise this project. His singular and extensive expertise on equity issues and school desegregation has given him a position of leadership and credibility in Springfield. There is no one else in the nation who combines the experience of a Senior Justice Department school desegregation litigator and technical assistance EAC provider with a specific emphasis on the MSAP. This experience, combined with extensive graduate work in educational administration and sixteen years of experience administering federal and other grant programs at the school level, gives Mr. Bogin a breadth of understanding to bring forward the complementary goals of equity and excellence through the reform innovations proposed for this project. Equally important, he has the leadership skills, organizational discipline and coherence of vision to guide other team members in the change process. The following are highlights of his career, demonstrating his extensive experience and expertise in desegregation work, especially in the effective use of magnet schools to promote equity and educational excellence.

Mr. Bogin has a B.A. in History from Oberlin College and a J.D. *cum laude* from

Temple University School of Law. From 1977 to 1987, he worked as a US Department of Justice senior trial attorney in the Civil Rights Division's Education and General Litigation Sections, where he was responsible for school desegregation, housing and employment discrimination litigation throughout the country, assuming responsibilities encompassing all phases of federal civil rights practice. As lead trial counsel for the United States, he was responsible for developing and presenting the government's successful position in the landmark federal school desegregation case, *US v. Yonkers Board of Education*. He participated in all phases of litigation in numerous other federal civil rights cases in Alabama, Mississippi, Missouri, Florida, Texas, California, Arizona and Connecticut.

From 1990-95, Mr. Bogin served as the sole lawyer with the Region B Desegregation Assistance Center (EAC), as part of New York University's School of Education. Mr. Bogin was responsible for providing technical assistance to and developing desegregation and magnet school plans for school districts in New York (including New York City), New Jersey, Puerto Rico and the Virgin Islands, and was regional expert on magnet school implementation. He was chief planner for substantive themes of New York University's "Brown + 40: The Promise" national conference held in New York City in April, 1994. From 1995-96, Mr. Bogin served as School/Community Task Force Facilitator for Community School District 25 in New York City where he worked with the culturally diverse JHS 189 community-school task force in building a working group of school and community members. Mr. Bogin served as pre-publication editor and research coordinator for the Mellon Foundation Project on School Reform and Law at Harvard Law School, a project that culminated in publication of *Law & School Reform: Six Strategies for Promoting Educational Equity* (Yale U. 1999). From 2001-03, Mr. Bogin served as co-Chair of the Massachusetts Board of Education's Advisory Council on Racial Imbalance,

and presently serves as a member of The Working Group advisory body to the MSAP Center.

Quality of Personnel: (2) (ii) other key personnel are qualified to manage the project;

Superintendent of Springfield Public Schools

The role of Superintendent is a key to the success of magnet schools, providing the necessary supports and scaffolding for this challenging endeavor. Appointed in July 2012, Mr. Daniel J. Warwick began his career with Springfield Public Schools nearly 40 years ago and has a wealth of experience as a teacher, principal and administrator. Appointed Superintendent on June 18, 2012 after a national search, Mr. Warwick is uniquely poised to move Springfield Public Schools forward. In formulating his action plan, "*The Springfield Promise—A Culture of Equity and Proficiency*," Mr. Warwick has carefully balanced his vast knowledge of the district's history with a cutting-edge approach to developing its future. Prior to his appointment as Superintendent, Mr. Warwick served as Deputy and Assistant Superintendent with oversight of 21 of the district's schools. In that role, he implemented a comprehensive principal evaluation process and increased academic gains at those schools by more than twice the district's average rate. Mr. Warwick's tenure with the district also includes working as Supervisor of Special Education as a Master Teacher for the Pupil Adjustment Program and as a teacher for 10 years. Mr. Warwick holds a Certificate of Advanced Graduate Studies from American International College, a master's degree in education from American International College, a bachelor's degree in education from Westfield State University and fellowships for Advanced Educational Learning from Harvard University, University of Pittsburgh and American International College.

The Magnet School Principals: As the educational leaders of the buildings and of the Magnet program each principal is responsible for bringing staff and the community together to design and implement the unique magnet theme and ensure the program is carried out with

fidelity. The principals are responsible for aligning the goals of the district with the school's instructional program, including the Magnet program. The role of the principal in driving the Magnet program cannot be overstated. As the instructional leader of the school it is incumbent upon the principal to ensure that the Magnet program is evidenced in the day-to-day interactions among staff, students and families. Each of the principals included in this project have experience using **protocols**—Organizational Health Index to take the measure of their school culture; through the School Improvement planning process in working with Instructional Leadership teams; and through Learning Walks with central office staff to assess for learning themselves. They will organize and lead professional development efforts to inculcate Magnet pedagogy and practice throughout the school.

Qualifications of the Magnet School Principals: **Renaissance** is led by Dr. Stephen J. Mahoney, recently named Magnet Schools of America Principal of the Year for Region 1 for his success at building Renaissance as its founding principal. **Central** has been led by Thaddeus Tokarz since 2009. Mr. Tokarz previously was a Special Education teacher and later Central's Assistant Principal. **Duggan** is led by Ms. Marisa Mendonsa, who was appointed Principal in the summer of 2013. Ms. Mendonsa served as assistant principal at Duggan in 2011-12 and taught at Renaissance for five years before that. In 2010, Ms. Mendonsa received the distinguished Multicultural Educator of the Year award from the New England Conference on Multicultural Education. SPS will conduct a national search for the founding principal to lead the **Springfield Conservatory of the Arts**. The principal will bring a vision for and successful experience building a high achieving academic program centered around a rich, diverse, creative and culturally embracing commitment to connecting urban students of all backgrounds to the arts.

Qualifications of the Magnet Program Recruiter: The position of Magnet Program

Recruiter will be filled by Ms. Kathe Harbour. Ms. Harbour is highly experienced in working with parent and community groups, has strong human relations skills and has proven herself an excellent spokesperson for the district's magnet schools. Her work for the district includes producing and editing the annual Schools of Choice booklets for Elementary, Middle and High schools; writing and editing newsletters highlighting activities taking place in schools throughout the district. She has experience producing educational videos; TV and radio commercials and in web page design. Ms. Harbour has been a Family Development Specialist, and coordinated the Even Start Family Literacy Program. Ms. Harbour served as Community Outreach Worker and Parent Involvement Specialist in the district's Parent Information Center, and received extensive training in parent and family education through *Families First* Parent Education Training at Wheelock College. She received certification as a Family and Youth Mediator from the Center for Human Development in Springfield.

Qualifications of SPS Chief Financial Officer: Mr. Patrick Roach is the Chief Financial Officer for SPS. He was previously employed for the district as assistant chief financial officer, budget director and in the city of Springfield's Finance Department as a senior financial analyst and project manager, business process analyst and as a financial accountant. As chief financial officer, Mr. Roach oversees the School Business Department, has the lead role in developing the annual budget and linking with City Hall, state and federal agencies.

Qualifications and Responsibilities of Project Evaluator: American Education Solutions: SPS will contract with American Education Solutions (AES) to evaluate this project. Over the past 18 years, AES has evaluated 51 MSAP grants and has partnered with the Education Alliance at Brown University and the SERVE Center at the University of North Carolina on 10 rigorous MSAP evaluations. For the 2010-2013 cycle AES is partnering with the National Center for

Research on Evaluation, Standards, and Student Testing (CRESST) at UCLA on 5 rigorous MSAP evaluations as well as on survey development and analysis. CRESST will perform the rigorous test score study described in the evaluation section of this proposal. The AES MSAP site visit team includes Dr. Gladys Pack, Dr. Donna Elam, Ms. Joanne Smith, Dr. June Levy, Ms. Janice Sherrill, Ms. Diane Creekmore and Mr. Edward Linehan. All were teachers and administrators and have extensive evaluation experience. One was an assistant superintendent, 4 magnet school principals, 3 magnet school directors and one an Equity Assistance Center director. Duties and responsibilities of the evaluators are described in the evaluation section.

Quality of Personnel: (2)(iii) Teachers are qualified to implement the magnet curriculum; (3) key personnel's knowledge of and experience in curriculum development and desegregation.

Qualifications of Magnet Resource Teachers: Each of the magnet schools will employ from two to three Magnet Resource Teachers (MRT). The design of this grant proposal calls for hiring “master teachers” who will serve as coaches, mentors and trainers to support all school-based activities described in this proposal. All Magnet Resource Specialists will be "highly qualified" teachers certified by the Commonwealth of Massachusetts with experience training other teachers in the areas of their professional expertise. Minimum requirements for MRT include: (1) Certification as licensed classroom teacher with a proven ability to increase student achievement; (2) demonstrated proficiency and accomplishment in teaching integrated, heterogeneously grouped classes of children from diverse ethnic, racial, and socioeconomic backgrounds; (3) expertise in curriculum development; (4) developing and implementing staff professional development; (5) experience in evaluation of student academic performance, especially the development and use of authentic assessment instruments; (6) expertise and facility in working with ELL and special needs students; (7) familiarity with educational

problems of minority and non-minority students, and knowing how to raise the academic performance of all children; (8) ability to work productively with students, parents, teachers and administrators; and (9) minimum five years of successful teaching experience in public schools.

Classroom Teachers: All classroom teachers in each of the schools are highly qualified or in approved programs leading to highly qualified status. All have appropriate certification in their area of teaching and have received extensive professional development, both district- and school-based. Per state requirements, all teachers will be trained in WIDA (World-Class Instructional Design and Assessment) to support ELL students. All Springfield teachers have had training in implementing a standards-based curriculum and reading across the content areas.

Quality of Personnel: (2)(iv) the applicant will ensure that its personnel are selected for employment without regard to race, religion, color, national origin, sex, age, or disability.

The Springfield Public Schools Equal Opportunity Employment Policy states:

“It is the policy of the Springfield Public Schools not to discriminate on the basis of sex, race, color, religion, national origin, gender or gender expression, veteran status, disability or sexual orientation in its educational programs, activities or employment policies as required by Title IX of the 1972 Education Amendments, Chapter 622 of the Massachusetts General Laws, and Section 504 of the Rehabilitation Act of 1973.” This statement was developed to ensure district compliance with Title IX of the 1972 Education Amendments, Chapter 622 of the Massachusetts General Laws, and Section 504 of the Rehabilitation Act of 1973. The SPS Affirmative Action Program designed to provide equal employment opportunity and an atmosphere of non-discrimination with respect to women, minority group members, handicapped, and to persons of all religions, ages, and national origins. It enables SPS to maintain compliance with various Federal and State laws, rules, and regulations that are applicable as part of any Federal or State

assistance program, and provide the mechanism for setting result oriented achievable goals.

The Equal Opportunity Administrator in SPS is responsible for disseminating information about the Affirmative Action Program through printed materials and presentations made available to all elements of the Springfield community. The equal employment opportunity statement will be included in the job applications and postings for all of the magnet positions. All job postings go onto School Spring, a national education job site to attract the broadest range of applicants. SPS outlined the methods to be used to achieve the goals in Section VIII of the Affirmative Action Plan: (1) Direct contact with organizations specifically concerned with equal opportunity in employment for women and minority group persons; (2) Community and neighborhood action groups that can be helpful in referring minority and female applicants for employment; and (3) Publications, newspapers, and other media sources that reach out, in particular, to minority groups and women. SPS staff recruitment efforts, several specifically designed to attract SPED, ESL, Math, and Science teachers, aim to increase the diversity of highly qualified applicants. SPS hosts job fairs for veterans and organizations serving Latino, African American and other underrepresented groups at local offices of the NAACP, Farm Workers Council, TESOL Conference and the National Association for Bilingual Educators. Targeted career fairs are held at universities including Boston College, Clark U., Columbia, Howard, Harvard and University of Massachusetts, among others.

(c) Quality of Project Design. 2 (i) Promote desegregation including interaction among students of different social, economic, ethnic, and racial backgrounds;

Since coming under the jurisdiction of a remedial court order in 1973, SPS has maintained a steadfast commitment to the fidelity of desegregation implementation. With the advent of the 2005 “boundary plan,” magnet schools have taken on an even more significant role in SPS in

promoting visionary school reform that values a diverse student body as a starting point for the delivery of meaningful, scaffolded academic programs. Desegregation must mean more than simply recruiting a diverse total student population. It must mean more even than having diverse groups of students in regular classrooms. Meaningful desegregation must be a school-wide commitment to seeking out the greatest strengths of all learners in the school's population—learners from different social, economic, racial and ethnic groups, but also learners of different background, skills and languages, different ways of experiencing the universe and of manifesting intelligence. If children of different racial, ethnic, and social backgrounds are to be interacting throughout the day, they must be in the same classes, the same lunchroom, the same art, music and STEM classes and the same after school programs. SPS schools strive for both equity and excellence through integrated schools and classrooms using strategies that have proven to foster the interaction of students throughout the school day. These strategies include heterogeneous grouping with differentiated instruction; cooperative learning; and inclusion and mainstreaming.

Heterogeneous Grouping. The first step in ensuring the interaction of students from different racial, social, and economic backgrounds is to put them in the same classes. To accomplish this, perceived “ability” must not be the sole criteria for the organization of classes. Every project school will prioritize heterogeneous grouping, so that all class enrollments will reflect their grade's enrollment, for each racial/ethnic group, within 15 percentage points, leading to magnet school *and class* enrollments that reflect the make-up of the school as a whole. Heterogeneous grouping presents challenges—even to teachers who are deeply committed to equity principles. To provide support for staff in managing diversity, each of our magnet schools will work collaboratively with the **New England Equity Assistance Center at Brown University (NEEAC)** to find the most appropriate methods and materials for the diverse groups

of students they will be working with, with a particular emphasis on Hispanic and ELL students. NEEAC will provide staff with ongoing development in areas of Multicultural Education, Diversity Training and Differentiated Instruction.

Cooperative Learning: Cooperative Learning most often involves heterogeneous teams of students of different academic levels, working together on a group task in which each member is individually accountable for part of an outcome that cannot be completed unless the members work together, making the group members positively interdependent. Because this type of group-work requires adaptation by the classroom teacher, EL and *Research for Better Teaching* will offer professional development in cooperative learning practices to teachers in project schools.

Inclusion and Mainstreaming. The magnet program will provide an inclusive educational environment for students with disabilities that will enable them to interact positively with their magnet classmates while fully developing their potential. By being included to the fullest extent possible in all magnet activities and in general education classes and after-school programs, students with disabilities will have the opportunity to interact with those without disabilities in a variety of formal and informal educational settings—bringing the benefits of such comprehensive inclusionary practices to *all* magnet school students.

(c) Quality of Project Design. 2 (ii) Improve student academic achievement for all students ...

Addressing the needs of all students who are enrolled in the magnet schools begins with an understanding of those students, their strengths and their needs, and the knowledge of those strategies that will enable *all* students to reach high state and local performance standards. All magnet school staffs will engage in Strategic Planning and regular Self-Assessment (see Appendix B) to ensure that they are attending to the needs of all students in development and implementation of aligned magnet themes. School Improvement processes are driven by data

analysis, a regular feature of all SPS schools' weekly "extended day" professional development sessions. Embedded coaches (ILS) provide regular mentoring to teachers in every SPS school throughout the school day and will work collaboratively with magnet resource teachers in ensuring that all regular education programs and special interventions are fully aligned to newly created magnet theme curriculum units. All district-based professional development efforts are directed at full understanding of and proficiency with the Common Core and with SEEDS, the State evaluation system that is at its roots Assessment for Learning—for professional staff. Premised on the belief that teacher effectiveness and strong instructional leadership are the key variables in raising student achievement, the district has committed its systemic reform efforts to building teacher understandings of Common Core and state standards, and to understanding the forthcoming PARCC assessments. All teachers have Student Learning and Professional Practice goals, and are measured against standards that include curriculum, planning and assessment; teaching all students; family and community engagement; and professional culture, all of which are supported by and align to this project's professional development plans.

Differentiated Instruction: Differentiating instruction means creating multiple paths for students of different abilities, interest or learning needs to experience equally appropriate ways to absorb, use, develop and present concepts as a part of the daily learning process (Tomlinson, 1999, 2001, 2003). It allows students to take greater responsibility and ownership for their own learning, and provides opportunities for peer teaching and cooperative learning. In preparation for differentiating, the teacher diagnoses the difference in readiness, interests and learning styles of all students in the class, using a variety of performance indicators. Differentiation begins by varying the content, processes or product for each group in the class. As the teacher becomes more proficient using these techniques, differentiation can occur at all 3

stages of the process for some students. The essential curricula concepts will be the same for all students but the complexity of the content, learning activities and/or products will vary so that all students are challenged and no students are frustrated.

English Language Learners. SPS, under the leadership of Superintendent Daniel J. Warwick, adopted a “long term plan of excellence” to ensure that all ELL students in the district receive quality Sheltered English Instruction (SEI) and ESL instruction. The Plan includes a commitment to professional development for central office leadership, staff, principals and teachers in understanding the educational needs, and the cultural context for addressing those needs, of ELL students. Magnet schools will supplement WIDA training required by the state with professional development from the NEEAC. A critical piece of the Long Term Plan is the expansion of options to assist in individualizing instruction for ELL students. Each of the project schools will offer scaffolded opportunities for ELL students to participate meaningfully in STEM, Advanced Studies, EL, Arts, and Social Justice curricula and to utilize technologies that support those curricula. Instead of categorizing students, teachers will recognize individuals’ strengths and weaknesses, their multiple areas of intelligence, interests and unique backgrounds and use these insights to assist children in developing their minds and in attaining standards.

Professional Learning Groups. Project schools will organize teachers in professional learning communities, led by magnet resource teachers, EL School Designers, MMSI and College Board partners, and other university, community and business partners (see Letters of Support, attached). Teaching schedules in the magnet schools will be organized to enable teachers and administrators to convene to analyze student work, self-assess, review lesson and unit delivery successes, and develop digital portfolios of their own.

(ii) The manner and extent to which each magnet school program will increase student academic achievement in the instructional area or areas offered by the school;

MassCore and The Common Core. The Massachusetts High School Program of Studies (MassCore) is a state initiated sequenced program of rigorous study designed to prepare all students for success in college and in the workplace. In combination with implementation of Common Core and, soon, Next Generation Science Standards, all SPS secondary schools will have a laser-like focus on critical professional development for high expectations across content areas. In 2013-14, units designed by SPS teacher leaders in English and Math, based on Common Core standards, will be rolled out in all SPS schools. Unit Developers find support in the Massachusetts Race to the Top model curriculum units and model curriculum maps. Common Core emphasis on deep and early mathematics preparation, technical reading and writing across content areas, and college and career readiness finds support in the work of our Project PD partners (EL (Duggan, Renaissance); MMSI (Central, SCA). District Common Core Unit Planning templates are strikingly similar to similar EL and MMSI planning tools. As Demonstration Schools, Central and Renaissance teachers will be modeling not only best magnet theme practice, but best practice in a standards-based educational world, putting the *Just Schools* project ahead of the curve but also in the service of district-wide instructional needs. In the last six years, virtually all of the SPS curriculum documents, pacing guides, scope and sequence, and interventions have been vetted internally and placed on a virtual learning center for teachers to rely on. SPS core curriculum, now aligned to Common Core (ELA and Math), Massachusetts Curriculum Frameworks and pacing guides are used throughout the district, permitting flexibility within units for magnet theme development and implementation.

Mathematics and Science. The SPS Mathematics and Science Curriculum Guides and

teacher resource packets have been developed to support the K-12 curriculum, and resource teachers as well as ILS's teacher/coaches are working in the schools to support classroom teachers in their use of the curriculum, which has been fully aligned to the Common Core (Math) and Massachusetts Frameworks (Science). Analysis of MCAS and district assessments produce strategies, safety nets and support systems to reduce the achievement gap. A critical component of this plan is addressing the needs of Special Education and ELL students and providing specific teaching strategies and support systems to scaffold their success and access to complete mathematics and science curriculum.

Reading and English Language Arts. ELA instruction is organized around the new Common Core Standards with pacing guides and unit plans developed by expert teachers and used as coaching tools by embedded coaches. Learning Walk protocols are used regularly by district and school curriculum directors to observe and provide feedback to teachers in the delivery of the rigorous curriculum. NMSI, to be used at Central, is an intervention designed to provide all content area teachers with tools, protocols, and strategies to enhance learning in organized, engaging, age-appropriate ways.

Instructional Leadership Specialists (ILS). The ILS provide targeted assistance to increase teaching capacity at the classroom level. They develop aligned instructional guides, curriculum pacing, lesson plans by grade, and courses for all subjects. The ILS models instruction, while the new teacher learns from through observation, collaborative planning, and provision of support services in the classroom, followed by feedback sessions that lead to reformulated teaching practice strategies.

Magnet Standards: Magnet school staff will develop specific magnet standards that indicate what students will know and accomplish as a result of the school's magnet theme. The

standards will reflect the knowledge/content to be learned, the skills the student will need to know and use to create products, the performance or product and a rubric against which to measure it. As a result, when parents and/or students select a magnet school they will have a strong sense of what will be expected, what they will accomplish in the magnet program that goes beyond the district or state standards, and what is unique about the magnet school. Magnet standards—which will be aligned with and mapped to Common Core and state standards—will become part of the magnet themes, units and lessons throughout the year.

Individual Magnet School Themes and Significantly Revised Themes

Springfield Central High School (9-12)

Theme: STEAM and Advanced Studies (# Students: 2250)

When Springfield Central High School became an Advanced Studies and the Arts magnet school in 2010, the district had multiple purposes in mind: 1) reduce minority group isolation of Hispanic students at other district high schools; 2) increase the number of Hispanic and African-American students in Advanced Placement and other advanced courses; 3) increase the success of minority students in all advanced courses; and 4) draw students from across the district to a school with an Arts focus. Central remains a popular school of choice—and the Advanced Studies and the Arts theme has begun to make a difference in the make-up of the student body, as the school has shifted from 22% white in October 2009 to 17% white in October 2012.

Unfortunately, Hispanic enrollment, which has increased district-wide from to 59% at the high school level, has remained disproportionately below district-wide averages at Central—48% in 2012. This continued disproportion in Hispanic enrollment at Central—the largest of the district’s high schools—continues to create minority group isolation of Hispanics at two of the district’s high schools, High School of Commerce and High School of Science and Technology.

Equally significant, and perhaps of even greater import in terms of magnet theme, Central's Hispanic enrollment *drops off dramatically in 12th grade, to 38.5%*. This drop-off is a reflection of a disproportion in the ethnic distribution of Central's dropouts—54.6% of whom were Hispanic in 2011-12 (compared to 46% Hispanic enrollment). The percentage of Hispanic dropouts at Central (9.1%) is almost 20% higher than the total dropout rate for the school.

These numbers have led to ongoing discussions among the Central administrative team and at the district level. With minority success improving dramatically in AP enrollment and success rates at Central, why is the school still lagging in drawing Hispanic students and, most urgently, keeping Hispanic students in school for four years of high school? These questions were posed at focus groups, and in broader surveys of Springfield parents and students. The answers were clear: a perception remains in the community that Central is for “top” students only, that the advanced curriculum is too abstract, and doesn't offer enough hands-on studies through technology and Engineering. This perception was corroborated by a study conducted for Central by the New England Equity Assistance Center in 2011-12 (*Equity Centered School Climate Needs Assessment, Central High School (March 2012)*). One of its conclusions was that there is a continuing perception that Central is not a school for students who *do not consider themselves to be high achievers*. Because this is a perception issue, and continues to show up in Central's enrollment numbers (both at the entry level and beyond), and because flat enrollment of Hispanics at Central continues to have a deleterious impact on minority group isolation of Hispanics at two other district high schools, a determination was made to *significantly revise* Central's magnet theme. The revision, however, involves *augmenting*—not replacing, as virtually everyone who commented indicated support for Advanced Studies and Arts work at Central. Enthusiasm ran high among virtually all respondents (94% of those surveyed

electronically and through hard copy surveys, and among those reporting at focus groups) **for adding a STEM theme and blending it with the Advanced Studies and Arts theme**—transforming Central into a *STEAM and Advanced Studies* magnet school.

STEAM at Central. Since 2010, Central has augmented its Fine Arts offerings, with new courses in Drama, Dance, Illustration, Mural Painting and Graphic Arts. Arts magnet resource staff have worked with classroom teachers to integrate arts into the content work of select teachers, in different content areas and with all population cohorts, but to date this work has not been systematic. With the advent of a purposeful **STEAM magnet curriculum**, the entire high school curriculum at Central will be mapped—9th and 10th grades in Year 1 of the grant, 11th and 12th grades in Year 2. This mapping will require multiple priorities: a) alignment of all STEM courses to the Common Core and the Next Generation Science Standards (NGSS) (this will include Reading Across the Content Areas); b) mapping of arts integration across all content areas. Additionally, each of the STEM content areas (and the interconnectivity of those areas) will be the focus of specific professional development and course modification through a partnership with MMSI and the College Board, both of which have worked with Central to support increased enrollment and success in Advanced Placement courses. MMSI will coordinate a full STEM pre-AP initiative, aimed at fostering a rich understanding of STEM approaches among *all* teachers of science, math and English Language arts, while College Board will provide training to all other Central teachers in pre-AP approaches—all embedding the purposeful use of STEM content and instructional approaches (and engineering design principles). The *MMSI partnership* is discussed in detail in the *Priority 4* section at pp. 13-15.

Why STEAM? STEAM, in effect, is an acronym for what we want our students to learn about the world: Science (the natural world) and Technology (the human-made world) are the

fundamental elements of what everyone must physically interpret to go forward with and “engineer” (create new technology), and to interpret through the broad spectrum of the Arts, including fine arts and language arts—all are connected in some ways through the pure language of Mathematics. The reason STEAM makes sense is that there are fundamental commonalities in the pedagogy of these five discrete subject areas, commonalities that can also be found across the social sciences. These commonalities form the underpinnings of The Next Generation Science Standards (NGSS), blending principles of Practice, Disciplinary Core Ideas (Content), and “Cross-Cutting Concepts.” Central’s approach to STEAM learning will rely on a repeated, overt emphasis on a set of common, inquiry based and evidence driven curricular *practices*, as identified and discussed in the NGSS. At Central, these practices, and the links to Science, Math and ELA, will be coordinated in the school-wide mapping that will make manifest the cross-curriculum practices driven by STEM pedagogy, augmented by the creativity and exploration of the arts world. STEAM school-wide professional development will also include an emphasis on classroom practices that address both NGSS and Common Core—the idea of “productive talk” defined by *The Inquiry Project* as reasoning with evidence; use of scientific facts; connection to other ideas; respectful disagreement; equitable opportunities to participate; building a culture of trust. PD in “Productive Talk” will be a complementary partner to PD in Visual Thinking Skills (VTS), which will be incorporated as part of the Arts integration work. Where VTS uses visual thinking to stimulate evidence gathering, sharing and synthesizing across the content areas, “productive talk” aims to *make thinking itself visible*.

Content Rich STEM Experiences. See Priority 4, p p13-17 for details of Central’s STEAM curriculum. **Technology** will be a key to the STEAM program at Central, both as an independent area of study but also as a critical tool to lift science instruction (probeware,

modeling software, etc.), engineering design instruction (e.g., 3-D printers), and research and application uses across the curriculum. With 432 laptops on carts in the new Science labs, Central is on the way to becoming Springfield's first high school with full "1 to 1" computer capacity. Through this grant, Central will build cohorts of teachers and students who will come to have fully integrated digital learning experiences. In Project Year 1, a select group of teachers from across the content areas will design model "e-courses," based on the Common Core units being developed by district instructional staff. Carts would then be purchased for rooms with those model courses for use in Year 2. By year 3, all classes will have full coverage with computer devices (to be determined if they will be tablets or laptops—based on utility after study—but costs are virtually the same).

Arts. Central will expand its artist-in-residency programs, bringing on Teatro Vida, the Majestic Theater; film-makers; Shakespeare & Co., Drama Studio; Enchanted Circle Theater; Community Music School of Springfield, and poets to work with Poetry Out Loud students (schoolwide) as resident artists. Central will add a Percussion Competition club and a new Vocal singing course. Additional art courses involving multi-media and film will also be offered. Arts integration will include mapped work, as described above, as well as use of Visual Thinking Strategies (assisted by the Springfield Museums) to augment STEM instructional practices.

Demonstration School. MMSI will train a cohort of teacher-trainers with expertise in pre-AP instructional practices. These trainers will teach model classes and develop an archive of videos of effective pre-AP classroom practices. They will also mentor teachers from the Springfield Conservatory of the Arts in the uses of pre-AP techniques at both the high school and middle school level, and will offer workshops to other middle school Principals, Assistant Principals and Instructional Leadership Specialists to familiarize those schools with the rigorous but engaging

work students can anticipate when entering Central as freshmen. 180-Day Practicum Teachers from UMass-Amherst will be partnered with expert teachers to help bridge the gap between theory and practice, between secondary and post-secondary education. The Demonstration School model is designed also to assist in the recruitment of Hispanic students.

Family Involvement and Decision-Making. Central will participate in all of the Family Involvement and Decision-Making initiatives of the *Just Schools* project, described at pp. 78-82.

Magnet Staffing: 1 STEAM Curriculum Specialist (STEM integration); 1 STEAM Curriculum Specialist (Arts); 1 Advanced Studies/Common Core Curriculum Specialist; .5 Family Engagement Support Specialist; 1 Networking Technician. The STEAM Curriculum Specialists will be responsible for organizing and facilitating district curriculum mapping with STEAM subjects; b) facilitating and leading embedded professional development to promote in-class use of MMSI- and College Board-led pre-AP instructional practices, in the STEAM areas and across the curriculum; c) developing and facilitating partnerships with trainers, artists-in-residence, and local and national arts organizations; d) developing and assisting with instruction of newly developed Engineering courses; e) coaching and modeling with teachers in development of e-Courses and 1 to 1 technology integration initiative; f) developing affirmative recruitment strategies for Hispanic students, particularly aimed at reaching targets for reducing minority group isolation at other high schools; g) working with the FESS to develop two-way partnerships with parents and community based organizations. The Networking technician will oversee installation, distribution and maintenance of Central's 1 to 1 computing project. Magnet staff will collaborate with *NEEAC* to ensure that all Central instructional and culture building efforts meet the needs and sensibilities of second language learners and students on IEP's.

Duggan 6-12 School

Theme: Social Justice Through Expeditionary Learning (6th-12th) (# Students: 840)

Duggan Middle School will significantly revise its magnet theme by 1) expanding from grades 6-8 to a full 6-12 school; and 2) adding a Social Justice lens to its existing EL theme.

Why expand to 6-12? Renaissance, the district's only existing EL 6-12 school, has the longest wait list of any middle school in the district, and the least attrition. For families who desire a continuing EL-grounded program, there is a need for another EL high school in the district. Why the Social Justice theme? Among the challenges facing Duggan is the underrepresentation of Hispanic students at the school, which contributes in turn to minority group isolation (overrepresentation) of Hispanic students at other middle schools in the district. Duggan's 2012 Hispanic enrollment is 42.8%, compared to 61% district-wide (59% 6-12), well out of the +15% target range of Springfield's court order. At the same time, two of the district's middle schools, Chestnut and South End, have Hispanic enrollments of 72.4% and 78.2%, respectively. Chestnut is pushing the margins of the court order, while South End is now beyond the decree's parameters. In an effort to determine what it would take to increase Hispanic enrollment at Duggan, conversations have taken place among district leaders, community leaders from the Hispanic community, and with students and parents at multiple venues. Two constants emerged from these conversations—1) an interest in a 6-12 EL experience in a small, personalized setting; and 2) an educational program that would meaningfully engage Hispanic students and families by connecting content with meaningful issues from their day to day lives. Survey instruments determined that 85% of respondents noted an interest in a Social Justice theme, and an extension of Duggan through 12th grade, with a small, citywide high school cohort. Duggan will have capacity to add a 250 student 9-12 cohort because the 175 students from Forest Park Middle

School who have been housed temporarily at Duggan while their building was renovated will be moving out at the end of the 2012-13 school year.

In August 2012, just after taking office as Superintendent of Schools, Daniel J. Warwick appointed Ms. Marisa Mendonsa, a veteran Renaissance EL Social Studies teacher, to be Duggan's new Principal. Ms. Mendonsa's background as a designer of major civil rights-based learning expeditions (one now housed at the Library of Congress) gives her a unique window into what is needed to re-focus Duggan and move it effectively forward.

Situated literally across the street from Western New England University and Western New England Law School, Duggan is in a unique position to take advantage of collaborations that will bring together community-based organizations as well as local colleges, universities and partners from across the state with connections to the various strands that make up Social Justice work. Agencies such as the Martin Luther King, Jr. Community Center, the New England Farm Workers Council, the Hispanic Leadership Council and the New North Citizens Council (a coalition of Hispanic community agency and family representatives in the city's largely Hispanic North End) will partner with Duggan faculty in bringing real-world issues to the fore for exploration through the lenses set in place by School Design partners from the Expeditionary Learning network. Western New England School of Law, with a new *pro bono* program requirement for all law students, will also assist in the identification of law-related social justice issues that can be explored at every grade level, beginning in the middle school years. The Boston-based *Discovering Justice* program will partner with Duggan to initiate (for the first time in Western Massachusetts) their middle school Mock Trial training program. Duggan will also partner with arts organizations in the community, such as *Teatro Vida*, as part of a broader magnet project-based exploration of the relationship of the arts to social justice issues in

Springfield, and as a way of reaching out to local arts-based groups to assist in giving life to the explorations inherent in community-driven learning expedition work.

Expeditionary Learning. EL is a comprehensive school reform model, guided by a set of “Core Practices,” which address multiple dimensions of life in school, including Curriculum and Instruction, Assessment, Culture and Character, and Leadership. EL network “School Designers” (professional development coordinators) work in individual schools, assisting administrators, school-based subject matter coaches and, most deeply, teachers. They train staff in approaches to learning and instruction, including the establishment of overtly practiced school culture and climate norms and the development of personalized and engaging school and classroom structures, all with the goal of aligning practice to content and bringing forward accelerated student achievement. The premise of EL’s approach, consistent with the underpinnings of this Magnet Grant proposal, is that by knowing students and their families, by demonstrating respect for the wisdom that is brought with them when they enter our schools, and by linking that personalized “knowing and respect” with a focused and practiced approach to content-based instruction, students will come to connect with their learning as relevant to their lives. Experiencing the validation of that connection, students will leverage their work in school to greater achievement on many different assessment scales—including standardized tests.

EL Curriculum and Instruction. EL work is designed to make standards comprehensible to students through user-friendly “learning targets” that address classroom work each day. The language of instruction and learning is to be found largely in purposeful conversations among students, with teachers modeling and guiding individual and, mostly, group work. Teachers are trained to *differentiate instruction* effectively, and in a way that reaches all students in heterogeneously grouped classrooms. Learning, where possible, is connected to real-

world issues and needs, whether through individual lessons, broader projects, or rigorous interdisciplinary learning expeditions. Fieldwork and service learning, themselves essential ingredients of the Social Justice curriculum, are hallmarks of EL curriculum practice.

EL Assessment. Assessment is a regular part of EL classroom practice. Teachers in an EL classroom use multiple forms of assessment on an ongoing basis—not only to serve as formative feedback and guidance for their own teaching, but *to build student ownership of learning*, focus students on reaching standards-based learning targets, and drive achievement. Administrators and faculty use data—samples of student work, formative assessments and standardized test results—on an ongoing basis, disaggregating as appropriate to be sure to identify any achievement gaps. *Student Led Conferences* (SLC) place responsibility in students’ hands for sharing important elements of their school-based work with members of their families.

EL Culture, Character and Leadership. At Duggan, students developed a detailed rubric for assessing performance based on an agreed upon set of Character Values, “The Duggan Way.” The essential ingredients are grounded in the EL emphasis on cultures of respect, responsibility, courage and kindness, with a common commitment to quality work and citizenship. Daily Crew (advisories), Exhibitions of Student Work, community meetings, and service learning ensure that every student is known and supported, that student leadership is nurtured, and that contributions to the school and the broader community are celebrated.

Curriculum Mapping and Alignment. Each grade will map its curriculum, to align with standards *in every content area* and to build skill and concept maps vertically and horizontally. Such maps ensure not only content coverage, but also engagement and high expectations. A key feature of this context for learning at Duggan will be the Social Justice magnet theme, through which students will regularly and across the content areas explore connections to community

issues, environmental stewardship, global knowledge and understandings, and equity. Students will learn to use technology to support critical thinking, inquiry and research practices. Thus, a study of air and water quality in Springfield will cut across content areas, and link generic STEM inquiry and design approaches to analysis and understanding of Social Justice issues. High School students will develop “Passage Portfolios,” including a thesis on a global issue relating to Social Justice, such as a comparison of the impact of Climate Change on people living in poverty in Springfield and of people in poverty in a third world country.

Throughout the course of this grant cycle, Duggan students will also be assessed against specific EL Social Justice magnet standards. Most of those standards will be developed by Duggan staff in conjunction with EL School Designers and community partners. An example of a Duggan magnet standard is that every student will successfully complete a Social Justice-centered Learning Expedition, with elements from at least two content areas, in each year of middle school, and two such learning expeditions per year of high school and include an exhibition, performance or presentation before an “authentic” audience of community experts.

Prior to the beginning of each year, EL School Designers and members of the Duggan Instructional Leadership Team (including Magnet Resource teachers, administrators and ILS) will develop a yearly EL Social Justice Work Plan, to establish goals, benchmarks, and areas of focus. A Mid-Year Review will engage this team and the Magnet Project Director in “leadership learning walks” to assess progress on cultural pieces, content pieces and instructional pieces. The team will review these walks, after which EL will submit a significant formative assessment that will be used in conjunction with grant evaluators’ reviews and with Magnet Program Office-coordinated learning walks to allow for ongoing, discrete on-course adjustments in practice and approach. Duggan will take advantage of EL national and local PD offerings and will also take

advantage of the Demonstration School EL PD offered by Renaissance as part of this proposal.

Duggan will also partner with Western New England School of Law (pro-bono internship program); *Discovering Justice* (development of Mock Trial program with real world courtroom experiences); Springfield College (counseling program will place interns to work with families and teachers); UMass-Amherst's *180 Days in Springfield* teacher internship program; and the community based organizations discussed on page 61 above. New teachers will take part in training with *Research for Better Teaching*, a program that instills understandings of basic classroom organization and cultural practices, the nuts and bolts of classroom management skills and practice, derived from Saphier's *The Skillful Teacher* (2008) and closely aligned to the "strategies" described in *Teach Like a Champion* (Lemov, 2010).

Family Involvement. Duggan will participate in all of the Family Involvement and Decision-Making initiatives of the *Just Schools* project described at pp. 78-82.

Technology. Laptop carts, along with a limited number of Smart Boards, document cameras, in-focus cameras and tablets, will be purchased for each grade level team as learning expedition research and presentation tools.

Magnet Staffing: 1 EL Resource Specialist; 1 Social Justice Curriculum Specialist; .5 Family Engagement Support Specialist. The two magnet resource specialists will work with an EL School Designer to coordinate a fully mapped and sequenced EL-driven professional development calendar for all teachers and administrators. The PD sequence will include embedded coaching, team time to review student work and assess instructional practices using Assessment for Learning strategies, study groups and EL Institutes and Seminars. The Social Justice CS will play the lead role in facilitating coordination and alignment with standards of Social Justice curriculum and activities, including after school and summer workshops and

student activities. The half-time Family Engagement Support Specialist will take a lead role in bringing family issues to the fore of the Social Justice program, in engaging families both at school and in their local communities to make broader connections, especially in the city's Hispanic neighborhoods, and in coordinating the Duggan Family Seminar Series. Magnet staff will collaborate with NEEAC to ensure that all Duggan Social Justice instructional and Culture/Character efforts are resonant with the needs and sensibilities of second language learners and students on IEP's.

Springfield Renaissance School

Theme: Expeditionary Learning and STEM (6th-12th) (# Students: 700)

Renaissance was Springfield's first Expeditionary Learning School. Since it opened in 2007 it has been a trailblazer for school reform efforts in Springfield at the secondary level. It was designated in 2011 as one of Massachusetts' Innovation Schools and has achieved "Mentor School" status within the EL Schools Network. Its principal, Dr. Stephen R. Mahoney, recently was named Principal of the Year for Region 1 by Magnet Schools of America. And while Renaissance draws a diverse student body, its *Hispanic* enrollment has lagged—dramatically—below district-wide averages. In a district with one middle school out of compliance with its desegregation order for Hispanic enrollment (South End—more than 15 percentage points above district-wide average), another (Chestnut) rapidly moving toward noncompliance, and two high schools (Commerce and Science and Technology) also minority group isolated for Hispanic students, Renaissance's under-enrollment of Hispanics has a negative system-wide impact. District and school officials have met and surveyed parents, and determined that one significant missing piece at Renaissance—a piece that would in fact draw more Hispanic families—is the lack of a coherent STEM-oriented curriculum at the school, one where students can have more

hands-on activities in Mathematics and Science, explore the world of Engineering, and use technology more than occasionally, as a way of understanding the universe and as a tool to manipulate their learning experiences. A determination was made to **significantly revise** Renaissance's EL magnet theme to include a distinct STEM component, with an emphasis both on the linkages between EL *practice* (interconnected among the STEM areas) and also on each of the individual STEM pieces. At the same time, if funded, Renaissance will become a Demonstration School for effective EL practice for the district's two other EL magnet secondary schools, and for driving STEM curricula through EL practice.

Expeditionary Learning. For a general description of EL practice, see the Duggan Narrative at pages 62-63. Learning Expeditions, Habits of Work, Crew, Student Led Family Conferences (SLFC's), Passage Portfolios, Senior Talks, and Intensives are the unique EL structures used to provide Renaissance students with rigorous and relevant learning experiences. Renaissance students participate in at least two **interdisciplinary Learning Expeditions** each year. For example, 6th graders explore world history and cultures, geography, and economics through the Chocolate Expedition, a multi-disciplinary exploration of the "Free Trade" movement and its impact upon local and global economies and communities. All courses use the same five Habits of Work to guide student effort and behavior, providing a powerful source of consistency and rigor that supports *self-directed learning*. **Crew** advisories are the center of the school's college-bound "course," which begins in the 6th grade. **Passage Portfolios** require eighth and tenth grade students to pass a high stakes portfolio and presentation process that documents and defends their readiness to move on, either from middle to high school, or from underclassmen to upperclassmen. **Junior Internships** require students to explore potential careers and the skills required of the workplace. Seniors must complete a **Senior Talk** before a

chosen audience, an opportunity to stop and reflect upon their journey as learners and citizens before leaving high school for college and careers. STEM activities will be a focal point of twice-yearly four-day **Intensives** and will provide experiences with local environmental and health care organizations as well as with businesses and college engineering programs in constructing everything from solar cars to robots to cooking-grease powered engines.

Cultural sensitivity is one of the seven pillars of Renaissance's *Community Commitment*, a set of beliefs and practices to which the school recommits every year. The school's commitment to diversity is most directly reflected in its curriculum choices, ranging from the choice of fiction and non-fiction literature to Learning Expeditions and Investigations that explicitly address how local and state issues reflect class and race issues, and Intensive courses that push and support students to reflect upon their experience in a diverse community and the opportunities for leadership that abound in cities like Springfield.

Renaissance uses several structures and systems to analyze and respond to student assessment results. **Grade level teams** meet regularly to review student work, coordinate curriculum, and create shared management, instructional and assessment strategies. An **Instructional Leadership Team** and **Data Team** meet weekly to review assessment data, identify staff and curriculum in need of coaching or revision, and design targeted professional development. Department chairs and team leaders meet twice monthly. Using various sources of student data, these teams review school-wide consistencies, coordinate curriculum and assessment, and review and revise school structures and systems. The **administrative team** uses student performance data to determine teaching assignments, supervision and coaching assignments, and to design and implement student intervention programs and support services.

Through Intensives, Learning Expeditions, and participation in community programs,

Renaissance has developed an active partnership with many community organizations, including Mass Mutual and the Davis Foundation, Symphony Hall, the Basketball Hall of Fame, Springfield College, Springfield Technical Community College (STCC), Mt. Holyoke and Smith Colleges. SRS serves as a teacher preparation site for Springfield College, Westfield State University, The Five College Consortium, and the 180-Day Teacher Program at the University of Massachusetts—Amherst.

Significantly Revised Magnet Theme: STEM at Renaissance. Cognizant of its low Hispanic enrollment relative to the district as a whole (41% vs. 59%), and determined to respond to feedback from parents and students alike, Renaissance administration and staff have led the effort to revise their EL theme to *focus EL through a STEM lens*, paying attention both to the inter-connected *practices* that bind the commonalities of the four STEM areas, and to the content and substance of each of the STEM areas themselves. Led by a team of teachers from its Math and Science departments, and with guidance from the parents, students, the district’s Office of Information Technology and its district academic directors, as well as present and prospective partners, a plan for development of a Renaissance STEM focus has emerged.

The new STEM focus will be driven through Renaissance’s Core EL Practices, described above. Teachers will reinforce connections among science, math, engineering and technology as they promote skills in questioning, developing and using models; planning and carrying out investigations; collecting, analyzing and interpreting data; constructing explanations; designing solutions; engaging in argument from evidence; and synthesizing and communicating information. Students will learn to be logical in making assumptions, accurate when collecting data, insightful when drawing conclusions, and unbiased when supporting statements with reliable evidence. *Environmental literacy* will be a cornerstone the new STEM-focused

curriculum. A “Culture of STEM Inquiry” will be supported by development of indoor and outdoor spaces—including the school’s four newly renovated science labs. Students will regularly display, in public areas of the school, work that provides evidence of STEM-driven research and learning. Students will be asked to demonstrate understanding of STEM concepts by explaining them accurately to others using graphic representations, models, demonstrations, writing and peer teaching. One of the keys to adopting the STEM theme is the school’s commitment to improving academic achievement in Math and Science. 2012 aggregate MCAS scores outpaced the district as a whole, but lagged behind state averages in Math and Science (40% vs. 50% proficient in Math; 39% vs. 54% in Science). Renaissance’s new STEM programs, projects and Learning Expeditions (discussed in Priority 4, pp. 17-19) will be fully aligned to the Common Core and NGSS by teams of teachers working with Magnet Resource teachers, EL school designers, curriculum consultants (e.g., Llama Maynard), and department chairs. All STEM curriculum will include a range of authentic tasks that combine knowledge and skills into hands-on, real world-driven learning units.

A new Engineering strand will take advantage of existing college and university partnerships (Springfield Technology Community College; UMass-Amherst; Springfield College) to augment its academic program with sequenced, hands-on Engineering programs. and incorporating explorations of Engineering design across the content areas. Using *The STEM Academy (TSA)*, *Sea Perch* (underwater robotics program sponsored by the Office of Naval Research), and Engineering the Future (curriculum from the National Center for Technological Literacy through the Boston Museum of Science), Renaissance will incorporate into its curriculum, both as stand-alone explorations and as hubs for interdisciplinary Learning Expeditions, principles of design engineering, beginning with a Foundations unit and moving

through units such as Making Use of Failure (a generic exploration of the world of scientists and engineers. **Technology Focus.** Renaissance will become a full “one to one” computing school, where all students and teachers will be trained to use laptops and/or tablets in every class, in every subject area, every day—to take advantage of the multi-dimensionality offered through web models, simulations and extensive new STEM and other research-driven applications. Presentations will make routine use of wikis and blogs, and teachers will begin use of “flip-model” approaches, through which the presentation (direct instruction) element of “Workshop Model” practice will be homework, leaving class time for hands-on and group exploration, creation, modeling, analysis and synthesis.

EL STEM Magnet Standards. Every grade will offer at least one STEM-driven interdisciplinary learning expedition per year, and all students will be expected to demonstrate proficiency in learning targets developed for those expeditions. Every middle school student will complete at least one learning expedition in *each* of the STEM areas over a three year period, and every high school student will complete two projects or learning expeditions in each of the STEM areas. STEM Magnet Standards will be developed by teachers, EL school designers and university and local community partners. *Llama Maynard*, a veteran EL School Designer with a deep background in STEM and Science, will work with this team as a project consultant.

Family Involvement. Renaissance will participate in all of the Family Involvement and Decision-Making initiatives of the *Just Schools* project, described at pp. 78-82.

EL Magnet Demonstration School. EL will train a cohort of experts in EL practice from among Renaissance’s faculty, who will disseminate best EL practices, including curriculum mapping and alignment; development of college bound support structures; and building of rigorous and community based Learning Expeditions across the content areas. Seminars will be

offered at the school, where live and video-based demonstrations of teaching practice will be critiqued and followed. Mentor relationships will be made available. This dissemination will not only enhance practice district-wide, but is intended to fine-tune and push Renaissance teachers to improve their own instructional practice.

Magnet Staffing: 1 STEM EL Resource Teacher (Math/Science); 1 STEM EL Resource Teacher (Technology/Engineering); .5 Family Engagement Support Specialist; 1 Technology Network Technician. The two magnet resource specialists will work with an EL School Designer to coordinate a *fully mapped and sequenced EL-driven* STEM professional development calendar for all teachers and administrators. The PD sequence will include embedded coaching, team time to review student work and assess instructional practices using Assessment for Learning strategies, study groups and EL Institutes and Seminars. The Math/Science RT will work closely with teachers in those departments and will also facilitate cross-pollination of STEM projects and expeditions across the content areas. The Technology/Engineering RT will facilitate use of The STEM Academy, Sea Perch and Engineering the Future curricula, and will coordinate uses of new technologies, particularly the “one to one” computing devices initiative, in conjunction with district staff. The half-time Family Engagement Support Specialist will work actively as a bridge among faculty and families, through the Home Visit program and other structures. Magnet staff will collaborate with the *New England Equity Assistance Center* to ensure that all STEM-related magnet theme efforts seek out girls and young women for participation and follow-through, and meet the needs and sensibilities of second language learners and students on IEP’s.

Springfield Conservatory of the Arts (6th-12th)

Theme: Visual and Performing Arts (# Students: 420)

Like many school districts operating with decreasing available revenues, the Arts programs in Springfield's public schools have lost ground in the last ten years. While a generation ago students could expect to have opportunities to sing, learn musical instruments and experience visual arts in elementary and middle school, and delve in depth into the arts in high school, Springfield students now find themselves with inconsistent (and, for many, minimal) opportunities in the Arts, depending on their school boundary zone. Focus groups and survey instruments have made clear that a substantial block of students—cutting across racial and ethnic lines—would opt for a small Arts magnet school, if it offered intensive learning opportunities in the many arts forms (vocal music, instrumental music, dance, theater, visual arts), provided a small, personalized learning environment (less than 100 per grade level), and encouraged immersion in the Arts on a continuum from 6th grade forward. Those who participated in these conversations and responded to surveys also indicated that interest in an Arts school was linked to an interest in rigorous instruction in all the content areas that would prepare students for undergraduate work and jobs beyond, whether or not in the arts universe. With this information in hand, the district has gathered leaders in the local arts community to coalesce in planning for a new Springfield Conservatory of the Arts. Modeled in principle on Music conservatories in Puerto Rico, Boston and elsewhere, the Springfield Conservatory of the Arts (SCA) will constitute a dramatic community effort to place Arts education clearly at the center of one of the district's secondary schools.

Importance of Location. The SCA will be housed in a facility in downtown Springfield, with appropriate rooms for regular classroom instruction as well as practice rooms and art studio space. By locating the school in the heart of downtown Springfield, and with community Arts partners on the founding Advisory Board, SCA will be positioned to avail itself of a multitude of

professional performance spaces, including Symphony Hall, City Stage, the Paramount Theater, the Bing Theater, and the Community Music School of Springfield performance space.

Locating a citywide Arts magnet school in downtown Springfield will in effect reduce what would be minority group isolation of Hispanic students if the school had been opened as a 6-12 boundary school. A downtown attendance boundary would lead to a 6-12 school that would be outside of the parameters of the district's desegregation court order. The two most proximate boundary middle schools, South End Middle School (in the heart of downtown) and Chestnut Middle School (close to downtown in the North End), have populations that are 78.2% Hispanic and 72.4% Hispanic, respectively (compared to district wide 59% average at grades 6-8). Conversely, white enrollment at those two schools stands at 6.4% at South End, and 9% at Chestnut, compared to 13.5% in the district as a whole. African-American enrollment at those two schools is also significantly lower than district-wide averages (Chestnut, 14%, South End, 12% vs. 21% district). Downtown magnet schools historically have proven to be important contributors to reducing minority group isolation in Springfield, as evidenced by the Zanetti Montessori School, which in its first year as a citywide magnet school brought an elementary school from out of compliance with the Court Order to an almost perfectly distributed racial/ethnic demographic. Parents from every racial and ethnic group have expressed a high level of interest (82% on surveys) for a small intensive Arts magnet school.

SCA in the Context of the Common Core and 21st Century Learning Imperatives.

SCA fills an important need in Springfield—a conservatory-type arts infused environment for students who seek an intensive and richly appointed Arts learning and performing environment. Enrollment will be on a strict lottery basis (as with all of Springfield's magnet schools), and all students will have opportunities in middle school to explore the various Arts areas, before

settling on a particular area of concentration. Most important, SCA will incorporate Arts integration across the curriculum, beginning the curriculum mapping process during the 2013-14 school year (planning year) for 6th and 9th grades. SCA will be grounded in rigorous academic inquiry, collaborative small-group instruction, and professionally-guided arts training. A rigorous academic program based on the Common Core standards will ensure that graduates are prepared to attend college and join the work force, as creative and effectively critical thinkers.

Recent research has demonstrated the value of arts instruction and arts integration in promoting achievement in core content areas, including both ELA and Math. Studies have found positive correlations between study of drama and language arts achievement (Walker 2011); between music training, drama instruction and improved performance in geometry and math in general; between arts integration generally and improved critical thinking skills (Moga et al. 2000); and, among students with disabilities, linkages between arts integration and improved problem solving and reasoning (Mason et al., 2008). The May 2011 report of President Obama's Council on the Arts and Humanities, *Reinvesting In Arts Education*, emphasizes the value to our 21st century communities of comprehensive and focused Arts education opportunities. Among the Report's recommendations for communities to support Arts education were a focus on Arts integration; retention and training of standards-based arts specialists; and increasing in-school opportunities for teaching artists. This confluence of arts-rich approaches, "where," as Secretary Duncan wrote in his Foreward to the Report, "teachers and visiting artists use the magic of the arts to illuminate literature, social studies, math, science and other subjects," and where students will be encouraged to delve deeply into the study of at least one discrete Arts arena, is at the heart of the district's vision for SCA. Students and parents alike indicated an interest in attending school where their passion for the arts can be honored as central to their school lives, rather than

an add-on as on-again, off-again enrichment.

SCA will partner with some of the most powerful arts community organizations in western Massachusetts, including the Community Music School of Springfield, the Springfield Symphony Orchestra, Magdalena Gomez' *Teatro Vida*, The Drama Studio, Enchanted Circle Theater, and the Springfield Museums to develop a cutting edge arts community for incoming middle schoolers. Students will receive arts instruction in specialty areas (instrumental music, vocal music, drama, dance, visual arts) from licensed Springfield arts teachers as well as from artists in residence. Equally important, all SCA classroom teachers will engage in curriculum mapping activities to ensure dual alignment—alignment of integrated arts lessons and units with the Common Core units that district curriculum developers will be rolling out beginning in the 2013-14 school year, and alignment of the core content to the work of an arts-centered school. This mapping will include the use of techniques borrowed from an arts field and from the STEM field. The Massachusetts Math & Science Initiative (MMSI), which will be the lead STEM partner for Central High School (another *Winning Springfield's Future* project school), will provide training in Pre-AP instructional approaches (in Math, Science and English) to all SCA teachers, and SCA teachers will benefit from instruction from the trained cohort of expert Central teacher trainers as part of Central's Demonstration School initiative. Similarly, College Board, which will provide pre-AP instructional PD to Central teachers in the social sciences and other content areas, will provide similar training to the SCA staff—thereby initiating for the first time a comprehensive Vertical Training model for middle and high school teachers at two different schools. This training will focus on ways that STEM learning and instructional modalities—found in the Next Generation Science Standards, and in many discrete parts of the Math and ELA Common Core curriculum—generically inform best instructional practice, driven

by inquiry, the scientific method, and engineering design principles. Arts integration and alignment to the Common Core will be advanced also by the use of *Visual Thinking Strategies* (VTS), an arts-oriented approach designed to foster critical thinking across the content areas. VTS strategies push teachers and students to focus on what they see in paintings and other objects, and then to engage in purposeful, guided evidence-based conversation to create hypotheses and synthesize ideas. Research on VTS has found that VTS builds critical thinking skills that students transfer to other settings and other subjects, including writing, math, social studies and science. VTS has been shown to produce measurable academic growth in students with varying ethnicities, income levels, and school achievement, including those with limited English skills and poor prior standardized test performance. (Artful Citizenship Project: Three-Year Report, 2005; Thinking Through Art: The Isabelle Steward Gardner Museum School Partnership Program 2003-2007; Aesthetic Development and Creative and Critical Thinking Skills Study, 2000-2002).

The combination of arts-oriented and STEM-oriented instructional guidance will undergird a consistent approach to artistic exploration among the SCA faculty and students, where creativity and collaboration in the arts realms are mirrored by critical thinking approaches in the core content areas. It will also ensure consistency with district professional development in the Common Core and in the arts. Arts-specific training will take its lead from the “Arts Skills Map” developed by Partnership for 21st Century Skills (P21), which gives examples of how arts-specific curricula can be used to promote critical thinking and problem solving; communication, collaboration, creativity and innovation. For each skill, the map cites specific student outcomes and provides examples of projects for middle school and high school. Each example also has the option to include interdisciplinary themes, such as global awareness; civic literacy; financial,

economic, business, and entrepreneurial literacy; health literacy; and environmental literacy. An example might be through music, where students trained in music of one cultural style join an ensemble that performs music from a distinct culture, and learn to adapt their existing musical skills and understanding to the demands of the new context (i.e., classical musicians play jazz, a koto player takes up western guitar, or a fiddle player performs in a classical orchestra). Students then interact, virtually or live, with native performers of the new musical genre to better understand the cultural context and appropriate practices of that genre.

Parent Engagement. SCA will participate in all of the Family Involvement and Decision-Making initiatives of the *Just Schools* project, described at pp. 78-82.

Magnet Staffing: 2 Arts Curriculum Integration Specialists (1 in Year 1 (Planning Year), 1 additional for Years 2 and 3). The Arts Curriculum Specialists will be responsible for a) mapping district curriculum for arts integration; b) organizing the initial roll-out of arts residencies and arts instruction; c) developing partnerships with Springfield and regional arts organizations; d) coordinating and leading as embedded coaches the VTS professional development; d) coordinating professional sequencing with MMSI and College Board partners, i.e., a fully mapped and sequenced professional development calendar for all teachers and administrators. Magnet staff will also collaborate with the New England Equity Assistance Center to ensure that instructional and culture building efforts meet the needs and sensibilities of second language learners and students on IEP's.

(c) Qual. of Project Design.2 (iii) Encourage greater parental decision-making and involvement.

Parents played a significant role in planning for the proposed Magnet schools program, providing critical input on theme preferences, instruction and special programs, and planning for

each Magnet school's special curriculum. From this input, SPS developed family involvement plans to align key ingredients of parent involvement with Magnet and district objectives.

The design of the Magnet family engagement plan is to implement seven key projects: 1) Decision makers on school leadership recruitment teams and advisory boards; 2) Home Visit Project that will train staff to visit families in their homes to establish and develop positive relationships through two-way communication; 3) a "Cultural Competency and Diversity Institute" that will provide training for staff on cultural norms and customs of the families we serve; 4) Student Led Family Conferences where students take responsibility for and share their learning with their parents; 5) Partners in learning, serving as classroom volunteers or as field experts in theme-based projects of student learning; 6) Theme-based parent events that feature hands-on learning activities for parents and students; 7) College readiness and application support for students and families that brings and leads them through the college application process with the support of representatives from local colleges and universities.

Decision Makers on School Leadership Teams: Each school will help in the creation of a parent advisory board whose mission will be to generate ideas and clear action plans on collaborative programs, events and/or initiatives that strengthen the school-home partnership and allow for open dialogue between school and home. These boards will meet monthly to develop and refine mission, goals and action plans. The parent advisory board will create positive connections between home and school and be a beginning point for productive conversations with administration so families are aware of the various academic and extra-curricular activities available within the school and community. Additionally, this board will help make administrators and teachers aware of challenges and needs. Parents in each Magnet school will serve on the School Centered Decision Making (SCDM) teams and will be important

contributors as members of each school's advisory board to help with magnet project sustainability planning and capacity building.

Home Visit Project (HVP): The HVP provides opportunities for teachers and families to come together as equal partners to build trust and form a relationship to share hopes, expectations, experiences, and tools that will support each child's academic success. Once a relationship is established, this team becomes accountable to each other to make the students academic and social experiences successful. Evidence from implementation sites nationally have shown that developing relationships between teachers and families that are honest and consistent helps improve student behavior in school, increases understanding and cooperation between parents and teachers, and leads to improved student academic performance. HVP is premised on mutuality of commitment and respect between teacher and parent and the importance of early trust building, before the formal academic relationship between teacher and student takes root.

Cultural Competency: Sensitivity to issues of diverse culture will be a focus of staff development through Cultural Competency and Diversity training facilitated in collaboration with the NEEAC. Training will include ways to improve communications with families through the use of pro-active, culturally appropriate measures that bring parents' needs into focus. Information will be translated into the native language spoken in the home to ensure that families feel fully embraced in this collaborative effort. An increased understanding of families' culture and norms will lead to families feeling more supported, allowing them to become engaged as true partners with the schools. Bringing events and activities to the community will help families feel more comfortable being on common ground.

Student Led Family Conferences (SLFC's): The Magnet programs included in this proposal are ideally suited for increasing parent involvement, as they rely on hands-on learning

experiences and engagement with the community in ways that welcome parent participation. At both Renaissance and Duggan, both EL schools, families participate in “Student Led Family Conferences” in which students take ownership of sharing their learning experiences, showcasing work they are proud of and discussing areas of struggle. This structure enables students to reflect on their own academic and social growth and development and helps them make plans for the future.

Parents as Partners: Other areas where parents will be engaged are as support partners serving as “experts” in specific areas related to learning expeditions or as performing artists in our arts schools. Parents will serve as volunteer judges for school-wide thematic exhibitions and presentations (e.g., science fairs, art exhibitions, poetry out loud competitions, etc.) and their expertise will be called upon for college and career information events for students.

Theme-Based Activities: Duggan will incorporate activities based on their social justice theme with learning opportunities in the homes that directly engage families. *Family Stories* workshops will bring parents and grandparents to school to share their personal stories and those of their ancestors, to be captured in writing and on videotape. Central and Renaissance will sponsor “STEM Family Days,” student-led Saturdays in which students and families come to school on a Saturday morning to experience hands-on STEM activities. These STEM Family Days will build on one another so that learning about the work taking place in school for students is understood at greater depths by families, who can then support their children’s work, and their aspirations for learning beyond high school. SCA and Central parents will be invited to be partner performers in choral, instrumental, dance and dramatic presentations.

College Preparation and Application: Preparing students for college goes to the heart both of the SPS and the *Just Schools* mission. College Night Workshops on ways to prepare

students for college, how to finance a college education, helping with the college application process and encouraging students to become involved with their community will be provided through our college partners. These College Nights offer continuity through the whole college application process by offering weekly opportunities for students and families to meet college students and admission representatives and receive individual need-based college admissions counseling and financial aid application assistance.

Family Engagement Support Specialists will facilitate development of family activities and act as liaisons between families and school. They will schedule family events at more easily accessed venues than the schools and, in addition to supporting PTO's, will provide monthly newsletters and plan monthly workshops on issues relating to: raising families; supporting students' academic success at home; family literacy; financial planning for college and every day life; and providing families access to and training in the use of the up-to-date technology available in each school.

The intrinsic design of this two-way parent involvement and outreach plan for each Magnet school will be respectful of the diversity of families, inclusive of staff and student input and richly rewarding for all members of the *Just Schools* project community.

(d) Budget and Resources: (1) Adequacy of facilities;

Central opened in 1986 on 7 acres in the northwest section of the city. The main section of the school is built around an inner courtyard with an annex that houses the athletic compound with an indoor pool, gymnasium, locker rooms and 2 cafeterias. There are 94 classrooms in the school, a 650-seat auditorium, library/media center, 6 arts classrooms, 2 music rooms, an instrumental band room, drama room, 4 science labs, TV studio, health suite, counseling suite, administrative offices and conference room. In the fall of 2014, Central will open a \$30 million

state-of-the-art Science wing that will include 12 new and 6 renovated labs.

Duggan, built in 1957 on 33 acres in the Sixteen Acres section of the city, is situated directly across the street from Western New England University, with whom it has enjoyed a fruitful collaboration over the years. Duggan has over 145,000 square feet of space within the building and over 13 acres of open space for student use that includes baseball and soccer fields, an outdoor track and fenced-in tennis courts. In addition to housing 40 classrooms, Duggan has an art room, music room, auditorium that seats over 700, library, counseling and health suites, and a computer lab on the first floor. The second floor is dedicated to classroom space and the basement level includes an indoor pool, gymnasium, 2 large rooms currently used as rooms for district-wide PD, a kitchen fully equipped to serve hot breakfast and lunch, 2 cafeterias, and several smaller classrooms.

Renaissance is located in one wing of Van Sickle Middle School (VSMS). VSMS was built in 1931, expanded in 1962 and again in 2000, at which time the wing that currently houses Renaissance was built. A large, landscaped courtyard establishes one of the boundaries of this school and affords students an opportunity to utilize this natural learning environment for academic investigation. Renaissance facilities include computer and science labs, a health suite, a large art room, a home economics room and 21 classrooms and a drama studio. In the summer of 2013, Renaissance was awarded a \$1 million grant to upgrade its science labs to support advanced student engagement in Biology, Chemistry and Physics. Renaissance students also access VSMS library, gym, pool, auditorium and cafeteria.

SCA will be housed in downtown Springfield where it will have ready access to Symphony Hall, City Stage, the Paramount Theater, the Springfield Museums at the Quadrangle, The Pan African Historical Museum, the Naismith Memorial Basketball Hall of Fame, the

Community Music School, WGBY Public TV and WFCR Public Radio Stations, among other arts-related agencies and organizations. SCA will contain academic classrooms, science and technology labs and arts-driven spaces, including, e.g., a black-box theater, an instrumental music room, smaller practice rooms, a chorus room with recording studio and a dance studio.

(d) Budget and Resources: (2) Adequacy of equipment and supplies;

The equipment and supplies requested in this proposal are **directly related to the implementation of the special curriculum at each magnet school**. A list of the equipment and supplies that are requested from the MSAP program is included in the itemized budget. The equipment and supplies requested will supplement the equipment already in the schools, supplied from General Funds, that will support project activities at no cost to the project. Schools will supply equipment and supplies such as copy machines, storage cabinets, general instructional supplies, books, library materials, maps, globes, bookcases, stands, etc. The technology equipment in this proposal is significantly more up-to-date and tailored to each school's magnet theme.

Budget and Resources: (3) Adequacy and reasonableness of the budget in relation to objectives.

An effort of this scale and depth requires adequate resources to support personnel, provide professional development and fund the items reflected in the itemized budget. SPS has allocated significant but appropriate funds to support those areas that will best enable SPS to meet its MSAP objectives. The following is an analysis and breakdown of specific budget items:

Personnel: A full time Project Director, a full-time Magnet Recruiter, a full-time Secretary, 9 full time teacher resource specialists, 2.5 technology/networking specialists, one half-time data analyst and two full time Family Engagement and Support Specialists are requested.

The Project Director, working with district staff and consultants, will be responsible for coordinating all proposed activities during each project year. The Magnet Recruiter will be

responsible for marketing, publicity and recruiting students to enroll in the proposed magnet schools. The Magnet Resource Teachers will provide specialized instruction to students and serve as a resource to classroom teachers. The Secretary will support the Project Director and the Magnet Recruiter relative to clerical projects and related administrative duties. The networking technicians are requested to facilitate and maintain the one-to-one pilot projects at Central and Renaissance, and the advanced technology that is necessary to lift thematic project work. The Family Engagement and Support Specialists will coordinate the Home Visiting Project for each school and develop bridges between home and school. The data analyst will collect, analyze, and report out on data collected in each magnet school to monitor program effectiveness.

Fringe Benefits: Fringe benefits are a contractual obligation. They include health insurance, unemployment and workman's comp and retirement.

Travel: There is a request for funds to enable the Project Director and other magnet staff to attend magnet, STEM, EL, pre-AP/AP and other theme-related training and conferences. Funds have also been requested for teachers to visit other sites with similar theme-related programs.

Equipment: The technology requested in the grant budget is over and above the hardware purchased through the General Fund. The technology resources requested are critical tools in the teaching of every major academic area that will *supplement, not supplant* the equipment provided from General Funds for each school. An itemized list of equipment requested by each magnet school is attached to the line item budget.

Contractual: Funds have been requested for consultants to train teachers and assist in curriculum development and to assist project staff in implementing the specialized theme at each magnet school. Funds are also requested for an evaluation contractor to conduct an independent evaluation of the project with additional funds for a rigorous evaluation conducted by UCLA.

Supplies: All supplies requested under this project are directly tied to implementation of each school's unique Magnet theme. Materials to support learning expeditions and exhibitions of student work have been requested to supplement provisions obtained through SPS General funds. Equipment, materials and resources to support enhanced arts activities at Central and SCA have been requested to augment each school's arts programs.

Other: A significant amount has been requested to provide professional development for staff in the proposed Magnet schools to equip teachers with knowledge and skill sets that will inform teaching practice beyond this project and build sustainability from the outset. Additional funds are requested for admission fees, printing, postage and advertising (radio, newspapers, TV, etc.).

(d) Budget and Resources: The budget is reasonable in relation to the objectives of the project.

The annual Magnet Schools Assistance Program costs of implementing the project -- \$3,850,000 a year -- represents **12.52%** of the total annual costs (\$30,745,567) necessary to operate the four schools included in the project. The district will augment Federal funds with substantial in-kind commitments as discussed in Priority 1: Need for Assistance, and shepherd resources to ensure that monies are utilized to meet the objectives of the project while at the same time being reasonable costs that can be assumed at the end of the three-year project.

(e) Evaluation Plan...the evaluation plan... 1) Includes methods appropriate to the project; (2) Will determine how successful in meeting its intended outcomes, including its goals for desegregating its students and increasing student achievement; and (3) Includes methods that are objective and produce data that are quantifiable

This evaluation, spanning the three years of this project, will assist school staffs and district personnel to modify and improve project performance and produce information needed by the United States Department of Education to properly evaluate project effectiveness.

Data Collection: This evaluation will draw on a wide variety of data to provide substance and context for both formative and summative reports. Quantitative, extant data (e.g. enrollment information, standardized test results) will be used in conjunction with questionnaire, interview and observation data, as well with qualitative data (e.g. school improvement plans, curriculum materials, professional development records) to ensure a thorough and balanced evaluation. The contractor will develop a complete set of data collection instruments (including surveys, document requests, and walkthrough, observation and interview protocols) designed to provide sufficient information to address objectives and performance measures and supplement extant data. However, **extant data will be used whenever possible** to lessen the burden on school based and project staff. The data to be collected will include: **Student achievement, demographic, enrollment and other data:** The contractor will collect standardized test score data (e.g., school and grade level reading, mathematics and science data) needed to address performance measures related to student academic achievement. Enrollment data disaggregated by race/ethnicity collected by the district will indicate the extent to which each school and the project succeeds in meeting desegregation related performance measures including reducing minority group isolation. Applicant pool, student selection and student enrollment data will help explain the extent to which the reduction in minority group isolation performance measures were attained and help determine how performance in this area can be improved.

Document requests: The evaluators will request documentation from magnet school teachers and MSAP staff to determine the quality and extent of MSAP implementation. Examples include: ► **descriptions of and dosage** (amount of program delivered) **for units and courses** that present the magnet theme to students; and **student recruitment, teacher professional development, parent involvement and planning activities (including an implementation plan);** ►

schedules of school based magnet staff; ► School improvement plans; **Observation and interview data** will be collected, during three annual visits to each magnet school, by trained evaluators with extensive experience as magnet school practitioners. During each visit, the visitor will conduct a walkthrough, observe lessons, and interview teachers, administrators, students and parents.

Surveys will be administered annually to all magnet school teachers, a sample of magnet school students and teachers and students at comparison schools. Drawing on its twenty year history of MSAP and regular and rigorous evaluations, American Education Solutions has developed survey items and scales with its survey consultant, Dr. David Silver, a senior researcher at U.C.L.A.'s CRESST Center, and currently, Dr. Jia Wang, a senior researcher at CRESST. *These survey items are directly related to the purposes of the MSAP and the objectives and performance measures of this proposal.* Validated survey items and scales measure constructs including school climate, instructional leadership, professional development hours (formal, collaborative and coaching) and effectiveness, student engagement and motivation, student academic commitment and expectations, student and teacher perceptions of intergroup relations and magnet theme implementation, standards based instruction and systemic reform implementation and parent involvement as well as magnet and professional development dosage.

Formative Evaluation and Reporting: The evaluators will aid in the continual improvement of the project through formative evaluation, an examination of implementation that returns information to project, school and district staff to help them improve program performance. Formative evaluation includes the study of program fidelity (the degree to which a program is implemented as designed) and reach (the proportion of the target group that participates). Components of fidelity include: ► adherence – the degree to which the program

adheres to its goals, plans, activities, timeline; ► dosage – the amount of program delivered;
► quality – the quality of program activities and services; ► responsiveness of participants to
program activities; ► program differentiation – unique features when compared to non-magnets.

Formative Evaluation Reporting: Data will be collected, as available, and analyzed
and recommendations discussed with the project director and school staff throughout the year.

Five formative evaluation reports will be written by evaluators each school year:

Reduction of Minority Group Isolation (MGI) Report: Demographic and enrollment
data will be compared with applicant pool, student selection and other data from the previous
school year and with performance measures. By November, discussions related to the attainment
or partial attainment of performance measures related to the reduction of MGI will help the
district and magnet schools modify recruitment strategies and activities to attain better results.

(Were MGI outcome targets attained? Was MGI reduced? By how much? Why?)

This report is updated in late spring when new applicant pool and student selection data is
analyzed and compared with school enrollment data to determine the success of these activities
and create plans of action to improve results, if necessary. Measures of fidelity include
adherence to the implementation plan, recruitment plans and student selection criteria and
procedures; and dosage, the “amount” of recruitment. Quality and responsiveness will be
determined by changes in school enrollments, especially for entry grades, and the size and
diversity of applicant pools. Differentiation will examine if unique program features were
implemented and adequately described to the target audience. This report not only informs the
district about its successes in meeting desegregation performance measures (1.1-1.8) but also
explores reasons for progress or lack of sufficient progress and possible remedies.

Site Visit Reports: Site visits, described above, are opportunities to feed back data related to the development and implementation of the magnet theme. After each of three annual site visits, a report will be written by the site visitor and submitted within ten days. It will summarize the findings of the visit and include recommendations for improvement. Site visitors will discuss recommendations with school and MSAP staff during each visit.

Documentation Reviews, included in all three site visit reports, will summarize descriptive and quantitative data related to magnet curricula, systemic reforms, parent activities and professional development, and report on: adherence (e.g., activities implemented on schedule), dosage (e.g., the amount of time students, teachers and parents are exposed to grant activities such as magnet units and courses, professional development and parent activities), quality (e.g., peer reviews of magnet related units and courses). The combined site visit report/documentation review summarizes how much progress has been made towards attaining performance measures especially those related to magnet theme and systemic reform implementation (2.1, 3.1), professional development (5.2) and fidelity of implementation. The reports, distributed to and discussed with school staff three times each year, helps them to understand if they are on track to attain the intended outcomes of the project, including performance measures and if not, why and how the project activities can be improved.

Survey Reports will include item-by-item results for each school, summaries of survey construct results for each school, and, for years two and three, comparisons between current and the previous year's results. Trends (e.g., relationship between magnet implementation and student engagement and motivation, between professional development dosage and impact) are explored.

Summative Evaluation and Reporting: The evaluation contractor will determine the extent to which annual objectives and performance measures are attained. Data sources were

described above. The evaluation contractor will collect and analyze the data, prepare two annual performance reports and one final report summarizing findings, and discuss the results with district and magnet school staffs. The following section summarizes the means through which evaluators will assess the attainment of performance measures (PM) that are listed the *Plan of Operations* section of this application and summarized below:

PM 1.1-1.4 Reduction of minority group isolation (MGI) at each magnet school meets annual targets. **PM 1.9** Each magnet school will receive at least 100 applications. **Assessment:** School enrollment data, disaggregated by race/ethnicity will be used to determine the degree of attainment of 1.1-1.8. Applicant pool and student selection data will be used to determine if 1.9 was attained and explore how performance can be improved for all measures.

PM 2.1: Each School Improvement Plan will include activities and objectives supporting the adoption of high standards for all students and systemic reforms coordinated with MSAP activities. **Assessment:** Success will be determined through inspection of each school's plan. Implementation success will be measured by performance measure 3.1.

PM 3.1: All magnet school students will receive magnet theme instruction coordinated with systemic reforms for at least 3 (year 1), 6 (year 2) and 10 (year 3) hours per week. **Assessment:** Success will be determined through unit plan analysis and confirmed with surveys, interviews, and walkthroughs. Units and lessons will be peer reviewed to determine quality. Responsiveness will be determined by surveys that assess student engagement and motivation, academic commitment and expectations, student and teacher perceptions of school climate.

PM 4.1-4.2 At each magnet school, the percent of students from major racial and ethnic subgroups who score proficient will increase each year in **4.1** ELA. **4.2** mathematics. **4.3** For each magnet school, the percent of students who score proficient or above in science will

increase each year. **4.4-4.5:** Each magnet school and its high needs groups will attain Targets, each year, in: **4.4** ELA: **4.5** mathematics. **4.6** In each magnet school, 75% of students will master the magnet curriculum. **Assessment:** All students are tested in March-June of each school year. Data is analyzed by the State Education Department and will be presented in the Annual Performance Reports in tabular form, highlighting the performance targets and how each magnet school – both in aggregate and by subgroups – performed in relation to these targets.

PM 4.7: In each magnet school, 75% of students will master the magnet curriculum.

Assessment: School and magnet staffs will develop, by the end of year one, methods to assess student mastery of magnet curricula. Project director and evaluator will approve methods.

PM 5: Magnet school teachers will receive 30 hours of professional development related to **5.1:** systemic reforms and **5.2:** 30 hours related to magnet theme development and implementation.

Assessment: (5.1, 5.2) Magnet staff will collect professional development data including the type of training, the number of hours provided and the number and names of teachers involved. Quality will be determined through survey analysis and interviews, walkthroughs, etc.

PM 6.1: At least 75% (yr. 1), 85% (yr. 2) and 95% (yr. 3) classes (elementary) or STEM classes (secondary), will reflect their grade's enrollment for each racial/ethnic group and males and females by ± 15 percentage points. **Assessment:** Success will be determined through analysis of class enrollments disaggregated by race/ethnicity and gender. **PM 6.2:** There will be an increase in parent participation at each magnet school each year. **Assessment:** Workshop materials, attendance records and parent interviews will determine parent participation and satisfaction.

Annual Evaluation Schedule: ► Initial meeting with project and district staff (Week 1); ► Refine data collection instruments and plan; refine analysis plan; (Weeks 1-3); Collect data (Throughout year): Enrollment data (Week 5); Site visits including interviews and

observations (Weeks 10, 22, 34); applicant pool data (Week 28); Dosage data (ongoing); Surveys administered (Week 34); Survey results reported (Week 38); Documents collected (e.g. units integrated with magnet theme - Weeks 9, 21, 33); ► Formative evaluation including discussion of recommendations (Weeks 3-40); MGI Report (Week 10) MGI/Applicant Pool Update (Week 31); Site Visit-Documents Review Reports (Weeks 12, 24, 36); ► Analyze and process summative data (Weeks 34-36); ► Prepare Annual Performance Report (Weeks 36-37); ► Submit report to school District (Week 38). Week 1 is the week the project begins each year.

Rigorous Evaluation of Magnet School Assistance Program: The rigorous evaluation design below (see Appendix A for a more detailed version) will be carried out by researchers at UCLA's Center for Research on Evaluation, Standards, and Student Testing (CRESST). The goal of this design is to measure MSAP impact on student achievement with the statistical rigor of a high-quality quasi-experimental design, but to do so with attention to limitations of available data and sample sizes, and to do it on a scale that is reasonable within the current funding structure. The goal of the rigorous evaluation is to measure Magnet Schools Assistance Program (MSAP) impact on student achievement. Using a statistically rigorous, high-quality quasi-experimental design, we examine two broad questions: (1) How did students attending target MSAP schools perform on state tests in relation to matched students at comparison schools in the same district? (2) How did *different subgroups* of students attending these MSAP schools perform in relation to matched students at comparison schools in the same district?

This evaluation strives to bolster the current body of research with instrumentation and analytic methodology aligned directly with the priorities and selection criteria of the Magnet Schools Assistance Program. We will select comparison schools within the district based on how closely they match the characteristics of MSAP supported schools in the year prior to magnet

implementation using hierarchical cluster analysis. Specifically, the comparison school selection will take into consideration the grade span of the school, school size based on enrollment, school racial composition (i.e., percentage of Black and Hispanic students), the percentage of ELL students and the percentage of National School Lunch Program participants.

To identify comparison students, the research team will first restrict the pool of MSAP and comparison students to those with achievement outcomes for each outcome year and may also limit the students at the MSAP or comparison schools for a period of time. A covariate balancing propensity score will then be computed for the eligible comparison students. Students from each comparison sample will be matched to MSAP students with similar propensity scores using a technique known as radius matching (Huber, Lechner, & Wunsch, 2010).

Research will examine the effect of MSAP implementation by comparing outcomes of students in MSAP schools to the counterfactual condition of how they would have fared had they not been a part of the MSAP program. This effect is known as the average treatment effect on the treated (ATT) (Ho, Imai, King, & Stuart, 2007). We will use regression analysis to examine this effect for each student's achievement outcomes. Specifically, we will examine the effect of prior student achievement on each student's achievement outcome (i.e., standardized tests).

Controlling for prior achievement in both the matching model and the analysis model increases the robustness of the estimates. The average treatment effect on the treated (ATT) effect is determined from the size and direction of the magnet effect coefficient. A counterfactual estimate can then be obtained by subtracting the ATT effect from the average observed score of an MSAP population in an outcome year. This counterfactual represents an estimate of how these students may have fared if they had not been a part of the MSAP program and had instead attended a control school.

The combination of the rigorous evaluation described above with data from surveys developed by CRESST and AES, and the evaluation site visits and documentation and data reviews by AES provides districts with additional insight into the extent and quality of their MSAP implementation as well as the value the MSAP program has added to its schools.

(f) Commitment and Capacity. (1) The applicant is likely to continue magnet schools after assistance is no longer available, (2)(i) is committed to the magnet schools project;

SPS is fully committed to continuing the proposed magnet schools program with local funds after assistance under this part is no longer available, and is fully committed to reducing minority group isolation in its schools and to supporting magnet schools as a means to achieve the mandates of the district's desegregation court order and the purposes of the MSAP.

Springfield's desegregation order calls for a combination of boundary zoned schools, "open enrollment" high schools, and magnet schools. The Superintendent, each proposed magnet school's Instructional Leadership Teams, the Principal and each school's teaching and support staff, the business, higher education, social services providers and other partners fully endorse the district's vision for desegregation and school improvement and, specifically, the magnet school themes designed to help realize that vision. All of the above constituent groups have pulled together in a powerful coalition to plan this magnet schools project and ensure its success. There are several very important indications of constituent groups' support of and commitment to the magnet schools project. The following are but examples:

Planning: The Superintendent relied on district administrators, academic directors, principals and members of his senior leadership team, to design, develop and align the MSAP program objectives with district goals and initiatives. A survey was distributed to parents throughout the city both online and in newspaper inserts. Concurrently, planning team members

conducted focus group meetings with parents, students, and staff that informed a proposal that meets the articulated needs of the community. This inclusive planning process resulted in forging a dedicated and committed corps of parents, administrators, teachers, businesspersons, college and university professionals, and social services providers united in their efforts to implement successfully the proposed magnet school project activities. Most important, the themes that parents announced as their first, second, and third choices, with remarkable consistency across all racial/ethnic groups in the city, were STEM, Expeditionary Learning, Social Justice and the Arts. Our magnet themes embrace all of these preferences. By finding a match between district initiatives aimed at specific teacher and School Improvement practices; pleas from the surrounding business and higher education communities to prepare students for 21st century work-force professions; and parental preferences for their children, the district has created conditions that maximize the likelihood of the project's success, and of equal levels of support from the key players "on the ground" on the district side and from the city's parent community, as well. The level of support generated through the district's Magnet planning process is evidenced not only by the Letters of Support received but also by the enthusiastic calls for partnership reflected in those letters that emphasize a detailed understanding of and commitment to the transformative educational undertaking contemplated by the thematic approaches of the proposed magnet schools.

Financial Support: The district has committed substantial in-kind resources to the proposed magnet schools project, at no cost to the project, to ensure its success, e.g.: District Administrative Support \$550,219; 4 Magnet Principals and 10 Assistant Principals: and 249 Classroom Teachers' Support: \$21,268,680 Transportation \$3,355,995 School Facilities: \$3,766,841 Pupil Services: \$1,443,832. **Total: \$30,745,567 at no cost to the program.**

Additionally, SPS has built into the design of the proposed project mechanisms that will facilitate the continuation of the project after assistance under this part is no longer available. Carefully designed capacity-building activities conducted by project staff will result, in year three of the project, in specialized theme-related curriculum units, aligned with Common Core and state standards and the goals specified in each schools' School Improvement Plan. Intensive training from Magnet resource specialists, district specialists, university specialists, consultants as well as specialists from community based organizations will enable teachers and those who will be involved subsequently to incorporate theme-related teaching strategies into the schools' core instructional program. At the conclusion of the three-year project, all the specialized equipment and supplies necessary to continue the magnet school theme-specific curriculum at each school will be in place, with *lesson-plans aligned not only to Common Core standards and MA State Frameworks but also to the specific uses to be made of all such magnet purchased materials.* SPS has a long history of continuing Federal and state funded programs with local funds after assistance from the programs was no longer available—including schools funded with MSAP support fifteen years ago that are still thriving magnets to this day (e.g., Zanetti Montessori, Kensington IB PYP), thus demonstrating its commitment and capacity to institutionalize Federal and state funded programs using its local funds. SPS has continued to support Magnet schools with state, federal and other grant funds. EL and International Baccalaureate programs have also been sustained with district funds after MSAP start-ups. Two of these schools, Zanetti and Commerce, are in their 15th year of operation since original funding with MSAP; Kensington is in it's 12th. In addition to continuing to support Magnet *schools* beyond funding, the district has continued and expanded many of the *programs* that began in those schools, thus schools previously supported by MSAP have served as an *incubator for change*. A prime example is the

Home Visit Project, which began as a pilot program in Duggan Middle School and has now been embraced by the district and the teachers union for implementation at other sites.

Commitment and Capacity: (ii) Has identified resources to continue support

While the need for Magnet funding to provide material resources is evident in all of our proposed schools, it is the focus on staff training that will ensure longevity of the program by transforming the way instruction is conceptualized and delivered. By building in time for staff to collaborate in the design of interdisciplinary lessons and projects, staff members will expand their knowledge base of teaching methods and strategies that will continue to enhance instructional practice beyond this funding cycle.

Professional Development: At this proposal's core is a commitment to appropriate sequencing, synthesis and delivery of substantial professional development for principals and staff at each of the proposed Magnet schools that will equip them to deliver high-quality standards-based thematic instruction that reaches beyond the scope of this grant cycle. Professional development teams in each of the proposed Magnet schools will include building-based ILS, district curriculum resource specialists, Magnet Resource and classroom teachers and consultant professional developers from this project's university and other partners. *The work of the Magnet program will thus be infused not only at the building but also at district levels.*

School-Based Support: The principals at the proposed Magnet schools have evidenced, through pre-planning efforts with their respective staffs, enthusiasm for bringing about meaningful change in their schools through the work of the Magnet program and will further that commitment through establishment of Magnet Leadership Teams. SPS has demonstrated its commitment and capacity to continue the MSAP-supported projects when MSAP funds are no longer available. However, the scope and coherence of the project cannot be assured unless key

staff, consumable materials and supplies, project support services and independent evaluation services are maintained. SPS will gradually assume these costs through General, Federal, state, local, business, and university and foundation funds. If funded, the project director, working with school and district *Advisory Boards and Sustainability Teams*, will actively seek public and private funds to enhance the program during the three year period and to assume costs of the program when MSAP funds are no longer available. Potential funding sources to continue supporting Magnet programs include: **Federal Grants**. In 2012, SPS was the recipient of **\$54,124,257** in federal grants: Title I, IDEA—Special Education Entitlement, School Redesign Implementation, Race to the Top, Teacher Incentive Funds, Title IIA—Improving Educator Quality, and Title III English Language Acquisition. **State and Local Grants**. SPS received **\$3,253,007** in state and **\$587,050** in local grants, including: Quality Full Day Kindergarten, Coordinated Family and Community Engagement, and Special Education Circuit Breaker, NEA Foundation, City Parks and Recreation Department and ACCESS Springfield Promise Program.

Other Attachment File(s)

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DESEGREGATION PLAN INFORMATION FORMS

Type of Desegregation Plan (Check One & Attach the Appropriate Documents)

A Required Plan: A plan that is (1) implemented pursuant to a final order of a court of the United States, or a court of any State, or any other state agency or official of competent jurisdiction and (2) the order requires the desegregation of minority group segregated children or faculty in the elementary and secondary schools of that agency or those agencies.

Attach the Following Documents

- A copy of the court or agency order that demonstrated that the magnet school(s) for which assistance is sought under the grant are a part of the approved plan.
- Note: If the applicant is implementing a previously approved plan that does not include the magnet school(s) for which assistance is requested, the plan must be modified to include the new magnet school(s). The applicant must obtain approval of the new magnet schools, or any other modification to its desegregation plan, from the court, agency or official that originally approved the plan. The date by which proof of approval of any desegregation plan modification must be submitted to the US Department of Education is identified in the closing date notice.

Any desegregation plan modification should be mailed by June 1, 2013 to:

Anna Hinton
US Department of Education
Office of Innovation & Improvement
400 Maryland Avenue SW, Rm. 4W229
Washington, DC 20202-5970

A Voluntary Plan: A plan to reduce, eliminate or prevent minority group isolation that is being implemented (or would be implemented if assistance under the Magnet Schools Assistance Program is made available) on either a voluntary basis or as required under Title VI of the Civil Rights Act of 1964.

Attach the Following Documents

- A copy of the plan
- A copy of the school board resolution adopting and implementing the plan, or agreeing to adopt and implement the plan upon the award of assistance.



Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

Telephone: (781) 338-3000
TTY: N.E.T. Relay 1-800-439-2370

Mitchell D. Chester, Ed.D.
Commissioner

February 27, 2013

Mr. Daniel J. Warwick
Superintendent of Schools
Springfield Public Schools
1550 Main Street
Springfield, MA 01103

Dear Superintendent Warwick:

This is in response to your request for approval of a minor amendment to the Springfield school desegregation plan. That plan had its origin in the remedial court orders entered by the Massachusetts Supreme Judicial Court in the Springfield desegregation case, *School Committee of Springfield v. Board of Education*, 287 N.E. 2d 428 (1972) (*Springfield I*), 311 N.E. 2d 69 (1974) (*Springfield II*), 319 N.E. 2d 427, cert. denied, 95 S. Ct. 1977 (1974) (*Springfield III*) and *Board of Education v. School Committee of Springfield*, 345 N.E. 2d 345 (1976) (*Springfield IV*).

In *Springfield II* in particular, the Supreme Judicial Court affirmed an order of the State Board of Education in which the Board retained jurisdiction to "entertain suggestions for modifications" of the Springfield desegregation plan, especially those that are "consistent with its principles and will improve it."

Amendments to and modifications of the original remedial plan have been approved in the intervening years by the State Board of Education and by the Commissioner of Education, as secretary to the Board of Education and its chief executive officer. Since 1990, all such modifications, including the *Elementary and Middle Boundary Schools Zoning Plan* (2005), as well as the modification designating citywide magnet schools in 2004 (including Duggan Middle School), 2007 (including Springfield Renaissance School) and 2010 (including Springfield Central High School) have been approved by the Commissioner. The Springfield plan, as amended, has been implemented by the district as a system-wide school desegregation plan.

You have proposed a minor amendment to the Springfield plan as follows: Contingent on receipt of three-year funding through the federal Magnet Schools Assistance Program beginning in 2013, Duggan Middle School will continue to operate as a mixed boundary/citywide magnet school (70% boundary students, 30% citywide) for grades 6-8 and will expand beginning in the 2014-15 school year to include a citywide 9-12 component (transforming it from a 6-8 to a 6-12 school). Springfield Central High School and Springfield Renaissance School will continue to operate as citywide magnet schools, and a new citywide 6-12th grade magnet school of Visual and Performing Arts will open in 2014-15 beginning with 6th and 9th grades.

Springfield's current system-wide desegregation plan will remain virtually intact with this amendment, which simply increases the number of designated citywide magnet schools in the district, and includes schools targeted to enhance compliance with the desegregation goals set forth in the plan and greater educational opportunities for students. You have explained that the inclusion of Central, Renaissance and Duggan serves the dual purpose of moving the percentage of Hispanic students at those schools closer to the district-wide average (all three are currently significantly below district averages) and, in doing so, reducing isolation of Hispanic students in other middle and high schools. Further, you have stated that because of its proposed downtown location, the new Arts school—as a magnet school—will reduce potential minority group isolation that would occur if students were to be assigned based on any downtown attendance boundary. Including these schools in the project and accomplishing the goals you have set forth would have a positive impact on Springfield's system-wide desegregation goals. In this regard the amendment you have presented is fully consistent with the principles of the original court order and should improve Springfield's desegregation plan.

Therefore, based on our review of the proposed amendment and pursuant to the jurisdictional authority vested in my office as discussed above, I hereby approve this minor amendment, which shall be incorporated into the Springfield plan. Best wishes for success in your application for federal funding.

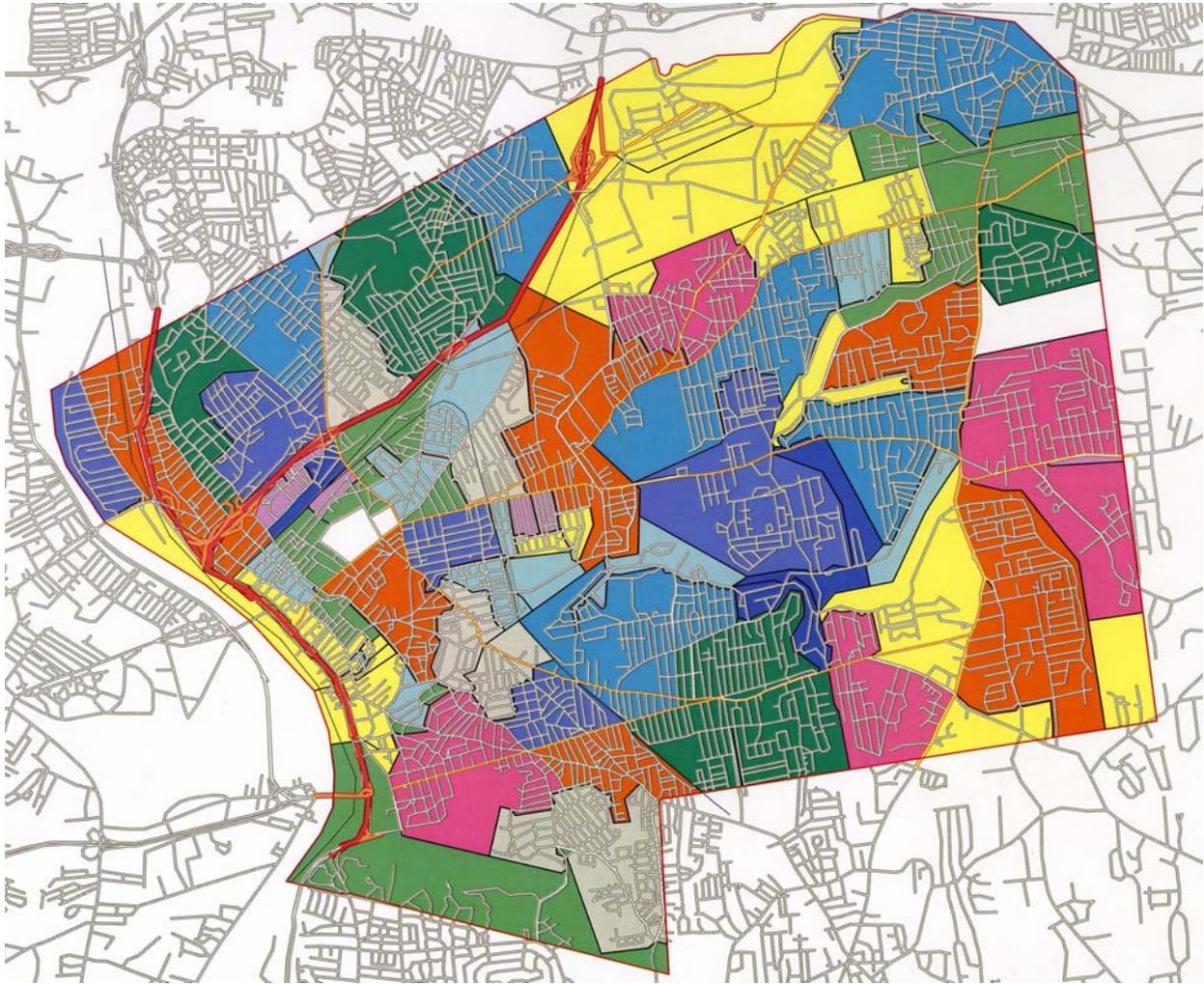
Sincerely,

A handwritten signature in black ink, appearing to read "Mitchell D. Chester". The signature is fluid and cursive, written over a light blue horizontal line.

Mitchell D. Chester, Ed.D.
Commissioner

C: Rhoda E. Schneider, General Counsel

Boundary Schools Zoning Plan



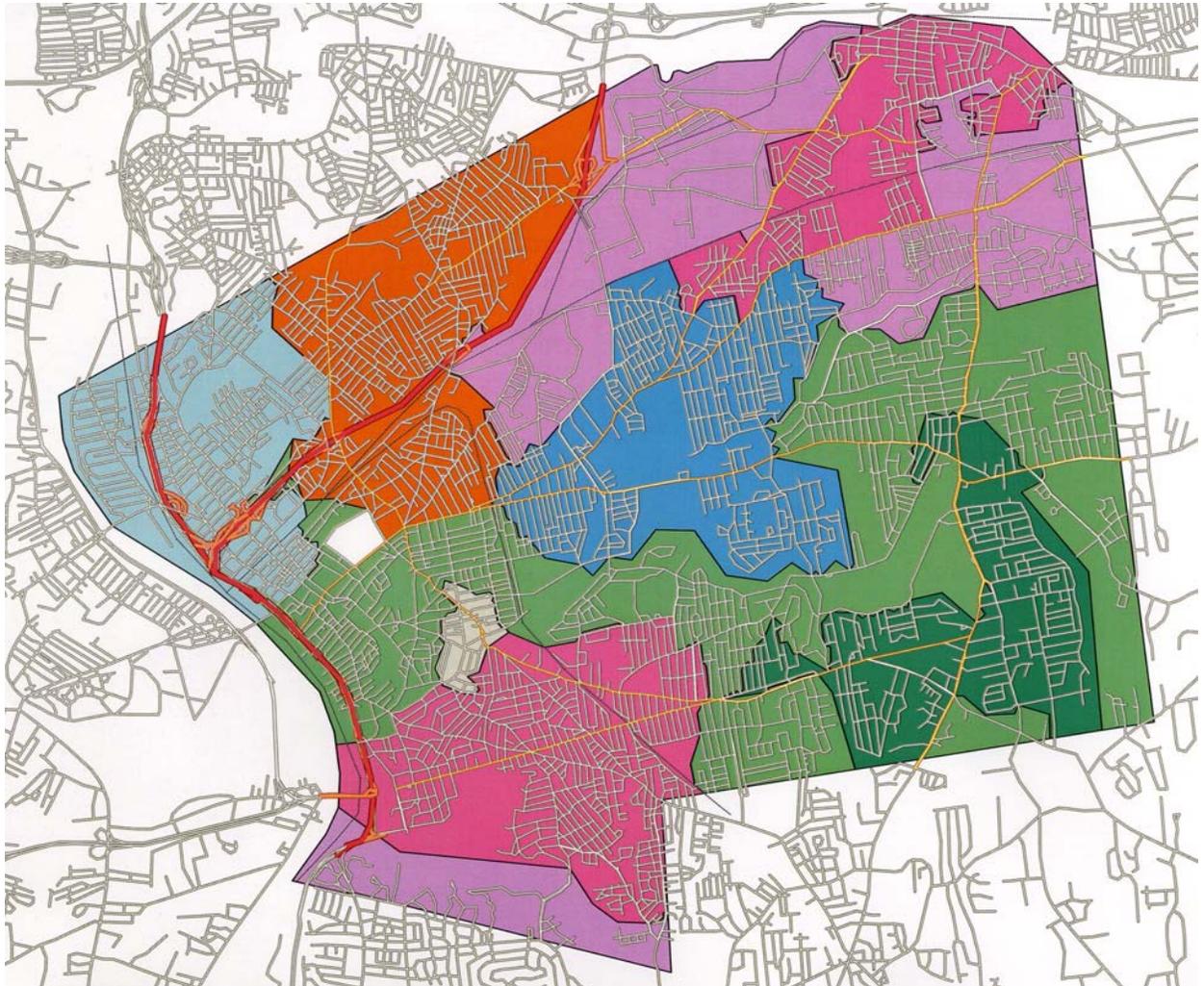


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Objectives, constraints, and definitions

At the directive of the School Committee, a task force was created to craft a plan for re-formulating the zoning schemes used for students' school assignments and transportation eligibility determinations. In concert with the Department's transportation consultant, a process was designed to achieve that directive. This report details the conduct of and the results of that process, and describes a proposed zoning scheme that is consistent with the School Committee's stated goals and objectives, to the maximum practicable extent.

School Committee's stated Goals:

- Provide equitable resources to every school in order to ensure that we deliver a high-quality educational program in every school in Springfield
- In each school, attain an enrollment that reflects the ethnic balance of the entire city's student population – to the greatest practicable extent
- Lower transportation costs
- Maximize walkers / minimize riders
- Remove uncertainty regarding school assignments
- Increase parental involvement
- Decrease middle-class flight from the city's schools

Unalterable existing conditions/constraints:

- School locations
- School enrollment capacities
- Non-homogeneous geographic ethnic distributions (residences)
- Non-linear ethnic enrollments across the city-wide grade structure

Terminology and considerations:

- **Deterministic** school assignments: "boundary schools" – where you live determines where you will go to school
represent a change from
- **Probabilistic** school assignments: third-party (PIC¹) assignment of *individual students* (largely without regard for proximity), sometimes influenced by expressed parental choices – this is the present "controlled choice" paradigm, as implemented with the existing 3-zone scheme
- **Proximate** schools: within safe-walking distance
sometimes can be in conflict with
- **Ethnic balance** enrollment targets: implementation can result in exclusion of proximate potential enrollees, in order to permit/attain enrollment of non-proximate ethnicities. Mitigations of this conflict include:
 - **Satellite school** zones (deterministic but not proximate)
or
 - Limited elements of parental **choice**:
 - a local school (deterministic and proximate)
or
 - a "partner" school (deterministic and not proximate)
and
 - Magnet schools (probabilistic; may or may not be proximate)

¹ *Parent Information Center*, located at the Milton Bradley Elementary School.

Since not all of Springfield's neighborhoods are ethnically homogeneous, a strict proximity-enrollment scheme would not always result in the desired ethnic balance within each school's enrollment. Consequently, compromises have been made in order to effect greater ethnic diversity within each school.

The re-zoning boundary-design process that was designed for Springfield attempts to address – if not wholly resolve – these conflicting desires and constraints.

Transportation Policies

The ground rules for designing a proximate-school zoning plan must respect the existing student transportation policies of the Department. A quick review is in order:

Springfield assigns a “walker” or a “rider” status to each student, based upon a hierarchy of conditions:

1. All students younger than the age of 5 years are eligible for door-to-door student transportation. As a practical matter, this is limited to pre-kindergarten students.
2. Any medically-documented special transportation needs that a student may have (STraN status) can result in that student being assigned a “rider” status, for a period not to exceed one academic year. Requests for renewal of a student's previous STraN status must be reviewed prior to the beginning of each academic year; STraN status often is a temporary condition, as with a student's limited-mobility injury-recovery period.
3. A student whose “safe-path” walking distance² from their transportation address³ to their assigned school exceeds a given distance, is declared to be ride-eligible – provided that his/her assigned school is located within the same Zone⁴ as his/her transportation address, or that the student's assigned school is a designated multi-zone Magnet School. The allowable walking distances are determined by the assigned school's grade structure:
 - K-5 and K-8: More than 1.5 miles walking distance – students are ride-eligible
 - 6-8 and 6-12: More than 2.0 miles walking distance – students are ride-eligible
 - 9-12: More than 2.0 miles walking distance – students are ride-eligible
4. A student who has a certified Federal Homeless Student status⁵ is eligible for transportation to *any* program-applicable school at which s/he enrolls, subject to the safe-path walking distance exemptions as cited above.
5. A student who was ride-eligible by rule under Springfield's previous 6-zone Plan,⁶ on the last day of school in June of 2004, and whose school assignment has not changed since June 25, 2004, and whose transportation address has not changed since June 25, 2004, is granted a “Legacy” ride-eligible status. This Legacy status expires immediately upon any change in the student's school assignment or transportation address. This sometimes is referred to as the “grand-fathering” Policy.

Note: no bus transportation eligibility exists for instances in which a student's school assignment is non-conforming, as a consequence of a parental enrollment request that is inspired by sibling enrollment considerations. This Policy is clear, regardless of any Legacy status of any sibling.

² Various street segments in the city are assigned “do not cross” (DNC) and/or “do not traverse” (DNT) status. DNT hazards most often are a consequence of a lack of sidewalks. DNC hazards can be mitigated (and breached) at certain locations, with the employment of Crossing Guard personnel and/or pedestrian-operated street-crossing traffic signals. The “safe-path” walking distance from each transportation address to each school is computed respecting the existence of these hazards and their mitigations, if any.

³ The student's asserted pick-up and/or drop-off address, which must be a valid street address and which must be on-file at the School Department.

⁴ Under the existing Plan, the city is divided into 3 large zones, each of which includes several schools. If a student is assigned to any in-zone school, and if the safe-path walking distance from that student's transportation address to that in-zone school exceeds the applicable by-grade-structure walking-distance limit, the student is declared to be ride-eligible.

⁵ As governed by the provisions of the *McKinney-Vento Homeless Assistance Act*.

⁶ 1974 through the end of the 2003-2004 academic year. Documentation available upon request.

Required outcomes

The proposed “Boundary Schools” Plan establishes new school zones that are designed to achieve three required outcomes:

1. School assignments will be deterministic – where you live will determine which school you are eligible to attend.
2. School zones will be designed so as to maximize the number of students who will be eligible to attend a *proximate school* – one that is within safe-path walking distance of their transportation addresses. This will minimize the extent of – and the cost of – student bus transportation.
3. School zones will be designed so as to produce ethnically-balanced enrollments, to the greatest practicable extent.

Design methodologies

A design-process flowchart is incorporated herein, on page 13.

Choosing a population model

Owing in some part to the availability of human and data resources that the School Department already was utilizing in the conduct of an ongoing project to computerize the operations of the Student Transportation Group, a decision was made to utilize actual student address data, rather than employ a statistical model that relies upon federal and state census data. This decision is both practical and defensible.

Public-domain statistical population data is dated and coarse. It makes no effort to track the day-to-day movements of the general population, and it offers an unacceptable level of granularity with respect to characterizing the attributes that are peculiar to student transportation planning in an urban environment. Further, it often mis-projects the participation of ethnic groups in certain activities – such as enrollment in public schools – owing to certain of those groups’ non-homogeneous characteristics. For example, 20% of the sampled population of a given geographic area may be comprised of individuals of a certain ethnicity. But that does not ensure that said group will exhibit a 20% participation in the public school enrollment within the geographic area. Differences in the mean age of a sampled group often produce radical differences in that group’s participation in an activity whose conduct is heavily age-dependent – such as having children who are of K-12 school age. Further, some ethnic groups demonstrate a tendency toward having larger families, than do other such groups. For these reasons, a census-based model oftentimes can yield inaccurate projections of school enrollments.

At the time that the School Committee tasked the Department with producing a new school-assignment zoning plan, the Department’s Student Transportation Group already was engaged in the conduct of a project to computerize the locating and transportation-routing of all students in the city. The Department’s Re-zoning Task Force elected to employ those existing resources, to conduct the creation and execution of the re-zoning design process.

The resultant process utilizes a Prospective Population (“ProPop”) student database that is based upon the known current addresses of actual, enrolled students, and which is configured to represent the grade-specific enrollment demands of those real students for the 2005-2006 academic year.

Getting good student address data

The process relies upon a capability to locate the address of each and every student in the system, on an electronic map of the city. Doing that requires two things: reliable address data, and a reliable e-map.

The issue of reliable student transportation address data already was being addressed, as a consequence of the conduct of the aforementioned project to computerize the Transportation Group's operations. Prior to that project, the Transportation Group maintained a unique database of students' asserted transportation addresses. Simultaneously, the Department's SASI student database included similar information.

In both databases, the condition of the student address data was inadequate to permit the location of thousands of asserted transportation addresses on the Department's electronic map. There were literally thousands of street name misspellings and variations-on-a-theme. As just one example, these included 17 variations of "Wilbraham Rd." The problem is, a computer interprets each variation as a unique street name. Since the e-map has only one version of "Wilbraham Rd.," all of the other students whose address data is a variant of the e-map's spelling become "un-locatable" on the map. And you cannot assign a student to a school, or provide transportation for that student, if you cannot locate his/her address on the map.

Without regard for whether the students' database addresses were their *actual* addresses, the databases' addresses had to be "normalized" to conform to a single "official" spelling / nomenclature of a valid street name. This would permit the mapping software to locate their street – if not their house number – on the e-map.

A *Street Master List* was created, comprising a standardized spelling and nomenclature for each of the 1,941 named streets in the city. All 29,000 student addresses in the SASI database (including all private school and all charter school students) were normalized in a "spell-checking" process that employed this *SML*. The same process was conducted on the 29,000 student addresses in the Transportation database. In approximately 8,000 instances, the two respective "spell-checked" addresses were dissimilar – thus, the School Department had reason to question the asserted address(es) of these students.

Consequently, each school received an (enrollment-specific) *Address Variance Report*, with a request that the *actual* addresses of these 8,000 students be determined, and that the information be returned to the Transportation Group. These returns were used to populate the Residence Address record fields in the SASI student database, which henceforth will serve as the sole source of student address data, system-wide.

The resultant street address records were filtered to produce a listing of the unique street addresses possessed by the 2004-2005 academic year student body: just over 15,000 discrete addresses were yielded. These addresses formed the basis of an abridged *Address Master List* (street name plus house number) that was used to create an abridged *Distance Master Table* of the computed safe-walking distances from each unique address to each school in the city. This distance data then was used as an element of an algorithmic process, described further herein.

Creating a representative student population database

The population database that was assembled to represent next year's prospective student body was created by taking this year's student body, "promoting" each student by one year, excluding the "graduated" seniors, and duplicating this year's kindergarten population for next year – albeit with unique student ID numbers.

The existing school assignments of students who are enrolled in charter schools, in private schools, and at the Zanetti Magnet School were maintained – excepting instances in which the ProPop "promotion" process caused them to attain a grade that is not included in their school's grade structure. In those cases, the students were included in the general public school population, where they become subject to the ethnic balance considerations of that population. The enrollment-maintained students were not considered to be a part of the Ethnic Balance prospective population ("ProPop") school-assignment pool.

The balance of the resulting ProPop database students were declared to be un-enrolled – their school “assignments” would be made based upon the locations of their SASI transportation addresses; those addresses are located within various school boundary zones. The creation of those zones was subject to the provisions of the planning process algorithm, as outlined herein.

Determining which students would be walk-eligible to which schools

No new schools are considered in this plan. One existing elementary school was designated for removal from service, prior to the execution of this design plan.

After matching each un-enrolled student’s grade to the grade offerings of each school in the city, each student’s address was matched to one of the unique addresses in the *DMT*. Thus, the safe-path walking distances from the student’s Transportation Address to *each* of those schools can be known. These values are compared with a table of *allowable* walking distances (by grade/school structure), and determinations are made – for each school – with respect to whether or not that student is or is not eligible to walk to that school. The total number of grade-applicable public schools to which a student would be walk-eligible was defined as that student’s “FlexFactor.” (Some students are walk-eligible to several schools; a few are not walk-eligible to any.)

Beginning with the students with the lowest non-zero FlexFactor, students were designated as *candidate enrollees* for one school, based upon:

- the enrollment demands of the school (quantity and ethnicity; see section below)
- the ascending rank-ordered safe-path walking distance of the potential enrollees
- the ethnicity of the potential enrollees

In this way, no student who otherwise could walk to a school would be “bumped” from that school’s candidate enrollment population by another student who lives even closer to that school, but who also has the flexibility to walk to yet *another* school.

This process step maximizes the number of students who become designated as candidates to attend some school that is within walking distance of their Transportation Address. The process requires that students with the lowest FlexFactors get designated first, because if they are not ultimately assigned to their *only* walkable school, they will wind up being assigned to a school to which they would have to be bussed. Thus, the more-flexible students have to “wait in line” to receive their candidate school designations, with the most-flexible students being designated last. The objective of this step: don’t turn *any* could-be walker into a bus-rider.

But this process has a significant limitation: it is geographically symmetric; it yields candidate fields that exhibit the same maximum walk-in distance, in all directions to/from the school. Although it serves as a useful starting point for school-zone boundary definition, real-world boundaries require that their design process exhibit the flexibility to include asymmetric configurations. Such geometry permits adjacent boundary zones to remain fully contiguous, thus preventing the formation of interstitial between-zone “ribbons” of non-walk students.

Thus, the FlexFactor process must be abetted by an accommodation of the constraints of geography.

Establishing an enrollment demand for each school

The Parent Information Center supplied an enrollment capacity figure for each school. Existing enrollment data was captured and analyzed. Various ethnic designations were consolidated; the ProPop student ethnic data fields were appended to reflect one of three values: Hispanic, black, or white. The data was aggregated by grade level, city-wide, with the three ethnicities’ enrollments being expressed as percentages of each grade’s total (pan-ethnic) enrollment. An aggregated grade-structure calculation

yielded the percentage-makeups of the K-5, K-8, and 6-8 schools, city-wide. These figures became the ethnic enrollment “targets” for every school, by its grade structure.

City-wide student enrollment was compared with city-wide enrollment *capacity* (see above). A target “load factor” of 95% of asserted capacity was derived, and it became an initial enrollment target. Each participating school’s asserted capacity was multiplied by this target load factor; the derived value comprised the “Pan-Ethnic Draw” for that school – the desired number of students of all ethnicities, combined. This PanEthnicDraw value then was multiplied by the three earlier-derived ethnic percentage-makeup numbers. This yielded three enrollment targets for each school – one for Hispanics; one for blacks; one for whites. (Actually, this operation was performed on a grade-by-grade basis.) These numbers comprised the three Ethnic Draw values for each school, respectively. They represent a “perfect” school enrollment: 95% of asserted capacity, and an ethnic makeup that is exactly reflective of the city-wide ethnic makeup of the cohort group of the sample population.

A table was created, showing these enrollment demands for each participating school. Later in the process, the within-zone projected enrollments were benchmarked against these *optimum* values expressed in this Demand Table. An arithmetic variance of $\pm 15\%$ from “optimum” was set as the target enrollment tolerance. This is a critical design-point of the Plan. Schools whose projected enrollments fall within the allowable tolerance limits of the optimum target values are said to be “in compliance.” The others are said to be “not in compliance.” The tables show the results of the zoning Plan as designed, and they show the results of the existing 3-zone Plan, as of January 20th.

Essentially, this is an ethnic-balance-sensitive, school-capacity-driven, enrollment-“pull” paradigm.

Matching schools’ enrollment demands to available students

Harkening back to the originally expressed desires of the School Committee, a “perfect” school zone would be one in which:

- the total number of within-zone, grade-eligible students would comprise 95% of the school’s asserted capacity; no school would be under-utilized; no school would be over-enrolled
- the ethnic makeup of the within-zone enrolled students would be reflective of the ethnic targets described above, within the allowed tolerance limits
- every student within the school zone would live within the maximum-permissible walking distance of the school; no non-STraN student ever would have to be bussed to the school

Although each school was considered in turn, all schools continuously were considered simultaneously. The Plan as described herein represents a practical compromise of often-conflicting constraints.

The matching process began with consideration of the schools whose population of within-walking-distance potential enrollees represented the highest multiple of their capacity-limited enrollments. These schools are the ones whose boundaries must be limited by enrollment capacity; not by walk-in distance limitations. With 5,216 walk-eligible K-8 students, and a capacity of only 535 students, Brookings is a good example of a school whose guaranteed-enrollment proximate boundary must be made quite small, so as to avoid over-enrollment.

A custom software application was written, to make use of the FlexFactor values and the EthnicDraw values described above. Using it, students were designated as candidate enrollees, until the schools’ enrollment targets were achieved. The resultant straw-man enrollments were used to define first-order geographic parameters for prospective school zone boundaries. These distance-symmetric boundaries were drawn on the Department’s e-map.

Additional boundaries were drawn, representing the outer limits of the maximum-walkout-distance “tree diagrams” for each school. Considered in pairs, the two sets of boundaries represented minimum/maximum geographic possibilities for each prospective Proximate school zone.

The boundary lines were adjusted, to eliminate overlapping areas between adjacent boundaries. At the same time, the boundaries were adjusted so that they yielded populations that were within their respective schools’ enrollment capacity limits. As the boundaries were adjusted, they were polled continuously, to track the ethnic makeup of the bounded populations.

Maintaining the contiguity of adjacent boundary zones was of critical importance; failure to do so would result in the creation of meandering, ribbon-like areas of ride-eligible students, between and among the walk-eligible proximate school zones. Respecting the existence of designated pedestrian streetscape hazards was another critical factor in locating the boundary lines. Additionally, entire street segments were included in one zone or another; boundary lines were not permitted to break streets at non-intersection locations. This resulted in clearly understandable boundary definitions that are not ambiguous, and which respect and maintain contiguous neighborhoods, to a maximum practicable extent.

After resolving all of these proximate (near-to-the-school) boundary issues, many un-assigned areas remained on the e-map. These areas were known to exist – the FlexFactor-determination process identified 935 K-8 students whose transportation addresses are not within the maximum-allowable safe-path walking distance of *any* grade-appropriate participating school. These students would have to be bussed to some school under any circumstances. Additionally, capacity limitations also had the result that some students could not be enrolled in any proximate school; these students’ addresses were added to the “must-be-bussed” pool regions on the e-map.

The must-be-bussed regions were divided into contiguous “ridership areas.” Each RA was designed in conformance with the same boundary constraints described above. And each RA was designed so as to yield a target population of 56 students (± 14), which represents a desired passenger load for one full-size school bus. Each RA was characterized by ethnicity, and its data was appended to the school enrollment Demand Table.

Next, the various RAs were matched with schools whose proximate zones failed to yield their target enrollment limits. This process began with the schools that needed the fewest additional students; these schools often required just one busload, so the ethnic makeup of that RA group needed to be a close match for the ethnic demands of those schools. The process progressed, through schools needing greater and greater numbers of students. Wherever possible, multiple adjacent RAs were assigned to the same school. This not only avoids “buckshot zoning,” it also permits greater future flexibility in designing transportation for the aggregated *satellite school zones*.

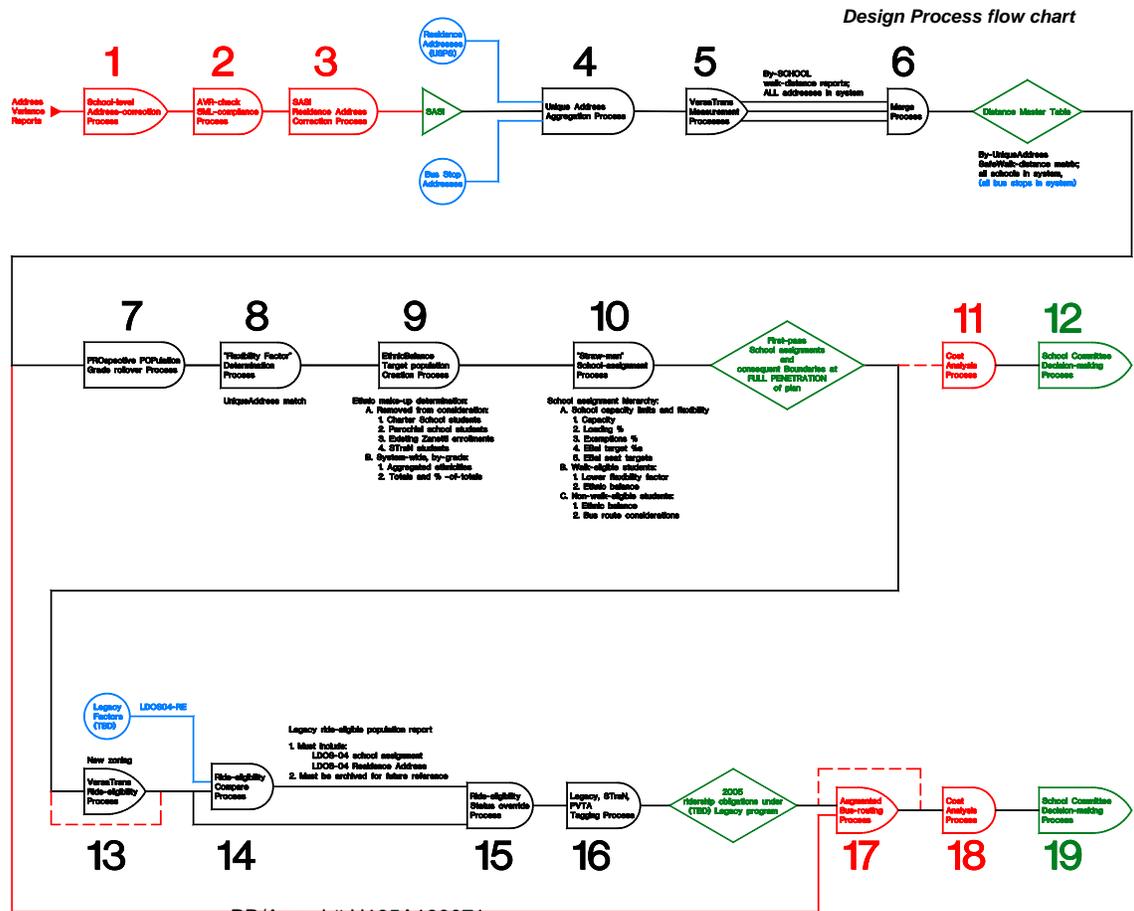
After completion of this iterative process, the resultant boundaries – and their consequential school assignments – are indicative of the Plan at “full penetration,” or what things would look like if it were implemented in September without any Legacy (“grand-fathering”) policy. And it is a fair indication of what things would look like after the expiration of any Legacy policy that the School Committee may choose to approve.

In some instances, this process yielded fully-populated schools which achieved ethnic balance targets – with 100% of the schools’ enrollments being comprised of walk-eligible students. For other instances (excepting Magnet schools) in which the proximate boundary did not yield the desired low-limit quantity of any of the three ethnic-balance groups, one or more satellite boundary zones were created, for the purposes of allocating school capacities and of ensuring greater ethnic diversity.

The **Results** section of this report includes a map for each school, showing its proximate zone and its satellite zone(s), if any. Tabular data is incorporated, showing the schools’ projected enrollments,

disaggregated by ethnic group. For purposes of comparison, the schools' current ethnic enrollment data is presented alongside the projected numbers, highlighted in light blue. The tables include the numbers and percentages of walkers and riders anticipated under the new Plan, both by ethnic group and as disaggregated data. This Plan is extraordinarily equitable in its effects upon walkers and riders of each ethnic group. The variances between the percentages of walk-eligible students versus the groups' target percentages are 1.0%, 1.3%, and 2.3% for Hispanics, blacks, and whites, respectively. **No ethnic group is disproportionately targeted for walk/ride treatment under this Plan.**

Process flow diagram: data-preparation; Straw-man school-assignment process



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Highlights of the Plan

The Plan does not alter any existing School Department transportation-eligibility rules. All changes in individual student ride-eligibility status are a consequence of altered school enrollment assignments. Still, under this Plan, the vast majority of Springfield's public school students would attend a school that is within safe-path walking distance of their homes.

Under this Plan, 77% of all elementary school students could be expected to walk to a proximate school; 23% of all students could expect to ride to school. Those numbers may change, in part as a consequence of the geographic distribution of magnet school enrollees. But the entire available magnet school enrollment capacity comprises only 5% of the asserted capacity of the 30 Plan-participating elementary schools. Further, the Plan double-accounts for transportation for the full complement of 634 magnet students. Thus, actual savings may be greater than – rather than less than – those presented in the tabular data.

Under this Plan, 74% of all middle school students could be expected to walk to a proximate school; 26% of all students could expect to ride to school. Those numbers may change, in part as a consequence of the geographic distribution of special program enrollees. The entire available special enrollment capacity comprises about 15% of the asserted capacity of the 6 Plan-participating middle schools. But the Plan double-accounts for transportation for the full complement of 898 magnet students. Thus, actual savings may be greater than – rather than less than – those inferred from the tabular data.

This Plan is extraordinarily equitable in its effects upon walkers and riders of each ethnic group. The variances between the percentages of actual walkers versus the groups' target percentages are 1.0%, 1.3%, and 2.3% for Hispanics, blacks, and whites, respectively. **No ethnic group is disproportionately targeted for walk/ride treatment under this Plan.**

Ethnic balance considerations under the new Plan

Notwithstanding the fact that 13 of the 25 Plan-participating non-magnet elementary schools never again would see even a single school bus under this Plan, the ethnic balance elements of the Plan are impressive in their own right.

This Plan is extraordinarily equitable in its effects upon walkers and riders of each ethnic group. The variances between the percentages of walk-eligible students versus the groups' target percentages are 1.0%, 1.3%, and 2.3% for Hispanics, blacks, and whites, respectively. **No ethnic group is disproportionately targeted for walk/ride treatment under this Plan.**

Under the present 3-zone Limited Choice Plan, 10 elementary schools are out-of-compliance with the $\pm 15\%$ tolerance limit against the percentage makeups of the three ethnic groups considered by the Plan. Under the new Plan, that number would be reduced to 8.

The existing plan actually was designed to support a tighter $\pm 10\%$ tolerance limit. But by that measure, 21 of 31 elementary schools are out-of-compliance under today's Plan. Even though the new Plan was designed to a $\pm 15\%$ tolerance, if one imposes the $\pm 10\%$ tolerance upon it, the new Plan fares even better: only 14 schools would be out-of-tolerance by that stricter measure – a 33% improvement over the 21 of the existing Plan.

At the middle school level, both the existing Plan and the new Plan demonstrate full compliance with the $\pm 15\%$ tolerance.

Thus, concerns that a “neighborhood schools”-like scheme certainly would result in segregated schools have proved to be unfounded.

The **Results** section includes breakdowns of the projected ethnic makeups of each elementary and middle school that would participate in the Plan. The makeups of the present enrollments are given alongside (highlighted in blue), for easy comparison.

School bussing reductions under the new Plan

At the elementary school level, the number of regular school busses dedicated to transporting students to the 30 Plan-participating schools would drop from 118 to 62 under this Plan, resulting in a net savings of 56 school busses.

The actual savings likely will be greater, as the Plan contains provisions for transporting 100% of the students who become enrolled at the city’s five magnet schools, and the Plan assumes that every available magnet school seat will be filled with those riders. Since the Plan already accounts for transporting 100% of non-walk-eligible students to the non-magnet schools, and since no child can enroll at two schools, the Plan contains enough surplus capacity to transport 634 “extra” students. This extra capacity accounts for 11 school busses. Since the actual geographic distribution of the magnet school students cannot be known prior to their school assignments being made, the additional number of busses that would be saved due to implementation of in-place capacities also is unknowable. It could be speculated that 50% or more of this excess capacity would be captured. Thus the net savings under the Plan could be in excess of 60 school busses, at the elementary school level.

Considered in isolation, these 60+ elementary school busses comprise more than 50% of the existing 118-bus fleet.⁷ However, the elementary school “tier” comprises only 1/3 of the unified bus route schedule – one also must account for the usage at the middle school and at the high school tiers, before taking mental possession of any net shrinkage of the school bus fleet.

At the middle school level, the number of regular school busses dedicated to transporting students to the six Plan-participating schools would drop from 81 to 42, resulting in a net savings of 39 busses.

Again, the actual savings likely will be greater, as the Plan contains provisions for transporting 100% of the students who become enrolled in special programs sited at three of the city’s six middle schools, and the Plan assumes that every available program seat will be filled. Since the Plan already accounts for transporting 100% of non-walk-eligible students to the non-program schools, and since no child can enroll at two schools, the Plan contains enough surplus capacity to transport 898 “extra” students. This extra capacity accounts for 16 school busses. Since the actual geographic distribution of the special-program students cannot be known prior to their school assignments being made, the number of additional busses that can be saved due to implementation of in-place capacities also is unknowable. It could be speculated that 50% or more of this excess capacity would be captured. Thus the net savings under the Plan easily could be in the range of 50 school busses, at the middle school level.

Cost savings under the new Plan

At first glance, the disparity in the number of busses required at the elementary and middle school levels could lead one to conclude that the higher of the two figures would apply to fleet needs, thus limiting capturable savings – in essence, the middle school tier is burdened with surplus bus capacity, in order to ensure ample capacity for the elementary school tier. But a declaration of – and a resignation to – “excess” capacity fails to consider Plan-consequent alternatives that can become available to Springfield at the high school tier of service.

Specifically, Springfield presently utilizes the Pioneer Valley Transit Authority bus system to provide transportation services to 1,511 students. This translates to 27 school bus loads. A competent

⁷ This is the portion of the fleet dedicated to serving the 30 Plan-participating elementary schools. The entire fleet of full-size school busses numbers approximately 160, and also provides service to the Zanetti Elementary School, and to the 8 Charter and private elementary schools in the city.

transportation planner would consider deploying the “excess” capacity of the middle school tier, against the PVTA-contracted requirements at the high school tier. Thus, instead of paying for idle bus capacity on the high school and middle school tiers, the yellow school busses could be put into multiple-tier service, and the resultant savings in fees presently paid to the PVTA could be captured by the city.

At an anticipated contract fee of \$275 per bus, per school day, a 60-bus contraction of the fleet of full-size yellow school busses would result in a **\$2,970,000.00 annual savings to the city**. A much more modest 40-bus contraction would yield a \$1,980,000.00 annual savings. These savings do not account for potential consequent reductions in fees paid to the PVTA, which presently cost the city an average of \$454 per student, per year. Multiplying that fee times the present number of PVTA riders yields a total of \$685,994.00 per year. The portion of this cost that could be captured and saved under the Plan is unknown – and in fact is unknowable – until an actual routing plan can be designed. But the design of that plan should take full advantage of any and all available yellow-bus fleet capacity, in an effort to maximize the reduction of the city’s total annual student transportation costs.

Legacy Policy issues for determination

The student enrollment profiles – and consequent transportation cost savings – considered under this Boundary Schools Plan are those that would be obtained under the “full penetration” of the Plan. Considerable speculation exists as to the effects of any Legacy (“grand-fathering”) Policy that the School Committee may choose to endorse. This section is intended to be a primer for those who must make decisions regarding the definition of and the adoption of such Policies.

Definitions and existing Policies

A *Legacy Policy* provides for the continued enrollment – and possibly for the continued provision of transportation services – to existing enrollees, for some specified period of time after the implementation of a new zoning plan. As recently as the summer of 2004, a Legacy Policy was put in place. It provides for continued matriculation and transportation services for students whose school assignments were made under the previous 6-zone Limited Choice Plan. Specifically, a student who is ineligible for transportation services under the 2004-2005 3-zone Plan, but who was eligible for such services under the previous 6-zone Plan, remains eligible for those services, provided that:

- the student does not change schools, and that
- the student does not change his/her transportation address.

Under this Policy, no bus transportation eligibility exists for instances in which a student’s school assignment is non-conforming, as a consequence of a parental enrollment request that is inspired by sibling enrollment considerations. This Policy is clear, regardless of any Legacy status of any sibling. Thus, a situation often arises, in which an older sibling’s transportation-services status to a given school is “grand-fathered,” but in which newly-enrolled younger siblings have no ride-eligibility to that same school. It should be acknowledged that at present, a great many unauthorized-ridership situations exist across the system. But that situation exists because:

- the boarding of busses is not restricted, because students do not carry identification cards, and
- busses continue to follow their old routes to far-away destinations.

Under the new Boundary Schools Plan, unauthorized ridership would decline precipitously, largely because the pattern of existing bus routes will be altered drastically. Simply put: one cannot board a bus that never comes to one’s neighborhood.

A perpetual Legacy Policy already is in effect for the scions of the old 6-zone Plan. Extension of the Legacy Policy, to include students who received school assignments under the 2004-2005 3-zone Plan, would consolidate the two Legacy populations. For the duration of any such Policy, the city would sustain a transportation system that would provide service for students whose school assignments were made under *three* separate zoning schemes.

Therefore, the School Committee must address and resolve the issues arising in association with the definition of and the adoption of a Legacy Policy, with respect to the implementation of the Boundary Schools Plan.

Operational considerations

One Legacy issue that may not be obvious at first glance is the finite available enrollment-capacity of each school. Implicit in the adoption of any deterministic zoning plan, is that upon implementation, every student who lives within a given school's zone boundaries (including any and all satellite zones) is *entitled* to enroll at that school. Effectively, s/he is guaranteed a seat at that school. The adoption of a Legacy Enrollment Policy potentially could void that guarantee, because existing enrollees could assert their Legacy rights to remain enrolled at a given school, even while students who live within the school's newly-defined "guaranteed-attendance" boundaries invoke their own rights under the Plan. A clean "cut-over" date would eliminate such a possibility, but a Legacy enrollment plan still may hold appeal to many stakeholders.

As a practical matter, the School Department cannot know – until every parent indicates his/her Legacy choice for next year – what enrollment constraints will present themselves for resolution by the personnel who must make actual school enrollment assignments. Perhaps everything will just "work itself out." But prudent planning requires that the definition of any Legacy Policy consider and account for all known contingencies. Thus, a hierarchy of enrollment-assignment Rules must be put in place, in anticipation of possible conflicting claims of enrollment-rights at the individual schools. Herewith is one prospective set of (in this case, perpetual) Legacy Enrollment Rules:

1. All new enrollees and within-system transfers⁸ will be assigned to their Boundary School, unless they have been selected for enrollment at a designated magnet school.
2. All existing enrollees will be permitted to "opt in" to remain enrolled at their present school, and to maintain such enrollment as long as their grade remains consistent with the grade offerings of their present school.
3. Regardless of existing school enrollment assignment, all students whose Transportation Addresses lie within the proximate or satellite boundary zones associated with a given school, will be permitted to enroll at that school, provided that seating space is available – essentially, they can be displaced by Legacy students who have opted to remain enrolled at the <sic> school, under Rule 2.

A second Legacy issue is that of *transportation* eligibility – as contrasted with enrollment eligibility. Implementing a *time-limited* transportation-eligibility Legacy Policy that is associated with a *perpetual* enrollment-eligibility Legacy Policy could result in continued conflicting claims for available seats. And any attempt to slave a "guaranteed" enrollment policy to an "available seats" policy would void the deterministic element of the Plan – which assertedly is its greatest virtue, if not its *raison d'être*. Nonetheless, herewith is one prospective set of (in this case, two-year duration) Legacy Transportation Rules:

1. All students who are eligible for transportation services to their school of enrollment on the last day of school of the 2004-2005 academic year will retain their eligibility as long as:
 - they remain enrolled at that school
 - their Transportation Address does not change
2. Students whose school-of-enrollment and/or Transportation Address changes will lose their Legacy status, and will become subject to the regular transportation rules in effect at the time of the termination of their Legacy status.

⁸ Changes of school assignment, prompted by a student's promotion to another grade tier (such as from an elementary school to a middle school), by changes in a student's Transportation Address, or at the request of a parent/guardian

As another practical matter, the wording of any time-limited Legacy policy should be timeframe-specific; *not* cohort-related. Example: one could define a middle school Legacy period of two years, or one could include “all present members of the 5th-grade classes at all middle schools.” The two definitions are not at all the same: the first has a date-certain termination; the second does not, because its language allows for the continued “grandfathering” of a 5th-grade student who is retained-in-grade, thus extending his/her middle school matriculation period. Further, in order to maintain one’s Legacy status, any considered Legacy policy should prohibit transfers among the schools during the Legacy period. To do otherwise, would require the simultaneous maintenance of multiple sets of ride-eligibility rules – as contrasted with what amounts to a fixed-site “exemption” rule. This alone would present a considerable array of software-related transportation issues that would have to be addressed and resolved during the same very tight timeframe in which next year’s transportation system will have to be designed.

Financial considerations

The financial impact of a Legacy Transportation Policy has been investigated, on a school-by-school, bus-by-bus basis. Owing to the aforementioned operation of a route structure that would maintain service for students whose school assignments were made under three separate zoning Plans,

for the entire duration of such a Legacy period, none of the savings anticipated under this new Boundary Schools Plan will be available to the city.

It may be possible to capture some limited savings through displacement of PVRTA-provided services, but that eventuality cannot be assessed until an actual route system is designed for the 2005-2006 academic year. And that design process requires that the actual school assignments of every student be known, which means that the aforementioned Legacy-enrollment “bumping” process *and* the magnet school enrollment-assignment process must be completed.

In summary, the definition of and the duration of any Legacy Policies will be prime determinants with respect to the degree to which anticipated cost savings can be captured under the Plan as implemented.

Implementation considerations

If this plan is adopted in the late-March / early-April timeframe, there will be just enough time to prepare letters for mailing to the parents/guardians of each already-enrolled grade 1-7 student, and of each known kindergarten student for the 2005-2006 academic year. At a minimum, these letters must inform the parents regarding:

- the student’s name, present school-of-enrollment, and grade
- the student’s currently-on-file transportation address
- the identity and location of the student’s Boundary School
- any enrollment-choice options that may exist, as a consequence of any Legacy Policies that the School Committee may elect to implement
- enrollment-choice options that are independent of any Legacy considerations (magnet schools)

Each parent/guardian will be required to verify the student’s listed address, or – if that address is incorrect – to supply a PIC-verifiable current address.

These actions must be completed not later than April 15, in order to allow sufficient time to determine and to release actual enrollment assignments by May 31st.⁹

⁹ As always, school assignments are preliminary, and are subject to successful completion of current-year academic requirements.

Results

The Plan as designed achieves the stated objectives of the School Committee, which were:

- Provide equitable resources to every school in order to ensure that we deliver a high-quality educational program in every school in Springfield
- In each school, attain an enrollment that reflects the ethnic balance of the entire city's student population – to the greatest practicable extent
- Lower transportation costs
- Maximize walkers / minimize riders
- Remove uncertainty regarding school assignments
- Increase parental involvement
- Decrease middle-class flight from the city's schools

It is a deterministic (“guaranteed enrollment”) school-assignment plan that balances the often-conflicting constraints of proximate (“within-walking-distance”) schools, ethnic balance, and schools’ limited enrollment capacities.

Not everyone will be completely pleased with the specifics of this Plan. But in large measure, it comprises one embodiment of the School Committee’s stated desires.

This section of this report includes tabular data and graphical map depictions of the Boundary Schools zoning Plan for the 30 participating elementary schools and the 6 participating middle schools. The Zanetti Elementary School is not considered; 100% of its enrollment is assigned to a city-wide Montessori School program. Ells Elementary School would be removed from K-5 service under this Plan.

School enrollment data is presented in one large table, for easy comparison. The table includes both the projected-enrollment figures and the existing enrollment figures for each participating school. The two ethnic balance target sets were derived from two different by-grade-structure city-wide enrollments. In the case of “existing” enrollment targets, elementary school data was taken from the SASI database on January 20; middle school data was pulled in February. The “new” enrollment targets were taken from a derived database that projects the most-likely enrollments of next year’s student body. Both datasets reflect the ethnic makeups of the enrolled population in Springfield’s public schools – these are real students; not statistical census models.

The tables show actual head-counts and resulting percentage-makeups of the three ethnic groups. Walkers are differentiated from riders, and the percentage-of-enrollment of each is shown. The schools’ asserted capacities are shown, and total enrollments are divided by those capacities, to express a “load factor” metric. Each ethnic group’s percentage-makeup is compared against the derived target percentage for that group. A variance-from-target percentage is expressed for each group. In instances where a group’s actual or projected percentage-makeup differs from the respective target by more than 15.0%, the variance percentage is shown **in red**. This facilitates quick comparisons of compliance, both under the existing Plan and under the new Plan.

Summaries are included, for the elementary school group, and for the middle school group. These are quite instructive. They reveal that **under this Plan, 77% of all elementary school students will be eligible to enroll at a school that is within safe-path walking distance of their transportation addresses. The same is true for 74% of middle school students.**

Each school has a Proximate Zone boundary. **Grade-eligible students whose transportation address lies within this boundary are entitled to enroll at that school.** Eleven elementary schools draw their entire enrollment from their proximate zone; every student will be eligible to walk to those schools.

Five elementary schools (besides Zanetti) are city-wide magnet schools. As such, selected students from across the entire city will be enrolled at those five schools. This results in the creation of a Ridership Area for each of those schools. These ridership areas encompass the entire city, minus the respective schools' Proximate zones. For each school, this Ridership Area is expressed as a "<SchoolCode>Mag" area. For example, Johnson Elementary School has a *city-wide* magnet Ridership Area (*JSN Mag*) that could yield a total of 212 students (4 busloads).

The remaining fourteen elementary schools have smaller Ridership Areas. In some instances, these RAs are contiguous with their school's Proximate Zone. In other cases, one or more "satellite" areas have been created. These satellites may consist of one or more RAs. **It is important to note that these RA zones work just like the schools' Proximate zones: grade-eligible students whose transportation address lies within an RA boundary are *entitled* to enroll at that RA's school.**

The Forest Park Middle School is essentially an all-walker school. One geographically large RA has been assigned to FPK. But that area is expected to yield only six middle school students in the 2005-2006 academic year. Some or all of those six students could wind up attending a magnet program at another of the city's middle schools.

None of these statistics take into account the city's STraN population. Students with special transportation needs will continue to be transported to their school, with consequent effects upon each school's ridership statistics.

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TABLE: School enrollment data

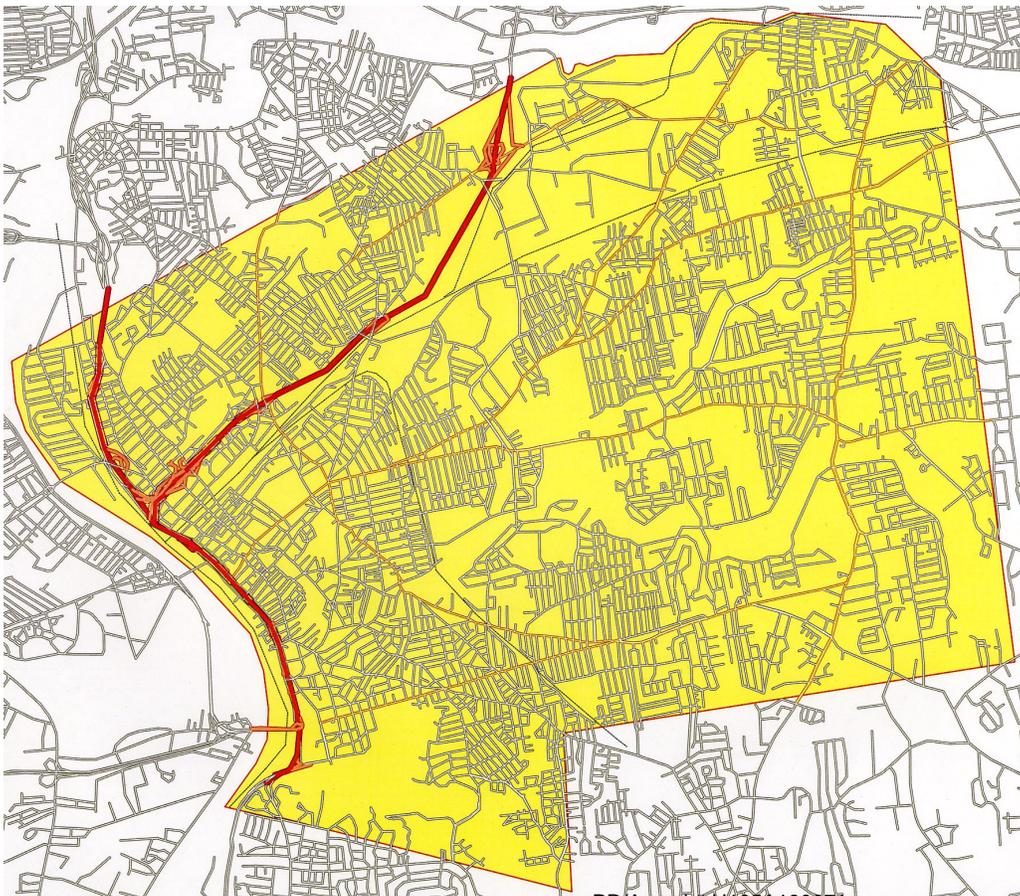
City of Springfield, MA; Student Transportation Group
School zone boundary creation plan; progress update for school Committee
Prepared by Tom Yarsley; Guru Design, LLC
and Dan Warwick; Assistant Superintendent

Revision A
Page 26

City of Springfield, MA; Student Transportation Group
School zone boundary creation plan; progress update for school Committee
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and Dan Warwick; Assistant Superintendent

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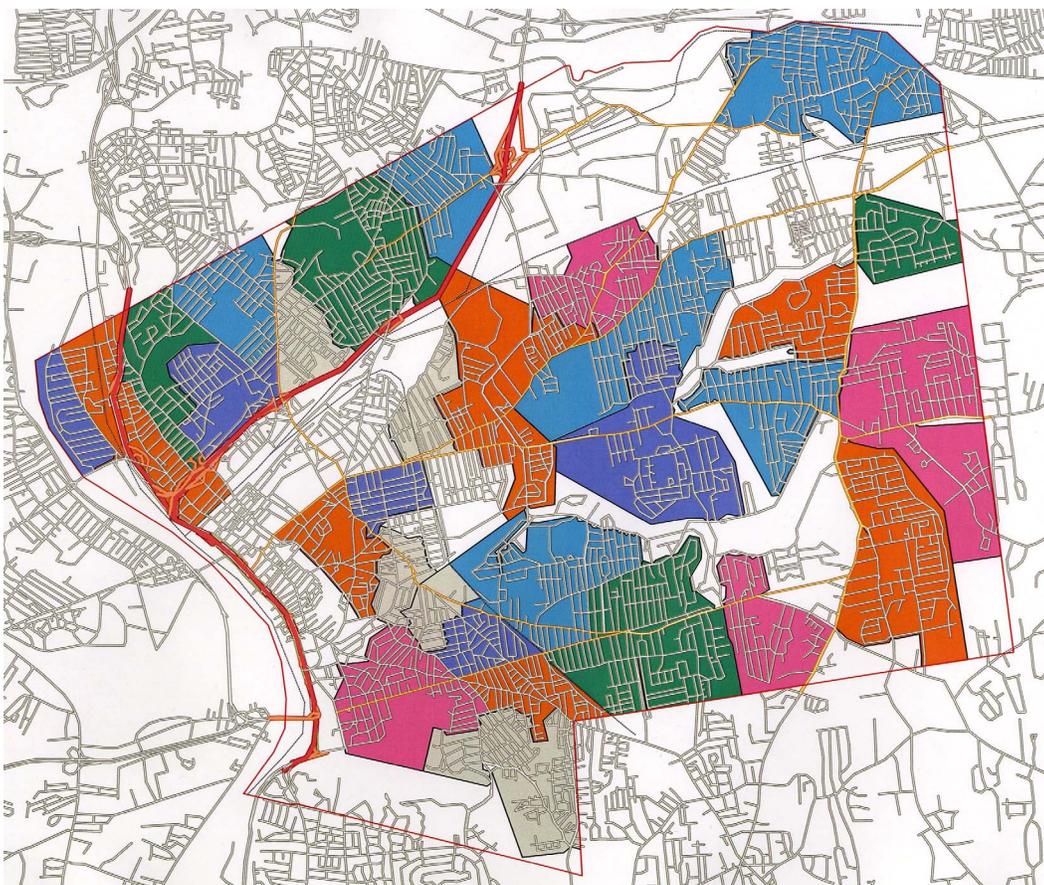
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MAP: The city

The Boundary Schools Plan began with a "clean" map of the city of Springfield. None of the existing school zoning constraints were incorporated into the requirements for the new Plan.

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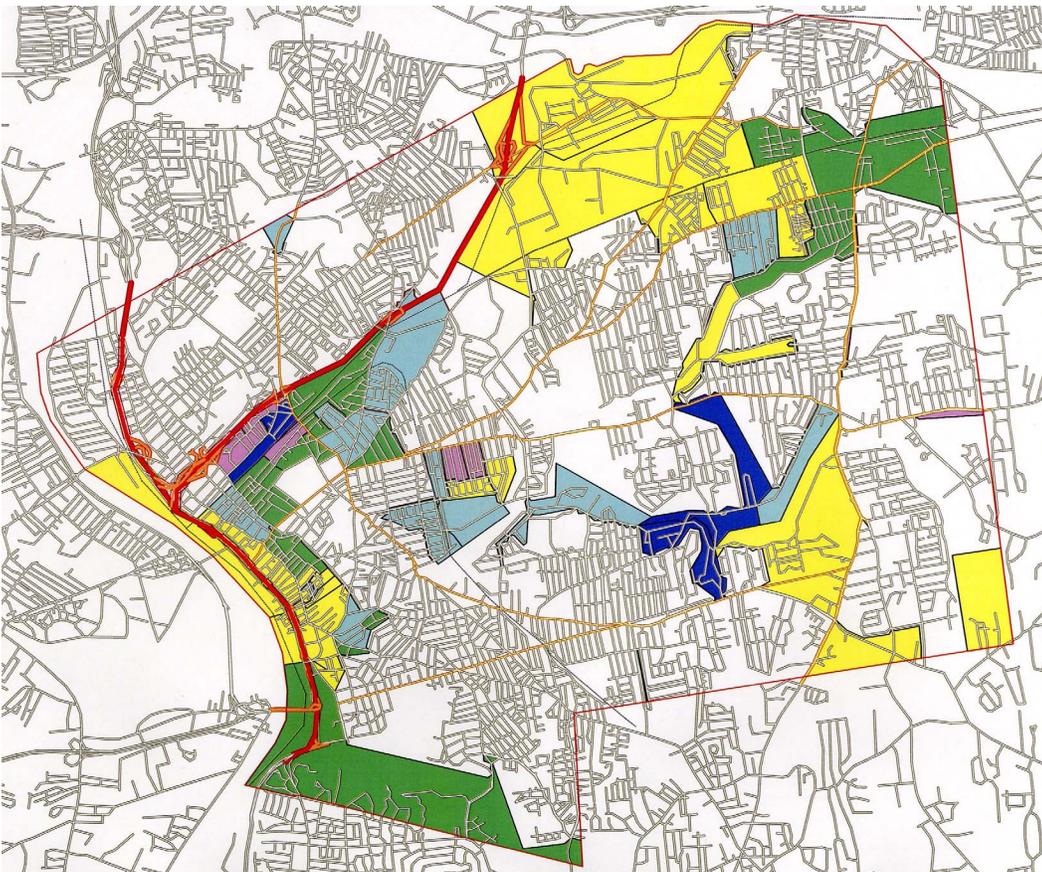
MAP: Proximate Zones, elementary schools

Proximate zones were designed for each of the 30 Plan-participating elementary schools. The zone boundaries considered:

- Safe-path walking distances from Transportation Addresses to the school – a 1-1/2 mile limit applies for K-5 and K-8 schools
- School enrollment capacity limitations – each school must be capable of seating every grade-applicable student who resides within its boundaries
- Ethnic balance profiles of the bounded populations – in some cases, the boundaries were contracted, to limit the enrollments of nearby students, whose ethnic mix did not meet diversity target enrollment percentages
- Pedestrian hazards – boundary lines were drawn so as to limit the number of instances in which students would have to cross certain high-traffic streets
- Maintenance of existing neighborhoods – boundary lines were drawn such that they included entire street segments, with breaks occurring at intersections, rather than at arbitrary house numbers

The areas that remain (shown in white, inside the red District boundary) became the basis for the creation of "Ridership Areas," as detailed on page 35.

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MAP: Ridership Areas, elementary schools

After accounting for the 30 Proximate zones (see page 33), the remaining land area was divided into "Ridership Areas," each of which is home to approximately 56 students.

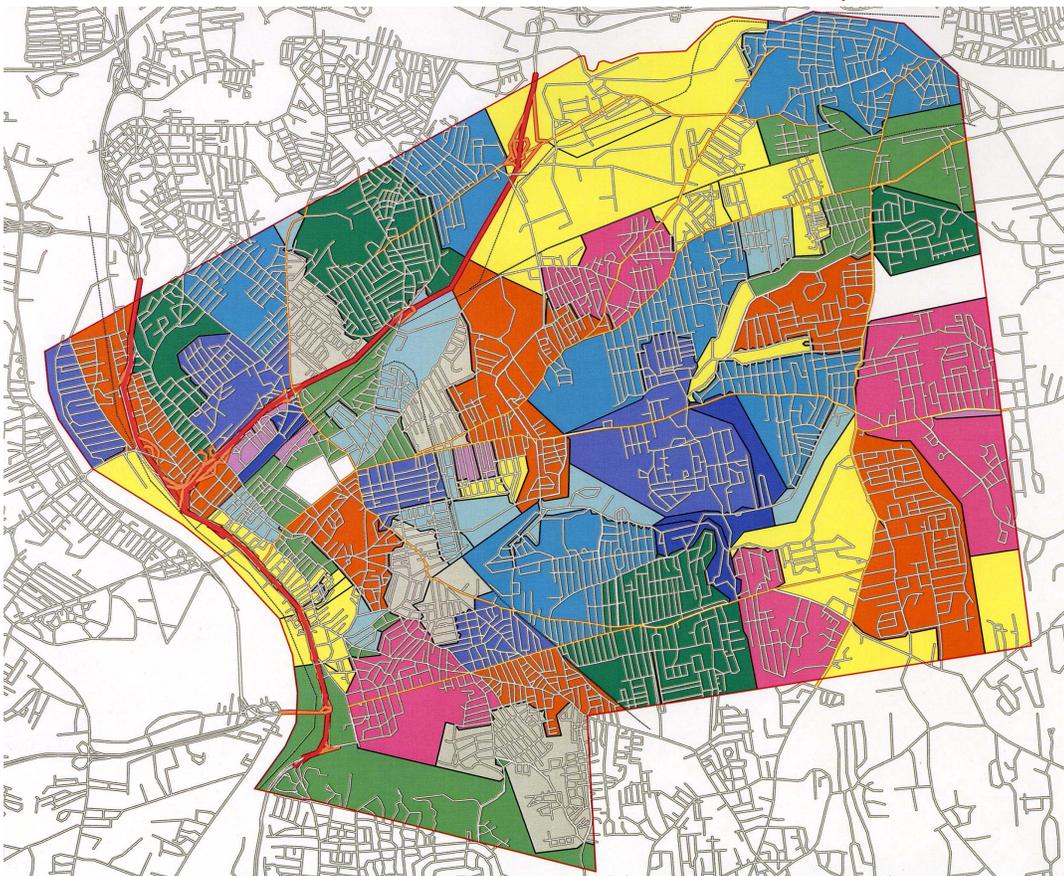
The ethnic profiles of these 62 elementary school ridership areas (REs) were catalogued, and then matched to the enrollment needs of the schools whose capacities could not be filled entirely by students who live in those schools' proximate zones.

Whenever possible, contiguous REs were assigned to the same school, thus avoiding "buckshot zoning" assignments.

Each school's enrollment is characterized on a separate sheet in this report. Each sheet includes a map of the proximate zone and of any adjacent and/or satellite REs that are associated with that school. Additionally, a chart details the student body makeup, by ethnicity, for each proximate zone (walkers) and for each associated ridership area (by RE number).

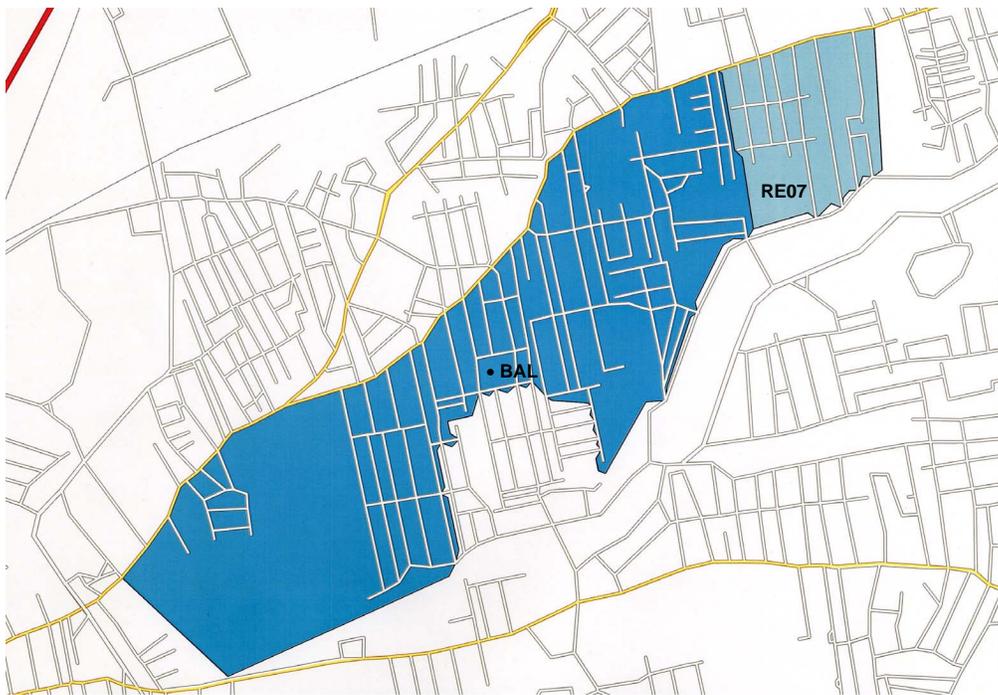
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MAP: Composite – Proximate Zones and Ridership Areas, elementary schools

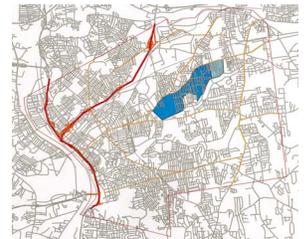


This composite map shows the 30 proximate zones and the 62 ridership areas that comprise the Boundary Schools Plan for grades K-5 and for the Brookings K-8 school.

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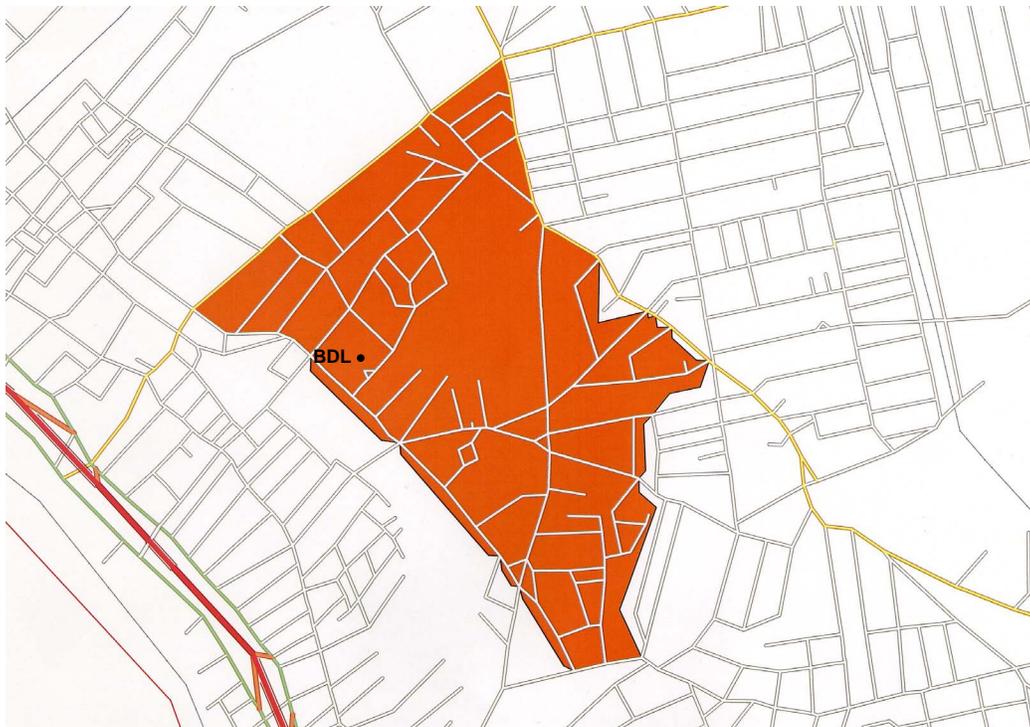


MAP: Balliet Elementary School

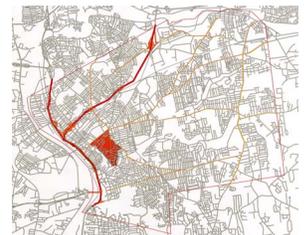


School Enrollment Data								Ethnic Enrollment Data											
School Name	Trans Code	Grades served	Asserted Capacity	Count categories	% of Enrollment	Zones	Load Factor	PanEthnic Count	Hispanic			Black			White				
									Count	%	Variance	Count	%	Variance	Count	%	Variance		
Balliet	BAL	0-05	310	Walkers	81.0%	BAL Prox		255	102	40.0%	12.7%	90	35.3%	8.5%	63	24.7%	4.2%		
				Riders	19.0%	RE07		60	29	48.3%	4.4%	18	30.0%	3.2%	13	21.7%	1.1%		
				Enrollment	New zoning			101.6%		315	131	41.6%	11.1%	108	34.3%	7.5%	76	24.1%	3.6%
					Existing			78.1%		242	95	39.3%	12.8%	88	36.4%	9.1%	59	24.4%	3.7%

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MAP: Milton Bradley Elementary School

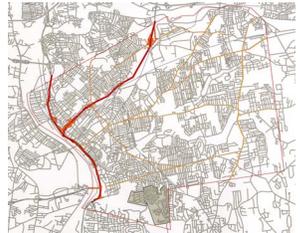


School Enrollment Data								Ethnic Enrollment Data										
School Name	Trans Code	Grades served	Asserted Capacity	Count categories	% of Enrollment	Zones	Load Factor	PanEthnic Count	Hispanic			Black			White			
									Count	%	Variance	Count	%	Variance	Count	%	Variance	
Milton Bradley	BDL	0-05	615	Walkers	100.0%	BDL Prox		582	393	67.5%	14.8%	152	26.1%	0.7%	37	6.4%	14.2%	
				Riders	0.0%	None		0	0		0		0		0			
				New zoning			94.6%		582	393	67.5%	14.8%	152	26.1%	0.7%	37	6.4%	14.2%
				Existing			100.7%		619	366	59.1%	7.1%	188	30.4%	3.1%	65	10.5%	10.2%

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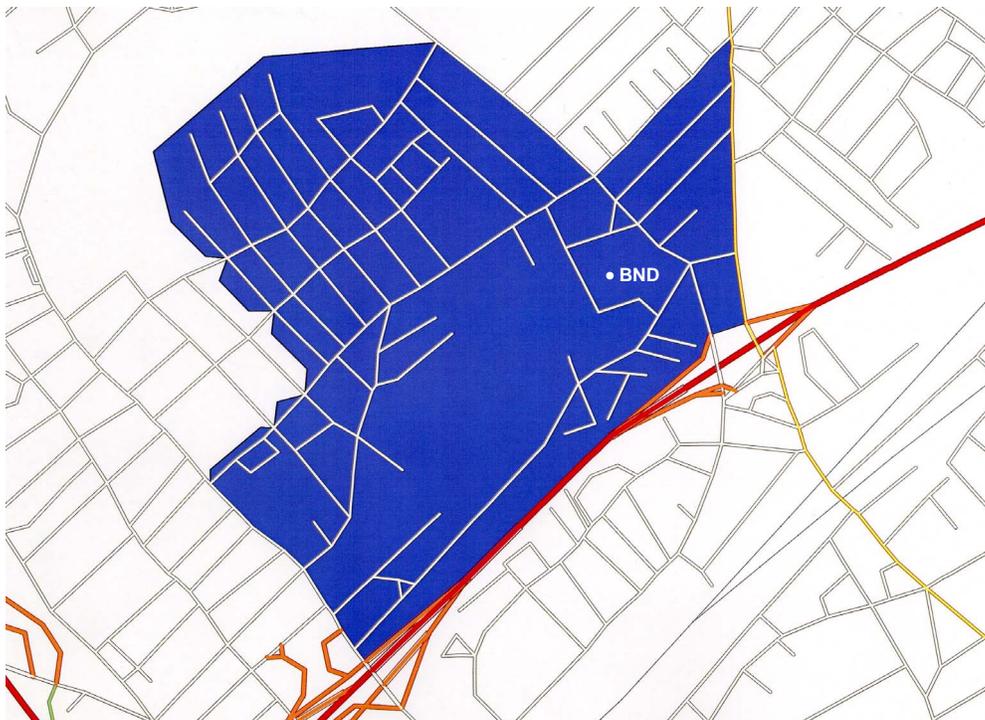


MAP: Beal Elementary School

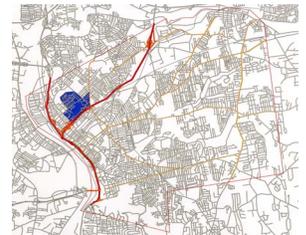


School Enrollment Data								Ethnic Enrollment Data									
School Name	Trans Code	Grades served	Asserted Capacity	Count categories	% of Enrollment	Zones	Load Factor	PanEthnic Count	Hispanic			Black			White		
									Count	%	Variance	Count	%	Variance	Count	%	Variance
Beal	BEA	0-05	310	Walkers	71.9%	BEA Prox	-	223	56	25.1%	27.6%	32	14.3%	12.4%	135	60.5%	40.0%
				Riders	28.1%	BEA Mag		87	70	17	0						
				Enrollment	New zoning	100.0%		310	126	40.6%	12.0%	49	15.8%	11.0%	135	43.5%	23.0%
				Existing	97.4%		302	103	34.1%	18.0%	89	29.5%	2.2%	110	36.4%	15.8%	

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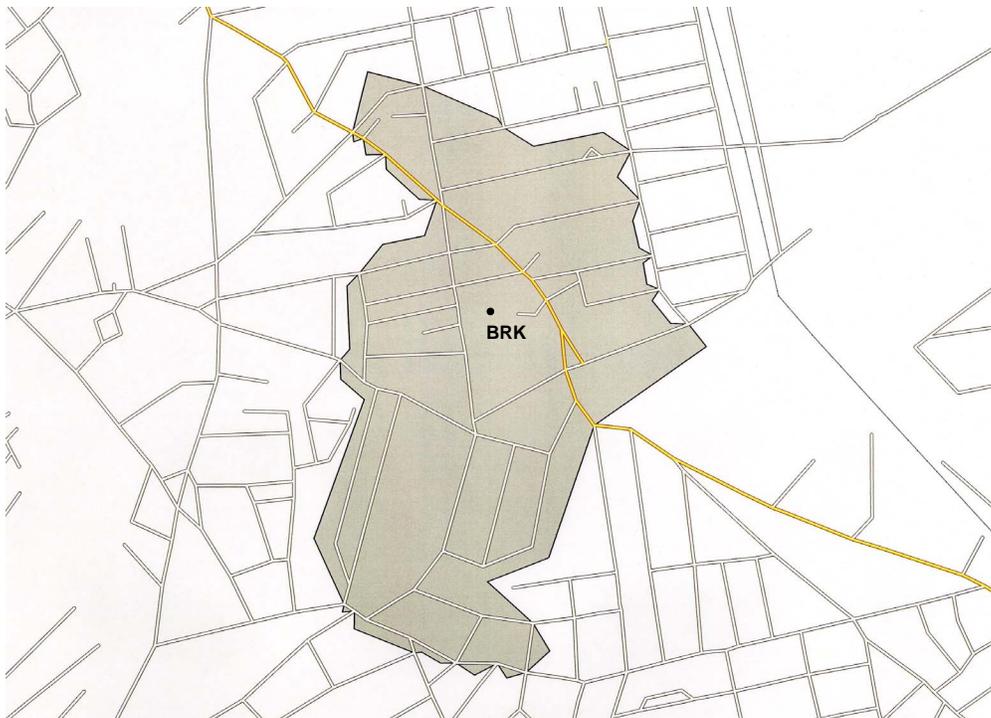


MAP: Boland Elementary School

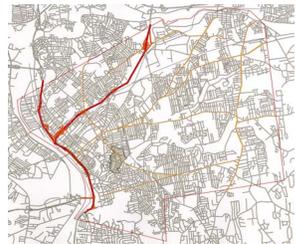


School Enrollment Data									Ethnic Enrollment Data									
School Name	Trans Code	Grades served	Asserted Capacity	Count categories	% of Enrollment	Zones	Load Factor	PanEthnic Count	Hispanic			Black			White			
									Count	%	Variance	Count	%	Variance	Count	%	Variance	
Boland	BND	0-05	450	Walkers	100.0%	BND Prox		420	328	78.1%	25.4%	58	13.8%	13.0%	34	8.1%	12.4%	
				Riders	0.0%	None		0	0		0		0		0		0	
				Enrollment	New zoning		93.3%		420	328	78.1%	25.4%	58	13.8%	13.0%	34	8.1%	12.4%
				Existing	103.1%		464	281	60.6%	8.5%	106	22.8%	4.4%	77	16.6%	4.1%		

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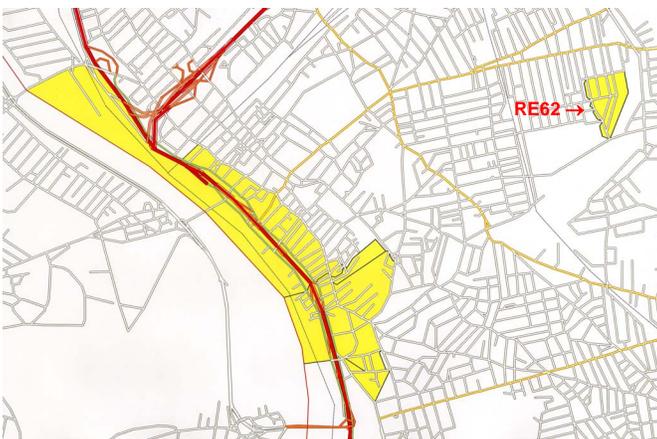
MAP: Brookings Elementary/Middle School



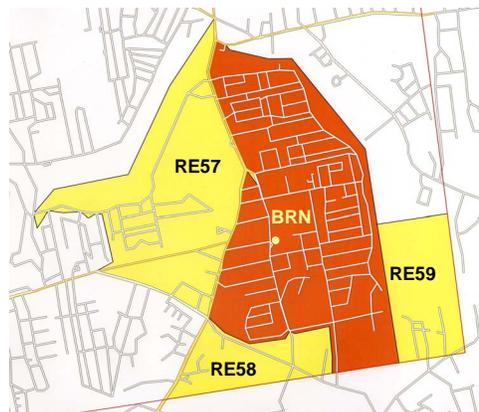
School Enrollment Data								Ethnic Enrollment Data									
School Name	Trans Code	Grades served	Asserted Capacity	Count categories	% of Enrollment	Zones	Load Factor	PanEthnic Count	Hispanic			Black			White		
									Count	%	Variance	Count	%	Variance	Count	%	Variance
Brookings	BRK	0-08	535	Walkers	76.0%	BRK Prox		406	271	66.7%	14.1%	111	27.3%	0.6%	24	5.9%	14.6%
				Riders	24.0%	BRK Mag		129	10		31		87				
				Enrollment													
				New zoning			99.8%	534	281	52.6%	0.1%	142	26.6%	0.2%	111	20.8%	0.3%
				Existing			96.6%	517	295	57.1%	5.0%	169	32.7%	5.4%	53	10.3%	10.4%

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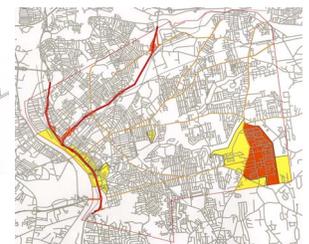
MAP: Brunton Elementary School



View showing west side and Mason Square satellites



View showing Proximate zone and RE 57, RE 58, & RE 59

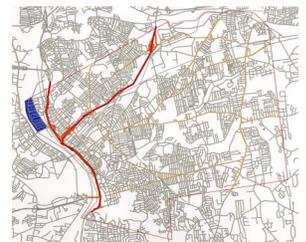


School Enrollment Data								Ethnic Enrollment Data													
School Name	Trans Code	Grades served	Asserted Capacity	Count categories	% of Enrollment	Zones	Load Factor	PanEthnic Count	Hispanic			Black			White						
									Count	%	Variance	Count	%	Variance	Count	%	Variance				
Brunton	BRN	0-05	595	Walkers	19.9%	BRN Prox		117													
					Riders	7.5%	RE11		44												
					10.4%	RE62		61													
					9.5%	RE40		56													
					10.4%	RE41		61													
					9.7%	RE42		57													
					9.5%	RE43		56													
					8.3%	RE48		49													
					7.5%	RE49		44													
					4.3%	RE57		25													
					1.4%	RE58		8													
					0.5%	RE59		3													
					1.2%	RE60		7													
									Enrollment	New zoning		98.8%	588								
					Existing		84.0%	500													

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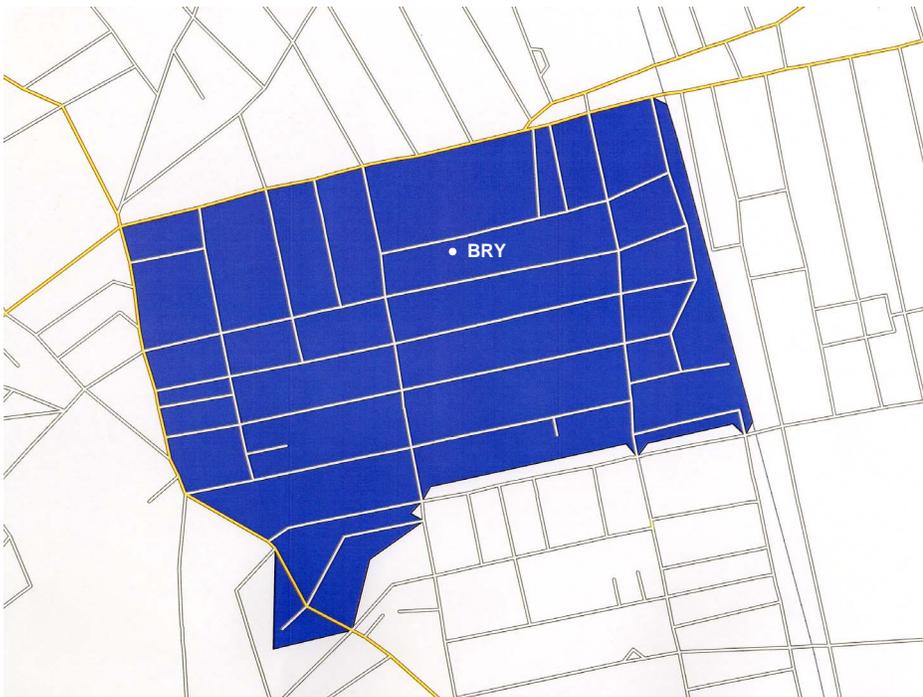
MAP: Brightwood Elementary School



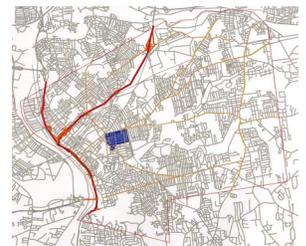
School Enrollment Data									Ethnic Enrollment Data											
School Name	Trans Code	Grades served	Asserted Capacity	Count categories	% of Enrollment	Zones	Load Factor	PanEthnic Count	Hispanic			Black			White					
									Count	%	Variance	Count	%	Variance	Count	%	Variance			
Brightwood	BRT	0-05	460	Walkers	100.0%	BRT Prox		434												
				Riders	0.0%	None		0												
				Enrollment	New zoning	94.3%		434												
				Enrollment	Existing	77.2%		355												

PR/Award # U165A130071

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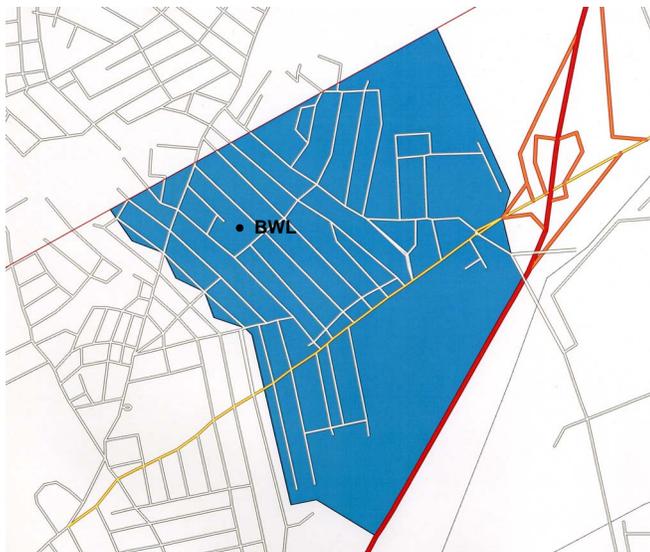


MAP: DeBerry Elementary School

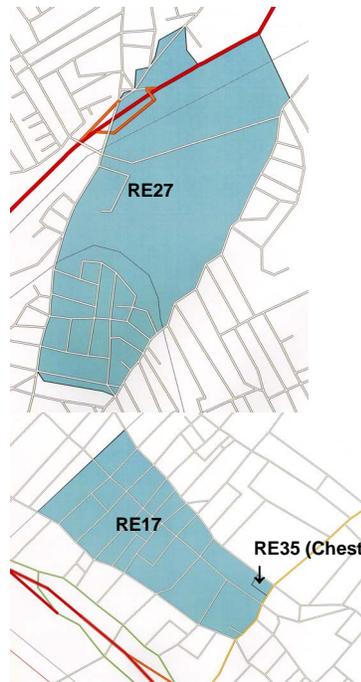


School Enrollment Data										Ethnic Enrollment Data								
School Name	Trans Code	Grades served	Asserted Capacity	Count categories	% of Enrollment	Zones	Load Factor	PanEthnic Count	Hispanic			Black			White			
									Count	%	Variance	Count	%	Variance	Count	%	Variance	
DeBerry	BRY	0-05	310	Walkers	100.0%	BRY Prox		300	187	62.3%	9.6%	99	33.0%	6.2%	14	4.7%	15.9%	
				Riders	0.0%	None		0	0		0			0				
				Enrollment	New zoning		96.8%		300	187	62.3%	9.6%	99	33.0%	6.2%	14	4.7%	15.9%
				Existing		86.8%		263	164	61.0%	8.9%	96	35.7%	8.4%	9	3.3%	17.3%	

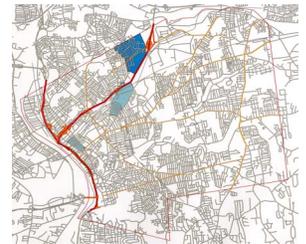
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BWL Proximate zone

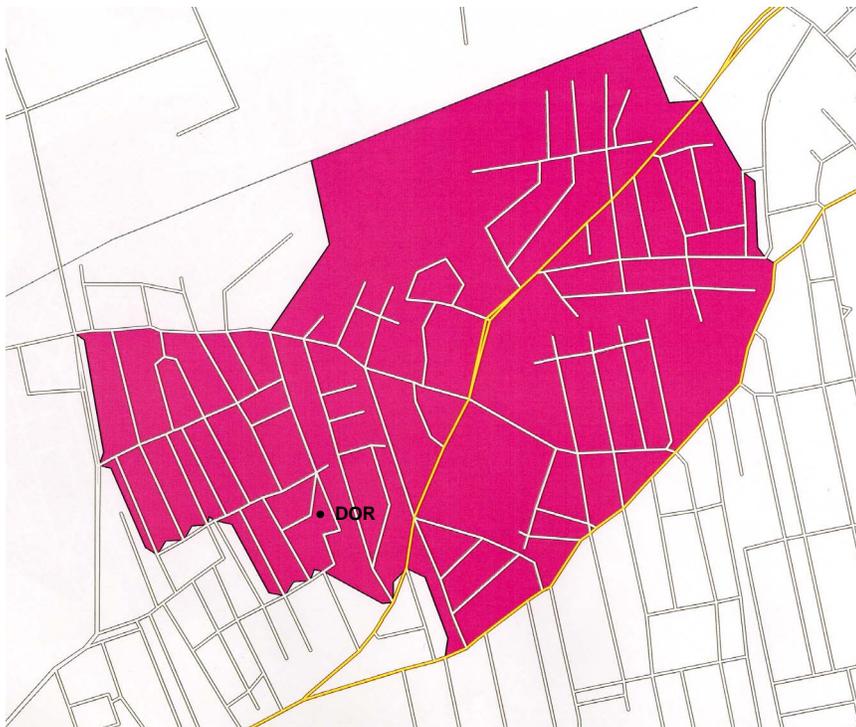


MAP: Bowles Elementary School

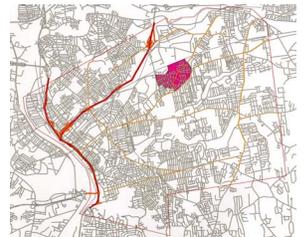


School Enrollment Data								Ethnic Enrollment Data											
School Name	Trans Code	Grades served	Asserted Capacity	Count categories	% of Enrollment	Zones	Load Factor	PanEthnic Count	Hispanic			Black			White				
									Count	%	Variance	Count	%	Variance	Count	%	Variance		
Bowles	BWL	0-05	383	Walkers	51.1%	BWL Prox		189											
				Riders	18.4%	RE17		68											
					13.0%	RE27		48											
					17.6%	RE35		65											
				Enrollment															
				New zoning			96.6%	370											
				Existing			95.3%	365											

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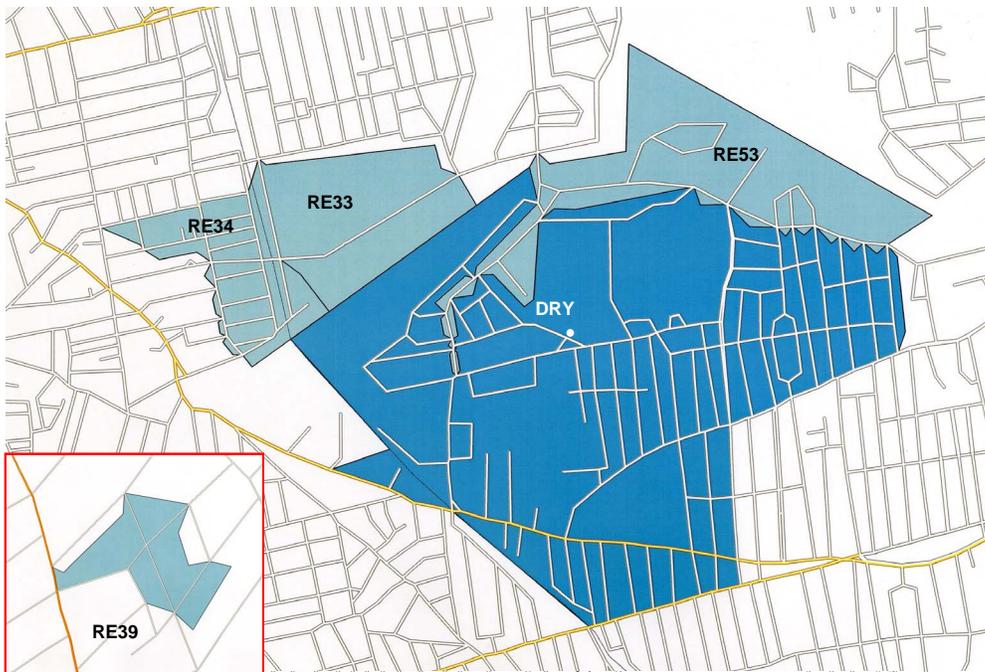


MAP: Dorman Elementary School

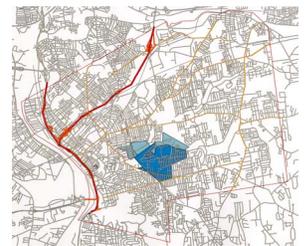


School Enrollment Data									Ethnic Enrollment Data											
School Name	Trans Code	Grades served	Asserted Capacity	Count categories	% of Enrollment	Zones	Load Factor	PanEthnic Count	Hispanic			Black			White					
									Count	%	Variance	Count	%	Variance	Count	%	Variance			
Dorman	DOR	0-05	310	Walkers	100.0%	DOR Prox		294												
				Riders	0.0%	None		0												
				New zoning			94.8%		294											
				Existing			88.1%		273											

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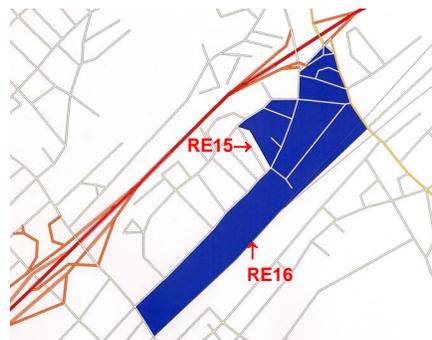
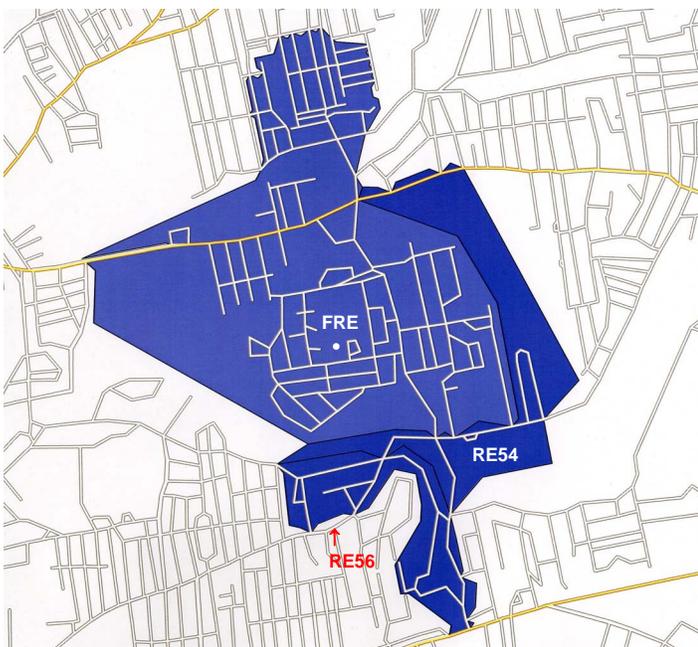
MAP: Dryden Elementary School



School Enrollment Data								Ethnic Enrollment Data										
School Name	Trans Code	Grades served	Asserted Capacity	Count categories	% of Enrollment	Zones	Load Factor	PanEthnic Count	Hispanic			Black			White			
									Count	%	Variance	Count	%	Variance	Count	%	Variance	
Dryden	DRY	0-05	310	Walkers	44.7%	DRY Prox		[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
				Riders	16.8%	RE33												
					15.8%	RE34												
					19.1%	RE39												
					3.6%	RE53												
				Enrollment	New zoning		98.1%											
	Existing		88.1%															

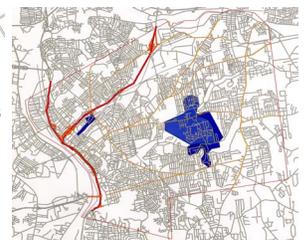
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MAP: Freedman Elementary School



↑ Above: Showing satellite zone comprised of RE15 & RE16

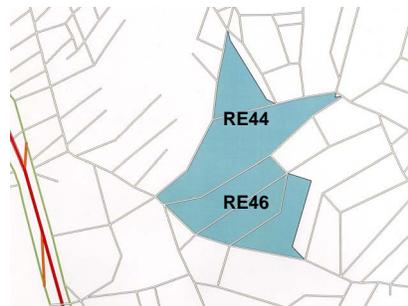
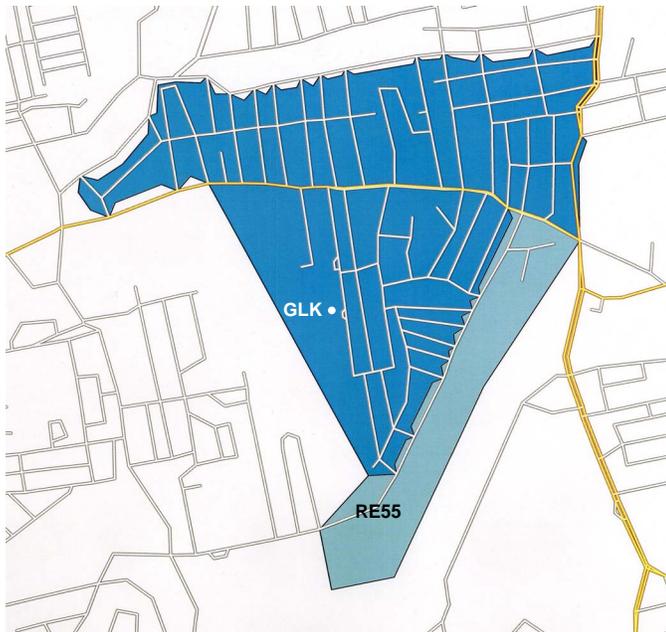
← At left: Showing FRE Proximate zone and adjacent ridership areas RE54 & RE56



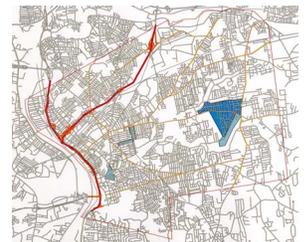
School Enrollment Data								Ethnic Enrollment Data										
School Name	Trans Code	Grades served	Asserted Capacity	Count categories	% of Enrollment	Zones	Load Factor	PanEthnic Count	Hispanic			Black			White			
									Count	%	Variance	Count	%	Variance	Count	%	Variance	
Freedman	FRE	0-05	310	Walkers Riders	63.4%	FRE Prox		[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
					20.7%	RE15												
					11.7%	RE16												
					0.3%	RE54												
					3.8%	RE56												
				Enrollment	New zoning	93.5%												
	Existing	77.4%																

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MAP: Glickman Elementary School

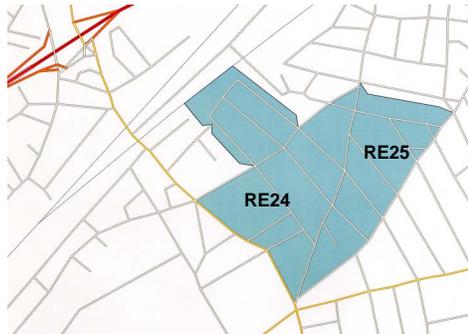
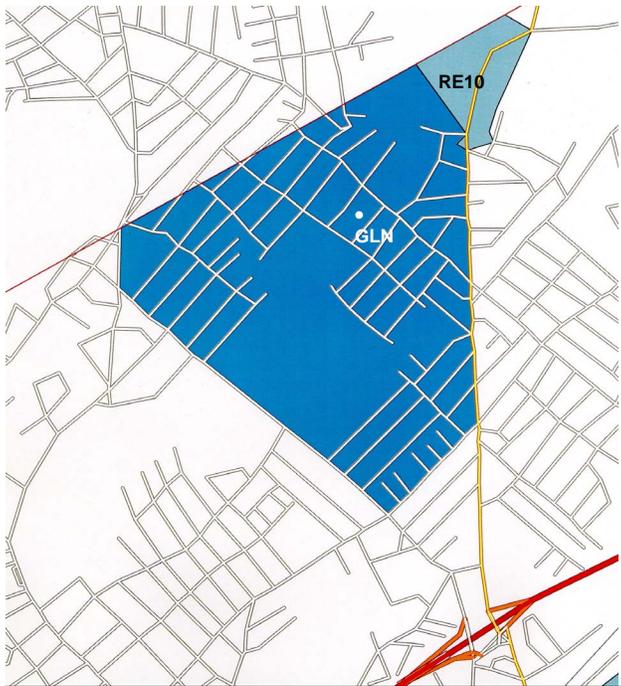


Top center: showing GLK satellite 1 RE 28 & RE32 in Mason Square

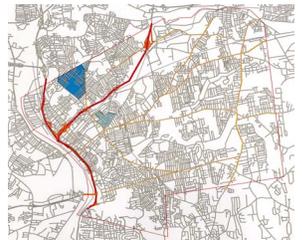
Bottom center: showing GLK satellite 2 RE44 & RE46 in the South End

School Enrollment Data										Ethnic Enrollment Data												
School Name	Trans Code	Grades served	Asserted Capacity	Count categories	% of Enrollment	Zones	Load Factor	PanEthnic Count		Hispanic			Black			White						
										Count	%	Variance	Count	%	Variance	Count	%	Variance				
Glickman	GLK	0-05	310	Walkers	26.6%	GLK Prox		75														
				Riders	19.9%	RE28		56														
					17.4%	RE32		49														
					13.5%	RE44		38														
					20.6%	RE46		58														
					2.1%	RE55		6														
				Enrollment																		
				New zoning				91.0%														
				Existing				87.1%														

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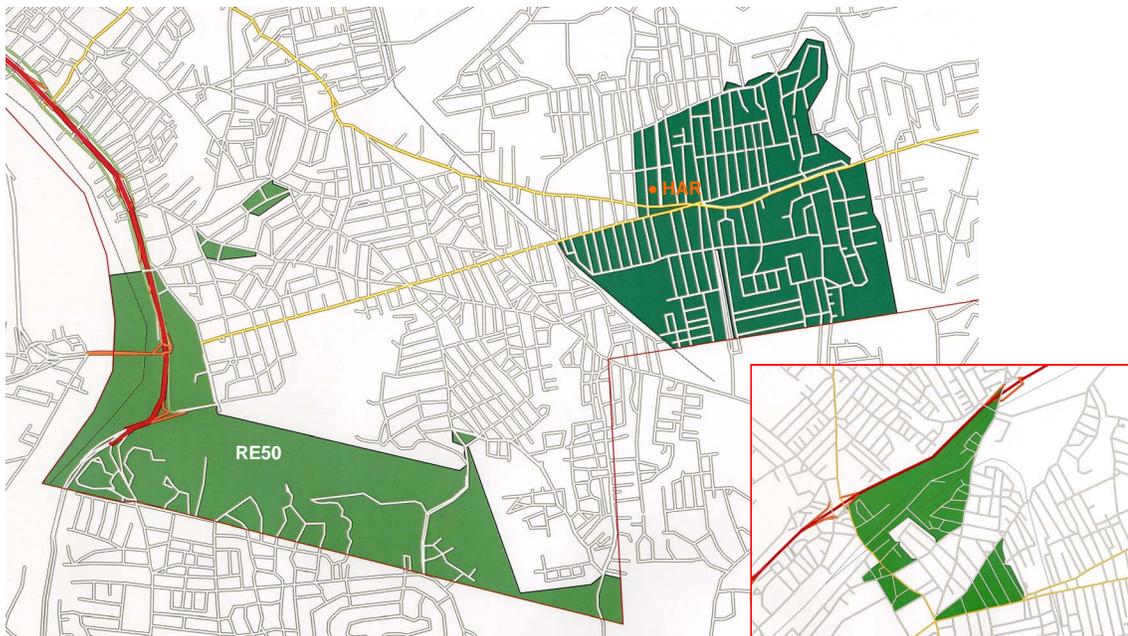


MAP: Glenwood Elementary School

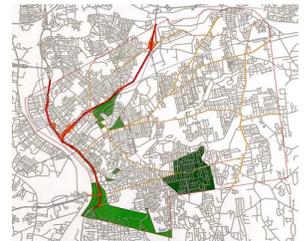


School Enrollment Data									Ethnic Enrollment Data											
School Name	Trans Code	Grades served	Asserted Capacity	Count categories	% of Enrollment	Zones	Load Factor	PanEthnic Count	Hispanic			Black			White					
									Count	%	Variance	Count	%	Variance	Count	%	Variance			
Glenwood	GLN	0-05	370	Walkers	68.5%	GLN Prox		243												
				Riders	1.1%	RE10		4												
					18.6%	RE24		66												
					11.8%	RE25		42												
				Enrollment	New zoning	95.9%	355													
	Existing	98.1%	363																	

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MAP: Harris Elementary School

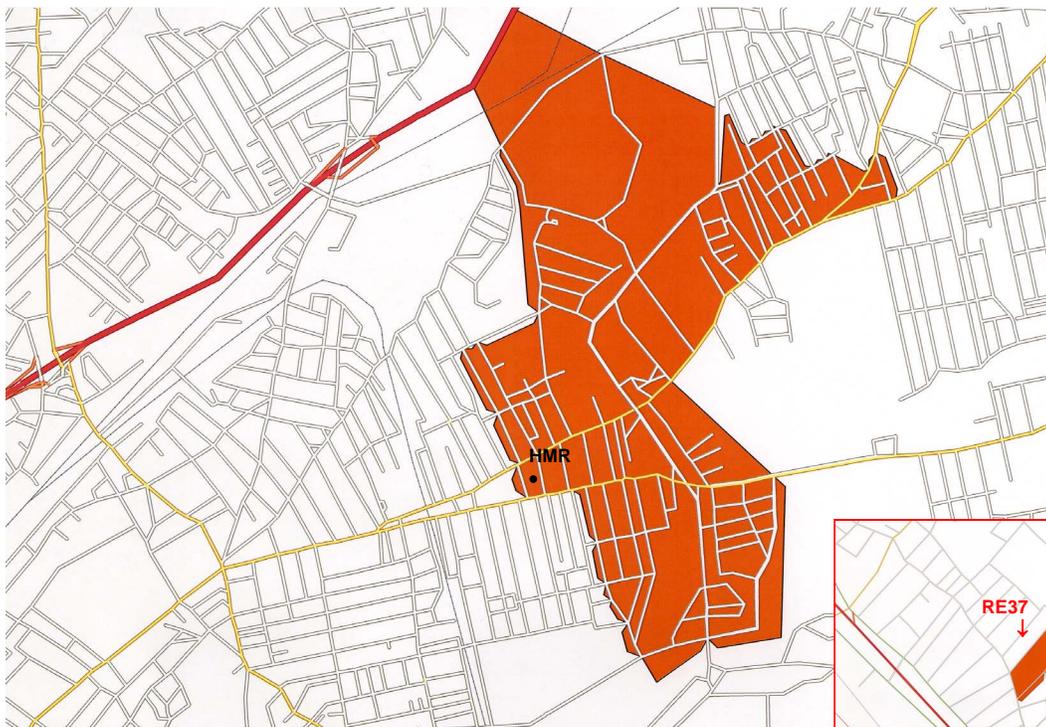


← Inset: showing satellites, Mason Square and north

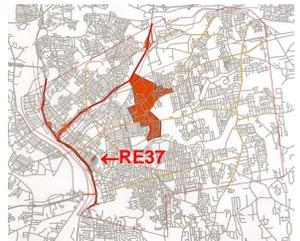
Larger view of Harris Proximate zone on reverse side of this sheet

School Enrollment Data									Ethnic Enrollment Data										
School Name	Trans Code	Grades served	Asserted Capacity	Count categories	% of Enrollment	Zones	Load Factor	PanEthnic Count	Hispanic			Black			White				
									Count	%	Variance	Count	%	Variance	Count	%	Variance		
Harris	HAR	0-05	590	Walkers	41.4%	HAR Prox	-	259	-	-	-	-	-	-	-	-	-	-	
					Riders	10.4%		RE22											65
						10.6%		RE23											66
						12.0%		RE26											75
						9.6%		RE45											60
						9.4%		RE47											59
						6.6%		RE50											41
				Enrollment	New zoning	105.9%	625												
				Existing	98.8%	583													



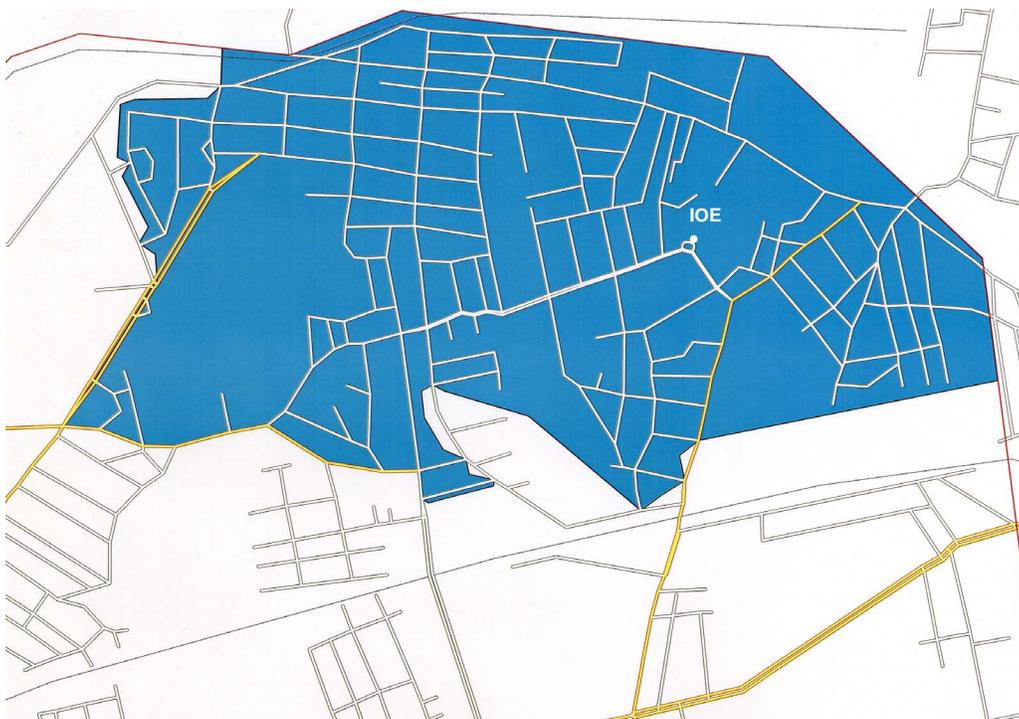


MAP: Homer Elementary School

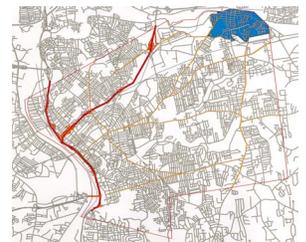


School Enrollment Data									Ethnic Enrollment Data		
School Name	Trans Code	Grades served	Asserted Capacity	Count categories	% of Enrollment	Zones	Load Factor	PanEthnic Count	Hispanic	Black	White
Homer	HMR	0-05	440	Walkers	88.3%	HMR Prox		392			
				Riders	11.7%	RE37		52			
				New zoning Enrollment			100.9%		444		
				Existing Enrollment			96.1%		423		

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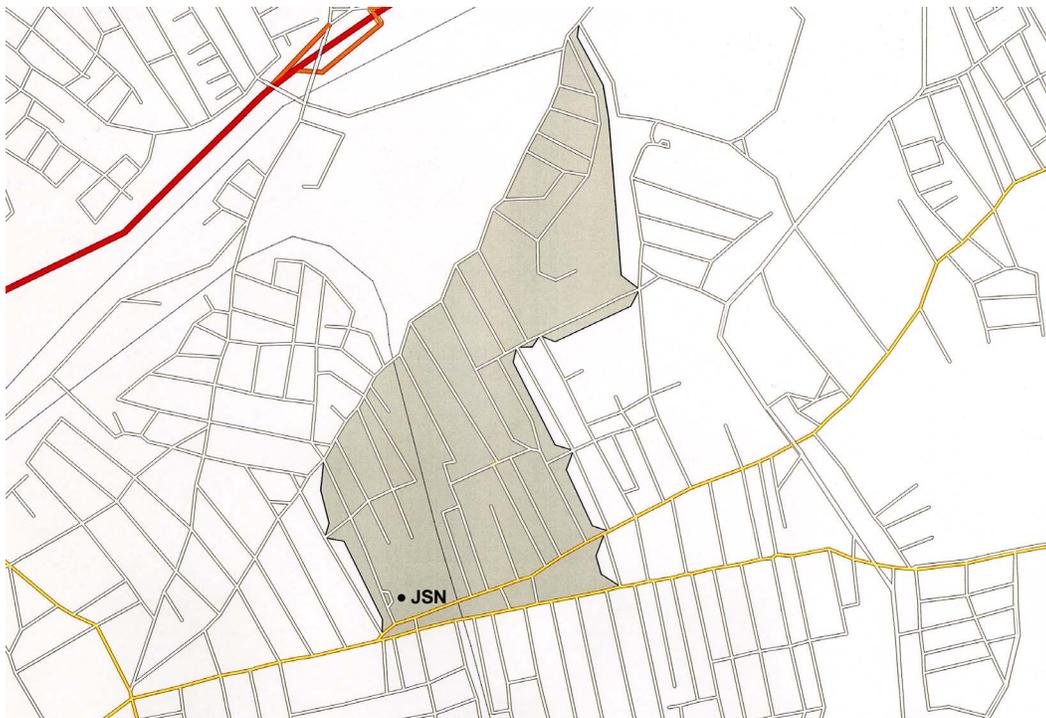


MAP: Indian Orchard Elementary School

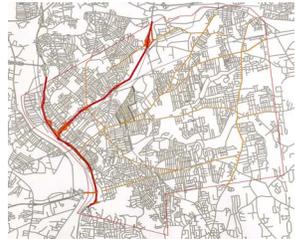


School Enrollment Data									Ethnic Enrollment Data											
School Name	Trans Code	Grades served	Asserted Capacity	Count categories	% of Enrollment	Zones	Load Factor	PanEthnic Count	Hispanic			Black			White					
									Count	%	Variance	Count	%	Variance	Count	%	Variance			
Indian Orchard	IOE	0-05	570	Walkers	100.0%	OE Prox		569												
				Riders	0.0%	None		0												
				New zoning			99.8%		569											
				Existing			94.6%		539											

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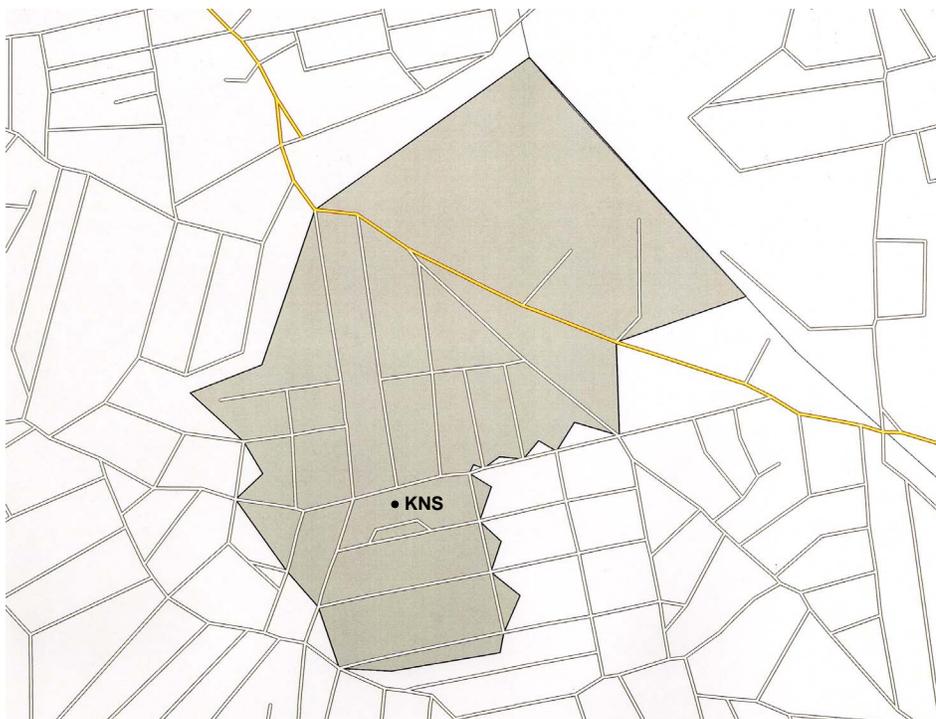


MAP: Johnson Elementary School

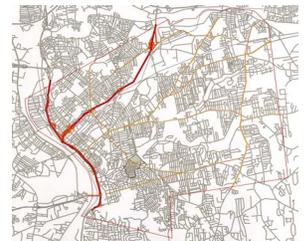


School Enrollment Data								Ethnic Enrollment Data											
School Name	Trans Code	Grades served	Asserted Capacity	Count categories	% of Enrollment	Zones	Load Factor	PanEthnic Count	Hispanic			Black			White				
									Count	%	Variance	Count	%	Variance	Count	%	Variance		
Johnson	JSN	0-05	690	Walkers	69.3%	JSN Prox		478											
				Riders	30.7%	JSN Mag		212											
				Enrollment	New zoning		100.0%		690										
				Existing				654											

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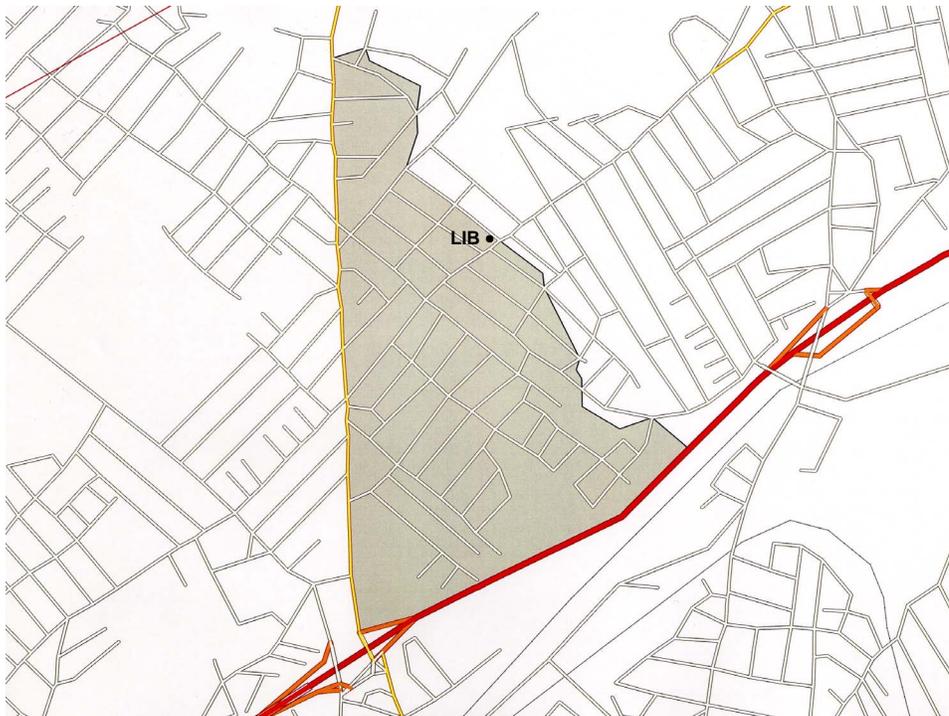


MAP: Kensington Elementary School

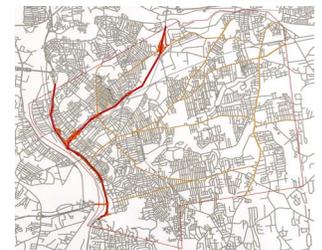


School Enrollment Data									Ethnic Enrollment Data											
School Name	Trans Code	Grades served	Asserted Capacity	Count categories	% of Enrollment	Zones	Load Factor	PanEthnic Count	Hispanic			Black			White					
									Count	%	Variance	Count	%	Variance	Count	%	Variance			
Kensington	KNS	0-05	385	Walkers	69.4%	KNS Prox		267												
				Riders	30.6%	KNS Mag		118												
				New zoning			100.0%	385												
				Existing			101.3%	390												

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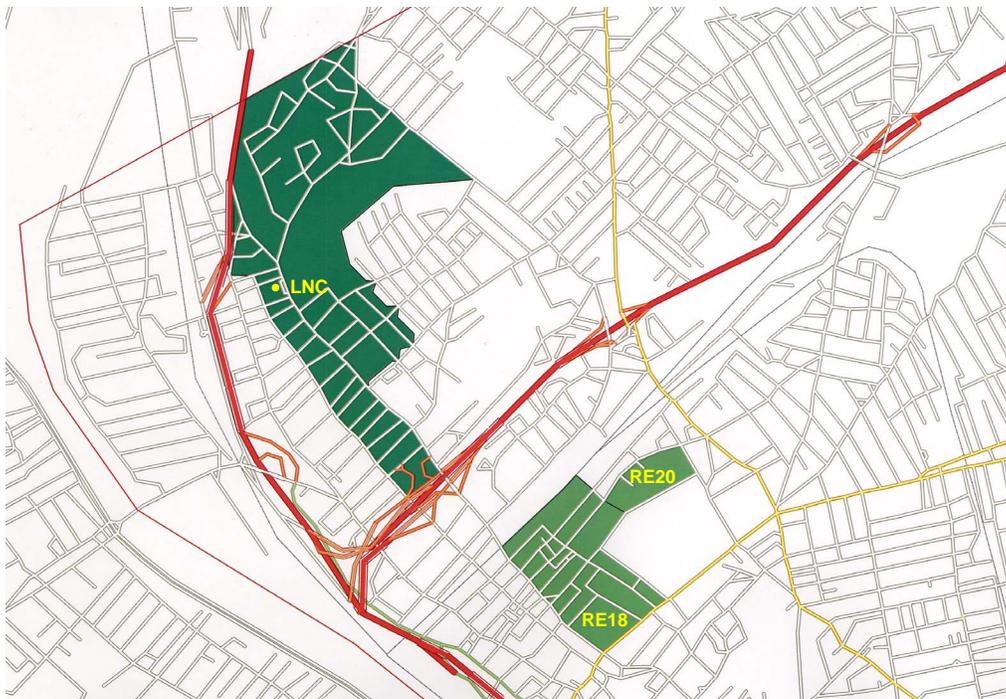


MAP: Liberty Elementary School

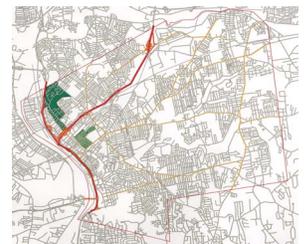


School Enrollment Data									Ethnic Enrollment Data											
School Name	Trans Code	Grades served	Asserted Capacity	Count categories	% of Enrollment	Zones	Load Factor	PanEthnic Count	Hispanic			Black			White					
									Count	%	Variance	Count	%	Variance	Count	%	Variance			
Liberty	LIB	0-05	310	Walkers	71.3%	LIB Prox		221												
				Riders	28.7%	LIB Mag		89												
				New zoning			100.0%	310												
				Existing			92.6%	287												

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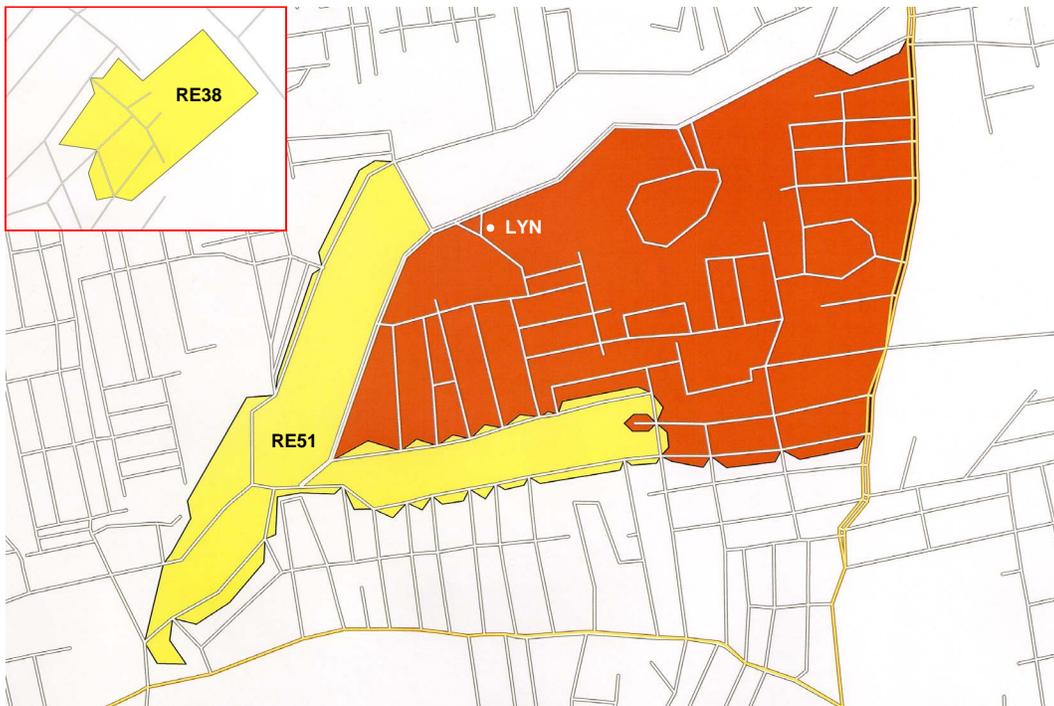


MAP: Lincoln Elementary School

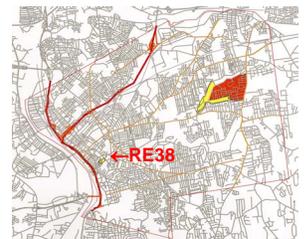


School Enrollment Data									Ethnic Enrollment Data										
School Name	Trans Code	Grades served	Asserted Capacity	Count categories	% of Enrollment	Zones	Load Factor	PanEthnic Count	Hispanic			Black			White				
									Count	%	Variance	Count	%	Variance	Count	%	Variance		
Lincoln	LNC	0-05	465	Walkers	66.4%	LNC Prox		295											
				Riders	16.4%	RE18		73											
					17.1%	RE20		76											
				Enrollment				95.5%		444									
				Existing				411											

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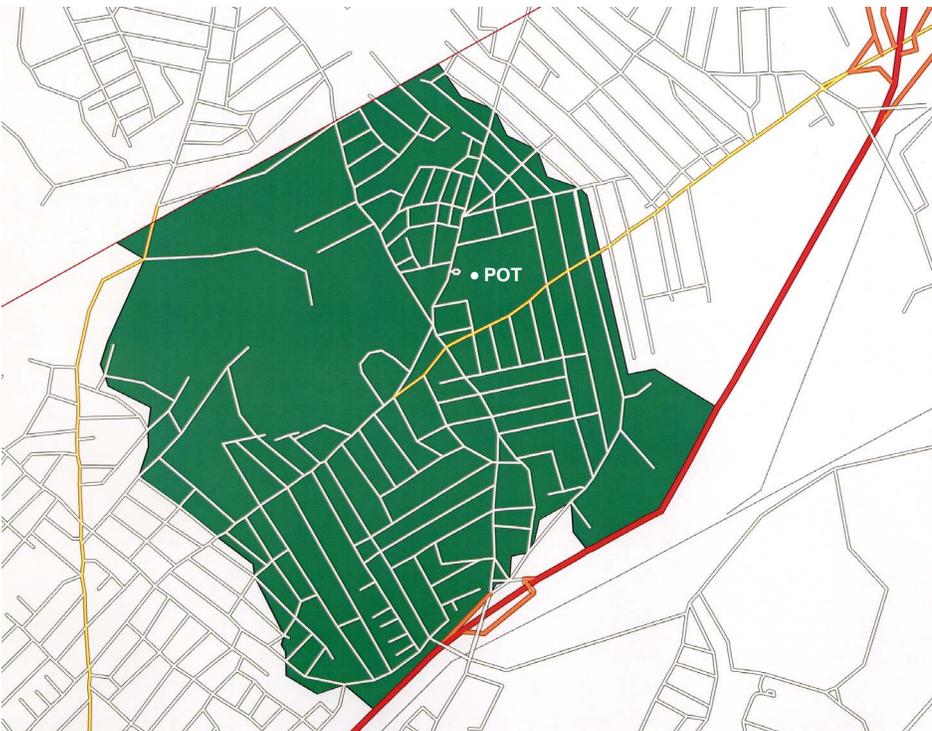


MAP: Lynch Elementary School

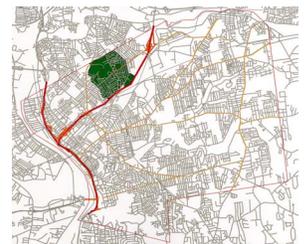


School Enrollment Data									Ethnic Enrollment Data									
School Name	Trans Code	Grades served	Asserted Capacity	Count categories	% of Enrollment	Zones	Load Factor	PanEthnic Count	Hispanic			Black			White			
									Count	%	Variance	Count	%	Variance	Count	%	Variance	
Lynch	LYN	0-05	310	Walkers	79.7%	LYN Prox	-	240	-	-	-	-	-	-	-	-	-	
				Riders	16.6%	RE38		50										
					3.7%	RE51		11										
				Enrollment	New zoning			97.1%										301
				Existing		91.0%		282										

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MAP: Pottenger Elementary School

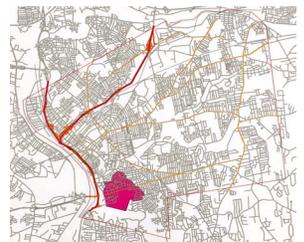


School Enrollment Data									Ethnic Enrollment Data											
School Name	Trans Code	Grades served	Asserted Capacity	Count categories	% of Enrollment	Zones	Load Factor	PanEthnic Count	Hispanic			Black			White					
									Count	%	Variance	Count	%	Variance	Count	%	Variance			
Pottenger	POT	0-05	465	Walkers	100.0%	POT Prox		417												
				Riders	0.0%	None		0												
				New zoning			89.7%	417												
				Existing			94.8%	441												

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MAP: Sumner Elementary School

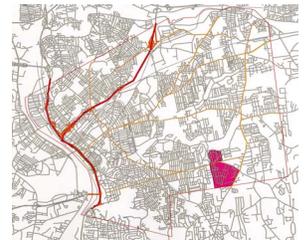


School Enrollment Data									Ethnic Enrollment Data											
School Name	Trans Code	Grades served	Asserted Capacity	Count categories	% of Enrollment	Zones	Load Factor	PanEthnic Count	Hispanic			Black			White					
									Count	%	Variance	Count	%	Variance	Count	%	Variance			
Sumner	SUM	0-05	465	Walkers	100.0%	SUM Prox		452												
				Riders	0.0%	None		0												
				New zoning				97.2%	452											
				Existing				97.2%	452											

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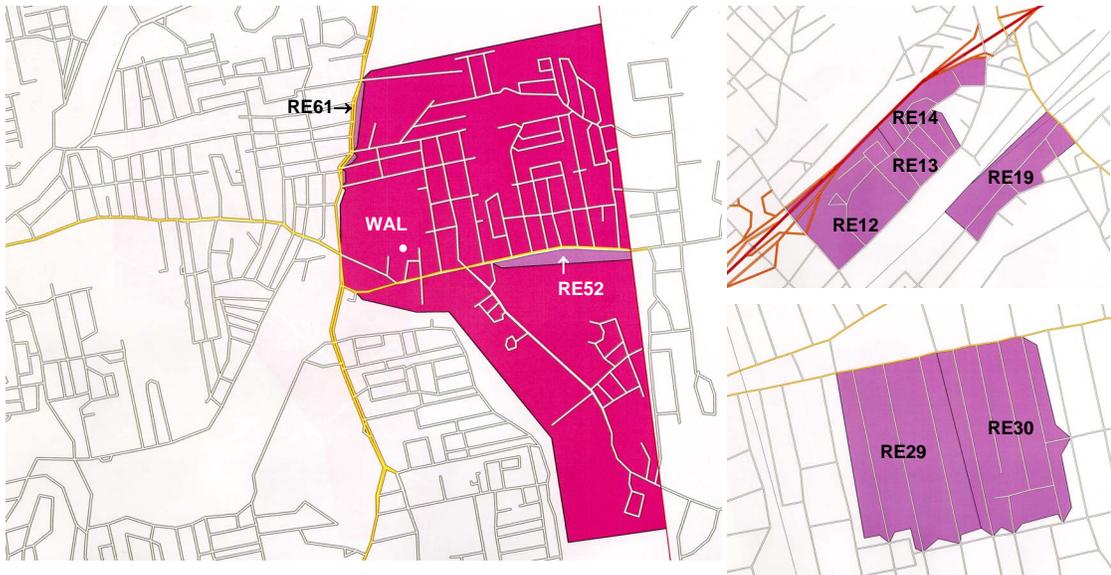


MAP: Talmadge Elementary School

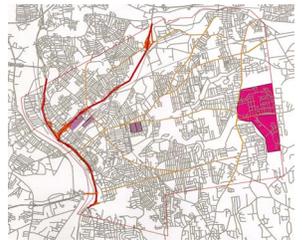


School Enrollment Data									Ethnic Enrollment Data											
School Name	Trans Code	Grades served	Asserted Capacity	Count categories	% of Enrollment	Zones	Load Factor	PanEthnic Count	Hispanic			Black			White					
									Count	%	Variance	Count	%	Variance	Count	%	Variance			
Talmadge	TAL	0-05	310	Walkers	100.0%	TAL Prox		309												
				Riders	0.0%	None		0												
				Enrollment	New zoning		99.7%		309											
				Enrollment	Existing		97.7%		303											

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MAP: Walsh Elementary School

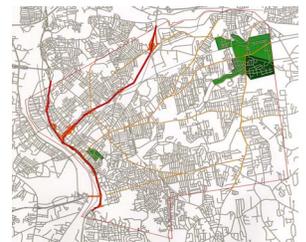


School Enrollment Data									Ethnic Enrollment Data									
School Name	Trans Code	Grades served	Asserted Capacity	Count categories	% of Enrollment	Zones	Load Factor	PanEthnic Count	Hispanic			Black			White			
									Count	%	Variance	Count	%	Variance	Count	%	Variance	
Walsh	WAL	0-05	515	Walkers Riders	29.6%	WAL Prox		[REDACTED]	95.9%									
					10.5%	RE12												
					12.6%	RE13												
					11.9%	RE14												
					11.9%	RE19												
					9.1%	RE29												
					9.5%	RE30												
					4.7%	RE52												
					0.2%	RE61												
				Enrollment	New zoning													
	Existing			84.3%														

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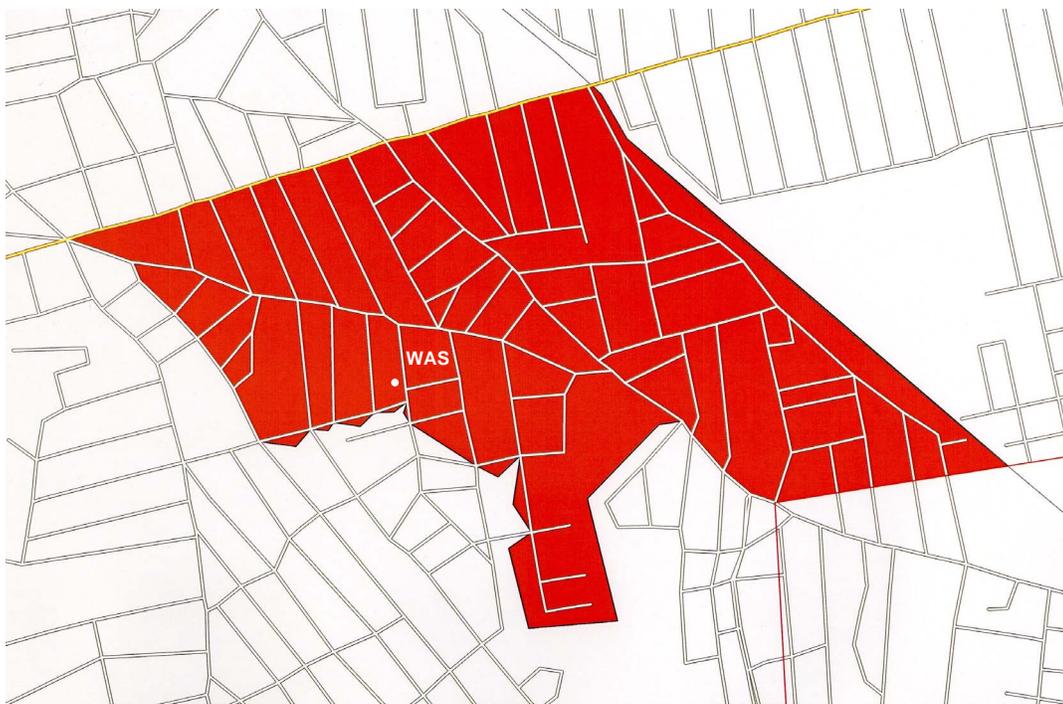


MAP: Warner Elementary School



School Enrollment Data									Ethnic Enrollment Data												
School Name	Trans Code	Grades served	Asserted Capacity	Count categories	% of Enrollment	Zones	Load Factor	PanEthnic Count	Hispanic			Black			White						
									Count	%	Variance	Count	%	Variance	Count	%	Variance				
Warner	WAR	0-05	310	Walkers	34.5%	WAR Prox		105													
				Riders	18.8%	RE05		57													
					16.8%	RE06		51													
					19.4%	RE09		59													
					10.5%	RE36		32													
				Enrollment	New zoning		98.1%	304													
	Existing		82.9%	257																	

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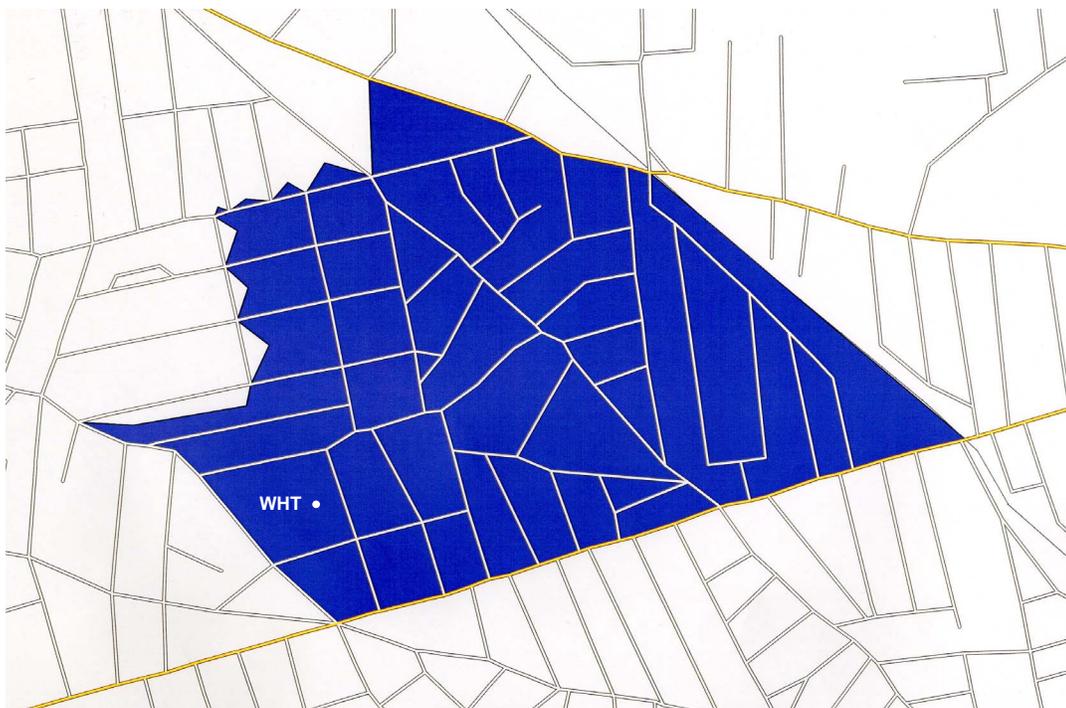


MAP: Washington Elementary School

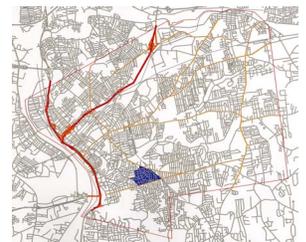


School Enrollment Data								Ethnic Enrollment Data									
School Name	Trans Code	Grades served	Asserted Capacity	Count categories		Zones	Load Factor	PanEthnic Count	Hispanic			Black			White		
				Enrollment	New zoning				Count	%	Variance	Count	%	Variance	Count	%	Variance
Washington	WAS	0-05	310	Walkers	100.0%	NAS Prox		314									
				Riders	0.0%	None		0									
				Enrollment	New zoning		101.3%	314									
				Existing			96.8%	300									

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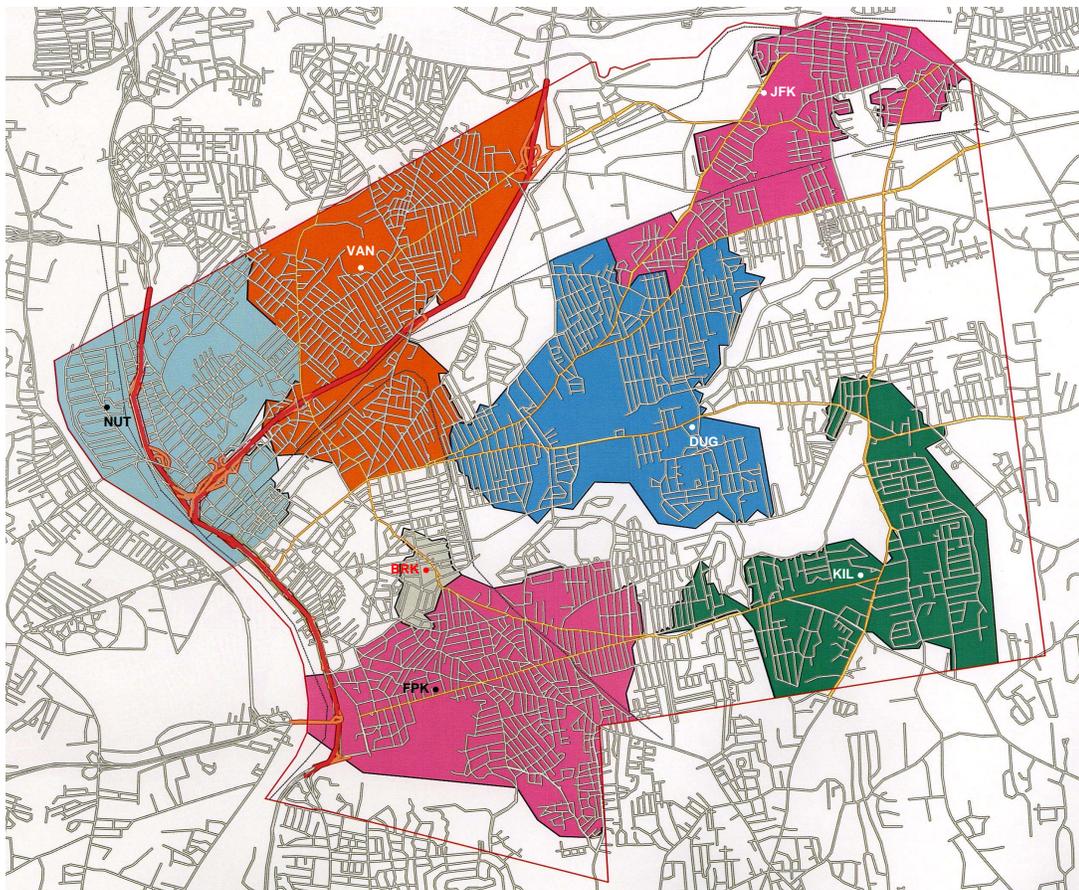


MAP: White Elementary School



School Enrollment Data									Ethnic Enrollment Data										
School Name	Trans Code	Grades served	Asserted Capacity	Count categories	% of Enrollment	Zones	Load Factor	PanEthnic Count	Hispanic			Black			White				
									Count	%	Variance	Count	%	Variance	Count	%	Variance		
White	WHT	0-05	465	Walkers	100.0%	WHT Prox		455											
				Riders	0.0%	None		0											
				Enrollment	New zoning		97.8%		455										
				Existing			96.1%		447										

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MAP: Proximate Zones, middle schools

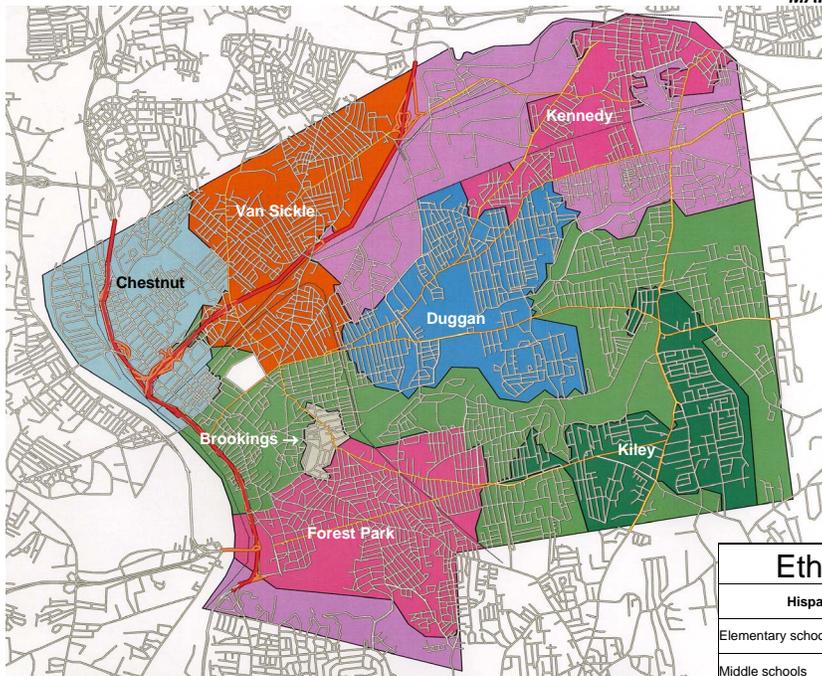
Proximate zones were designed for each of the 6 Plan-participating middle schools. (Brookings was designed as a part of the elementary school group.) The zone boundaries considered:

- Safe-path walking distances from Transportation Addresses to the school – a 2 mile limit applies for 6-8 schools
- School enrollment capacity limitations – each school should be capable of seating every grade-applicable student who resides within its boundaries. But in the case of the city's middle schools, the Special Program set-aside is equal to approximately 15% of the entire capacity of the 6-8 system. Consequently, the middle schools are shown as “over-enrolled.” Operationally, this is not a problem, as no student can enroll in two schools at once. Thus, the 5,878 students in the 6-8 system are fewer than the number of available seats (6,150)
- Ethnic balance profiles of the bounded populations
- Pedestrian hazards – boundary lines were drawn so as to limit the number of instances in which students would have to cross certain high-traffic streets
- Maintenance of existing neighborhoods – boundary lines were drawn such that they included entire street segments, with breaks occurring at intersections, rather than at arbitrary house numbers

The areas that remain (shown in white, inside the red District boundary) became the basis for the creation of “Ridership Areas,” as included in the composite map on page 101.

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MAP: Composite – Proximate Zones and Ridership Areas, middle schools



The Kennedy, Kiley, and Forest Park school zones each are shown in two colors. The darker shades represents the proximate zone, in which all students would be eligible to walk to school. The lighter shades represents the schools' respective Ridership Areas.

Chestnut, Van Sickle, Duggan, and Brookings have proximate zones, but have no Ridership Areas. These schools each are home to one or more magnet programs, with those enrollments being drawn from the entire city. All students whose addresses lie outside of the schools' respective proximate zones will be ride-eligible under the Plan.

Ethnic Balance Targets (derived)

Hispanic		Black		White	
Elementary schools	52.7%	Elementary schools	26.8%	Elementary schools	20.5%
	52.1%		27.3%		20.7%
Middle schools	52.2%	Middle schools	27.2%	Middle schools	20.6%
	52.5%		27.1%		20.3%

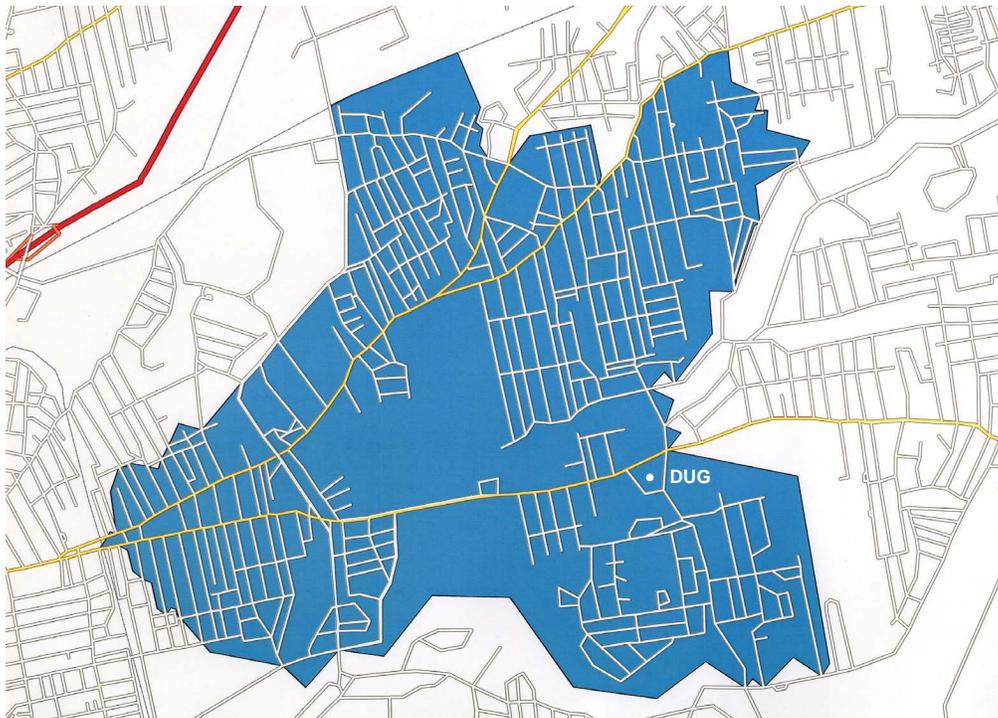
School Enrollment Data

School Name	Trans Code	Grades served	Asserted Capacity	Count categories	% of Enrollment	Zones	Load Factor	PanEthnic Count	
ALL Middle Schools	06-08	6,150	Walkers	73.8%	All Prox	4,339		2,321	
			Riders	26.2%	All Sat	1,539		745	
					All Programs	898		542	
			New zoning			95.6%	5,878	3,066	52.2%
			Existing			94.5%	5,809	3,052	52.5%

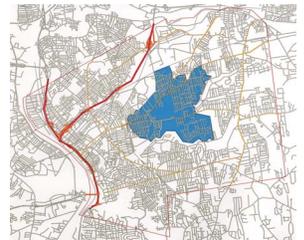
Ethnic Enrollment Data

Hispanic			Black			White		
Count	%	Variance	Count	%	Variance	Count	%	Variance
2,321	53.5%	1.3%	1,124	25.9%	1.3%	894	20.6%	0.0%
745	48.4%	3.8%	477	31.0%	3.8%	317	20.6%	0.0%
542	60.3%	8.2%	150	16.7%	10.5%	206	22.9%	2.3%
3,066	52.2%	0.0%	1,601	27.2%	0.0%	1,211	20.6%	0.0%
3,052	52.5%	0.0%	1,577	27.1%	0.0%	1,180	20.3%	0.0%

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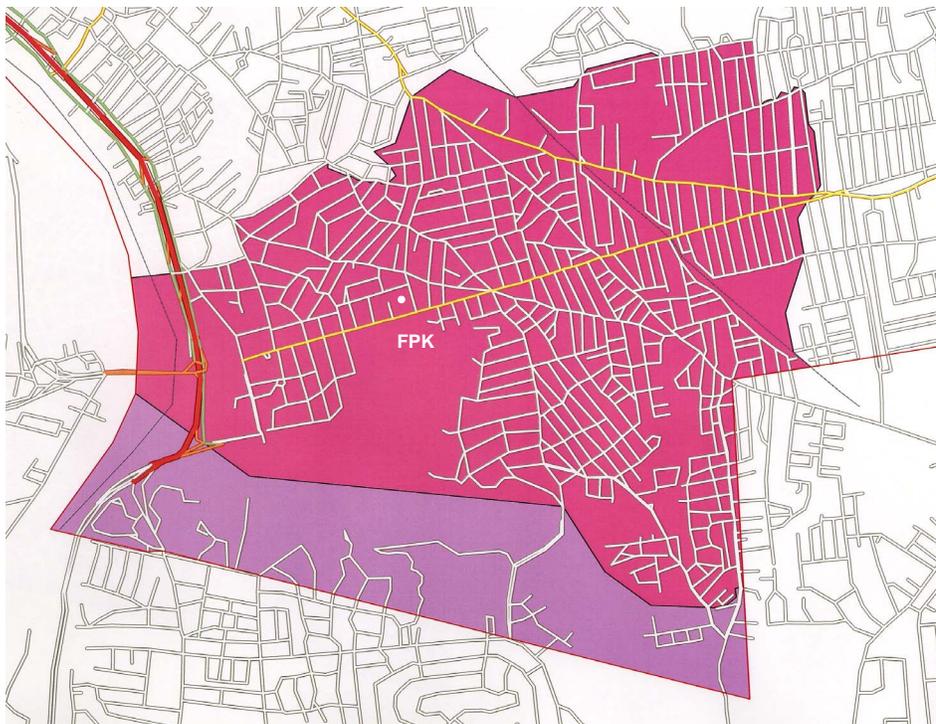


MAP: Duggan Middle School

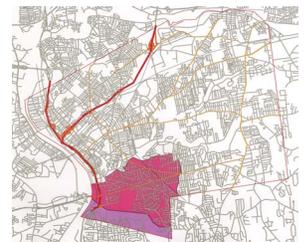


School Enrollment Data									Ethnic Enrollment Data											
School Name	Trans Code	Grades served	Asserted Capacity	Count categories	% of Enrollment	Zones	Load Factor	PanEthnic Count	Hispanic			Black			White					
									Count	%	Variance	Count	%	Variance	Count	%	Variance			
Duggan	DUG	06-08	950	Walkers	70.2%	DUG Prox		667												
				Riders	29.8%	DUG Mag		283												
				New zoning			100.0%	950												
				Existing			88.4%	840												

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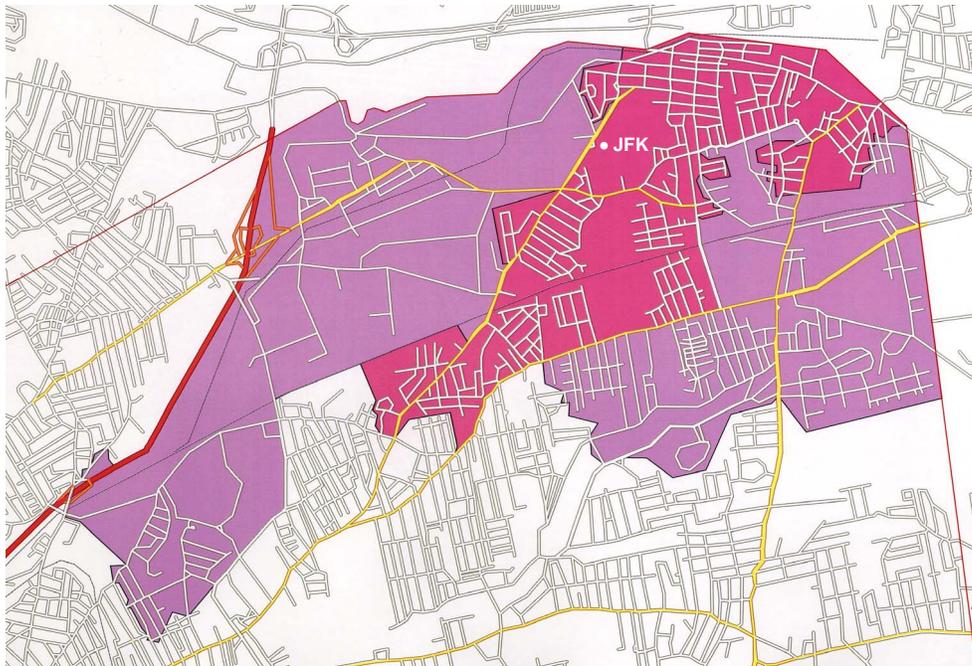


MAP: Forest Park Middle School

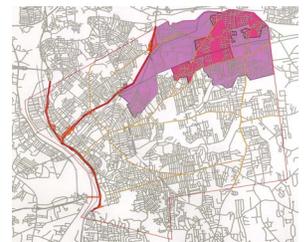


School Enrollment Data									Ethnic Enrollment Data											
School Name	Trans Code	Grades served	Asserted Capacity	Count categories	% of Enrollment	Zones	Load Factor	PanEthnic Count	Hispanic			Black			White					
									Count	%	Variance	Count	%	Variance	Count	%	Variance			
Forest Park	FPK	06-08	950	Walkers	99.4%	FPK Prox		1068												
				Riders	0.6%	RM64		6												
				Enrollment		New zoning			113.1%	1074										
				Enrollment		Existing			95.6%	908										

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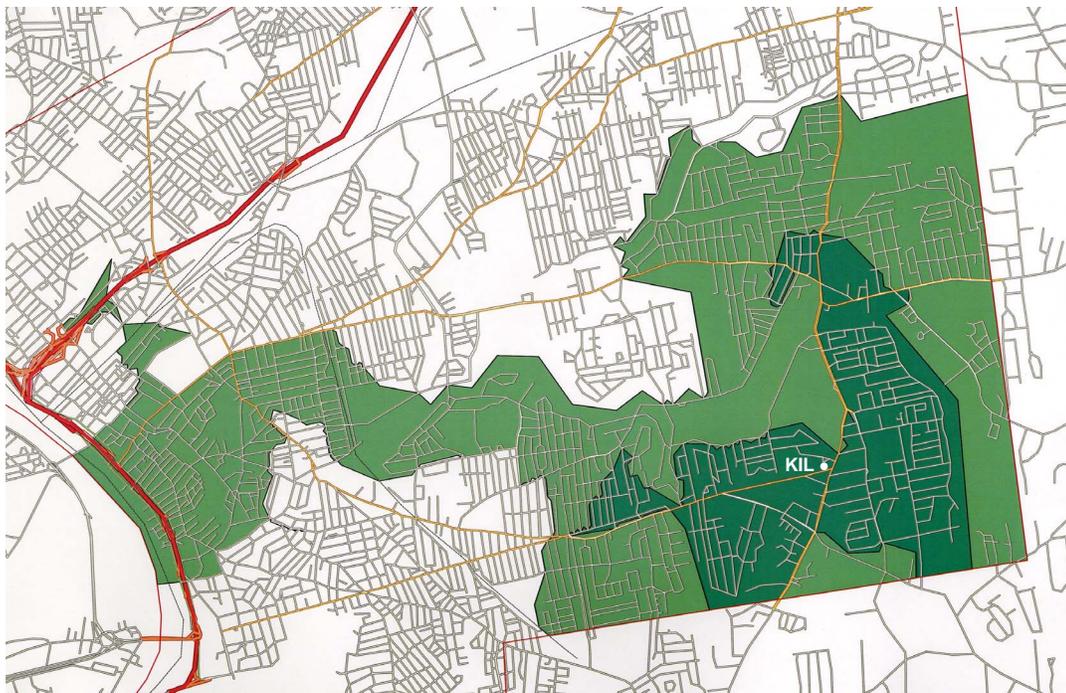


MAP: Kennedy Middle School

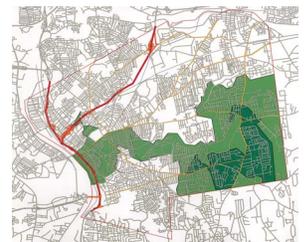


School Enrollment Data								Ethnic Enrollment Data										
School Name	Trans Code	Grades served	Asserted Capacity	Count categories	% of Enrollment	Zones	Load Factor	PanEthnic Count	Hispanic			Black			White			
									Count	%	Variance	Count	%	Variance	Count	%	Variance	
Kennedy	JFK	06-08	750	Walkers	52.5%	JFK Prox												
				Riders	14.1%	JFK Sat1												
					4.1%	JFK Sat2												
					11.6%	JFK Sat3												
					17.7%	JFK Sat4												
				Enrollment	New zoning		112.5%											
	Existing		94.5%															

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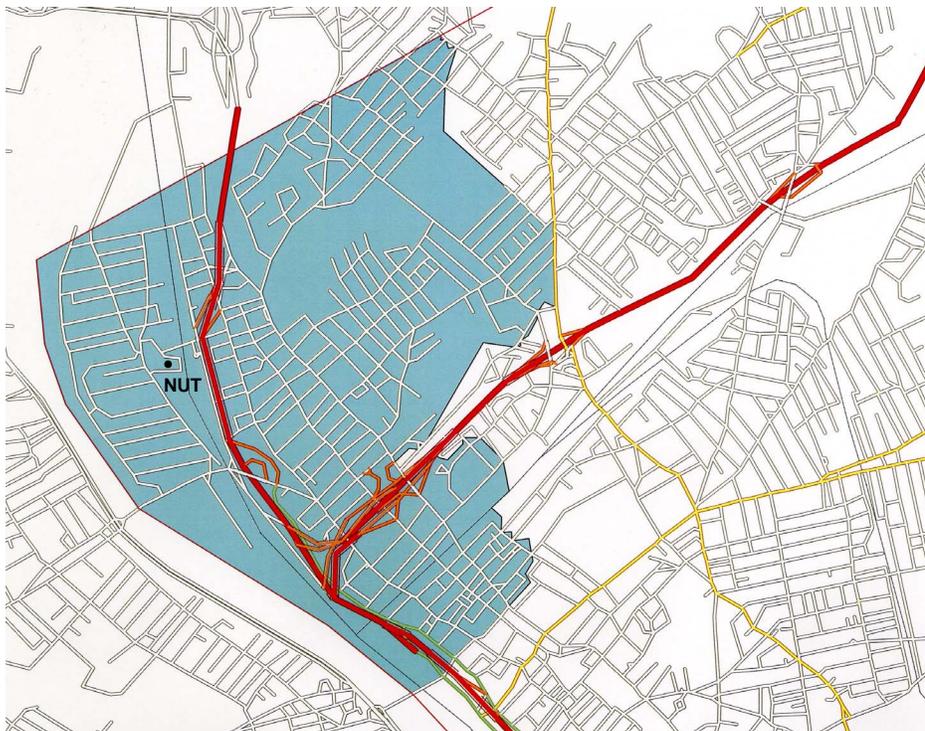
MAP: Kiley Middle School



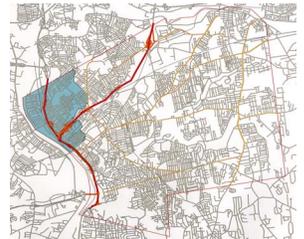
School Enrollment Data									Ethnic Enrollment Data											
School Name	Trans Code	Grades served	Asserted Capacity	Count categories	% of Enrollment	Zones	Load Factor	PanEthnic Count	Hispanic			Black			White					
									Count	%	Variance	Count	%	Variance	Count	%	Variance			
Kiley	KIL	06-08	1150	Walkers	15.5%	KIL Prox														
				Riders	4.8%	RA63														
					79.4%	KIL Sat3														
					0.4%	KIL Sat4														
				Enrollment	New zoning		116.4%													
	Existing		90.6%																	

PR/Award # U165A130071

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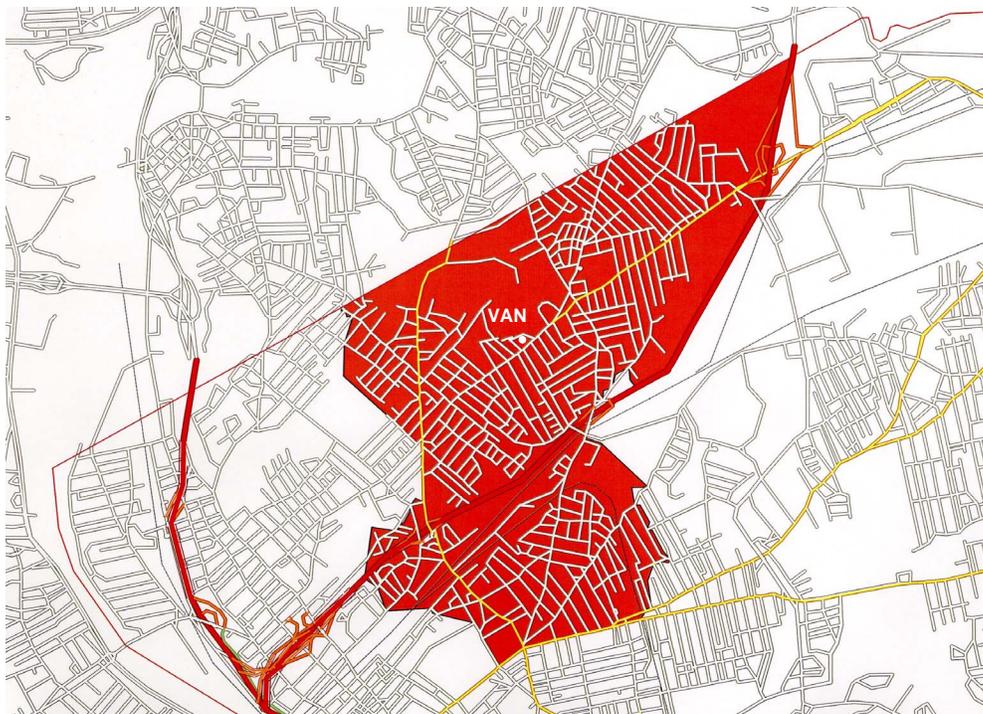


MAP: Chestnut Middle School

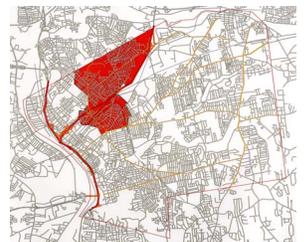


School Enrollment Data									Ethnic Enrollment Data								
School Name	Trans Code	Grades served	Asserted Capacity	Count categories	% of Enrollment	Zones	Load Factor	PanEthnic Count	Hispanic			Black			White		
									Count	%	Variance	Count	%	Variance	Count	%	Variance
Chestnut	NUT	06-08	1250	Walkers	71.6%	NUT Prox		946									
				Riders	28.4%	NUT TAG		375									
				Enrollment	New zoning		105.7%	1321									
				Existing		98.9%	1236										

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MAP: Van Sickle Middle School



School Enrollment Data								Ethnic Enrollment Data											
School Name	Trans Code	Grades served	Asserted Capacity	Count categories	% of Enrollment	Zones	Load Factor	PanEthnic Count	Hispanic			Black			White				
									Count	%	Variance	Count	%	Variance	Count	%	Variance		
Van Sickle	VAN	06-08	1100	Walkers	80.8%	VAN Prox		1008											
				Riders	19.2%	VAN IB		240											
				Enrollment	New zoning			113.5%		1248									
				Existing				97.6%											

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Acknowledgements

The authors of this Plan wish to acknowledge the contributions of several individuals whose efforts were vital to its creation, with apologies for any omissions.

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- Joshua Bogin
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- Robert St. Lawrence
- Carey Sheehan
- Michelle Webber

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Appendix 1 – Street listing: Boundary Schools and walk/ride status, by street segment

This Appendix will be published on April 1, 2005.

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Springfield Plan for the 21st Century

Excellence and Equity in Education

[Rationale for Restructuring and Supporting Data]

Administration

Dr. Peter J. Negroni, Superintendent
Bryant Robinson, Jr., Deputy Superintendent
Edwin Shea, Assistant Superintendent
Dr. John Shea, Assistant Superintendent
Mary Walsh, Acting Assistant Superintendent

School Committee

Honorable Mary E. Hurley, Mayor and Chairperson
Allene Begley Curn, Vice Chairperson
Atty. Edward D. Friedman
Candice E. Lopes
Robert E. McCollum
Gerald A. Phillips
Atty. Kenneth E. Shea

Springfield Public Schools
Springfield, Massachusetts
December 18, 1990

Acknowledgments

The Springfield Plan for the 21st Century has been possible by the collaborative efforts of many people. Special appreciation is extended to Dr. Peter J. Negroni, whose vision and commitment guided and developed the plan; to Bryant Robinson, Jr., Edwin Shea, Mary Walsh, David Cruise, Dr. John Howell, Katherine LaBella, Brian McCook, Dr. Lorraine Plasse, Teresa Regina, Dr. Kathleen Riordan, Gary Roberts, Dr. John Sullivan, and all the principals in the Springfield Public Schools.

Restructuring Advisory Committee

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Mary Walsh
Edward Brennan
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James Fenlason
Clifford Flint

Michael Glickman
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Ralph Smith
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Harding Stewart
James Tillotson
Christine Trembley
Mary Walsh
Charlene Wilkerson
Emma Williams
Linda Wilson

Message from the Superintendent

The Springfield Public Schools is involved in a school improvement process that will provide equity and excellence in education to all students.

Systemic change has been defined in the *Blueprint for Excellence*, the document that set the framework for the work that had to be done for school improvement. Involvement of the total community has been crucial to the success of the historic unanimous vote by the Springfield School Committee on Wednesday, December 12, 1990, to implement the restructuring plan with the controlled choice plan for school assignments for September, 1991.

Much has occurred since September, 1989, when I began as Superintendent of Schools, that has led to acceptance of the restructuring and school improvement plan. School based management, which allows for the decision-making at the school level, is functioning at each of our 40 schools. The management teams are composed of the principal, teachers, parents, administrators, business and community people. Collaborative agreements have been signed with over 60 businesses and with area service agencies and organizations. These agreements will help the schools to meet the individual needs of students and their families. In addition, a special education committee of the Chamber of Commerce is working with the School Department to provide assistance. Task forces have made recommendations on grade structures that led to the reorganization to include middle schools and grade 9-12 high schools; special committees have reviewed existing policies and a new attendance policy and discipline code have been adopted by the School Committee to provide support for students who encounter difficulties. Prior to passage of the restructuring plan, numerous television programs, including two public hearings, and informational meetings in all of the educational zones were scheduled to provide opportunities for dialogue and concerns on the school improvement plan.

In all that has been done, we have established a policy of inclusion. All perspectives are needed in the process. Our new Parent Information Center, which opened on August 20, 1990, aims to involve the parent from the moment of registration throughout the child's education. Together we can accomplish what must be done for the benefit of our children and our community.

We have the capacity and the will to make Springfield the first city in the nation with an effective school system. We recognize the changing societal demands and influences on our students. We know what must change within the schools. New interventions and strategies on how to teach as well as renewed commitment and energy are focused on school improvement. We have the will to make each school an improving school. Though we have just begun, our journey is clear and direct to making every school in Springfield effective for all its children.

Peter J. Negroni, Ed.D.
Superintendent of Schools
Springfield Public Schools

Reasons for Restructuring Plan

The School Improvement Plan for the Springfield Public Schools addresses many issues to continue to provide an appropriate education for all students:

1. More effective instructional models and school grade organization

The child centered middle school has been more effective for the age group than the junior high model. Moreover, a child's success is linked to the stability of the educational process. Currently, children attend a minimum of five schools (K, 1-4, 5-6, 7-9, 10-12) or four schools (K-4, 5-6, 7-9, 10-12); the restructuring plan reduces the schools to three (K-5, 6-8, 9-12) or to two (K-8, 9-12). Springfield's 40% drop out rate (60% for Hispanics) must be addressed by the restructuring.

Parents and students may apply to any high school they wish without regard to the educational zone. Each of the three high schools has a unique focus of instruction and each has a college preparatory program to facilitate the choice process.

All Grade K-4 and Grade 5-6 buildings will be designated as Grade K-5 or Grade K-8 Magnet Schools (Brookings and New North). In addition, Armory, DeBerry, Homer, Ells, Freedman, Glickman, Sixteen Acres, Brightwood, Warner, Washington, and Lincoln will also be designated as Magnet Schools, either citywide or within a zone, offering extra programs that were identified in the Parent Choice Survey, including computers, reading, math, language, culture, art, science. Some will be run as Fundamental Academies, emphasizing discipline and character development; others will function as Developmental Schools where the curriculum has been organized according to the interests and abilities of the students enrolled. The greater the success of these programs in attracting students, the greater will be the number of students who can be granted their first choice.

Better distribution of special education and transitional bilingual classes will facilitate integration of students in the regular programs and provide access for parents to programs closer to their homes. This change should reduce the transportation cost of special education students.

2. Diminishing space availability

The plan to restructure the school system includes adding grade 9 to the high school organization. The addition of this grade has created a greater need for space in the high school building. There is not enough space to house four grade levels consisting of over 5700 students. What is needed as soon as possible is an additional facility, which could accommodate another 2000 students. Since there will be over 7000 students in Grades 9-12 before the end of the decade, any plan to accommodate Grades 9-12 until a new high school is opened must be considered as temporary.

The plan calls for the High School of Commerce to open a Grade 9 program for about 350 students to supplement the 1000 pupils attending in Grades 10-12. Pumam High School needs to expand its Grade 9 program to about 450 pupils, many of whom will be in the comprehensive college preparatory program.

The remaining 750 to 800 Grade 9 pupils will be admitted to Central High School at an auxiliary site in what is currently Van Sickle Junior High School, in accordance with the Controlled Choice Plan. This plan commits the system to moving toward racial and gender equity in all high schools. For the first year of implementation (1991-1992) the Van Sickle building will also enroll about 350 Grade 8 students who attended Van Sickle in Grade 7 during the 1990-1991 school year.

At the elementary level, space needs will be alleviated by the controlled choice plan and by the opening of the Rebecca Johnson School in 1993, but a building plan must be considered to address the continuing growth of the school population at all levels.

3. Need for better racial/gender balance

The Six District Desegregation Plan of 1974 will be replaced by the Controlled Choice Plan. This could mean the end of mandatory busing for racial balance. The intention of Controlled Choice is to offer as many choices to parents and students, and to satisfy the first choice of as many as possible. Control has to be exercised to insure race, ethnic, gender, and space balance for the educational benefit of all of the children of Springfield.

At the high school level, there is need to address the imbalance at Commerce, which now has 19% white, 35% non-white, 4% Asian, and 42% Hispanic students. In addition, the gender balance needs to be addressed. Commerce currently has 438 males, or 38% of the student population, and 713 females, or 62% of the student population. Putnam High School, which is racially balanced with 35% white, 29% non-white, 3% Asian, and 33% Hispanic students, also needs to address gender balance with 928 males, or 62%, and 583 females, or 38% in the student population. Central is gender balanced with 968 males, or 51%, and 935 females, or 49%, in the student population, but needs to address the racial balance since the student population is 53% white, 28% non-white, 2% Asian, and 17% Hispanic.

Twelve elementary schools are currently racially imbalanced. New magnet programs in racially identifiable schools and new organization of space will facilitate the desegregation process.

The six district lines have been retained for K-5 schools, but the areas are called educational zones. These zones have greater flexibility since choice allows for application to the schools within the zone as well as to citywide magnets or special zone magnets as well as to schools within walking distance in adjacent zones.

Five of the six junior high schools will be designated as middle schools. These schools will have citywide open enrollment; two of the schools (Kiley and Chestnut) will be offered as citywide magnets to assist in the desegregation process.

4. Continual loss of operating money

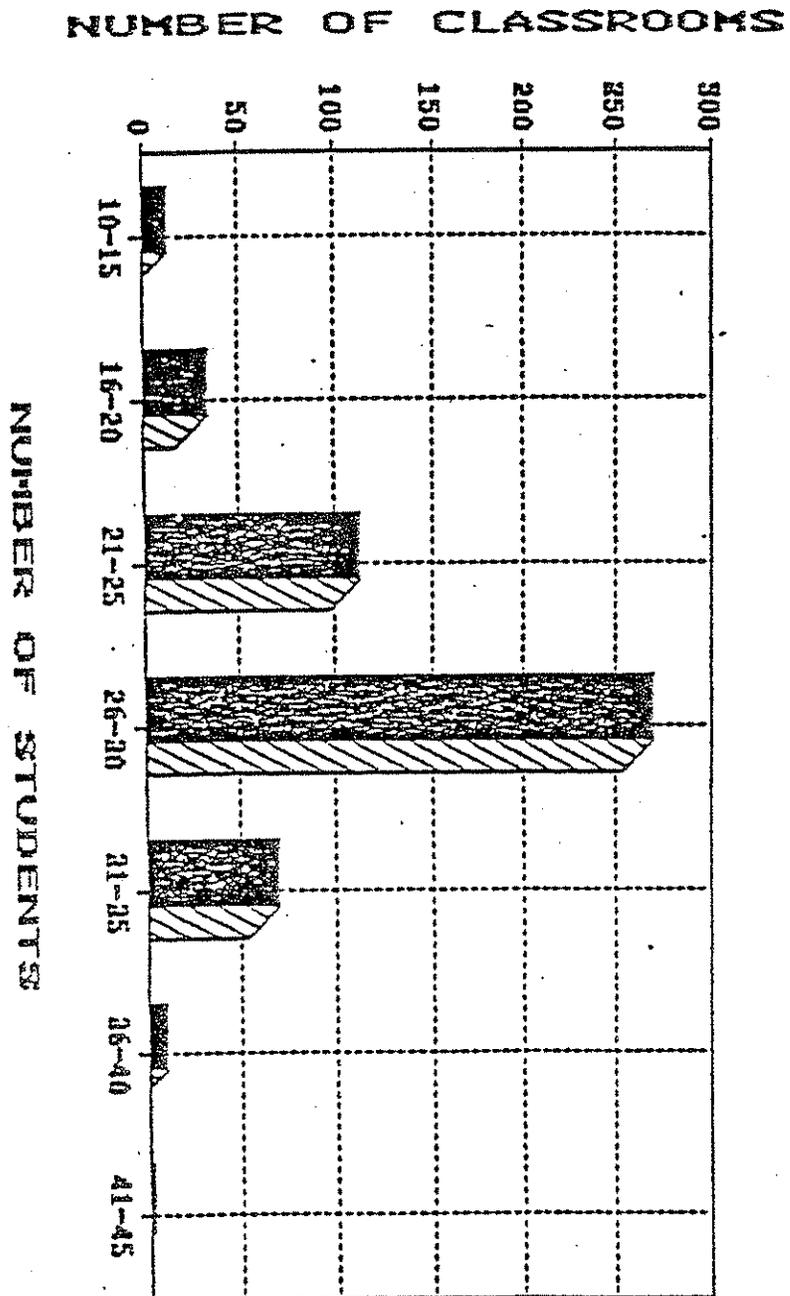
Level funded city, state, and federal budgets translate to cuts each year. At the same time, the school population is growing and more instructional staff is needed. Money that had been used for support and enrichment programs are now used for basic education and for capital expenses.

\$799,000 of state funds, which would ordinarily be used for instruction, are currently being used to lease 33 portable classrooms. Although there is need for this space in the transitional year of the implementation, every attempt in controlling space must be made to eliminate the portables and release these funds for instructional purposes.

5. Projected increase of student population

The Research Department projects at least an increase of 500 students per year for the next 5 years. This past year our population has increased by 789 students. Space availability in existing buildings is a major concern.

ELEMENTARY CLASSROOM STUDENT COUNT



1

SPRINGFIELD PUBLIC SCHOOLS
 Springfield, Massachusetts
 Research Department Report

High School Enrollments

Grade	1986	1987	1988	1989	1990	CSF*	1991
CENTRAL							
10	739	617	573	749	844		
11	610	630	521	473	612	.800	675
12	530	516	592	502	383	.880	542
COMMERCE							
10	642	694	560	535	495		
11	457	380	430	330	370	.623	308
12	292	314	337	359	286	.863	319
PUTNAM							
10	518	470	506	499	484		
11	340	336	290	317	324	.635	307
12	242	267	242	204	255	.753	244

*CSF is the proportion of a grade that advances to the next grade.

SPRINGFIELD PUBLIC SCHOOLS
Springfield, Massachusetts
Research Department Report

Projected High School Enrollments

Grade	Central	Commerca	Putnam	VanSickle	Total
9	286	363	463	400	1512
10	406	423	523	450	1802
11	698	320	318	0	1336
12	536	316	241	0	1093
Total*	1926	1422	1545	850	5743
Maximum	2000	1500	1600	1000	

* Does not include students separated for any special purpose.

NOTES:

1. The projected Grade 9 enrollment of 1512 is based on having 93.5% of Grade 8 advance to Grade 9 in a Senior High division consisting of grades 10-12. It is possible that more would advance in a division consisting of grades 9-12. Nevertheless, there is room in the four schools for any such increase and for the projected enrollments through the end of the decade.
2. VanSickle is kept low because of the introduction of the Hyde School Project which needs room to expand to grades 11-12 in future years. Any space left at VanSickle in 1991-92 would be used for a Grade 8 program.
3. The major concern of these projections is the limited number of students which can be enrolled at Central. One factor contributing to the limitation is the very large enrollment in Grade 10 for 1990-91 (844) and its consequent advancement. One solution would be to end the policy of free and uncontrolled choice of high school program and to institute a policy of controlled choice with the clear understanding that not everyone would be granted their first choice.

SPRINGFIELD PUBLIC SCHOOLS
Springfield, Massachusetts
Research Department Report

Enrollment Projections

Grade	1990	CSF	1991	1992	1993	1994	1995
Kind(1)	1883		1531(3)	1976	2127	2421	2332
1	2521	1.336	2516	2046	2640	2842	3234
2	2014	.860	2168	2164	1760	2270	2444
3	1926	.970	1954	2103	2099	1707	2202
4	1831	.980	1887	1915	2061	2057	1673
5	1778	1.020	1868	1923	1953	2102	2098
K-5	11953		11924	12127	12640	13399	13983
6	1703	1.000	1778	1868	1923	1953	2102
7	1735	1.080	1839	1920	2017	2077	2109
8	1617	.960	1666	1765	1843	1936	1994
Mid	5055		5283	5553	5783	5966	6205
9	1540	.935	1512	1558	1650	1723	1810
10	1855	1.170	1802	1769	1823	1931	2016
11	1333	.720	1336	1297	1274	1313	1390
12	944	.820	1093	1096	1064	1045	1077
High	5672		5743	5720	5811	6012	6293
Spec(2)	1509		1500	1500	1500	1500	1500
Total	24189		24450	24900	25743	26877	27981
Change	+527		+261	+450	+843	+1134	+1104

- (1) Projected from birth data
(2) Includes Preschool, Separate and P.G.
(3) One time loss of 400 students due to a change in the entry age of kindergarten

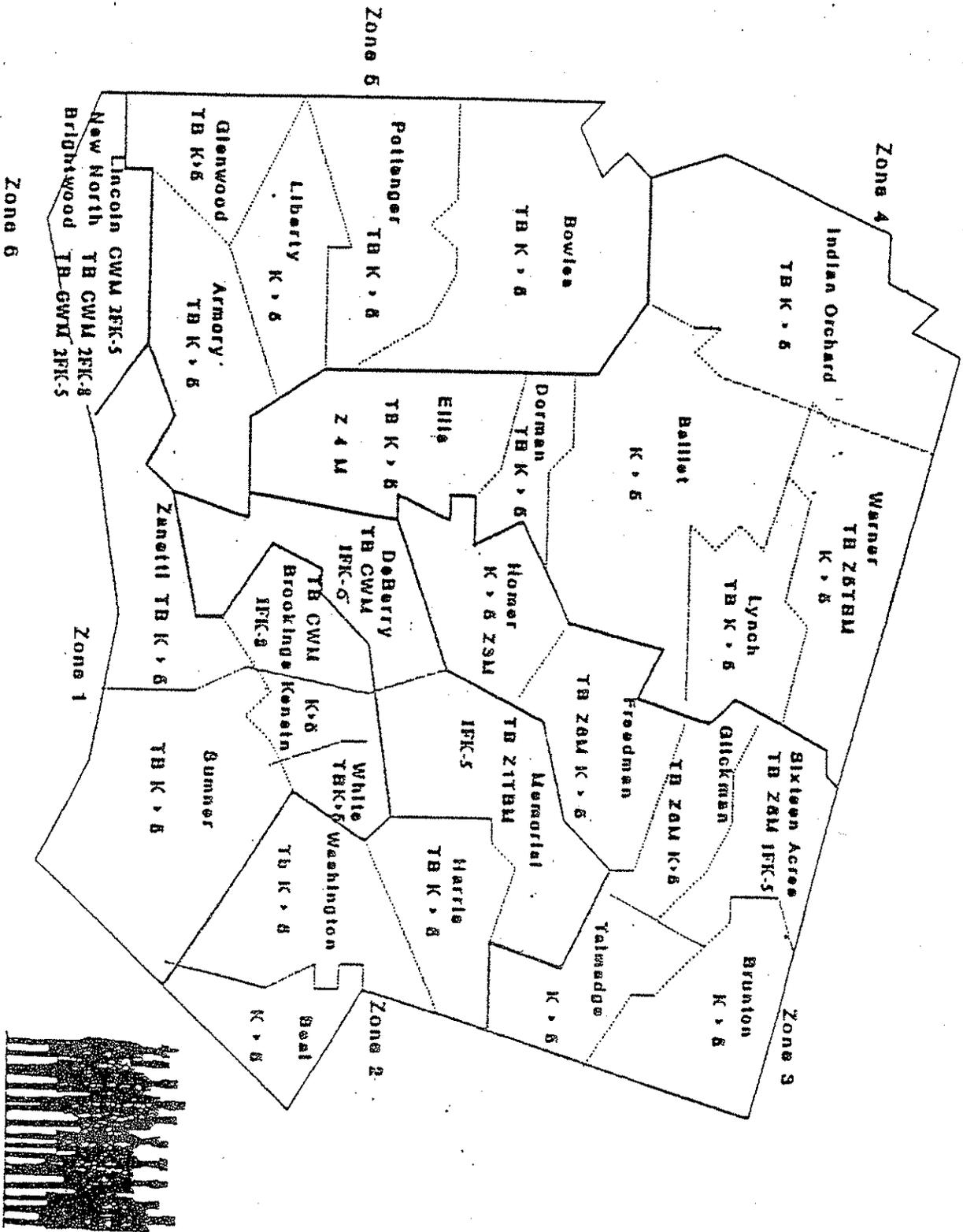
Tentative Ten Year Projection

Grade	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
1	3116									
2	2781	2680								
3	2371	2698	2600							
4	2158	2324	2644	2548						
5	1706	2201	2370	2697	2599					
K-5										
6	2098	1706	2201	2370	2697					
7	2270	2266	1843	2377	2560	2913				
8	2025	2179	2175	1769	2282	2458	2796			
Mid	6393	6151	6219	6516	7539					
9	1864	1893	2037	2034	1654	2136	2298	2614		
10	2118	2181	2215	2383	2380	1935	2499	2689	3058	
1	1452	1525	1570	1595	1716	1714	1393	1799	1936	2202
2	1140	1191	1251	1287	1308	1407	1405	1142	1475	1588
High	6574	6790	7073	7299	7058	7192	7595	8244		

Proposed School Reorganization

Zone	School	Organization			
		Present		Proposed	
1	Brookings	TB	K, 5-6	TB-R	1FK-8 CWM
	Kensington		K-4		K-5
	Sumner	TB	K-4 MAG	TB-VK	K-5
	White	TB	K-4	TB-S	K-5
	Zanetti	TB	K-4	TB-S	K-5 EC
2	Beal		FDK-4 MAG		K-5
	DeBerry	TB	FDK-4 MAG	TB-S	1 FDK-5 CWM
	Harris		K-4		K-5 EC
	Memorial	TB	K-4	TB-S	1BFK-5 Z1TBM
	Washington		K, 5-6	TB-S	1BFK-5 Z1TBM
3	Brunton		K-4		K-5
	Freedman		K, 5-6	TB-S	1BFK-5 Z6M
	Glickman		K, 5-6	TB-S	1BFK-5 Z6M
	Homer		K-4		K-5 Z3M EC
	Sixteen Acres	TB	FDK-4 D6M	TB-S	1BFK-5 Z6M
	Talmadge		K-4		K-5
4	Balliet		K-4		K-5*
	Dorman	TB	K-4		K-5
	Ells	TB	K, 5-6		K-5 Z4M
	Indian Orchard	TB	K-4	TB-SP	K-5
	Lynch	TB	K-4	TB-S	K-5
	Warner		K, 5-6 MAG		K-5 Z4M EC
5	Armory	TB	K, 5-6 MAG	TB-S	K-5 Z5M
	Bowles	TB	K-4	TB-S	K-5
	Glenwood	TB	K-4	TB-S	K-5*
	Liberty		K-4		K-5
	Pottenger	TB	K-4	TB-S	K-5
	(Johnson- to open in 1993)			TB-S	1FDK-8 CWM
6	Brightwood	TB	FDK-4 MAG	TB-S	2 FDK-5 CWM EC
	Lincoln	TB	FDK-4 MAG		2FDK-5 CWM
	New North	TB	K, 5-6 MAG	TB-S	2FDK-8 CWM
Middle Schools	Chestnut	TB	7-9 MAG	TB-S	6-8 CWM
	Duggan		7-9	TB-S	6-8 CW
	Forest Park		7-9	TB-RVK	6-8 CW
	Kennedy		7-9		6-8 CW
	Kiley		7-9 D6M	TB-S	6-8 CWM
	Van Sickle	TB	7-9	TB-S	8 (91-92) Central 9

TB= Transitional Bilingual Program (Khmer, Polynesian, Russian, Spanish, Vietnamese) FDK=Full Day Kindergarten
 BFK=Bilingual Full Day Kindergarten EC= Early Childhood Z1TBM=Zone 1 TB Magnet Z3M= Zone 3 Magnet
 Z4M= Zone 4 Magnet Z5M=Zone 5 Magnet Z6M=Zone 6 Magnet CWM=Citywide Magnet *no special education



Student Assignment Process

Now

1. Street address and special program determines school
2. No choice except for magnet options with space and race controls on sending and receiving schools
 - 7 choices for K-4
 - 3 choices for 5-6
 - 2 choices for 7-9
3. Limited magnet options
(1000 are on a waiting list)
4. Limited locations for special programs
5. Many moves for K-12
 - 5 moves: K, 1-4, 5-6, 7-9, 10-12 or
 - 4 moves: K-4, 5-6, 7-9, 10-12
6. No ability to control class size in a building

Proposed

1. Educational Zone determines schools
2. Many choices within zone and outside zone

	K-5 schools	K-8 schools
Zone 1 - 4 choices + 2 CW		1 + 2 CW
Zone 2 - 4 choices + 2 CW		1 + 2 CW
Zone 3 - 6 choices + 2 CW		3CW
Zone 4 - 6 choices + 2CW		3CW
Zone 5 - 5 choices + 2CW		3CW
Zone 6 - 2 + 3 Z3 choices		1 + 2 CW
3. Expanded magnet options
4. Expanded locations for special programs
5. Fewer moves for K-12
 - 2 moves: K-8, 9-12
 - 3 moves: K-5, 6-8, 9-12
6. Ability to control class size
7. Choice process
 - Parents receive information
 - Parents visit schools
 - Registration period in March
 - First Assignments by May 15
 - Registration period end of May
 - Second Assignments by June 30
8. Choice preferences
 - current assignment (transition year)
 - educational zone
 - choice
 - siblings
 - walkers

12-12-90

SPRINGFIELD PUBLIC SCHOOLS
Springfield, Massachusetts

STUDENT ASSIGNMENT POLICY

OVERVIEW

The Assignment Policy of the Springfield Public Schools is designed to provide maximum choice for parents in selecting schools for their children, within the constraints imposed by transportation costs, available space, racial and gender balance, and the special needs of the children. It provides stability of assignment for children, more efficient use of available space in the schools and, at the same time, a method for adjusting the racial and gender balance of our schools and for integration of TBE and special education youngsters without unnecessary movement of students. The policy gives priority in assignment to current residents of the city and students presently enrolled in the Springfield Public Schools over new arrivals and students attending private or parochial schools. The policy is also committed to maintaining existing school assignments to the extent possible within the racial/gender and space parameters.

EARLY REGISTRATION AND ASSIGNMENT OF KINDERGARTEN CHILDREN

There will be a major registration period for parents of pre-school children held at the Parent Information Center and satellite offices. Parents will be encouraged to register their children for kindergarten during the registration period in March of the year prior to kindergarten entry. Assignments will be made by May at which time parents will be asked to confirm or reject their assignments.

Efforts will be made to ensure that all potential parents are informed about each registration period and the procedures involved. There will be announcements in the press and other media, notices through the schools to parents who may have younger children, announcements to all pre-schools and day care centers, and announcements to libraries, community centers and other organizations. Parents will be encouraged to visit the schools that might interest them prior to registration in order to make informed choices concerning their preferences.

ASSIGNMENT POLICY

Students Currently Enrolled in a Springfield Public School:

High School Students: Each high school student is guaranteed that he/she will not be reassigned for racial/gender balance purposes until graduating from high school. However, any student may apply for transfer into another high school within the guidelines of existing school policy and this assignment policy.

Elementary and Junior High School Students: During the initial year of the plan, all elementary and junior high school students (Grades K-9) will apply for a school of choice for the following school year. Every effort will be made to allow students to remain in their present school of assignment should they so desire, within the controlled choice parameters discussed below, though not every student can be guaranteed a seat in their present school. The grade level of a student will be considered in any reassignment decisions with greater consideration given to students closer to matriculation from the school in question.

New and Transferring Students: Students newly entering the school system and those presently enrolled students who apply for a transfer under the controlled choice plan will be assigned to a school according to the controlled choice assignment policy detailed below.

FACTORS FOR CONSIDERATION IN ASSIGNMENT

At the time of registration or during the school application period, a parent will be asked to indicate up to four different eligible school preferences, in order of importance to the parent. These may include schools within the educational zone or magnet schools for which a child is eligible. Failure to make less than four different eligible choices may increase the chance of the child being assigned to a school.

Every effort will be made to accommodate the preferences of parents within the priorities established by this policy. If it is not possible, for any reason, to grant one of the parent's four choices, or the parent has reason to be dissatisfied with the child's assignment, that parent may file an appeal as indicated below or may apply for the waiting list at a particular school.

The factors for assigning students are defined as follows:

a. Racial/Gender Balance: Transfers and new assignments, except as noted above, must meet the requirements of racial balance and, at the high school level, of gender balance as well. The racial balance goal is to achieve a racial distribution percentage at each school which more closely reflects the racial distribution of the school system. The target in the initial year of the program is that the entering grade at each school will maintain white, black, and Hispanic percentages within ± 15 percentage points of the average of the school system. In three years, the target would be ± 10 points in each case.

Accordingly, white students will not be assigned to a school, program or grade whose white percentages are more than 15(10) points above the city-wide average. Likewise, black students and Hispanic students will not be assigned to a school, program or grade whose black and Hispanic percentages are more than 15(10) points above the city-wide average.

In the event that there are more applications to a racially balanced school, program or grade than can be accommodated in the available space, priority will be determined as follows:

If the white student population is 5 percentage points or more above the city-wide average, priority will be given to non-white students. If the black student population is 5 percentage points or more above the city-wide average, priority will be given to non-black students. If the Hispanic student population is 5 percentage points or more above the city-wide average, priority will be given to non-Hispanic students.

The gender distribution target for the initial year of the program is that the entering grade at each high school will maintain male and female percentages within ± 10 percentage points of the city-wide average. Within three years, the target would be ± 5 points in each case.

A similar process to that described above will take place in the event that there are more applicants to a gender-balanced high school, program or grade than can be accommodated in the available space:

If the male percentage is ± 5 points above the city-wide average, priority will be given to female students. If the female percentage is ± 5 points above the city-wide average, priority will be given to male students.

b. Available Space: Students will be placed according to the available space within a school, grade or program only if there is space available in that school, grade or program. Space available in a particular school, program or grade will be defined according to the policy then in effect as to class size and school capacity, so long as it does not disrupt existing classes, and will be publicized.

c. Special Needs of the Students: Any student requiring a bilingual program or special education program will be able to apply to any school within the educational zone or to the appropriate zone magnet school or city-wide magnet school with the necessary program.

If the bilingual or special education program required is available only at one building, the student would be assigned to that building. Once a student has completed the bilingual program or is no longer in need of the special education program at a school to which the student had to be assigned, the student would be allowed to complete the year in the same school, after which the student would be subject to reassignment under the assignment policy.

d. Sibling Preference: Of two students elementary school or middle school otherwise equally eligible for a single space, the one whose parents have a sibling already enrolled at the school will get the priority.

e. Education Zones: Of two students in grades K-5, otherwise equally eligible for a single space, a student living within the educational zone will get the priority. Students living in the former Carew Street and Jefferson Avenue School districts and not presently attending a Springfield Public School are, upon implementation of this plan, considered as Zone Six students and may apply to schools in that Zone or to the appropriate nearby school or magnet school. Students living in the former Tapley School District will receive priority in placement to the new Johnson School.

f. Transportation: The final criterion to be considered at the elementary and middle school level, all other priorities being equal, is that the student who can walk to the school requested or, in the event that a school within walking distance is not available, the student who applies to the school closest to home, or the student whose parent is willing to provide transportation will have priority over a student requiring transportation at school department expense.

g. Lottery: In the event that, after considering all priorities, there are still more students eligible for particular choices than there are spaces available in that school or program, the School Department will conduct a lottery of those in the relevant category or categories (i.e. Hispanic third-graders or black first-graders or white fifth graders, or whatever other category might apply), in order to fill the available spaces. Such students will be assigned a number following which a random drawing of numbers will be made to fill the existing spaces. Applicants not placed in their first choice school will, to the extent possible, be granted their other choices (i.e. second, third or fourth.)

h. Waiting List: A parent whose child cannot, for any reason, be assigned to the first choice school or program may have the child's name placed on a waiting list for the first available vacancy. Students on the waiting list will have priority, in the case of an available vacancy, over new entrants to the school system. Parents, upon notification of an available vacancy, will have three school days to accept or reject the reassignment of their child at which point the parents of the next child on the waiting list would be notified of the available seat.

i. Magnet Schools: Applications for magnet schools must meet the same criteria as other applications. The application procedure is exactly the same. The parent may indicate one or more magnet schools as preferences as well as one or more schools in the child's educational zone.

j. Point System: In the event that more students apply to a school or grade than there are seats available, priority in assignments, with consideration for race and gender balance, will be made according to an accumulation of points as indicated below:

PARENT PREFERENCE:

First choice = 4 points
Second choice = 3 points
Third choice = 2 points
Fourth choice = 1 point

SIBLINGS ATTENDING:

Yes = 2 points
No = 0 points

RESIDENCE IN THE EDUCATION ZONE (K-5 OR K-8)

Yes = 1 point

No = 0 points

SCHOOL OF APPLICATION IS A CITY-WIDE MAGNET
SCHOOL IN ANOTHER EDUCATION ZONE:

Yes = 1 point

No = 0 points

RESIDENCE IS WITHIN WALKING DISTANCE OF THE
ELEMENTARY OR MIDDLE SCHOOL OF APPLICATION
(AND/OR IS THE CLOSEST SCHOOL AVAILABLE) :

Yes = 1 point

No = 0 points

During the initial year, additional points will also be given
as indicated below:

REQUESTED SCHOOL IS THE PRESENT SCHOOL OF
ASSIGNMENT:

Yes = 1 point

No = 0 points

STUDENT IS ENROLLED AS A MAGNET STUDENT:

Yes = 1 point

No = 0 points

PRESENT GRADE LEVEL IF THE REQUESTED SCHOOL IS THE
PRESENT SCHOOL OF ASSIGNMENT:

Grade 7 = 1 point

Grade 6 = 2 points

Grade 5 = 1 point

Grade 4 = 4 points

Grade 3 = 3 points

Grade 2 = 2 points

Grade 1 = 1 point

Grade K = 0 points

DISSEMINATION OF INFORMATION

Data as to the space available and the racial balance of the
schools and programs will be compiled and published in
October and March of each year.

Information concerning the assignment policy and about the
various schools and programs available will be circulated as
widely as possible on a regular basis. In addition to
announcements in the press and other media, parents may seek
assistance at the Parent Information Center, at any of the
schools, and at the public libraries. Information will be
provided in English, Spanish, Portuguese and any other
language for which TBE programs are offered in the city.

APPLICATION PERIODS

The application process will begin in March of each school year. A student presently enrolled in a school of choice does not have to reapply for the school, but may apply for some other school of choice. All applications received during the first round of applications, which will last approximately one month, will be considered as equal, in terms of time of application, and will have priority over applications received at a later date.

APPEALS

A parent whose child was not assigned to their first choice school and who is dissatisfied with the assignment received and one whose request for a transfer has been denied may file for an appeal as follows:

Step 1: The parent completes an Appeal Form, submitting it, along with all related information and documentation, to the Parent Information Center.

The Parent Information Center will make a finding of fact, after any necessary investigation, including consultation with the parent(s) and other knowledgeable and relevant individuals. The findings, all information and the recommendation of the Manager of the Parent Information Center will be forwarded, within five working days, to the Appeals Board.

Step 2: The Appeals Board will review each case as referred, using the criteria of safety and extraordinary educational need, the Appeals Board will recommend approval or disapproval of the request, in writing, giving the reasons for the recommendation.

Step 3: The Superintendent or designee will review each case. Unless there are compelling reasons against such action, the recommendation of the Appeals Board will be implemented.

An example of a compelling reason would be documented and substantial reason to doubt the facts as presented.

In any case, the final decision will be conveyed to the parent, in writing, by the Chapter 636 Supervisor.

REORGANIZATION TIME LINE

DECEMBER 1990

December 4, 1990

The Superintendent asks that all administrators who wish to request voluntary administrative transfers for building principalships for which they are certified do so ASAP.

Responsible: David Cruise

Date Accomplished: December 4, 1990

December 6, 1990

1. Superintendent meets with site-based management team teachers at 3:30 p.m., at the High School of Commerce.

Responsible: Dr. Negroni

Date Accomplished: December 6, 1990

2. Superintendent meets with a PTO and site-based management team parents from each school at 7:00 p.m. at the High School of Commerce.

Responsible: Dr. Negroni

Date Accomplished: December 6, 1990

December 7, 1990

Teacher transfer process initiated with the distribution of transfer forms and information to the schools.

Responsible: David Cruise

Date Accomplished:

December 10, 1990

Public hearing at 7:30 p.m. at Central High School.

December 12, 1990

Projected School Committee approval of the Restructuring Plan.

Responsible: Springfield School Committee

Date Accomplished:

December 12, 1990

Post new high school administrative positions

Responsible: Superintendents, Director of Personnel

Date Accomplished:

December 21, 1990

Announcement of administrative assignments

Responsible: Superintendents

Date Accomplished:

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Announcement of administrative assignments

Responsible: Superintendents

Date Accomplished:

JANUARY 1991

January 14, 1991

Teacher transfer requests due at the Personnel Office.
Responsible: David Cruise
Date Accomplished:

Mid-January 1991

Verification of teacher credentials and investigation of contract issues.
Responsible: Personnel Department
Accomplished:

Late January 1991

Assign teachers to specific buildings
Responsible: Superintendents, Personnel Department
Date Accomplished:

FEBRUARY 1991

Mid-February 1991

1. Post vacant teacher positions on site-based management teams and seek replacements for other team members as necessary. (See site-based management team guidelines)
Responsible: Principals, Personnel Department
Date Accomplished:

2. Begin promotion of individual schools, anticipating student application process.
Develop promotional brochures, plan open houses, prepare and distribute registration forms, etc.
Responsible: Principals, School-based management teams, Parent Information Center
Date Accomplished:

MARCE 1991

March 15, 1991

Application process for all students begins.
Responsible: Parent Information Center, Research Department, School Information Systems
Date Accomplished:

April 15, 1991

Closing date for first round school applications
Responsible: Parent Information Center, Research Department, School Information Systems
Date Accomplished:

MAY 1991

May 3, 1991

Final notification to parents of school assignments
Responsible: Parent Information Center, Research
Department, School Information Systems
Date Accomplished:

May 6, 1991

School Committee reviews the status of the
implementation of the School Reorganization Plan
Responsible: School Committee
Date Accomplished:

PROFESSIONAL DEVELOPMENT ISSUES TIMELINE

Middle School

SUMMER 1990

1. One day administrative workshop is held focusing on middle schools.

Responsible: K. Riordan

Date Accomplished: August 28, 1990

SEPTEMBER 1990

1. A representative team (principals, teachers, parents, Central Office staff) visited the John Glenn Middle School in Bedford, MA. This school received a national award for its middle school structure.

Responsible: K. Riordan and K. LaBella

Date accomplished: September 27, 1990

OCTOBER 1990

1. Teachers attend workshop at Holy Cross College on middle school issues.

Responsible: B. Robinson

Date Accomplished: October 24, 1990

DECEMBER 1990

1. Junior high school teachers are given opportunities to share their professional development needs in informal sharing sessions in each school. Teacher needs will be incorporated into the overall plan.

Responsible: K. Riordan

Date Accomplished:

2. A team of foreign language teachers attend a middle school conference (New England League of Middle Schools) on december 5, 1990

Responsible: K. Riordan

Date ACCOMPLISHED:

JANUARY 8, 1991

1. NANCY DODA, a nationally recognized consultant on middle schools will meet in the evening (7:30) with principals of middle schools and k-8 schools, and curriculum and program area supervisors and directors. Issues for meeting will be solicited from administrators on december 4. (basic middle school issues or more advanced issues?)

Responsible: K. RIORDAN

Date Accomplished:

PR/Award # U165A130071

APRIL 1991

Page e265

1. Staff development training for middle school teachers is

conducted.

Responsible: B. Robinson

Date Accomplished:

Methodology

NOVEMBER 1990

1. A team attended conference on Derailing a Tracked School.

Responsible: K. LaBella,

Date Accomplished: November 9, 1990

2. "Transformation" Staff development training is posted and begun.

a. Alternative teaching styles

b. Cooperative Learning

c. TESA/GESA

Responsible: B. Robinson

Date Accomplished:

NOVEMBER 1990- JUNE 1991

1. Two teachers are assigned full time to work on professional development in the areas of TESA and multicultural education issues.

Responsible: B. Robinson

Date Accomplished:

2. Management Team training

Responsible: B. Robinson

Date Accomplished:

FEBRUARY-MARCE 1991

1. Workshops on thinking skills will be offered by Linda Tammi as part of Lucretia Crocker program in schools which specifically requested them, and for other staff members.

Responsible: Mr. Robinson, K. Riordan

Date Accomplished:

2. Workshops on different learning styles and appropriate teaching strategies will be offered to staff members.

Responsible: Mr. Robinson

Date Accomplished:

FEBRUARY- AUGUST 1991

1. Offer professional development opportunities to all

teachers in areas such as the following: concepts of middle school grouping, activity-centered classrooms, cooperative learning, enhancing self-esteem in students, techniques for working with early adolescents, defusing classroom conflict, techniques for teaching heterogeneous groups.

Responsible: Mr. Robinson, principals, curriculum and program directors and supervisors
Date Accomplished:

JUNE 1991

1. Professional development workshops are held for teachers in new assignments.
Responsible: Mr. Robinson, Principals, Curriculum and program supervisors and directors
Date Accomplished:

SUMMER 1991

1. Staff development workshops are conducted.
Responsible: Curriculum directors and supervisors, principals
Date Accomplished:

AUGUST 1991

1. New staff meet and continue to plan for the 1991-92 school year during the week preceding the opening of school.
Responsible: Principals, Curriculum supervisors and directors.
Date Accomplished:

SEPTEMBER 1991-JUNE 1992

1. Professional development offered in each subject area and in more general instructional methods such as collaborative learning, teaching at all levels of Bloom's Taxonomy, fostering self esteem, study skills, teaching heterogeneous groups, etc.
Responsible: Curriculum supervisors and directors
Date Accomplished:

Restructuring Issues

DECEMBER 1990

1. Principals complete and return Circular No. 355 about the professional development needs which they have addressed and those which need to be addressed. These responses will be used to develop the complete plan.
Responsible: Principals, B. Robinson, K. Riordan
Date Accomplished: DECEMBER 3, 1990

2. Administrative staff will meet on December 4 to discuss the overview of the restructuring plan. Administrators are asked to volunteer to serve on grade level or system wide professional development planning teams.

Responsible: B. Robinson

Date Accomplished:

3. Full administrative staff will meet at least weekly to work cooperatively on issues related to the restructuring.

Responsible: P. Negroni, B. Robinson

Date Accomplished:

JANUARY - AUGUST 1991

1. Between January and August professional development workshops will be held for administrators and teachers during the following time periods:

half-day released time sessions (requested from the state) sessions will be both new assignment school based, methodology based and subject area based.
after school workshops
April vacation (2 days for administrators)
June (after school closes- before June 30)
July and August
August (possible early or staggered opening)

Responsible: B. Robinson, Principals, Supervisors and Directors

Date Accomplished:

Curriculum Revision

SUMMER 1990

1. Academic workshops to design new curriculum are posted and begun for PUTNAM.

Responsible: Academic and Creative directors and supervisors

Date Accomplished: July and August 1990 and on-going

2. Workshops to design new PUTNAM curriculum (vocational and some academic) are posted and begun:

SEPTEMBER 1990

1. Putnam Curriculum: Compilation of Curricula for Vocational Exploratory Program (Chapter 636, \$24,500)

Academic Curriculum: \$16,720
Application: \$11,619
most spent during the

summer of 1990)

Occupation/Academic curriculum articulation

Responsible: Academic and vocational supervisors and
directors

Date Accomplished: in progress

SEPTEMBER 1990-JUNE 1991

1. Review of current grades 6-8 curriculum by curriculum committees.

Responsible: Curriculum directors and supervisors,
curriculum committees

Date Accomplished:

2. All curriculum committees review curriculum in light of restructuring activities.

Responsible: Curriculum directors, and supervisors.

Date Accomplished:

NOVEMBER 1990

3. School teams attend Community Service Learning Workshop At Holy Cross College.

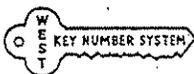
Responsible: B.Robinson, C. Kinsley
Date Accomplished: November 14, 1990

4. All administrators attend Community Service Learning workshop at Springfield College.

Responsible: B.Robinson, C. Kinsley
Date Accomplished: November 15, 1990

number of an assigned error in the sub-heading of a brief avails the defendant nothing if that alleged error is not then argued. Assignments of error not argued in briefs are deemed to have been waived, and they are no less waived by merely incorporating their numerical designations in a brief without further argument thereon. S.J.C. Rule 1:13, 351 Mass. 738.

Judgments affirmed.



SCHOOL COMMITTEE OF SPRINGFIELD

v.

BOARD OF EDUCATION.

Supreme Judicial Court of Massachusetts,
Hampden.

Argued April 4, 1972.

Decided Sept. 7, 1972.

Action by school committee against Board of Education to compel the Board to release certain state school aid withheld from school committee's use. The Board of Education counterclaimed for judicial review and to require the School Committee to adopt one of three racial balance plans. The Superior Court, Hampden County, Bennett, J., reserved and reported the case. The Supreme Judicial Court, Tauro, C. J., held that fact that city school building program might burden Black parents of children disproportionately was not appropriate circumstance for exercise of power of the Board of Education to revoke a previously granted approval of racial balance plan. The Court further remanded the counterclaim for hearing on the constitutional issue.

Order in accordance with opinion.

1. Schools and School Districts ⇐13

Racial balance in the schools is not re-

though a state may, in its discretion, adopt policy of achieving racial balance in its public schools. U.S.C.A.Const. Amend. 14; M.G.L.A. c. 71 § 37C.

2. Schools and School Districts ⇐13

Under the racial imbalance law, a bill will lie to review Board of Education's rejection of racial balance plan submitted by town school committee. M.G.L.A. c. 15 § 1J.

3. Schools and School Districts ⇐13

Board of Education may revoke previously approved racial balance plan, either in whole or in part. M.G.L.A. c. 15 §§ 1I, 1J; c. 71 § 37D.

4. Schools and School Districts ⇐13

Fact that city school building program might burden Black parents of children disproportionately was not appropriate circumstance for exercise of power of the Board of Education to revoke a previously granted approval of racial balance plan. M.G.L.A. c. 15 §§ 1I, 1J; c. 71 § 37D.

5. Schools and School Districts ⇐19(1)

Where it was acknowledged that school construction and racial balance plan met all statutory requirements, program to construct new schools would operate in nondiscriminatory fashion and the plan did not violate any constitutional guaranty, board of education was without any basis for administrative action against city in withholding school aid funds. U.S.C.A. Const. Amend. 14; M.G.L.A. c. 15 § 1I; c. 71 § 37D.

6. Constitutional Law ⇐220

Although compliance with racial imbalance statute does not necessarily satisfy constitutional guaranty of equal protection, it is fundamental that courts, and not administrative agencies, must resolve conflicts which may arise between statutory and constitutional provisions. M.G.L.A. c. 15 § 1E; c. 71 § 37D; c. 231A § 1 et seq.

7. Schools and School Districts ⇐47

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Board of Education has only the power

ferred upon it by statute or such as are reasonably necessary to carry out the purpose for which it was established. M.G.L.A. c. 15 § 1E; c. 71 § 37D; c. 231A § 1 et seq.

8. Schools and School Districts ⇐19(1)

Where Board of Education had doubt about constitutionality of town's racial balance plan, the appropriate remedy was to seek declaratory relief rather than to continue withholding state school assistance past date on which the Board found that the town had satisfied previous conditions. M.G.L.A. c. 15 § 1E; c. 71 § 37D; c. 231A § 1 et seq.

9. Schools and School Districts ⇐13

A school committee is entitled under the racial imbalance law to utilize short-term as well as long-term methods of eliminating racial imbalance in schools. M.G.L.A. c. 15 § 1I; c. 71 §§ 37C, 37D.

10. Statutes ⇐223.1

Where statute pertaining to plan for elimination of racial imbalance and statute providing for denial of state aid in event of failure to eliminate racial imbalance were enacted as part of same bill, statutes would be construed together. M.G.L.A. c. 15 § 1I; c. 71 §§ 37C, 37D.

11. Schools and School Districts ⇐13

Where plan to correct racial imbalance in school system involved construction of new schools over several years, the Board of Education had the power to require the city or town to formulate effective measures to deal with racial imbalance in intervening period. M.G.L.A. c. 4 § 6; c. 15 § 1I.

12. Schools and School Districts ⇐13

"Forthwith" as used within racial imbalance law statement that the purpose of the act is to eliminate forthwith racial imbalance in the public schools is employed in its ordinary sense and dictates the accomplishment of legislative object without de-

lay and with reasonable diligence and dispatch. M.G.L.A. c. 4 § 6; c. 15 § 1I.

See publication Words and Phrases for other judicial constructions and definitions.

13. Schools and School Districts ⇐13

Board of education must take into account statutory requirements that racial imbalance be eliminated without delay, with reasonable diligence and dispatch, when board assesses the performance of school committee. M.G.L.A. c. 4 § 6; c. 15 § 1I.

14. Schools and School Districts ⇐13

Where school committee, after five years under racial imbalance law, had still not achieved racial balance in five elementary schools, although it had succeeded in eliminating imbalance in its junior high school system, it was proper for the Board of Education to direct school committee to amend its third racial balance plan to insure elimination of racial imbalance during the 1971-1972 school year. M.G.L.A. c. 15 § 1I.

15. Schools and School Districts ⇐13

Merely requiring school committee to include new short-term measure in its racial balance plan did not alone satisfy responsibilities of the Board of Education; the Board must provide technical and other assistance in the formulation of plans and must consult with and make specific recommendations to the school committee. M.G.L.A. c. 15 § 1I.

16. Schools and School Districts ⇐13

Evidence established that Board of Education did not meet its statutory responsibility of consulting with school committee and making specific recommendations for acceptable school racial balance plan. M.G.L.A. c. 15 § 1I.

17. Schools and School Districts ⇐19(1)

Where Board of Education did not fulfil its responsibility of making specific recommendation to school committee concerning racial balance of plans, Board was without authority to authorize commission-

er of education to withhold state school assistance from the school committee. M.G.L.A. c. 15 § 11.

18. Schools and School Districts ⇨19(1)

The Board of Education has power to withhold school aid from school committees that have not complied with racial imbalance law without first obtaining a court decree. M.G.L.A. c. 15 §§ 1G, 1I, 1J.

19. Schools and School Districts ⇨159½

Parent does not have right to veto transportation of his child to any school which was not in the child's attendance district in 1965 when the racial imbalance law was enacted. M.G.L.A. c. 4 § 6; c. 71 § 37D.

20. Schools and School Districts ⇨13

Alteration of district boundaries is proper mode of achieving racial balance. M.G.L.A. c. 15 § 11.

21. Schools and School Districts ⇨154

The phrase "school district established for his neighborhood" within racial imbalance law means the attendance district which the school committee has chosen to establish for a pupil's neighborhood. M.G.L.A. c. 4 § 6; c. 71 § 37D.

See publication Words and Phrases for other judicial constructions and definitions.

22. Schools and School Districts ⇨159½

Statutory prohibition against involuntary bussing in order to achieve racial balance places limitation upon redistricting as well as upon transportation policy of school districts. M.G.L.A. c. 4 § 6; c. 71 § 37D.

23. Statutes ⇨206

Insofar as language used permits, every major provision of enactment will be interpreted to make it effectual part of the whole legislation.

24. Schools and School Districts ⇨154

When a parent vetoes the bussing of his child to a school in a distant attendance district, the school committee's assignment

means that the parent must provide transportation. M.G.L.A. c. 4 § 6; c. 71 § 37D.

25. Schools and School Districts ⇨159½

School committee may not avoid statutory restriction upon involuntary bussing by establishing gerrymandered or excessively large school districts. M.G.L.A. c. 4 § 6; c. 71 § 37D.

26. Statutes ⇨188

Except where particular word or phrase has technical meaning, the courts interpret words and phrases in statutes in accordance with their common and approved usage. M.G.L.A. c. 4 § 6.

27. Schools and School Districts ⇨154

Within racial imbalance law, the "neighborhood" suggests section of city or town, identifiable as such by its history or geography, where people are generally known to each other or where they live in proximity to each other and it will sometimes, but not always, be defined by natural or physical boundaries or by electoral or zoning district and at the very least, signifies nearness, as opposed to remoteness, from home. M.G.L.A. c. 71 §§ 37C, 37D.

See publication Words and Phrases for other judicial constructions and definitions.

28. Schools and School Districts ⇨154

The racial imbalance law requires that school attendance districts must bear relationship to the neighborhood where the pupil and his family reside and permits the drawing of fair and equitable school attendance districts, and it does not preclude use of such techniques as "pairing," "grouping," or "clustering" of schools when they achieve racial balance. M.G.L.A. c. 71 § 37D.

29. Schools and School Districts ⇨154

School attendance district, when re-drawn for purpose of achieving racial balance, must bear reasonable, though not

clude several neighborhoods and more than one school within attendance district, but it must not draw district line in such way as to create very large gerrymandered district. M.G.L.A. c. 71 § 37D.

30. Schools and School Districts ⇐154

Distance to be travelled, amount of time necessary for journey, availability of public transportation for pupils who wish to stay after school, the age of children involved and traffic hazards and incidence of crime along the route are among the factors which must be considered by school committee in establishment of school attendance districts. M.G.L.A. c. 71 § 37D.

31. Schools and School Districts ⇐159½

Generally, the younger the pupil, the shorter the distance he may be required to travel consistent with demands of safe transportation in order to satisfy state policy of racial balance. M.G.L.A. c. 71 § 37D.

32. Schools and School Districts ⇐154, 159½

School committees possess large measure of discretion in formulation of all aspects of racial balance plans, including alteration of school attendance districts and transportation of pupils. M.G.L.A. c. 15 § 1I; c. 71 § 37D.

33. Schools and School Districts ⇐13

Board of Education must accept racial balance plan formulated at local level if it reasonably appears to be designed to achieve racial balance and otherwise complies with statutory requirements. M.G.L.A. c. 15 § 1I; c. 71 § 37D.

34. Schools and School Districts ⇐13

Upon review of local racial balance plan, Board of Education, no less than the courts, is bound by the school committee's factual determinations, provided they are supported by substantial evidence. M.G.L.A. c. 15 § 1I; c. 71 § 37D.

35. Schools and School Districts ⇐13

While Board of Education must make its own independent determination of whether local racial balance plan complies with

the statute, the Board must, for the guidance of school committees, set forth before hand how it interprets, and intends to apply, the requirements of the racial imbalance law. M.G.L.A. c. 30A §§ 1(2, 5), 2, 3; c. 71 § 37D.

36. Administrative Law and Procedure ⇐416

Importance of agency regulations is never greater than where an agency must interpret legislative policy which is only broadly set out in governing statutes.

37. Statutes ⇐219

While administrative or executive interpretation cannot bind the courts, weight should be given to any reasonable construction of regulatory statute adopted by the agency charged with its enforcement and the appropriate weight in a particular case will depend on variety of factors, including whether the agency participated in drafting of the legislation, whether the interpretation dates from enactment of the legislation and whether it is inconsistently applied.

38. Statutes ⇐219

In no event will administrative interpretation be followed if it is contrary to plain and unambiguous terms in a statute.

39. Schools and School Districts ⇐13

School committee would not be required to include in its racial balance plan any of certain options prepared by city school department with the assistance of the Board of Education where the Board has not consulted with, and made specific recommendations to, the school committee for single, acceptable short-term racial balance program. M.G.L.A. c. 15 §§ 1I, 1J.

40. Schools and School Districts ⇐13

Even where specific recommendations have been made by Board of Education to school committee, the courts are without power to order school committee to adopt recommended racial balance measures unless the evidence is sufficient to establish that the measures satisfy all statutory requirements of the racial imbalance law. M.G.L.A. c. 15 § 1J; c. 71 § 37D.

41. Schools and School Districts ⇐13

Where town had failed to achieve racial balance in its elementary school system from 1965 to 1971, the school committee, with appropriate assistance from Board of Education, would be required to develop short-term measures which would achieve racial balance in all city schools by September, 1973. M.G.L.A. c. 15 § 1J; c. 71 § 37D.

42. Schools and School Districts ⇐13, 159½

Once acceptable racial balance is determined, the courts have the power to enforce the plan, including transportation provisions, against the school committee and any citizen of the town; there can be no disobedience of the court's decree whether by the school committee, or by other affected agencies, or by objecting parents. M.G.L.A. c. 15 § 1J; c. 71 § 37D.

43. Constitutional Law ⇐46(2)

While Supreme Judicial Court will sometimes express opinion on issue not necessary to adjudicate claim immediately before it, it cannot decide constitutional question unless it is properly presented.

44. Appeal and Error ⇐576

If trial judge, after hearing the parties, decides to reserve and report constitutional question concerning racial balance plan for the consideration of the Supreme Judicial Court, trial judge should provide not only all the evidence presented by the parties but also the appropriate finding and rulings ready for final judgment. M.G.L.A. c. 211A §§ 10-13; c. 214 §§ 19-29, 31.

45. Constitutional Law ⇐45

It is fully within the competence of judges of the superior court to adjudicate claims under the State and Federal Constitutions.

The law, first enacted in 1965 and subsequently amended, is found in General Laws c. 15, §§ 11-1K, and c. 71, §§ 37C, 37D. See St.1965, c. 641; St.1966, c. 14, § 41; St.1969, c. 643; St.1971, c. 953. For a summary of the respective duties and functions of school committees and the board under the law see School

46. Schools and School Districts ⇐13

Under the racial imbalance law, duty of correcting imbalance in public schools is primarily upon state and local educational authorities, and not upon the courts. M. G.L.A. c. 15 § 1I; c. 71 §§ 37C, 37D.

47. Schools and School Districts ⇐13

Though Supreme Judicial Court will pass on questions of law relating to interpretation and enforcement of racial imbalance law, it is not appropriate for the court to enter directly into formulation of racial balance plans. M.G.L.A. c. 15 §§ 11-1K; c. 71 §§ 37C, 37D; c. 213 § 1B; c. 214 § 31.

Troy T. Murray, City Sol. (James E. Dowd, Springfield, with him), for plaintiff.

William E. Searson, III, Sp. Asst. Atty. Gen. (Walter H. Mayo, III, Boston, with him), for defendant.

William F. Malloy, Boston, for Neighborhood Legal Services of Springfield, Inc. amicus curiae.

Before TAURO, C. J., and SPIEGEL, REARDON, QUIRICO, BRAUCHER and HENNESSEY, JJ.

TAURO, Chief Justice.

The plaintiff school committee seeks an order directing the defendant, State board of education (board) to release certain State school aid withheld from its use under the provisions of the racial imbalance law.¹ By way of counterclaim to the school committee's amended substitute bill for judicial review, the board prays that the school committee be ordered to adopt one of three racial balance plans, as per the board's decision of May 25, 1971, and

Comm. of Boston v. Board of Educ., 352 Mass. 693, 695-696, 227 N.E.2d 729. See also notes, 46 B.U.L.Rev. 45, 64-82, and 5 Harv. J. Legis. 83, 88-100, 113-116.
 P.S. Award # 4165 At 30071 Equal Educational Opportunity Act 274 The Emerging Role of the State Board of Education, 59 B.U.L.Rev.

that additional State school aid be ordered withheld pending compliance with the board's May 25th decision.

The case is here upon the reservation and report of a judge of the Superior Court under G.L. c. 214, § 31. See G.L. c. 213, § 1B, as amended by St.1962, c. 722, § 4. The parties' statement of agreed facts, including 108 exhibits, may be summarized as follows.

Since October, 1965, the school committee has annually provided the board with statistics setting forth the percentage of nonwhite students in each public school under its supervision. The board determined, on the basis of the 1965 statistics, that racial imbalance² existed in one junior high school and six elementary schools in Springfield. On April 1, 1966, to correct this imbalance, the school committee filed with the board a racial balance plan based on the recommendations of the board's own advisory committee (See G.L. c. 15, § 1K). This first plan provided, inter alia, for closing of one elementary school; alteration of school attendance districts; modification of the city's open enrollment program; and construction of one new elementary school and an addition to an existing junior high school. The board promptly approved the plan on April 12, 1966.

2. General Laws c. 71, § 37D, defines the term as follows: "[R]acial imbalance" refers to a ratio between non-white and other students in public schools which is sharply out of balance with the racial composition of the society in which non-white children study, serve and work. For the purpose of this section, racial imbalance shall be deemed to exist when the per cent of non-white students in any public school is in excess of fifty per cent of the total number of students in such school." Compare 42 U.S.C. § 2000c(b) (1970). In ascertaining the extent of racial imbalance in Springfield, it appears that the board has relied exclusively upon the quantitative measure of imbalance contained in the second sentence of the definition. No issue is presented here as to what responsibilities, if any, the first sentence may place upon the board or upon school committees. See Notes, 46 B.U.L.Rev. 45, 70-71 and 5 Harv.J.Legis. 83, 83-95. PR/Award # U165A130071

Statistics filed by the school committee in October, 1966, showed that, despite the short term measures taken under the first plan, there remained one imbalanced junior high school and five imbalanced elementary schools in the city. A second plan was then submitted to the board in July, 1967. The commissioner of education (commissioner), as executive head of the board, notified the school committee in a letter dated July 31, 1967, that the board regarded the plan as weak and it recommended certain changes in the plan. An impasse developed but was resolved with the submission of a revised second plan in September, 1967, which the board approved on October 24, 1967. The revised second plan contained the following elements: continuation of the modified open enrollment program; appointment of a director of school community relations; creation of a METCO³ program in the Springfield metropolitan area; further alteration of school attendance districts; phasing out of grades 5 and 6 at two elementary schools; and construction of three new elementary schools and an addition to one existing junior high school.

The October, 1967, statistical survey revealed continued imbalance at six schools in Springfield. Thereafter, on December

3. METCO is the Metropolitan Council for Educational Opportunity which conducts a program designed to give urban children the opportunity to attend suburban schools. Funds for this purpose are provided for by statute. See G.L. c. 76, § 12A, inserted by St.1966, c. 506, which reads in pertinent part as follows: "Any child residing in any town and attending therein a public school in which racial imbalance, as defined in . . . [G.L. c. 71, § 37D] exists, may attend a public school of a town in which he does not reside, providing the school committee of such town has adopted, and the state board of education has approved, a plan for the attendance of nonresident children in such town . . . The state board of education . . . shall provide financial assistance to any town which adopts a plan for the elimination of racial imbalance in other towns."

7, 1967, the board requested a detailed progress report on steps being taken to implement the second revised plan. The city's superintendent of schools responded on January 9, 1968, that only six white, and 171 nonwhite, students were participating in the open enrollment program and that, even with revised school attendance districts, the six schools remained racially imbalanced. No further action, however, was taken by the board until late 1968 when new annual statistics indicated that, despite the closing of the one imbalanced junior high school, racial imbalance continued to exist at five schools—all elementary. The board then required a new plan, and the school committee complied on March 17, 1969. The third plan, approved by the board on July 22, 1969; concluded as follows: "Racial balance can be maintained in all the new school complexes and in all new elementary schools of Springfield when the new facilities are available." In substance, the plan was similar to the revised second plan and, like that plan, placed greatest emphasis on school construction to achieve balance.

By October, 1969, the annual statistical census revealed that five schools still remained racially imbalanced, and on February 26, 1970, the board requested the school committee to submit an updated version of its third plan. The board further requested information concerning the effect of pupil transfers upon imbalance and any progress made toward the construction of new schools. The school committee provided this information in a letter dated April 1, 1970, but it did not submit an updated plan. On June 12, 1970, the commissioner notified the committee by letter that the board had unanimously passed the following resolution: "That the [s]chool [c]ommittee and . . . [its chairman] be put on notice immediately that their failure to comply with the racial imbalance law will result in . . . [the withholding of State school aid]." Notwithstanding the resolution, however, agents of the board (principally the assistant commis-

sioner of education) held discussions with the school committee throughout the summer and fall of 1970, and at least with respect to the committee's proposed building program, the board encouraged the committee to proceed with its third plan, without revision.

The statistical survey made in October, 1970, as in the year before, showed that there were five racially imbalanced elementary schools. No indication was given by the board that a new or revised plan would be required, but on December 1, 1970, the commissioner wrote to the mayor of Springfield, as chairman of the school committee, that the board had requested a final recommendation on whether it should vote to withhold State school aid from Springfield. The commissioner further stated that his recommendation would depend, in part, upon information received regarding new school construction and on the implementation of short term measures. Upon receipt of the commissioner's letter, the mayor promptly forwarded to the commissioner copies of executed architectural contracts for all proposed school construction projects, and in a separate letter, he outlined the city's progress, as well as its problems, in trying to achieve racial balance.

The commissioner's response was a letter dated December 11, 1970, in which he stated as follows: "It appears from the information available to me that the [school construction] projects described in your letter will, upon their completion—and assuming that demographic factors remain relatively constant, eliminate racially imbalanced schools from the Springfield system. Therefore, although I have not considered . . . preferable long-range alternatives . . . , I believe that the [city's racial balance] plan complies with the requirements of the Act. . . . I note, however, that implementation of the plan remains contingent upon certain actions [which must be] taken by you and the City Council." 4

4. The notice referred to in the resolution . . .

The letter continued: "Consequently, I have concluded that, until all actions have been taken to make the system's commitment to its present long-range plan an unqualified one, the Springfield system will not have shown progress within a reasonable time in eliminating racial imbalance in its schools. For . . . [this] reason, . . . I will recommend to the [b]oard of [e]ducation that they instruct me to notify . . . [the appropriate State officials to defer payment of any school assistance to Springfield until] . . . the aforementioned contingencies have been fulfilled." In addition, the letter indicated: "My [second] recommendation will . . . [be] that . . . [, in any event, you must develop interim measures to eliminate racial imbalance by September, 1971, pending completion of all new schools, and if an acceptable proposal is not] received . . . by April 1, 1971, I shall feel constrained to advise the appropriate State officials at that time to defer any further payments of State monies."

At its December 15th meeting, the board voted a resolution adopting the commissioner's recommendations in full; however, no action was taken to withhold money from Springfield until January 4, 1971. The commissioner on that date certified the share of State school assistance due each city and town in the Commonwealth, but he placed the following notation next to Springfield's line: "Springfield not in compliance with the provisions of . . .

letter. The mayor's view that \$150,000 would be adequate to cover the preparation of drawings was apparently acquiesced in by the commissioner.

5. The mechanics of withholding are as follows: In order to determine the amount of State school aid due a particular city or town, it is necessary for State fiscal authorities to have certain school attendance figures from the commissioner. G.L. c. 70, §§ 2, 4, 5. See also G.L. c. 72, § 2A. The fifth paragraph of c. 70, § 5, as appearing in St. 1966, c. 14, § 40, provides: "The number of school children . . . shall be subject to approval, verification and adjustment by the commissioner." In ordinary circumstances, the commissioner

[the racial imbalance law]; therefore, [the] State [b]oard of [e]ducation is withholding said funds until compliance." The amount thereby withheld was approximately 7.4 million dollars.⁵

Subsequent to the board's vote, but before the commissioner's action, the commissioner received a letter dated December 26, 1970, from a representative of "People Take Action," a black community organization, in which the writer expressed opposition to the school construction aspect of Springfield's racial balance plan. The gist of the objection was that certain schools within the black community were to be phased out without any replacement, and as a consequence, black children would have to attend schools outside their community, thereby placing the burden of achieving racial balance primarily on blacks. To eliminate this feature of the plan, the letter recommended alteration of Springfield's building program, and it suggested that, without alteration, the plan might be subject to constitutional attack as violating the equal protection clause of the Fourteenth Amendment to the Constitution of the United States.

Within a few days of receipt of this letter, the commissioner wrote the mayor on December 31, 1970, as follows: "Since . . . [my last letter to you on December 11, 1970,] I have reviewed the transcripts of this . . . [department's hearing] in Springfield,⁶ and recent com-

would merely certify, with appropriate adjustment, the figures provided him by local school officials (*ibid*), but if a city or town has not shown "progress within a reasonable time in eliminating racial imbalance," the commissioner is directed not to make the necessary certification. As a discretionary matter, he may also notify State fiscal authorities to hold any funds previously certified but not yet disbursed to the city or town. G.L. c. 15, § 11, second paragraph.

6. The hearing referred to was held on November 30, 1970, by the board's advisory committee on racial imbalance. See G.L. c. 15, § 1K. The announced purpose was to receive testimony "to assist the . . . [committee] in some

munications from citizens groups . . . that relate to the location of proposed schools. . . . [Upon consideration of these factors,] it is increasingly clear to me that, in the development of its long-range racial balance plan, your [s]chool [c]ommittee must operate fairly and equally, to the extent possible, on all segments of the affected community. . . . [A]ny inconvenience to pupils and parents . . . should be shared equitably by the entire community. Therefore . . . I now advise that you must incorporate the considerations to which I refer in any long-range planning."

Subsequent to this letter, and after State aid had been withheld, the Springfield city council on January 18, 1971, appropriated \$150,000 toward the preparation of architectural drawings for the new schools contemplated by the city's racial balance plan. State aid, however, was not released, although the appropriation met the contingency set by the board in its December 15th vote. The commissioner in a letter dated January 20, 1971, acknowledged the city's action, but he reiterated his position of December 31, 1970: "[As I indicated previously,] this [d]epartment, on the basis of continuing legal developments, . . . questions whether your plans . . . satisfy present legal requirements. Therefore, . . . I must advise you again . . . that your present long-range plan is not now acceptable." The commissioner noted further that the letter should not be construed as excusing the school committee

from the requirement that an acceptable short-range proposal be submitted by April 1, 1971.

On January 26, 1971, in another letter on the subject, the commissioner indicated that the board had ratified his position and had reached certain additional "conclusions." These were that, while planning and construction of one elementary school might continue, planning for the two other elementary schools should be discontinued pending a thorough review by a joint city-State task force. The reason given for "suspension" of planning was that the site of one school "would appear to burden [b]lack parents and children disproportionately" and that the site of a second school was also questionable on this score.⁷ The letter also indicated: "[P]lans that involve the building of new schools and the closing of existing ones should take into account the factors of convenience and fairness to the entire community . . . as well as factors of educational quality and the elimination of racial imbalance." Until such planning was undertaken, the commissioner stated, the school committee could not expect the release of State school assistance.

Notwithstanding this letter, on February 5, 1971, the commissioner and the school committee entered into a stipulation, whereby the commissioner withdrew notice of the city's noncompliance with the racial imbalance law. As a result, the funds withheld in January, 1971, were released to the city. It was also stipulated, however, that the release "in no way affects or prej-

stocktaking [of the city's progress under the racial imbalance law]." Of seventeen witnesses, five made essentially the same criticism of the Springfield plan as stated in the "People Take Action" letter of December 26, 1970.

7. The board's conclusions appear to follow the reasoning of its task force on racial imbalance which, on January 25, 1971, indicated as follows in a memorandum to the commissioner: "It is clear . . . that the proposed North Branch School, considered in light of the closings of schools in the black community with the resulting inconvenience primarily upon those parents

and children, and the apparent availability of alternative sites that would be less onerous to those citizens, would not satisfy applicable legal criteria. That is, that aspect of the present plan, even if it resulted in a racially balanced school, might well violate the Federal 14th Amendment by disproportionately burdening black children and parents." As to the other new schools proposed under the Springfield plan, the task force stated that one school caused no problems in this regard, but that the other might also be objectionable on constitutional grounds, although it met all requirements of the racial imbalance act.

judices the rights of either party in the case . . . [or] the [c]ommissioner's rights with respect to events which have occurred subsequent to December 15, 1970."

The commissioner wrote to the superintendent of schools on February 12, 1971, that it was his understanding that the stipulation had no effect on the April 1st deadline for submission of a short-range proposal. Subsequently, after consultations with the commissioner's staff, the city school department recommended that the school committee adopt any one of three short-term measures. The school department's report bears the date March 9, 1971.

The first option proposed was a "[c]luster [p]lan" involving the five imbalanced schools and seventeen other schools. There would be five clusters, each containing four or five schools, with students mixed between the schools in such a way as to achieve racial balance. The second option was "[g]rouping" involving fifteen schools, the five imbalanced schools and ten others. This method would require the matching of "each of the racially imbalanced schools with two schools which now have a relatively low percent of non-white pupils. Kindergarten through grade two . . . [would] be in one school, grades three and four in another school, and grades five and six in the third school." The third option was the "[p]airing" of each racially imbalanced school with another school. One school of each pair would have the primary grades (K to 3), and the other school, the intermediate grades (4 to 6). Each of the options would involve bussing of students, at a cost of \$397,500 for the first option, \$771,179 for the second option, and \$449,240 for the third option.

On March 23, 1971, in anticipation that one of the options would be acceptable to the school committee, the board voted to

extend the deadline for development of a short-range proposal from April 1 to May 18, 1971. However, on May 6, 1971, the school committee, by a four to three majority, refused to adopt any of the measures recommended by its staff. Subsequently, on May 25, 1971, the board voted the following resolutions: "[1.] The [b]oard of [e]ducation finds that the Springfield [s]chool [c]ommittee is not in compliance with the [b]oard's requirements of December 15, 1970 The [b]oard reinvites the attention of the [s]chool [c]ommittee to the three plans developed by Springfield [s]chool [d]epartment . . . dated March 9, 1971 [2.] [I]n view of the failure of the Springfield [s]chool [c]ommittee to comply with . . . [the racial imbalance law] the [c]ommissioner is directed to immediately notify . . . [the appropriate State officials to withhold State school assistance from the city]."⁸

In accordance with the board's vote, the commissioner immediately sent letters to the State comptroller and the State commissioner of corporations and taxation directing them to make no further disbursements from the money released under the stipulation of February 5, 1971, between the commissioner and the school committee. These funds remain in the State treasury pending a decision by this court.

1. It is well to note, as a preliminary matter, the nature of the issues before this court and the scope of today's decision.

[1] By virtue of the racial imbalance law, it is the policy of this State "to encourage all school committees to adopt as educational objectives the promotion of racial balance and the correction of existing racial imbalance in the public schools." G.L. c. 71, § 37C. Compare 42 U.S.C. §§ 2000c(b), 2000c-6 (1970). The Supreme Court of the United States has emphasized the constitutional necessity of eliminating

8. Included in the board's vote was also an offer to release State school assistance on June 11, 1971, if in the meantime the school committee were to adopt "one of [the three] plans or

[an equally effective] variation [thereof]." The committee, however, chose instead to pursue judicial review of the board's decision.

"all vestiges of state-imposed segregation." At the same time, however, it has also indicated that racial balance is not required by the Federal Constitution, although a State may, in its discretion, adopt a policy of achieving racial balance in its public schools. *Swann v. Charlotte-Mecklenburg Bd. of Educ.*, 402 U.S. 1, 15-16, 91 S.Ct. 1267, 28 L.Ed.2d 554.⁹ See *United States v. Montgomery County Bd. of Educ.*, 395 U.S. 225, 236, 89 S.Ct. 1670, 23 L.Ed.2d 263 (quoting from the brief submitted for the United States). See also *School Comm. of Boston v. Board of Educ.*, 352 Mass. 693, 698, 227 N.E.2d 729, app. dismissed, 389 U.S. 572, 88 S.Ct. 692, 19 L.Ed.2d 778.

[2] The principal issues which the parties have argued before this court concern the extent of the board's powers and jurisdiction under the racial imbalance law. Since there is no claim here that Springfield maintains a dual system of "racially separate school[s]" in violation of the mandate in *Brown v. Board of Educ.* of

Topéka, 347 U.S. 483, 74 S.Ct.2d 686, 98 L. Ed. 873; *Id.*, 349 U.S. 294, 75 S.Ct. 753, 99 L.Ed. 1083, our present concern is the interpretation and enforcement of the provisions of the Massachusetts racial imbalance act. Compare *Swann v. Charlotte-Mecklenburg Bd. of Educ.*, *supra*, 402 U.S. at 14, 91 S.Ct. 1267.¹⁰ Although the issue of State imposed segregation is not before us on the present record, we believe that, if racial balance is the objective, our disposition of this case may lead to a plan which not only satisfies State law but also may eliminate any claim of unconstitutional racial discrimination in Springfield's public schools. See *Barksdale v. Springfield Sch. Comm.*, 237 F.Supp. 543 (D. Mass.); *S.C. sub nom. Springfield Sch. Comm. v. Barksdale*, 348 F.2d 261 (1st Cir.).¹¹

2. With these preliminary observations, we turn now to the amended substitute bill for judicial review brought under G.L. c. 15, § 1J, first paragraph.¹²

9. In the *Swann* case, the controversy concerned the elimination of a dual school system maintained by school authorities in a North Carolina county. The court held (at 15, 91 S.Ct. at 1275) that, where such State-imposed segregation has existed, the objective must be "to convert to a unitary system." See *Green v. County Sch. Bd. of New Kent County*, 391 U.S. 430, 88 S.Ct. 1689, 20 L.Ed.2d 716. But the court continued (*Swann*, 402 U.S. at 16, 91 S.Ct. at 1276): "In seeking to define even in broad and general terms how far . . . [the] remedial power [of Federal Courts] extends it is important to remember that judicial powers may be exercised only on the basis of a constitutional violation. . . . School authorities are traditionally charged with broad power to formulate and implement educational policy and might well conclude, for example, that in order to prepare students to live in a pluralistic society each school should have a prescribed ratio of Negro to white students . . . To do this as an educational policy is within the broad discretionary powers of school authorities; absent a finding of a constitutional violation, however, that would not be within the authority of a federal court." Moreover, it is perhaps also significant that the court indicated no disagreement

with 42 U.S.C. § 2000e-6 (1970), which expressly disclaims any intention to create a Federal right of action for "so-called 'de facto segregation,' where racial imbalance exists . . . but with no showing that this was brought about by discriminatory action of state authorities." See pp. 17-18, 91 S.Ct. p. 1277. See also pp. 22-23, 91 S.Ct. 1267; *Wright v. Council of Emporia*, 407 U.S. 451, 461, 477, 92 S.Ct. 2190, 2203, 2207-2210, 33 L.Ed.2d 51 (1972).

10. In the *Swann* case a unanimous Supreme Court stated (at 28, 91 S.Ct. at 1282): "Absent a constitutional violation there would be no basis for judicially ordering assignment of students on a racial basis. . . ." See also fn. 9, *supra*.

11. From an amicus brief filed in the instant case by Neighborhood Legal Services of Springfield, Inc., it appears that certain individuals and organizations from Springfield's black community have brought a second suit which is now pending in the Federal District Court for Massachusetts. *Maness v. Springfield Sch. Comm.*, Civil Action No. 71-143-M (D. Mass.).

12. While a bill under this section will clearly be to review the board's rejection of a racial balance plan, there is a serious

Initially, the commissioner withheld State school assistance from Springfield on the ground that the city had not demonstrated an "unqualified" commitment to implement its third racial balance plan. It appears from the record, however, that, on January 26, 1971, the board revoked its prior approval of the plan and authorized continued withholding of funds because of an alleged deficiency in the plan's building program.

[3] While there is no express indication in G.L. c. 15, § 1I, that the board may revoke a previously approved plan, either in whole or in part, such authority is implied in appropriate circumstances because of the power to approve or disapprove plans. Moreover, it is significant that, under G.L. c. 71, § 37D, "[w]henver the state board of education finds that racial imbalance exists in a public school" (emphasis supplied), it must require submission of a plan which will correct the imbalance. On the basis of these provisions, we are satisfied that the board may, in appropriate circumstances, revoke a previously granted approval. Cf. *Multi-Line Ins. Rating Bureau v. Commissioner of Ins.*, 357 Mass. 19, 22, 255 N.E.2d 787, and cases cited.

[4-6] It is clear in the instant case that the circumstances were not appropriate for the exercise of this power. As the com-

question, raised by the board, whether c. 15, § 1J, first paragraph, is also a proper vehicle for obtaining review of the withholding of State school assistance. We have indicated recently, however, that procedural niceties should not be a barrier to judicial review where substantial issues of law are at issue. *Reading v. Attorney Gen.*, Mass. (Mass. Adv.Sh. [1972] 1363, 1366) 285 N.E.2d 429. Although the committee could have brought a petition for certiorari or a bill for declaratory relief to review the commissioner's withholding orders (*id.* at 1365-1367, 285 N.E.2d 429), consistent with the policy announced in the *Reading* case, we construe the amended substitute bill according to its nature and substance, and not its form. See *Essex Trust Co. v. Averill*, 321 Mass. 68, 70, 71 N.E.2d 767; *Employers' Liab. Ass'n Corp. Ltd. v. Traynor*, 354 Mass. 289, 291

missioner's letter of January 26, 1971, plainly states, the sole reason for the board's action was that, in achieving racial balance, the Springfield school building program might "burden [b]lack parents and children disproportionately." There is no evidence in the record which indicates that the city's program to construct new schools would operate in a discriminatory fashion.¹³ Where, as here, it is acknowledged that a plan meets all requirements of G.L. c. 71, § 37D, and it has not been established that a plan violates a constitutional guaranty, there is no basis for administrative action against the city. See G.L. c. 15, § 1I, first paragraph. While we recognize that compliance with the statute does not necessarily satisfy the constitutional guaranty of equal protection, it is fundamental in our system of government that courts, and not administrative agencies, must resolve *conflicts* which may arise between statutory and constitutional provisions. Massachusetts Constitution, Declaration of Rights, art. 30. See *Panitz v. District of Columbia*, 72 App.D.C. 131, 112 F.2d 39, 41-42; *Davis*, *Administrative Law*, § 20.04, p. 74. Cf. *Bearce v. Zoning Bd. of Appeals of Brockton*, 351 Mass. 316, 319-320, 219 N.E.2d 15.

[7, 8] Since the board was created by the Legislature (see G.L. c. 15, § 1E), it

N.E.2d 34. There is no need for further amendment of the bill since the merits have been argued before us. Compare *Reading v. Attorney Gen.*, *supra* at 1368, 285 N.E.2d 429.

13. In this connection, the board directs our attention to the "People Take Action" letter of December 20, 1970, the commissioner's letter of January 26, 1971, and the memorandum dated January 25, 1971, from the State task force on racial imbalance to the commissioner. None of these documents, however, contains any statistics bearing on the question of whether the new school sites would be significantly more burdensome upon blacks than on whites. Nor are we able even to ascertain from these documents the location of the proposed new schools in relation to areas of black and white concentration in the city. The record is unsatisfactory in this regard.

has "only the powers, duties and obligations expressly conferred upon it by . . . statute . . . or such as are reasonably necessary . . . [to carry out] the purpose for which it was established." *Hathaway Bakeries, Inc. v. Labor Relations Commn.*, 316 Mass. 136, 141, 55 N.E.2d 254, 256, and cases cited. In the instant case, if the board had doubts or was concerned about the constitutionality of the Springfield plan, its appropriate remedy was to seek declaratory relief under G.L. c. 231A. See G.L. c. 71, § 37D, seventh paragraph. See also *School Comm. of Boston v. Board of Educ.*, 352 Mass. 693, 696-697, 227 N.E.2d 729; *Wachusett Regional Sch. Dist. Comm. v. Erickson*, 353 Mass. 77, 79-80, 228 N.E.2d 62. The board had no authority to take the action it did in the absence of a judicial declaration of a constitutional violation. In these circumstances, it was plainly error to continue withholding State School assistance past January 26, 1971.

Apart from this matter, the board argues that, in any event, after May 25, 1971, it had ample ground to withhold the city's share of State school funds because of the school committee's failure by that date to submit an acceptable short-term proposal.

[9-13] Inasmuch as G.L. c. 71, § 37D, expressly mentions alteration of school attendance districts and transportation of

pupils in connection with racial balance plans, there can be no doubt that a school committee under the section may utilize short-term as well as long-term methods of eliminating racial imbalance.¹⁴ See also G.L. c. 71, § 37C. While the language of c. 71, § 37D, further suggests that the Legislature meant to allow school committees a large measure of discretion in the selection of appropriate means, we think that the board also has responsibilities in this regard by virtue of G.L. c. 15, § 1I. Since this section and c. 71, § 37D, were enacted as part of the same bill, they should be construed together. See *Platt v. Commonwealth*, 256 Mass. 539, 542, 152 N.E. 914; *Marshal House, Inc. v. Rent Control Bd. of Brookline, Mass.*,^a 266 N.E.2d 876. Pertinent here is the board's power under the second paragraph of c. 15, § 1I, to require a school committee to show "progress within a reasonable time in eliminating racial imbalance." As a necessary incident of this power, it would seem that, where a plan to correct imbalance involves construction of new schools over several years, the board must be able to require the city or town to formulate effective measures to deal with racial imbalance in the intervening period.¹⁵ Cf. *Attorney Gen. v. Brissenden*, 271 Mass. 172, 177-178, 171 N.E. 82.

[14] In the instant case, by December, 1970, after five years under the racial im-

14. The school committee's contention that there may be only one plan ignores this statutory language concerning interim measures. We note that the committee has itself relied on both short-term and long-term measures in its various racial balance plans from 1965 to 1970. This consistent administrative practice under the statute is additional support for the view that a plan may have both long-term and short-term features consistent with G.L. c. 71, § 37D. See footnote 21, *infra*; *Cleary v. Cardullo's, Inc.*, 347 Mass. 337, 343, 345, 198 N.E.2d 281.

a. *Mass. Adv. Sh.* (1971) 161, 171.

15. A further consideration is the preamble of the racial imbalance law which states: "Whereas, the deferred operation of this act would tend to defeat its pur-

pose, which is to eliminate forthwith racial imbalance in the public schools, therefore it is hereby declared to be an emergency law, necessary for the immediate preservation of the public convenience" (emphasis supplied). St.1965, c. 641. The use of the word "forthwith," employed in its ordinary sense (see G.L. c. 4, § 6, Third), dictates the accomplishment of the legislative object without delay, with reasonable diligence and dispatch. See *Lafleur v. Chicopee*, 352 Mass. 746, 752-753, 227 N.E.2d 702; *Gifford v. Spehr, Mass. (Mass. Adv. Sh. [1971])* 127, 128-129, 260 N.E.2d 657. See also *Black's Law Dictionary* (Rev. 4th ed.) 782. The board would be remiss in its responsibilities, if it did not take this into account when assessing the performance of school committees.

balance law, the school committee had still not achieved racial balance in five elementary schools, although it had succeeded in eliminating imbalance in its junior high school system. It is uncontested that, without new interim measures, imbalance would have continued in the elementary school system until at least the 1973-1974 school year when the city expected to complete its building program. In these circumstances, it was clearly proper for the board on December 15, 1970, to direct the school committee to amend its third plan to ensure elimination of racial imbalance during the 1971-1972 school year.

[15] While the board properly required the school committee to include new short-term measures in its plan, this step alone did not satisfy the board's responsibilities. Under G.L. c. 15, 11, first paragraph, the board initially must "provide technical and other assistance in the formulation . . . of [racial balance] plans," and secondly, if a plan meeting the statutory requirements is not filed, the board must "consult with and make specific recommendations for a[n acceptable] plan by . . . [the] school committee." See the brief by the board at 7-8, filed in *School Comm. of Boston v. Board of Educ.*, 352 Mass. 693, 227 N.E.2d 729. See also note, 5 Harv.J.Legis. 83, 90.

There is no dispute that the board met its first responsibility. This was accomplished in February and March, 1971, when the commissioner's staff assisted the city school department in the development of three short-term options for the school committee's consideration. The school committee contends, however, that the board

did not fulfil its second responsibility of consultation and advise which arose in May, 1971, when the committee failed to file an acceptable plan. See G.L. c. 15, § 11, first paragraph.

[16] The facts support the committee's contention. There is nothing in the present record to indicate an offer of consultation by the board after the committee's failure to file a plan.¹⁶ Further, while it is true that the board did indicate it could accept any of the three optional proposals or a variation thereof, this action did not meet the requirement of "specific recommendations for a[n acceptable] plan." The Legislature must have had more in mind when it used both the word "specific" and the phrase "recommendations for a plan" in the first paragraph of G.L. c. 15, § 11. See *Republic Cas. Co. v. Scandinavian-American Bank*, 2 F.2d 113, 114 (W.D. Wash.). See also *Whittemore v. Town Clerk of Falmouth*, 299 Mass. 64, 68-69, 12 N.E. 2d 187. This view is borne out by the first paragraph of G.L. c. 15, § 1J, which provides that, upon judicial review, the court is to enforce the board's recommendations if they satisfy the requirements of the racial imbalance law. It can hardly have been intended, however, that the court should have to pick among several options, for this is not the function of a court in reviewing administrative action. It was clearly the intention of the Legislature that the board should make a single proposal in order to assist the school committee. An obvious concern of the Legislature in making this requirement was the important objective of facilitating the acceptance of a plan by the affected public.

16. We agree with the statement of the school committee in its brief as to the importance of consultation: "Had there been a consultation with the [c]ommittee as required by the statute . . . it is entirely possible that a meeting of the minds might have resulted to effect a workable compromise between the construction method and the massive busing method to eliminate racial imbalance in Springfield. Had there been a consultation with the [c]ommittee after . . . 1971, the [b]oard might have been con-

vinced of the necessity for an in-depth survey to alleviate the [c]ommittee's concern about the workability of any massive busing plan and agreed with the [c]ommittee . . . to consider extending the time to implement a busing plan from September of 1971 to September of 1972. . . . In short, it is the [c]ommittee's conviction that if the [b]oard had exercised its responsibility to consult with the [c]ommittee, as required by the [r]acial [i]mbalance [!]aw, this matter would not be before this court at this time."

For these reasons, we think that the board should have recommended just one proposal, and not three proposals and any number of possible variations. It is not intended that the board can now end the dispute and resolve all the attendant problems by recommending one of the three proposals. Other issues have now surfaced which require action as will appear later in this opinion (see points 3-5, *infra*).

[17, 18] If the board did not fulfil its own responsibilities under the first paragraph of G.L. c. 15, § 11, it follows that it had no right under the second paragraph of the section to authorize the commissioner to withhold State school assistance.¹⁷ Aside from the case of a failure to make a reasonable progress toward the implementation of an approved plan, the language of the statute indicates only two instances where the commissioner may withhold State aid: (1) when a school committee rejects the board's specific recommendations for a plan; or (2) after specific recommendations have been made, the board rejects the school committee's revised plan. G.L. c. 15, § 11, second paragraph, § 1J, first paragraph. In the instant case, since matters had not reached this stage, the board clearly exceeded its authority in directing the suspension of State school assistance.

17. The school committee argues that, in any event, the board has no power to withhold State funds without first obtaining a decree from a court under G.L. c. 15, § 1J, second paragraph. This contention has no merit. General Laws c. 15, § 1G, enacted during the same legislative session as the racial imbalance law (see St.1965, c. 572, § 2; c. 641), states in clear and unambiguous terms: "The board may withhold state and federal funds from school committees which fail to comply with the provisions of law relative to the operation of the public schools" Consistent with this section, G.L. c. 15, § 1I, directs the commissioner not to certify State school assistance to any city or town which has failed to make progress within a reasonable time in eliminating racial imbalance. See fn. 5, *supra*. It follows from both provisions that, far from restricting the administrative agency's power to cut off funds to a school

For these reasons, we conclude that the monies withheld from Springfield should be released. Our action is meant in no way to relieve either party of the duty of eliminating racial imbalance in a timely fashion. We shall consider this matter further in connection with the board's counterclaim.

3. Before we deal with the counterclaim, it is appropriate to treat the school committee's request for an expression of our views as to the extent school attendance districts may be altered, and pupils transported, to eliminate racial imbalance. See G.L. c. 71, § 37D, second and fourth paragraphs. The issue has been argued by both parties and is clearly essential to the development of acceptable short-term measures. We express our views on the matter because judicial guidance may "expedite the disposition of this and possible future litigation."¹⁸ *Goldblatt v. Corporation Counsel of Boston*, Mass.^b, 277 N.E.2d 273. See *Wellesley College v. Attorney Gen.*, 313 Mass. 722, 731, 49 N.E.2d 220.

The pertinent portion of the statute reads as follows: "[Every racial balance] plan shall, [inter alia], detail the changes in existing school attendance districts Any plan to detail changes in existing school attendance districts . . . with the intention of reducing or eliminat-

committee, § 1J merely places an additional method of accomplishing this end in the hands of the board. See *Doliner v. Planning Bd. of Millis*, 343 Mass. 1, 5, 175 N.E.2d 919; *Town Crier, Inc. v. Chief of Police of Weston, Mass.* (Mass. Adv.Sh. [1972] 891, 896, 282 N.E.2d 379, and cases cited) (statutes governing the same subject matter, if possible, should be construed to form a consistent and harmonious whole).

18. It is to be noted that our discussion is not related to transportation of students under a court order where a constitutional violation has been established under *Brown v. Board of Educ. of Topeka*, 347 U.S. 483, 74 S.Ct. 686, 98 L.Ed. 873; *S.C. 349 U.S. 294*, 75 S.Ct. 753, 99 L.Ed. 1083. See *Wright v. Council of Emporia*, 407 U.S. 451, 92 S.Ct. 2196, 33 L.Ed.2d 51 (1972).

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ing racial imbalance, must take into consideration on an equal basis with the above-mentioned intention, the safety of the children involved in travelling from home to school and school to home.

"No school committee . . . shall be required as part of its plan to transport any pupil . . . to any school outside the school district established for his neighborhood, if the parent or guardian of such pupil files written objection thereto with such school committee" (emphasis supplied). G.L. c. 71, § 37D, second and fourth paragraphs.

[19-21] We do not accept the school committee's contention that the emphasized language gives a parent the right to veto transportation of his child to any school which was not in his attendance district in 1965 when the statute was enacted. The words of the two quoted paragraphs, as a whole, clearly indicate a legislative intention to permit the alteration of district boundaries as a means of achieving racial balance. Construed in this light, the phrase "school district established for his neighborhood" means the attendance district which the school committee has chosen to establish for a pupil's neighborhood. See Industrial Technical Schs. Inc. v. Commissioner of Educ., 330 Mass. 622, 626, 116 N.E.2d 260. This would also seem to be the plain and ordinary meaning of the phrase. See Commonwealth v. Thomas, Mass.º, 269 N.E.2d 277 and cases cited. G.L. c. 4, § 6, Third.

c. Mass.Adv.Sh. (1971) 721, 722.

19. Nor is there any merit in the board's related contention that, while a parent can veto the bussing of his child to a school in a distant attendance district, the school committee may assign the child to such a school, even if, as a practical matter, the assignment means that the parent must provide transportation.

In rejecting this contention, we note the mandate of G.L. c. 71, § 68, that schools shall be "conveniently situated for the accommodation of all children therein entitled to attend the public schools." As a prior Attorney General accurately observed, this ancient law (See State Board of Education v. Board of Education, 252, § 4) "states a continuing policy that pupils residing

[22-24] While the language is not open to the interpretation urged by the school committee, the restriction upon involuntary bussing must be read, at least to some degree, as placing a limitation upon redistricting as well as upon transportation policies. It is a firm rule of statutory construction that, in so far as the language used permits, every major provision of an enactment will be interpreted to make it an effectual part of the whole legislation. See Atlas Distrib. Co. v. Alcoholic Beverages Control Commn., 354 Mass. 408, 414, 237 N.E.2d 669. See also Insurance Rating Bd. v. Commissioner of Ins., 356 Mass. 184, 189, 248 N.E.2d 500, and cases cited. If, as the board urges, however, the statute does not limit the authority of school committees to redraw district boundaries, then the restriction upon involuntary bussing could be easily circumvented. Since the right to object to bussing arises only when a school committee proposes to transport a pupil outside his attendance district, it would be possible to nullify the restriction simply by establishing gerrymandered or excessively large districts.¹⁹

[25] We are convinced that the Legislature meant to forbid both practices. We reach this conclusion not only because allowing such districts would make a mockery of the provision concerning parental objections but also on the basis of the obligation imposed on school committees to establish school districts "for neighborhood[s]" and to consider safety "on an equal basis" with racial balance.

a great distance from the public school to which they have been assigned should not be compelled to furnish their own transportation." Rep. A. G., Pub.Doc.No. 12, 1966, 230, 232. While we recognize that involuntary assignment of pupils may be required to eliminate segregation, there is nothing to prevent the Legislature from forbidding this practice in connection with the achievement of racial balance which is not required by the Federal Constitution. See point 1, supra. See also 42 U.S.C. §§ 2000c(b), 2000c-6 (1970). Cf. Swann v. Charlotte-Mecklenburg Bd. of Educ., 402 U.S. 1, 29, 31, 91 S.Ct. 1267, 28 L.Ed.2d 554; San Francisco Unified Sch. Dist. v. Johnson, 3 Cal.3d 937, 92 Cal. Rptr. 309, 479 P.2d 669.

[26, 27] Except where a particular word or phrase has a technical meaning, we interpret words and phrases in statutes in accordance with their common and approved usage. *Canton v. Bruno*, Mass. ^d, 282 N.E.2d 87, n. 8. G.L. c. 4, § 6, Third. The word "neighborhood," as used in every day conversation, suggests a section of a city or town, identifiable as such by its history or geography, where people are generally known to each other or where they live in some proximity to each other. It will sometimes, but not always, be defined by natural or other physical boundaries or by an electoral or a zoning district. At the very least, however, the word signifies nearness, as opposed to remoteness, from home. See *Langley v. Barnstead*, 63 N.H. 246, 247.

[28, 29] While G.L. c. 71, § 37D, does not require attendance at the school "nearest to a pupil's neighborhood," it does clearly indicate by the phrase, "established for his neighborhood," that school attendance districts must bear a relationship to the neighborhood where the pupil and his family reside. This statutory mandate permits the drawing of fair and equitable, but enlarged, school attendance districts, and it does not preclude the use of such techniques as "pairing," "grouping," or "clustering" of schools²⁰ when they achieve this result. We hold only that school attendance districts, when redrawn for the purpose of achieving racial balance, must bear a reasonable, though not necessarily a fixed, proximity to recognized neighbor-

hoods. A school committee may, for example, include several neighborhoods and more than one school within an attendance district, but it must not draw district lines in such a way as to create a very large gerrymandered district. A more precise definition or guideline to cover every conceivable situation is not possible. Each case must be dealt with on the basis of its own facts. See *Thomas v. Marshfield*, 10 Pick. 364, 365, 367. See ins. 22, 23, and accompanying text, *infra*.

[30, 31] As to the second requirement that safety be given the same weight as achievement of racial balance, it has an obvious bearing upon the establishment of school attendance districts. While it is neither appropriate nor possible to detail every factor which bears upon the safety of school transportation, we may properly take this occasion to mention some of the most obvious factors: the distance to be travelled, the amount of time necessary for the journey, the availability of public transportation for pupils who wish to stay after school, the age of the children involved, and traffic hazards and the incidence of crime along the route. Since the racial imbalance existing in Springfield relates only to elementary schools, we observe that age may be an especially significant factor when transportation will involve young children. As a general rule, it would seem, the younger the pupil, the shorter the distance he may be required to travel consistent with the demands of safe transportation.²¹

d. Mass. Adv. Sh. (1972) 791, 799, n. 8.

20. These terms merely connote a combination of the attendance areas of two ("pairing") or more ("grouping" and "clustering") schools, with pupils so assigned among the schools that a similar racial composition is achieved at each school in the pair, group, or cluster. See *Allen v. Board of Pub. Instruction of Broward County*, 432 F.2d 362, 367, n. 5 (5th Cir.). See also *Fiss, Racial Imbalance in the Public Schools: The Constitutional Concepts*, 78 Harv. L. Rev. 564, 573.

21. As long as only the State policy of racial balance is involved, the Legislature may clearly take countervailing considerations,

such as safety, into account. It is interesting to note, however, that, even where local school authorities are under a court order to dismantle a State maintained system of dual schools, there may be valid objection to bussing. The United States Supreme Court has said: "A objection to transportation of students may have validity when the time or distance of travel is so great as to either risk the health of the children or significantly impinge on the educational process."

It hardly needs stating that the limits on PR Award # 41650130971
 Page 236
 of travel will vary with many factors, but Page 236
 with none more than the age of the students." *Swann v. Charlotte-*

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[32, 33] Subject to the limitations just described, school committees possess a large measure of discretion in the formulation of all aspects of racial balance plans, including alteration of school attendance districts and transportation of pupils. Under State law, such committees historically have exercised the functions of deciding which school attendance districts should be changed, which schools should be closed, and which schools should be used for other educational purposes. See *Jantzen v. School Comm. of Chelmsford*, 332 Mass. 175, 178, 124 N.E.2d 534, and cases cited. Had the Legislature intended a radical departure from this long established policy, we think it would have so indicated in clear language. See *Leonard v. School Comm. of Springfield*, 241 Mass. 325, 332, 135 N.E. 459; *School Comm. of Gloucester v. Gloucester*, 324 Mass. 209, 214, 85 N.E.2d 429; *Dowd v. Dover*, 334 Mass. 23, 26, 133 N.E.2d 501. A fair interpretation of G.L. c. 15, § 11, based upon the statutory language as well as upon historical considerations, is that the board must accept a plan formulated at the local level if it rea-

sonably appears to be designed to achieve racial balance and otherwise complies with the requirements of G.L. c. 71, § 37D.

[34-38] Upon review of a local plan, the board, no less than the courts, is bound by the school committee's factual determinations, provided they are supported by substantial evidence. While the board must make its own independent determination whether a plan satisfies c. 71, § 37D, we suggest for the guidance of school committees that the board set forth beforehand how it interprets, and intends to apply, the requirements of the statute.²² The means of accomplishing this object are found in G.L. c. 30A, §§ 1(2), (5), 2, 3, which establish rule-making procedures applicable to all but a few of the administrative agencies of State government. See also G.L. c. 30A, § 8 (advisory rulings). Although the usefulness of regulations should not be overrated, their importance is never greater than where, as here, an agency must interpret a legislative policy which is only broadly set out in the governing statute.²³ See *Cleary v. Cardullo's, Inc.*, 347 Mass.

Mecklenburg Bd. of Educ., 402 U.S. 1, 30-31, 91 S.Ct. 1267, 1283, 28 L.Ed.2d 554.

22. In this respect, the board can also provide assistance to the judiciary. While an administrative or executive interpretation cannot bind the courts, weight should be given "to any reasonable construction of a regulatory statute adopted by the agency charged with . . . [its] enforcement." *Investment Co. Inst. v. Camp*, 401 U.S. 617, 626-627, 91 S.Ct. 1091, 1097, 28 L.Ed.2d 367. See *Town Crier, Inc. v. Chief of Police of Weston, Mass.* (Mass. Adv. Sh. [1972] 891, 895, n. 6), 282 N.E.2d 379, n. 6. The appropriate weight, in a particular case, will depend on a variety of factors, including whether the agency participated in the drafting of the legislation (*Zuber v. Allen*, 396 U.S. 168, 192, 90 S.Ct. 314, 24 L.Ed.2d 345), whether the interpretation dates from the enactment of the legislation, and whether it has been consistently applied (*Cleary v. Cardullo's, Inc.*, 347 Mass. 337, 343-344, 198 N.E.2d 281). In no event, however, will an administrative interpretation be followed if it is contrary to "plain and unambiguous terms . . . of the statute." *Bolster v. Commissioner of Corps. & Taxn.*, 319 Mass. 81, 86, 64 N.E.

2d 645, 648. See generally 2 Am.Jur.2d, Administrative Law, §§ 241-255.

23. For an eloquent statement of the policy reasons for encouraging rule-making, see Douglas, J., in *National Labor Relations Bd. v. Wyman-Gordon Co.*, 394 U.S. 759, 775-780, 89 S.Ct. 1426, 22 L.Ed.2d 709 (separate opinion). Pertinent here is the following passage: "Failure to make full use of rule-making power is attributable at least in part 'to administrative inertia and reluctance to take a clear stand.' . . . Rule making is no cure-all; but it does force important issues into full public display and in that sense makes for more responsible administrative action" (citation omitted). *Id.* at 779, 89 S.Ct. at 1436. See Shapiro, *The Choice of Rulemaking or Adjudication in the Development of Administrative Policy*, 78 Harv.L.Rev. 921 (cited by Douglas, J.); Davis, *Administrative Law*, § 6.15 (1970 Supp.). See also *National Labor Relations Bd. v. Wyman-Gordon Co.*, *supra*, at 763-766, 89 S.Ct. 1426 (opinion of the court); and at 780, 89 S.Ct. 1426 (separate opinion by Harlan, J.). Compare *id.* at 769-775, 89 S.Ct. 1426 (separate opinion by Black, J., with Brennan and Marshall, JJ.).

337, 343-344, 198 N.E.2d 281. See also Environmental Defense Fund, Inc. v. Ruckelshaus, 142 U.S.App.D.C. 74, 439 F. 2d 584, 596-598.

4. We consider next the board's counterclaim invoking the general equitable jurisdiction of this court.

[39] With respect to short term measures, we are not prepared at this time to say that the school committee should be ordered to include in its plan any of the three options prepared by the city school department with the assistance of the board. Such an order is plainly inappropriate before the board has consulted with, and made specific recommendations to, the school committee for a single, acceptable short-term program. See G.L. c. 15, § 11, first paragraph. See also notes, 46 B.U.L. Rev. 45, 66; 5 Harv.J.Legis. 83, 91.

[40] Moreover, it has not been shown on the record before us that any of the options takes safety into account on an equal basis with racial balance, or that school attendance districts, as redrawn, will bear a reasonable relationship to existing neighborhoods. See G.L. c. 71, § 37D, second and fourth paragraphs. While it is possible that one or more of the options meet these requirements, the record before us is inadequate to permit a ruling on this issue.²⁴ Even where specific recommendations have been made, the courts are without power to order a school committee to adopt the recommended measures unless the evidence is sufficient to establish that the measures satisfy *all* statutory requirements of G.L. c. 71, § 37D. See G.L. c. 15, § 1J, first paragraph.

For these reasons, it is not appropriate to grant the first prayer of the counter-

claim for an order directing the school committee forthwith to implement one of the three proposed, short-term programs. As to the second prayer, there is no basis for withholding State school assistance from Springfield, at least until such time as the school committee has had an opportunity to act upon specific recommendations by the board.

Nothing we have said should be construed as an indication of our approval of the school committee's performance in complying with the racial imbalance law. Although we are not prepared to say that the performance of the school committee—or perhaps lack of performance—permits the board to withhold State funds, and while we do not order the specific relief requested, the board is entitled to some relief under our general equity jurisdiction which it seeks to invoke by its counterclaim. See G.L. c. 71, § 37D, seventh paragraph; c. 214, §§ 1, 2. See also Commissioner of Banks v. Commonwealth-Atlantic Natl. Bank, 248 Mass. 302, 306-307, 143 N.E. 149.

[41, 42] Inasmuch as Springfield has failed to achieve racial balance in its elementary school system in the period since 1965, we think it is reasonable to require that the school committee, with appropriate assistance from the board, develop short-term measures consistent with G.L. c. 71, § 37D, which will achieve racial balance in all city schools by September, 1973. With this end in view (see G.L. c. 71, § 37C), we remand the counterclaim to the Superior Court with directions that, after hearing the parties, the court establish a schedule for the submission of specific recommendations by the board, for the filing of a short-term program by the school

24. The long record before us is completely deficient in this respect. There is no evidence bearing upon the residential neighborhoods and the school districts. Moreover, no facts are presented to us as to the demographic aspects of the various city neighborhoods or as to the time and distance students from each of the neighborhoods will be required to travel if any of the plans should be adopted.

statutory requirements, in this respect, were considered. Instead, the record concentrates upon the costs of transportation and the concomitant costs of luncheon programs and in-service training programs. Although these considerations are legitimate, they are not facts relevant to the legal issues which we must consider under G.L. c. 15, § 1J, first paragraph.

committee,²⁵ and for final action by the board, with sufficient time to allow for judicial review if required.²⁶

5. Since the board apparently entertains constitutional doubts with respect to Springfield's long range program to build new schools, it may seek to amend its counterclaim in the Superior Court to include a prayer for declaratory relief on this question. G.L. c. 71, § 37D, seventh paragraph; c. 231A. If the board so moves to amend its counterclaim, the motion should be allowed. See G.L. c. 231, § 51.²⁷ See also *Reading v. Attorney Gen.*, Mass.,^e 285 N.E.2d 429.

[43] While we will sometimes express an opinion on an issue not necessary to adjudicate the claim immediately before us (see *Wellesley College v. Attorney Gen.*, 313 Mass. 722, 731, 49 N.E.2d 220), we

cannot decide a constitutional question unless it is properly presented. In this respect, we have said: "Only when the impact of a statute upon particular individuals . . . and upon a set of definite facts . . . has been shown, can a court decide a constitutional question with confidence that relevant considerations have not been overlooked." *Bowe v. Secretary of the Commonwealth*, 320 Mass. 230, 246, 69 N.E.2d 115, 127. What is lacking in the present record (see fn. 13, *supra*), are facts which would permit us to determine whether the proposed new school sites, approved in accordance with State law, will have the effect of depriving black parents and children of the equal protection of the laws.²⁸ United States Constitution, Fourteenth Amendment. Massachusetts Constitution, Declaration of Rights, art. 1. It is for that reason that we ex-

25. The schedule for the parties should also take into account the new requirement that a public hearing must be held before a school committee may change a school attendance district. See St.1971, c. 958, inserting a new third paragraph in G.L. c. 71, § 37D.

26. Once an acceptable plan is determined, the court has the power under G.L. c. 71, § 37D, seventh paragraph, to enforce the plan, including transportation provisions, against the school committee and any citizen of Springfield. There can be no disobedience of the court's decree whether by the school committee, or by other affected agencies, or by objecting parents. See *Commonwealth v. Hudson*, 315 Mass. 335, 349, 52 N.E.2d 566. "[C]ourts of equity do not lack the means of doing their duty." *Ibid.*

27. Since the amicus curiae (see fn. 11, *supra*) alleges that the constitutionality of the city's construction program is squarely raised by *Maness v. Springfield School Committee*, Civil Action No. 71-143-M (D.Mass.), it may also be that the plaintiffs in the *Maness* case, as well as any other residents of Springfield alleging that the racial imbalance law is unconstitutional as applied to them, will seek to intervene in the Superior Court. The judge may allow any such motion within his discretion under G.L. c. 231, § 51.

28. The record, for example, gives no indication whether the board's objection relates to the closing of public school facilities in the black community, or to disproportionate bussing of black children, or both. Federal decisions bearing on these issues have depended in large measure upon the particular facts before the court, and have usually involved cases of segregation by State action. See *Norwalk CORE v. Norwalk Bd. of Educ.*, 423 F.2d 121, 124, 125-126 (2d Cir.); *Allen v. Asheville City Bd. of Educ.*, 434 F.2d 902, 905-906 (4th Cir.); *Swann v. Charlotte-Mecklenburg Bd. of Educ.*, 328 F.Supp. 1346, 1352 (W.D.N.C.); *Hart v. County Sch. Bd. of Arlington County*, 329 F. Supp. 953, 954-955 (E.D.Va.); *Carr v. Montgomery County Bd. of Educ.*, 429 F. 2d 382, 385 (5th Cir.); *Mims v. Duval County Sch. Bd.*, 447 F.2d 1330, 1333 (5th Cir.); *Lee v. Macon County Bd. of Educ.*, 448 F.2d 746, 753-754 (5th Cir.); *Smith v. St. Tammany Parish Sch. Bd.*, 302 F.Supp. 106, 108 (E.D.La.); *Haney v. County Bd. of Educ. of Sevier County*, 429 F.2d 364 (8th Cir.); *Clark v. Board of Educ. of Little Rock Sch. Dist.*, 449 F.2d 493, 496 (8th Cir.); *Brice v. Landis*, 314 F.Supp. 974, 978 (N.D.Cal. [9th Cir.]). See also *Spangler v. Pasadena City Bd. of Educ.*, 311 F.Supp. 501, 524 (C.D.Cal.), denial of motion to intervene affirmed, 427 F.2d 1352 (9th Cir.). See generally *Supreme Court Note*, 85 Harv. L.Rev. 40, 81-82; *Note*, 46 N.Y.U.L.Rev. 1078, 1101-1102.

press no opinion on the constitutional issue at the present time. Compare *Commonwealth v. Gilfedder*, 321 Mass. 335, 337-338, 73 N.E.2d 241.

In the Superior Court, however, upon a prayer for a declaratory decree, the parties will have the opportunity, not possible here, for a full evidentiary hearing where they can develop a record which is adequate for constitutional adjudication. See *Pinnick v. Cleary*, Mass.,^f 271 N.E.2d 592 (concurring opinion). Among other things, the judge should receive in evidence the most recent information concerning the impact of Springfield's proposed school building program. This should include the so called "Clinchy Report," which is not in the present record, but which the parties have informed us may have a material bearing on this case.

[44, 45] If the judge, after hearing the parties, decides to reserve and report the constitutional question for the consideration of this court, he should provide us not only with all evidence presented by the parties but also with appropriate findings and rulings. Since cases coming to us under G.L. c. 214, § 31, must be "ready for a final judgment" (*Taft v. Stoddard*, 141 Mass. 150, 6 N.E. 836), as a general matter it is essential to have such findings and rulings before us especially where the evidence is either complex or conflicting.²⁹ See *M. Steinert & Sons Co. v. Tagen*, 207 Mass. 394, 397, 93 N.E. 584; *Daly v. Foss*, 209 Mass. 470, 471, 95 N.E. 899. In the event a statement of agreed facts is offered by the parties, the judge should make certain that the statement contains all facts, pertinent to each issue reserved and reported, and necessary for a final decree in the case. Cf. *Whitney v. Wellesley & Boston St. Ry.*, 197 Mass. 495, 502, 84 N.E. 95.

f. Mass.Adv.Sh. (1971) 1129, 1163.

29. Nothing stated herein, however, should be construed as precluding the judge below from deciding the constitutional issues on his own without recourse to G.L. c. 214, § 31. It is fully within the

Regardless of any legal problems concerning Springfield's long-range program to build new schools, the judge below must insist on development and implementation of effective short-term measures by September, 1973. In remanding the counterclaim to the Superior Court with these instructions, we are not unmindful that the school committee's reluctance in May, 1971, to adopt a short-term program may have been based in large measure upon the board's abrupt turnabout in policy between December 15, 1970, and January 26, 1971, toward the long-range, building program. Therefore, although it is not possible at this time to set a date certain for the construction of new schools, we expect that the board will move expeditiously to resolve its doubts concerning the long-range program so that Springfield will have the new schools which it is authorized to build under the racial imbalance law. See G.L. c. 15, § 11, third paragraph.

[46, 47] 6. We think it appropriate to remind the parties that, under the racial imbalance law, the duty of correcting imbalance in the public schools is primarily upon State and local educational authorities, and not upon the courts. In the first instance, each local school committee must devise a racial balance plan, and if the committee fails to accomplish the legislative objective when State authorities must recommend a satisfactory plan. While we recognize that these tasks may be unpleasant and controversial as well as difficult to perform, the agencies concerned should understand that the assistance which courts can offer is limited both by the racial imbalance law itself and by the State Constitution. See G.L. c. 15, § 1J; c. 71, § 37D, seventh paragraph; Massachusetts Constitution, Declaration of Rights, art. 30. Thus, although we will pass on questions of law related to

competence of judges of the Superior Court to adjudicate claims under the State and Federal Constitutions. Appellate review is available under the provisions of G.L. c. 211A, §§ 10-13, inserted by St. 1972, c. 740, § 1, and G.L. c. 214, §§ 10-29.

the interpretation and the enforcement of the statute, it is not appropriate for us to enter directly into the formulation of racial balance plans, for this is a strictly administrative function committed to agencies of the executive department of government. See *Berman v. Board of Registration in Medicine*, 355 Mass. 358, 360, 244 N.E.2d 553. See also fns. 22, 23, and accompanying text, *supra*.

7. On the school committee's bill, a final decree is to be entered setting aside the orders of January 4, and May 25, 1971, withholding State school assistance from Springfield. On the counterclaim, an interlocutory decree is to be entered remanding the case to the Superior Court for further proceedings in accordance with this opinion.

So ordered.



Marie Ange Annette BLANCHETTE

v.

Robert L. BLANCHETTE.

Supreme Judicial Court of Massachusetts,
Essex.

Argued April 6, 1972.

Decided Sept. 19, 1972.

Proceeding on petition brought in connection with divorce to determine wife's interest in certain property including shares of corporate stock. The petition was referred to a master who determined that husband was sole owner of stock. The Probate Court, Pettoruto, confirmed the report, and wife appealed. The Supreme Judicial Court, Braucher, J., held that where master found that title to stock purchased by husband under payroll deduction plan was taken in joint names of hus-

band and wife solely as matter of convenience to avoid probate and that there was no gift or attempted gift to wife, decree declaring stock to be sole property of husband, who fully manifested his intention to exercise right of control by contesting suit, was not required to be modified, in order to avoid rendering arrangement testamentary and void, to provide that there was a present gift of a future interest, subject to a reserved life estate in the husband and to his power to revoke his wife's interest.

Decree affirmed.

1. Equity ⇨413

A master's report having been confirmed, his findings established the facts in the case.

2. Appeal and Error ⇨1017

A master's findings must stand unless they are inconsistent, contradictory or plainly wrong.

3. Appeal and Error ⇨1017

Duty of reviewing court to draw proper inferences from subsidiary findings unaffected by the conclusions of the trier of fact applies in reviewing subsidiary findings and conclusions of a master.

4. Appeal and Error ⇨1152

Where master found that title to stock purchased by husband under payroll deduction plan was taken in joint names of husband and wife solely as matter of convenience to avoid probate and that there was no gift or attempted gift to wife, decree declaring stock to be sole property of husband, who fully manifested his intention to exercise right of control by contesting suit, was not required to be modified, in order to avoid rendering arrangement testamentary and void, to provide that there was a present gift of a future interest, subject to a reserved life estate in the husband and to his power to revoke his wife's interest; overruling anything to the contrary in *MacLennan v. MacLennan*, 316 Mass. 593,

SCHOOL COMMITTEE OF SPRINGFIELD v. BOARD OF ED. Mass. 69

Cite as, Mass., 311 N.E.2d 69

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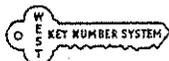
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Commonwealth v. Locke, 335 Mass. 106,
113, 138 N.E.2d 359 (1956). See Common-
wealth v. West, 357 Mass. 245, 247-248,
258 N.E.2d 22 (1970).

Judgments affirmed.



SCHOOL COMMITTEE OF
SPRINGFIELD

v.

BOARD OF EDUCATION (and a
companion case).

Supreme Judicial Court of Massachusetts,
Suffolk.

Argued April 4, 1974.

Decided May 1, 1974.

Separate actions brought by city
school committee and an intervenor in ad-
ministrative proceedings to obtain judicial
review of opinion and order entered by
State Board of Education. On remand,
287 N.E.2d 438, the Superior Court trans-
ferred cases to Supreme Judicial Court for
County of Suffolk where cases were re-
served and reported by Hennessey, J. The
Supreme Judicial Court, Tauro, C. J., held
that substantial evidence supported deter-
mination of the board that proposed plan
for application of racial imbalance law to
city schools was a safe one; that where
proposed plan reduced number of elemen-
tary school districts from 36 to six, by com-
bining small contiguous districts into larger
ones, the district lines traced those of ex-
isting districts and each new district would
continue to be reasonably proximate to rec-

ognized neighborhoods within city, the plan
complied with neighborhood requirements
of racial imbalance law, and that even if
intervenor organization could show itself
to be person aggrieved by decision of
Board organization could not maintain an
appeal under statute permitting appeals
from adjudicatory proceedings, inasmuch
as proceedings before hearing examiner
and Board did not involve determination of
rights of specifically named persons and
thus were not adjudicatory within statuto-
ry definition.

Remanded with directions:

1. Schools and School Districts ⇌ 13

In action brought for judicial review
of opinion and order entered by State
Board of Education approving plan to
comply with racial imbalance laws in city
schools, question for decision was not
whether Supreme Judicial Court believed
the plan met safety and neighborhood re-
quirements, but whether there was substan-
tial evidence before board to support its
conclusion that plan satisfied such. M.G.
L.A. c. 71 § 37D.

2. Schools and School Districts ⇌ 13

Substantial evidence supported deter-
mination of State Board of Education that
proposed plan for application of racial im-
balance law to city schools was a safe one.
M.G.L.A. c. 71 § 37D.

3. Schools and School Districts ⇌ 13

Where proposed plan pursuant to ra-
cial imbalance law reduced number of ele-
mentary school districts from 36 to six, by
combining small contiguous districts into
larger ones, the district lines traced those
of currently existing districts and each
new district would continue to be reason-
ably proximate to recognized neighbor-
hood requirements of racial imbalance
law. M.G.L.A. c. 71 § 37D.

1. The companion case is The Quality Integrated Education Committee vs. Board of Educa-
tion. PR/Award # U165A130071

4. Schools and School Districts ⇐13

Where decision of Supreme Judicial Court in prior case required school committee to develop short-term measures to achieve racial balance in all city schools by stated date and case was remanded with instructions that superior court establish time table for committee's compliance with order, burden rested on school committee to file plan to eliminate racial imbalance found to exist. M.G.L.A. c. 71 § 37D.

5. Schools and School Districts ⇐13

Under racial imbalance law, school committee had primary responsibility for devising a plan to eliminate racial imbalance in city's school system. M.G.L.A. c. 71 § 37D.

6. Schools and School Districts ⇐13

Role of State Board of Education under racial imbalance law is to evaluate critically plans which are products of sincere school committee efforts. M.G.L.A. c. 71 § 37D.

7. Schools and School Districts ⇐13

Transmission by school committee of city to State Board of Education of document which proposed to eliminate racial imbalance in school system but which was not approved by the school committee did not satisfy school committee's obligation to file a plan to eliminate racial imbalance. M.G.L.A. c. 71 § 37D.

8. Schools and School Districts ⇐13

City school committee's plan submitted following court order to achieve racial balance in all city schools by stated date was substantively inadequate, where it was only four pages in length, it omitted in-depth consideration of safety requirements, it failed adequately to spell out procedures for pupil assignment and district revision and, most importantly, it dealt only with fifth and sixth grade reassignment. M.G.L.A. c. 71 § 37D.

9. Schools and School Districts ⇐13

Evidence supported findings that State School Board had met its obligations to provide necessary assistance to city school committee in formulation and execution of plans to eliminate racial imbalance in city's school system. M.G.L.A. c. 15 § 11.

10. Schools and School Districts ⇐13

Where public notice of hearing specified that hearing examiner had been appointed to evaluate plan submitted to State Board of Education by city school committee and staff of Task Force on racial imbalance, hearing was not prematurely held because board had not offered its specific recommendation to school committee as to how its plan could be made acceptable, especially, in view of delays experienced in bringing schools in racial balance. M.G.L.A. c. 15 § 11.

11. Schools and School Districts ⇐13

Where State School Board informed city school committee that hearing examiner had been appointed to conduct hearings on plans submitted to Board by committee and staff of task force on racial imbalance and that committee, if it wished to submit additional plans, must submit them at least five days prior to hearing and committee and its staff had met with Board on numerous occasions and had been informed by Board what racial imbalance act required, committee received sufficient notice of hearings and issues to be discussed were adequately defined. M.G.L.A. c. 71 § 37D.

12. Schools and School Districts ⇐13

To maintain suit for judicial review of opinion and order entered by State Board of Education approving school desegregation plan, organization must show either that it would itself be harmed by enforcement of plan or that it represented a class of persons which would be so harmed. M.G.L.A. c. 30A § 14; c. 231A § 1.

13. Administrative

Even if organization to be person aggrieved by Board of Education's desegregation of city school system could not sue under statute permitting judicial review of administrative proceedings, before hearing examiner would involve determination of factually named persons' rights. M.G.L.A. c. 30A §§ 14, 15.

14. Schools and School Districts

Although at hearing had student population dominantly "Spanish speaking" that the ethnic imbalance anyway resulted in local school authority's failure to segregate Puerto Rican students was no de jure violation of constitutional right. S.C.A. Const. Amend. 1.

15. Constitutional Law

Fourteenth Amendment only de jure segregation which is subject to state action. U.S. Const. Amend. 14.

16. Constitutional Law

Implementing desegregation plan would not violate constitutional amendment on theory that it was necessary to achieve racial balance.

2. G.L. c. 15, §§ 11, 12, 37D.

a. Mass. Adv. Sh. (1973).

3. In that opinion, that much as Springfield's racial balance in its school system in the period since 1973 is reasonable to require the committee, with appropriate board, develop short-term plan consistent with G.L. c. 15, § 11, to achieve racial balance by September, 1973. (see G.L. c. 71, § 37D, and counterclaim to the directions that, after

13. Administrative Law and Procedure ⇨701

Even if organization could show itself to be person aggrieved by decision of State Board of Education to implement plan for desegregation of schools in city, organization could not maintain an appeal under statute permitting appeals from adjudicatory proceedings, inasmuch as proceedings before hearing examiner and board did not involve determination of rights of specifically named persons and thus were not adjudicatory within statutory definition. M. G.L.A. c. 30A §§ 1(1), 14.

14. Schools and School Districts ⇨13

Although at least four of city's schools had student populations which were predominately "Spanish," in absence of showing that the ethnic concentration had in anyway resulted from actions by state or local school authorities motivated by intent to segregate Puerto Rican students, there was no de jure segregation violation of constitutional rights of Puerto Ricans. U. S.C.A.Const. Amend. 14.

15. Constitutional Law ⇨220

Fourteenth Amendment proscribes only de jure segregation in schools, that is, segregation which results from affirmative state action. U.S.C.A.Const. Amend. 14.

16. Constitutional Law ⇨220

Implementing desegregation plan would not violate the Fourteenth Amendment on theory that state's attempt, not

2. G.L. c. 15, §§ 11-1K, and c. 71, §§ 37C, 37D.

a. Mass.Adv.Sh. (1972) 1543.

3. In that opinion, the court held that, "Inasmuch as Springfield has failed to achieve racial balance in its elementary school system in the period since 1965, we think it is reasonable to require that the school committee, with appropriate assistance from the board, develop short-term measures consistent with G.L. c. 71, § 37D, which will achieve racial balance in all city schools by September, 1973. With this end in view (see G.L. c. 71, § 37C), we remand the counterclaim to the Superior Court for directions that, after hearing the parties,

constitutionally required, to remedy racial imbalance converted existing ethnic imbalance into de jure ethnic segregation. U.S. C.A.Const. Amend. 14.

William C. Flanagan, Springfield, for School Committee of Springfield.

Francis X. Spina, Boston (Robert D. Fleischner, Springfield, with him), for The Quality Integrated Ed. Committee.

Sandra L. Lynch, Asst. Atty. Gen., for Bd. of Ed.

Stephen W. Silverman, Springfield, for Hampden County Chapter of Civil Liberties Union of Mass., amicus curiae, submitted a brief.

Before TAURO, C. J., and REARDON, QUIRICO, BRAUCHER and WILKINS, JJ.

TAURO, Chief Justice.

These cases bring before us for the second time questions concerning the application of the Massachusetts racial imbalance law² to the city of Springfield schools. We first considered the matter in *School Comm. of Springfield v. Board of Educ.*, — Mass. —, 287 N.E.2d 438 (1972)³ (Springfield I). The present cases were brought separately by the school committee and by The Quality Integrated Education Committee (QIEC), an intervener in the administrative proceedings below, to obtain

court establish a schedule for the submission of specific recommendations by the board, for the filing of a short-term program by the school committee, and for final action by the board, with sufficient time to allow for judicial review if required." *Id.* at 456-457. "Regardless of any legal problems concerning Springfield's long-range program to build new schools, the judge below must insist on development and implementation of effective short-term measures by September, 1973. . . . In the first instance, each local school committee must devise a racial balance plan, and if the committee fails to accomplish the legislative objective then state authorities must recommend a satisfactory plan." *Id.* at 458.

judicial review of an opinion and order entered by the State board of education (board) pursuant to its powers under G.L. c. 15, §§ 11, 1J.

PRIOR PROCEEDINGS.

After our remand of the prior case to the Superior Court, at a hearing on November 3, 1972, the judge found that the board, in compliance with our order, had submitted specific recommendations to the school committee and that the next step for the school committee was to file a short-term racial balance plan with the board. At the Superior Court hearing the school committee represented that a short-term racial plan would be filed with the board by the first part of 1973. On the strength of this the matter was continued by agreement.

By the spring of 1973, the school committee had not approved and submitted to the board any short-term plan and the board asked for a hearing in the Superior Court. On June 20, 1973, the Superior Court directed the school committee to file a short-term plan with the board immediately. A plan to balance only the fifth and sixth grades of the five imbalanced elementary schools was filed by the school committee with the board on June 29, 1973. Previous to filing, the school committee had not approved this plan for implementation.

An order of notice was issued on July 18, 1973, for hearings to begin on August 1, 1973. A hearing examiner was appointed by the board "for the purpose of conducting hearings on plans submitted to the Board by the Springfield School Committee and the staff of the Task Force on Racial Imbalance, which plans were or will be

submitted pursuant to G.L. c. 71, § 37D."⁴ During those hearings, which began on August 1, 1973, and continued for nine days, the hearing examiner in fact considered three different plans: the plan submitted (but not approved) by the school committee which was designed to racially balance only the fifth and sixth grades of the imbalanced schools (the school committee plan); a plan submitted by the Task Force which would divide the city into six school districts and would achieve racial balance in all the schools (the Task Force plan); and a plan submitted by QIEC which would divide the city into five school districts and would achieve racial balance in all the schools (the QIEC plan). After lengthy hearings the hearing examiner issued a comprehensive and detailed "Report and Recommendations."

As to the school committee plan, the hearing examiner found that it was not properly before him both because it was not submitted in a timely fashion and because it had never been approved by the school committee. In addition, he found that, even if the plan were properly before him, it failed in several respects to satisfy the requirements of the racial imbalance law: most importantly, it did not racially balance the schools. As to the QIEC plan, the hearing examiner found that, while it satisfied the requirement of racial balance, it was deficient in several other respects, namely, it failed to fulfill safety requirements, it contained no evaluation of the need for additions to school buildings, and it proposed districts which showed no relation to existing neighborhoods. Finally, as to the Task Force plan, the hearing examiner concluded that it complied in every respect with the racial imbalance law and he recommended its adoption. He reached this conclusion after careful consideration

4. The purpose for which plans were to be submitted was, of course, to effect compliance with our directive that the school committee "develop short-term measures consistent with G.L. c. 71, § 37D, which will achieve racial balance in all city schools by September, 1973." *School Comm. of Springfield v.*

Board of Educ. — Mass. — at — (Mass. Adv. Sh. [1972] at 1506). 287 N.E.2d at 456 (1972). There were, and still are, five elementary schools in Springfield which are not included within the meaning of the

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After receipt of the school committee's and QIEC's objections, the board heard oral argument on the hearing examiner's report and recommendations. The board then issued its own opinion and order in which it considered and rejected each objection raised by the parties. The board approved and adopted, with slight modification, the Task Force plan and issued an order in which it established a timetable for implementation of the plan by the school committee.

The school committee on November 12, 1973, filed a bill for judicial review (G.L. c. 15, § 1J, and c. 30A, § 14), declaratory relief (G.L. c. 231A) and injunctive relief. Thereafter the board filed an answer and a counterclaim which sought enforcement of its opinion and order. The school committee then filed a demurrer and answer to the counterclaim. In November, 1973, QIEC filed a bill for judicial review (G.L. c. 30A, § 14), declaratory relief (G.L. c. 231A) and injunctive relief (G.L. c. 214, § 1, and c. 30A, § 14), to which the board filed an answer. On motion by the board, both cases were transferred to the county court where the cases were reserved and reported to the full court by a single justice of this court.

On December 24, 1973, a single justice of this court ordered the school committee "forthwith" to submit to the board an implementation plan for and proposed modifications to the Task Force plan in accordance with the board's order. The school committee appealed from and sought a stay of that order. On January 9, 1974, a single justice of this court denied the application for a stay. On January 28, 1974, a single justice of this court granted a petition by the board seeking a definite date for compliance by the school committee. Upon the committee's refusal to take the steps necessary to implement the plan according to the implementation schedule, a

preliminary injunction was issued requiring implementation of the plan according to schedule.

SCHOOL COMMITTEE'S OBJECTIONS.

The school committee raises a host of objections to the board's actions in this case. It first attacks the Task Force plan as failing to meet the requirements of the racial imbalance act, and then contends that its own short-term plan involving the balancing of the fifth and sixth grades was adequate. Next, the committee focuses on what it perceives to be procedural errors surrounding the hearing which was convened on August 1, 1973. We consider the school committee's objections seriatim.

[1] 1. The school committee argues that the Task Force plan adopted by the board does not comply with the safety and neighborhood requirements of G.L. c. 71, § 37D. The scope of our inquiry into an issue of this sort has been clearly defined in *School Comm. of Boston v. Board of Educ.*, — Mass. —, —, ^b 292 N.E.2d 870 (1973): "The proper function of the court is not to engage in complex fact determinations more appropriately committed to an agency, with staff and skilled experience to make them. Rather, the court must accept the factual determinations made by the agency if it finds they are supported by substantial evidence." The question for decision, therefore, is not whether we believe the Task Force plan meets the safety and neighborhood requirements, but whether there was substantial evidence before the board to support its conclusion that the plan satisfies these two conditions. See *School Comm. of Boston v. Board of Educ.*, — Mass. —, ^c 302 N.E.2d 916 (1973).

The Task Force plan was designed by the superintendent of schools and the staff of the Springfield school department, with the assistance of the Task Force personnel.

The record of the proceedings before the hearing examiner clearly indicates that thorough consideration was given to the question of pupil safety. The school department consulted with the police department, the bus company, the city planning department and the building department. The plan takes into account traffic flow, intersection locations, crime incidence in the city of Springfield, and travel time and distance involved in busing deemed essential. Trained bus monitors will be placed on buses likely to travel along hazardous routes. The children will be instructed as to bus conduct, and will be taught how to deal with possible emergencies. Guards will be stationed at appropriate intersections. Approximately two-thirds of Springfield's post-kindergarten students will not be bused, and the kindergarten group is totally exempt. Where busing is required, the plan primarily involves fifth and sixth graders, and the maximum distance to be traveled is five miles, a distance which requires no more than twenty minutes actual travel time.

[2] Thus, it is clear that there was substantial evidence to support the board's determination that the proposed plan is a safe one. While it is possible to point out certain claimed deficiencies in the Task Force plan with regard to safety, "[p]ractical experience and mutual assistance and cooperation by the parties should yield continuous refinement to assure maximum safety precautions. . . . [S]uch a need for refinement would be present in any plan of this type and does not invalidate the Board's current efforts. The Committee has pointed out no specific features of the plan which pose such egregious safety hazards that we could say that it is arbitrary or capricious or not in accordance with law." School Comm. of Boston v. Bd. of Educ., — Mass. at — —, d 302 N.E.2d at 921 (1973).

[3] We also reject the committee's argument that the board's plan does not comply with the neighborhood requirement of the racial imbalance law. In the first *Springfield* case, we held that this aspect of the statute is satisfied so long as newly drawn school districts "bear a reasonable, though not necessarily a fixed, proximity to recognized neighborhoods." Mass. at —, e 287 N.E.2d at 454 (1972). Most recently, in *School Comm. of Boston v. Bd. of Educ.*, — Mass. at —, f 302 N.E.2d at 922 (1973), we emphasized that a fluid concept of the term "neighborhood" was necessary in order to avoid placing a "straitjacket on planning to eliminate racial imbalance and thus to frustrate the very purposes of the statute." The board's proposed Task Force plan clearly fits within this framework, and a finding that it conformed to the neighborhood district standard is supported by substantial evidence. The plan reduces the number of elementary school districts from thirty-six to six by combining small contiguous districts into larger ones. The new district lines trace those of the currently existing districts. While this alteration obviously will result in significant expansion of the size of the existing districts, each new district, being composed of smaller preexisting districts, will continue to be reasonably proximate to recognized neighborhoods within the city of Springfield. The hearing examiner, on the basis of the testimony of the plan's designer, as well as his own examination of the proposed plan in light of various ward, precinct, and neighborhood maps of Springfield, found that the Task Force plan was compatible with the city's neighborhood patterns. The board accepted and adopted that finding, and as we have indicated, there was substantial evidence to support its decision.

[4] 2. Under our decision in *Springfield I*, the school committee, with appropriate assistance from the board, was re-

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d. Mass.Adv.Sh. (1973) at 1321-1322.
e. Mass.Adv.Sh. (1972) at 1562.

quired to develop short-term measures consistent with G.L. c. 71, § 37D, which would achieve racial balance in all city schools by September, 1973. — Mass. at —, ^f 287 N.E.2d 438 (1972). We remanded the case to the Superior Court with instructions that it establish a timetable for committee compliance with our order. Thus, under the framework established by G.L. c. 71, § 37D, and *Springfield I*, the burden rested upon the school committee to "file" a plan to eliminate the racial imbalance found to exist in Springfield's elementary schools. Since the *Springfield I* decision, we noted in another context that short-term "partial solutions" to complex racial imbalance situations may be acceptable, so long as ongoing attention and effort are directed toward long-range solution to the problem. *School Comm. of Boston v. Board of Educ.*, — Mass. at —, ^h 292 N.E.2d 870. In this setting, we now turn to the argument made by the school committee that a plan submitted by it on June 29, 1973, to the board, which was rejected, satisfied its obligations under G.L. c. 71, § 37D, and our decisions in this area.

On June 29, 1973, the school committee transmitted to the board a four-page document which proposed to eliminate racial imbalance only in the fifth and sixth grades of the elementary school system. The school committee refused to approve the plan submitted to the board. This action was understood by the school committee to satisfy its obligation to "file" a plan to eliminate racial imbalance, and was viewed as an acceptable, partial solution to Springfield's imbalance problems. The board rejected the plan outright, stating that the mere submission of a plan without school committee approval did not meet the "filing" requirement of G.L. c. 71, § 37D, and the *Springfield I* decision, and that in any event, the proposed plan in its skeletal form did not, as matter of law, comply

with the racial imbalance act or the mandates of the *Springfield I* case. We agree.

[5-7] The school committee's view misconceives its obligations under the racial imbalance act, and invites potential dilatory tactics which are totally inconsistent with the paramount aim of bringing quality integrated education to Commonwealth school children as soon as possible. Under G.L. c. 71, § 37D, the school committee has the primary responsibility for devising a plan to eliminate racial imbalance in its school system. The school committee, not the board, possesses the first-hand knowledge of the school system, and it has the resources and staff to deal more effectively with local problems. The board's role is to evaluate critically plans which are the product of sincere school committee efforts to meet its important responsibilities. A plan submitted without approval by a school committee is a clear indication that full effort and commitment has not been made toward developing a viable solution to the problem at hand. It is not the type of positive action contemplated by the structure of the racial imbalance act, and cannot be accepted as the plan that the school committee is required to submit for consideration of the board.

Moreover, such school committee action lays the groundwork for unnecessary and continuing judicial and administrative proceedings. Under the school committee's approach, resulting board action would be subject to challenge whether the board accepted or rejected the plan. If the board approved the plan, the school committee could object, arguing that the plan, which it did not approve, fails to satisfy the requirements of the act. If the board rejected the plan, the committee could argue that the plan was a valid one.⁵ The board was correct in rejecting a plan that did not have school committee approval.

g. Mass. Adv. Sh. (1972) at 1566.

h. Mass. Adv. Sh. (1973) at 251.

5. Thus the approach, argued for by the school committee, would make it **Revised 11/15/81 130071**

tion, yet evading [judicial] review." *Southern Pac. Terminal Co. v. Interstate Commerce Commn.*, 219 U.S. 498, 515, 31 S.Ct. 279, 283, 55 L.Ed. 310 (1911).

followed by the board in this instance. See School Comm. of Boston v. Board of Educ., — Mass. at ———, 292 N.E.2d 870 (1973). In that case, the board conducted a hearing concerning school committee and Task Force plans, rejected the school committee plan and recommended the Task Force plan. The same procedure was followed here. In view of the delays experienced in bringing Springfield's elementary schools in racial balance, consolidated hearings of this nature are desirable and necessary.

4. In addition to its claim that the August 1, 1973, hearings were premature, the school committee argues that it never received sufficient notice of the hearings and that the issues to be discussed were not adequately defined. There is no merit to the school committee's contention.

[11] The board informed the school committee that a hearing examiner had been appointed "for the purpose of conducting hearings on plans submitted to the Board by the Springfield School Committee and the staff of the Task Force on Racial Imbalance, which plans were or will be submitted pursuant to G.L. c. 71, § 37D.

No pleadings need now be filed. The Committee, if it wishes to submit an additional plan, the Task Force on Racial Imbalance, if it wishes to submit a proposed plan, . . . must submit such plan or plans to the Hearing Examiner at least five days prior to the hearing." Even if we assume a conceivable doubt about the facial effectiveness of the notice in informing the school committee about what was to be discussed the context in which the need for the hearings arose made crystal clear the nature and purpose of the hearings. The school committee was under

m. Mass. Adv. Sh. (1973) at 279-280.

7. The schools which have student populations which are more than 50% "Spanish" are: Brightwood (61%), Carew Street (84.9%), Jefferson Avenue (63.4%) and School Street (57.6%). These data are from an exhibit offered by QIEC, entitled, "Springfield School District—Racial Composition 72-73."

an obligation to balance Springfield's elementary schools by September, 1973. It and its staff had met with the board and its staff on numerous occasions in an attempt to resolve the matter, and it had been informed by the board (and by the *Springfield I* decision) what the racial imbalance act required. It was also well aware of the existence and character of the Task Force plan. In short, it is disingenuous for the school committee to argue that it went into the August 1 hearings without a sufficient understanding of the issues that were going to be dealt with.

QIEC'S OBJECTIONS.

There remains for our consideration the contentions of QIEC. In the proceedings before the hearing examiner QIEC not only raised several objections to the Task Force plan but also submitted its own racial balance plan for the consideration of the hearing examiner.

In argument before this court, however, QIEC has limited its argument solely to questions concerning the constitutionality of the treatment of Puerto Rican students in Springfield, especially those attending schools in the proposed District VI of the Task Force plan. The factual background of these constitutional claims is as follows.

The population of District VI was described by the hearing examiner as approximately one-third white, one-third non-white, and one-third Puerto Rican. Several of the elementary schools in District VI have predominantly Puerto Rican student populations.⁷ Puerto Ricans are not generally classified as "non-white" for purposes of the racial imbalance law.⁸ Therefore none of the schools in District VI is

8. Classification under the racial imbalance law is based on a reasonable and practical interpretation in accordance with common speech, and may for practical purposes depend on appearances. See School Comm. of New Bedford v. Commissioner of Educ., 349 Mass. 410, 415-416, 208 N.E.2d 814 (1965); School Comm. of Boston v. Board of Educ., 352 Mass. 693, 697, 227 N.E.2d 729 (1967).

currently racially imbalanced within the meaning of the statute. The Task Force plan therefore includes no provision for balancing the ethnic composition of the predominantly Puerto Rican schools.⁹ The board had some doubts as to the propriety of this aspect of the plan, but felt it had no authority to reject on constitutional grounds a plan which complied with the requirements of the racial imbalance law. See *Springfield I*, — Mass. at —, n 287 N.E.2d 438 (1972). The board did order, in its "long-range" order, that the school committee study methods whereby the "minority isolation of District VI" could be ended.

QIEC's argument is twofold. First, because of the already existing predominance of Puerto Ricans in certain schools in the proposed District VI, QIEC contends that Springfield is at present maintaining an ethnically segregated school system in violation of the Fourteenth Amendment to the United States Constitution. Second, because the Task Force plan excludes District VI from the balancing scheme, implementation of that plan would itself be unconstitutional in that it would reinforce existing ethnic segregation of Puerto Rican students in the District VI schools. QIEC argues that the first constitutional problem can be remedied and the second problem can be avoided only if we construe the term "non-white" in the racial imbalance law to include Puerto Ricans, declare the Task Force plan to be in violation of the statute, and require the preparation of an amended plan which would provide for ethnic as well as racial balancing of Springfield's schools.

9. A second reason given by the board for not dispersing the Puerto Ricans throughout the system was the convenience of conducting second language programs in only a few rather than many schools.

n. Mass. Adv. Sh. (1972) at 1555.

10. In its brief, QIEC adds only that it is a "multi-racial, bilingual group."

11. Even if QIEC could show itself to be a person aggrieved by the board's decision to

[12, 13] At the outset, we have serious doubts as to QIEC's standing to assert what it purports to be the interests of the Puerto Rican community of the proposed District VI. In order to maintain this suit on any ground QIEC must show either that it will itself be harmed by enforcement of the Task Force plan or that it represents a class of persons which will be so harmed. QIEC has shown neither. In its bill filed in the Superior Court, QIEC describes itself only as an "association of residents of Springfield who have and have had children attending Springfield Public Schools; and who allege that their children and other children are being deprived of the benefits of a racially and ethnically balanced and integrated Public School System."¹⁰ Thus, there is no express allegation that any member of QIEC is also a member of the class of persons whose rights QIEC is asserting, namely, Puerto Rican school children who attend ethnically unbalanced schools in District VI. We have no way of knowing, therefore, whether there exists an "actual controversy" between QIEC and the board so as to permit declaratory relief pursuant to G.L. c. 231A, § 1, see *Hillman v. Second Bank-State St. Trust Co.*, 338 Mass. 15, 153 N.E.2d 651 (1958), whether QIEC is a "person . . . aggrieved" by an agency decision so as to permit an appeal pursuant to G.L. c. 30A, § 14, see *Duato v. Commissioner of Pub. Welfare*, 359 Mass. 635, 637-638, 270 N.E.2d 782 (1971),¹¹ or whether we could consonant with the requirements of due process, issue a decree declaring the rights of the class of Puerto Ricans in District VI in the absence of notice to members of the class, see *Eisen v.*

implement the Task Force plan, it nevertheless could not maintain an appeal under G.L. c. 30A, § 14, because that section permits appeals only from "adjudicatory proceeding[s]." The proceedings before the hearing examiner and the board did not involve the determination of the rights of "specifically named persons" and thus were not "adjudicatory" within the statutory definition. G.L.

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Carlisle & Jacquelin, 391 F.2d 555, 568 (2d Cir. 1968), citing *Mullane v. Central Hanover Bank & Trust Co.*, 339 U.S. 306, 70 S.Ct. 652, 94 L.Ed. 865 (1950), and in the absence of a showing that the party before the court is fairly representative of the class members. See *Hansberry v. Lee*, 311 U.S. 32, 61 S.Ct. 115, 85 L.Ed. 22 (1940); *Dolgow v. Anderson*, 43 F.R.D. 472, 493-494 (E.D.N.Y.1968). Compare *Potts v. Flax*, 313 F.2d 284 (5th Cir. 1963).

[14, 15] Even if it were fully established that QIEC was a proper party to assert the constitutional claims of the Puerto Ricans of District VI, however, on the record before us we would reject those claims. As to QIEC's first argument, there is nothing in the record which would support the claim that the present ethnic composition of Springfield's public schools violates the constitutional rights of Puerto Ricans.¹² Although it is true that at least four Springfield schools currently have student populations which are predominantly "Spanish,"¹³ there is no evidence which would indicate that that ethnic concentration has in any way resulted from actions by State or local school authorities which were or might have been motivated by an intent to segregate Puerto Rican students. Absent such a showing of intent to segregate there can be no finding of de jure segregation. *Keyes v. School Dist. No. 1, Denver, Colo.*, 413 U.S. 189, 208, 93 S.Ct. 2686, 37 L.Ed.2d 548 (1973). And it is clear that the Fourteenth Amendment

12. We assume, without deciding, that Puerto Ricans, or "Spanish," may constitute an identifiable class for purposes of the Fourteenth Amendment. See *Keyes v. School Dist. No. 1, Denver, Colo.*, 413 U.S. 189, 93 S.Ct. 2686, 37 L.Ed.2d 548 (1973), in which the Supreme Court of the United States declared that "Hispano," a term comprising persons of Spanish, Mexican or Cuban heritage (413 U.S. at 195, n. 6, 93 S.Ct. 2686), constituted a class cognizable under the Fourteenth Amendment. *Id.*, 413 U.S. at 197, 93 S.Ct. 2686. See *Hernandez v. Texas*, 347 U.S. 475, 74 S.Ct. 667, 98 L.Ed. 866 (1954); *United States v. Texas Educ. Agency*, 467 F.2d 848 (5th Cir. 1972). Compare *Tijerina v. Henry*, 48 F.R.D. 274 (D. Mass. 1969).

proscribes only de jure segregation, that is, segregation which results from affirmative State action. See *Brown v. Board of Educ. of Topeka*, 347 U.S. 483, 74 S.Ct. 686, 98 L.Ed. 873 (1954); *Green v. County Sch. Bd. of New Kent County*, 391 U.S. 430, 88 S.Ct. 1689, 20 L.Ed.2d 716 (1968); *Swann v. Charlotte-Mecklenburg Bd. of Educ.*, 402 U.S. 1, 91 S.Ct. 1267, 28 L.Ed.2d 554 (1971); *Keyes v. School Dist. No. 1, Denver, Colo.*, *supra*. To show that the present ethnic distribution of students in Springfield schools is constitutionally invalid, QIEC relies almost entirely on the statistics which show that several schools are predominantly Puerto Rican. This is certainly not enough. What is missing is any proof that school authorities have purposefully acted so as to create such ethnic concentration.¹⁴ There is, therefore, no basis in the record for a finding that the concentration of Puerto Ricans in some Springfield schools constitutes de jure segregation in violation of the Fourteenth Amendment. See *School Comm. of Boston v. Board of Educ.*, — Mass. —, —, n.4,⁹ 292 N.E.2d 338 n.4 (1973).

[16] QIEC's second argument is that, regardless of any failure to show State involvement in the present ethnic distribution of students in the Springfield schools, the implementation of the Task Force plan would itself constitute State action and, by failing to remedy the existing ethnic imbalance in certain schools, would violate the constitutional rights of the Puerto Ricans

dism. 398 U.S. 922, 90 S.Ct. 1718, 26 L.Ed.2d 86 (1970).

13. See fn. 7, *supra*.

14. For discussions of the type of evidence which might be offered to prove segregative intent, see, e. g., *Keyes v. School Dist. No. 1, Denver, Colo.*, *supra*, 413 U.S. at 201-202, 93 S.Ct. 2686, and *United States v. Texas Educ. Agency*, 467 F.2d 848, 864-866 (5th Cir. 1972). See the *Keyes* case also for a discussion of the presumptions which arise and the shifting of the burden of proof which occurs once there has been a finding of de jure segregation as to one portion of a school district.

o. Mass. Adv. Sh. (1973) 161, 163, n. 4.

attending the predominantly Puerto Rican schools. There is no question that implementation by the board and the committee of the Task Force plan, or of any other pupil assignment plan, is State action for purposes of the Fourteenth Amendment. See *Keyes v. School Dist. No. 1, Denver, Colo.*, *supra*, 413 U.S. at 201-202, 93 S.Ct. 2686; *Cisneros v. Corpus Christi Independent Sch. Dist.*, 467 F.2d 142, 147-148 (5th Cir. 1972) cert. den. 413 U.S. 920, 93 S.Ct. 3053, 37 L.Ed.2d 1041 (1973). However, as we noted in the preceding paragraph, the element which is necessary to show a constitutional violation and which is missing from this record is not state action but rather segregative intent on the part of the school authorities. *Keyes v. School Dist. No. 1, Denver, Colo.*, *supra*, 413 U.S. at 208, 93 S.Ct. 2686. We do not believe that any such segregative intent can be attributed to the board in its approval of and efforts to cause implementation of the Task Force plan. In fact, the board's purpose is precisely the opposite, i. e., the board is acting to eliminate segregation, albeit only racial and not ethnic segregation.

In support of its argument, QIEC relies heavily on *Cisneros v. Corpus Christi Independent Sch. Dist.*, *supra*, and *United States v. Texas Educ. Agency*, 467 F.2d 848 (5th Cir. 1972), in both of which the court ordered affirmative action to end segregation of Mexican-American school children. The *Texas Educ. Agency* case is inapposite, however, because the court made it clear that it was acting to eliminate de jure segregation. 467 F.2d at 864-867. In the absence of evidence to the contrary, we must assume that any segregation of Puerto Rican school children in Springfield is de facto rather than de jure. The decision in the *Cisneros* case, on the other hand, while apparently more helpful to QIEC's argument, is based on a misapprehension of the law. The court in that case purported to "discard the anodyne dichotomy of classical de facto and de jure segregation," 467 F.2d at 148, and held that

segregated schools may be found to violate the Constitution even in the absence of any showing of intent to segregate. *Id.* at 148, 150. It is clear from the *Keyes* case, decided after the *Cisneros* case, that the Supreme Court still adheres to the de facto/de jure distinction, 413 U.S. at 200, 93 S.Ct. 2686, and still holds that the distinguishing factor between the two types of segregation is "purpose or intent to segregate." *Id.* 413 U.S. at 208, 93 S.Ct. 2686 (emphasis in the original). The value for our purposes of the *Cisneros* decision is therefore somewhat doubtful.

As we noted in *Springfield I*, — Mass. at ———," 287 N.E.2d 438 (1972), the racial imbalance law goes further than the United States Constitution in that it requires affirmative racial balancing of schools while the Fourteenth Amendment requires only elimination of the vestiges of State-imposed segregation. Adoption of QIEC's argument would lead to the anomalous situation wherein the State is acting properly if it makes no effort to eliminate de facto segregation of any sort, but as soon as it moves affirmatively to eliminate de facto racial segregation it is guilty of unconstitutionally "imposing" ethnic segregation. In other words, QIEC would have us hold that the State's attempt, not constitutionally required, to remedy racial imbalance somehow converts existing ethnic imbalance into de jure ethnic segregation. Since in approving the Task Force plan the board's purpose is clearly to remedy existing racial imbalance, not to reinforce existing ethnic segregation, we do not believe that implementation of the Task Force plan would violate the constitutional rights of Puerto Ricans in District VI. There is no intent to segregate. *Keyes v. School Dist. No. 1, Denver, Colo.*, *supra*, 413 U.S. at 208, 93 S.Ct. 2686. In fact, the board has demonstrated its intent to integrate the Puerto Ricans of District VI into the rest of the school system by including in its "long-range" #U165A150074

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ending the minority isolation of District VI. In this context enforcement of the racial imbalance law by implementing the Task Force plan will not, in our opinion, violate the Fourteenth Amendment.

jurisdiction of the matter and shall issue whatever orders he deems necessary to ensure implementation of the Task Force plan by September, 1974.

So ordered.

CONCLUSION.

In conclusion, we have determined that both the school committee's and QIEC's objections to the proceedings before the hearing examiner and to the substance of the board's order are without merit. The cases are to be remanded to the jurisdiction of the single justice of this court who shall require timely compliance with the board's order so as to ensure the implementation of the Task Force plan by September, 1974. Once before we set a deadline by which the board and school committee were to have acted to eliminate racial imbalance in Springfield's schools, *Springfield I*, — Mass. at —, —, 287 N.E.2d 438 (1972), but that date came and went with no results having been achieved. In order to ensure that a similar fate does not befall our new deadline, the single justice will retain continuing supervisory jurisdiction of this case. We repeat our admonishment, directed at different parties but in a similar context, that "the time for testing the meaning of the statute has long since passed and . . . the time for prompt action to implement it is at hand." *School Comm. of Boston v. Board of Educ.* — Mass. at —, 302 N.E.2d at 924.

These cases are remanded to the county court. In the suit by the school committee the single justice shall enter an interlocutory decree overruling the plaintiff's demurrer to the counterclaim, and a final decree dismissing the bill and, on the counterclaim, affirming the board's opinion and order and requiring timely compliance therewith. In the suit by QIEC, the single justice shall enter a final decree dismissing the bill. The single justice shall retain ju-

q. Mass.Adv.Sh. (1972) at 1566, 1568.

r. Mass.Adv.Sh. (1973) at 1326.



COMMONWEALTH

v.

David WHITE (and five companion cases 1).

Appeals Court of Massachusetts, Suffolk.

Argued Oct. 15, 1973.

Decided May 16, 1974.

Defendants were convicted in the Superior Court, Suffolk County, Roy, J., of mayhem, assault and battery by means of a dangerous weapon, and armed assault with intent to commit murder, and they appealed. The Appeals Court, Keville, J., held that there was no error in denial of motion to inspect grand jury minutes after trial court found no inconsistency between victim's testimony before the grand jury and his testimony at trial; that it was within the discretion of the trial court to allow leading questions up to point where witness was formerly declared to be hostile, and thereafter; that examination of witness by prosecutor was not objectionable on theory that it was attempt to impeach credibility of witness by evidence of bad character where the objective of such questioning was to have witness testify as to his whereabouts during the offense and to contradict testimony that he was home in bed; and that prosecutor's comments in which he, inter alia, called attention to de-

1. Two of the companion cases are against David White and three are against John O'Master.

SCHOOL COMMITTEE OF SPRINGFIELD v. BOARD OF ED. Mass. 427

Cite as, Mass., 319 N.E.2d 427

[11] In the instant case, the plaintiff's bill of discovery alleges facts adequate to describe a potential cause of action. Brown has suffered severe injuries in a collision with a wheel from a tractor-trailer. On the face of the bill, he seems to be an innocent victim with grounds to initiate suit against the owner of the tractor-trailer.

The bill also alleges sufficient facts to justify recourse to the bill of discovery. Though he apparently can prove most facts basic to his cause of action, Brown cannot bring his action at law to recover damages for his injuries until he identifies the defendant to the action. Statutory interrogatories manifestly will not assist him in the absence of an action at law. He must succeed in this equitable action if he is to have any hope of remedy.

Thus, the plaintiff, in his bill, cleared the two obstacles which a demurrer could raise to this bill of discovery. He alleged a prospective cause of action and a specific need for discovery through equitable procedures. It was open to the Authority to contest the bill on the merits. This the Authority failed to do. The judge entered a decree pro confesso which ordered the Authority to tender truck operators' toll receipts collected between 3:30 P.M. and 4:30 P.M. on May 11, 1973, to the plaintiff.

[12] On the Authority's appeal from this final decree, we must ascertain only that the facts established by the decree pro confesso authorized entry of this particular decree for the plaintiff. *Boston Safe Deposit & Trust Co. v. Stratton*, 259 Mass. 465, 476, 156 N.E. 885 (1927). *Bright v. American Felt Co.*, 343 Mass. 334, 336, 178 N.E.2d 855 (1961). We conclude that the decree was properly entered. On the record before us there seems no likelihood that this decree of discovery would burden the Authority's operations (see *Direct-Mail Serv. Inc. v. Registrar of Motor Vehicles*, 296 Mass. 353, 357, 5 N.E.2d 545 (1957)).

In fact, even in this appeal, the Authority does not seek to raise hardship as a ground of reversal. The Authority stands on the single ground that legally it has discretion to restrict access to these documents. This we cannot accept.

Brown is entitled to discovery. The demurrer was properly overruled. The interlocutory and final decrees are to be modified by substituting Jesse K. Brown, the true party in interest, for Robert S. Wolfe as the plaintiff. As so modified they are affirmed. The plaintiff is to have costs.

So ordered.



SCHOOL COMMITTEE OF SPRINGFIELD

FIELD

v.

BOARD OF EDUCATION et al.

Supreme Judicial Court of Massachusetts,
Suffolk.

Argued Aug. 22, 1974.

Decided Nov. 12, 1974.

Motion to vacate a decision of the Supreme Judicial Court which ordered the implementation of a plan for the correction of racial imbalance in a city school system. The Supreme Judicial Court, Tauro, C. J., held that insofar as the statute deprived the city school committee of power to implement an already established plan for eliminating racial imbalance, primarily by restricting use of busing, the statute was unconstitutional, and any action taken pursuant thereto by the school committee would be an unconstitutional act of de jure segregation.

Motion denied.

Quirico, J., joined by Braucher and Reardon, JJ., concurred in result and filed opinion.

1. Judgment ⇐297

Court has power to modify or change prior decree due to change in circumstances, including change in applicable law.

2. Schools and School Districts ⇐13

"Segregation" as used in context of Fourteenth Amendment school desegregation cases is not necessarily synonymous with "racial imbalance" within meaning of Massachusetts statute providing for elimination of racial imbalance. U.S.C.A.Const. Amend. 14; M.G.L.A. c. 15, §§ 1I-1K; c. 71 §§ 37C, 37D.

See publication Words and Phrases for other judicial constructions and definitions.

3. Schools and School Districts ⇐13

Where steps toward school desegregation are made voluntarily rather than pursuant to constitutional mandate, any subsequent state action which would cause return of preexisting segregation would itself be act of de jure segregation. U.S.C.A. Const. Amend. 14.

4. Schools and School Districts ⇐13

Insofar as amendment to racial imbalance statute deprived city school committee of methods for implementing already established plan for eliminating racial imbalance, primarily by restricting busing, amendment was unconstitutional, and any action taken by school committee pursuant thereto would be unconstitutional act of de jure segregation. St.1974, c. 636; M.C.L.A. c. 15 §§ 1I-1K; c. 71 §§ 37C, 37D; U. S.C.A.Const. Amend. 14.

William C. Flanagan, City Sol., for School Committee of Springfield.

Harvey F. Rowe, Jr., Asst. Atty. Gen., for Board of Education.

Gerald R. Hegarty, Springfield (William F. Malloy, Boston, and Robert D. Fleisch-

ner, Springfield, with him), for Autumn Bruce and others, interveners.

Before TAURO, C. J., and REARDON, QUIRICO, BRAUCHER, HENNESSEY, KAPLAN and WILKINS, JJ.

TAURO, Chief Justice.

On May 1, 1974, an opinion was issued in which we affirmed an opinion and order of the State board of education (board) which directed the school committee of Springfield (school committee) to implement immediately a plan designed to achieve racial balance in the schools of Springfield by the opening of the 1974-1975 school year. School Comm. of Springfield v. Board of Educ., — Mass. —, ^a 1 311 N.E.2d 69 (1974). We remanded the cases to the jurisdiction of the single justice of this court who, on May 15, entered a final decree after rescript requiring timely compliance with the board's opinion and order. On July 26, the Governor signed into law St.1974, c. 636, an act which in §§ 1-6 amended the racial imbalance law.² Citing the new statute, the school committee, on August 2, filed in the county court a motion to vacate the final decree after rescript on the ground that the board no longer had statutory authority to require the use of various means to achieve racial balance which are included in its plan. A single justice of this court reserved and reported the case without decision to the full court. Because of the importance of the legal issues involved, an extraordinary summer session of the full court was scheduled, briefs were received from all interested parties and oral arguments were heard on August 22, 1974. In view of the then imminent opening of the Springfield schools, an early disposition of these proceedings was essential. Thus, on August 22, after due deliberation, the full court entered an order without an accompanying opinion. In so doing, the court denied the school committee's motion to

a. Mass.Adv.Sh. (1974) 657.

1. Together with a companion case, *PR Award # U165A130071. 2.* a suit brought by the interveners in the proceedings before the board.

2. G.L. c. 15, §§ 1I-1K, and c. 71, §§ 37C-37D, originally inserted by St.1965, c. 641.

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vacate and reaffirmed all orders and decrees which had been entered in the case either by the full court or by a single justice thereof. In this opinion we now state the reasons underlying that order.³

This is the third time we have been called upon to intercede in the lengthy struggle to implement the racial imbalance law in Springfield. Although the history of that struggle is described in detail in our two earlier opinions,⁴ nevertheless we deem it necessary on this occasion to review once again the historical context in which this case arises.

The original racial imbalance act, enacted in 1965,⁵ declared the policy of the Commonwealth to be "to encourage all school committees to adopt as educational objectives the promotion of racial balance and the correction of existing racial imbalance in the public schools." G.L. c. 71, § 37C.

3. In rendering this opinion we note that, in spite of the sharply divergent views which had previously existed between the board and the school committee and among the citizens of Springfield, the responsible and cooperative efforts of all parties have resulted in an orderly and successful implementation of this court's order in the Springfield public schools.

4. School Comm. of Springfield v. Board of Educ., — Mass. —, 287 N.E.2d 438 (1972) (Mass. Adv. Sh. [1972] 1543) (Springfield I), and School Comm. of Springfield v. Board of Educ., — Mass. —, 311 N.E.2d 69 (1974) (Mass. Adv. Sh. [1974] 657) (Springfield II).

5. The act was passed in response to a lengthy report prepared by the Advisory Committee on Racial Imbalance and Education and two Task Forces appointed by the board. The conclusions reached in the report were summarized as follows:

"Our conclusions are clear. Racial imbalance represents a serious conflict with the

In broad outline, the statute required local school committees to adopt plans for the elimination of any racial imbalance existing in their schools. Whenever a local school committee failed to adopt an acceptable plan of its own and refused to adopt recommendations of the board, the board was empowered to require the implementation of a plan which it deemed satisfactory. § 37D. The statute contained no limitations on the devices for achieving racial balance (e. g. redistricting, busing) which the board may direct local school committees to utilize. There was express provision for judicial review of the actions and orders of the board. § 37D.

Since the passage of the racial imbalance act there have at all times been at least five elementary schools in Springfield which are racially imbalanced within the meaning of the statute.⁶ (An additional

American creed of equal opportunity. It is detrimental to sound education in the following ways:

"It does serious educational damage to Negro children by impairing their confidence, distorting their self-image, and lowering their motivation.

"It does moral damage by encouraging prejudice within children regardless of their color.

"It presents an inaccurate picture of life to both white and Negro children and prepares them inadequately for a multi-racial community, nation, and world.

"It too often produces inferior educational facilities in the predominantly Negro schools.

"It squanders valuable human resources by impairing the opportunities of many Negro children to prepare for the professional and vocational requirements of our technological society."

Report of the Advisory Committee on Racial Imbalance and Education, Massachusetts State Board of Education, Because It is Right — Educationally, p. 2 (April, 1965).

6. The following table reflects the percentage of nonwhite students enrolled in the five schools each year from 1965 through 1973:

	1965	1966	1967	1968	1969	1970	1971	1972	1973
Brookings	58.8%	65.7%	60.7%	71.7%	74.5%	72.3%	74.9%	75.9%	82.3%
DeBerry	90.9%	91.1%	89.6%	91.4%	92.3%	91.4%	91.3%	91.9%	95.1%
Elli	68.0%	71.3%	73.0%	77.8%	80.5%	87.5%	93.2%	93.0%	95.1%
Homer	58.7%	65.0%	58.0%	65.0%	69.2%	73.9%	74.9%	79.0%	88.1%
Tapley	77.3%	80.3%	83.0%	85.4%	85.2%	86.4%	82.5%	87.3%	88.7%

elementary school and a junior high school which were found to be racially imbalanced in 1965 were subsequently closed by the school committee.) Between 1966 and 1969 the school committee submitted and the board approved three separate plans for the elimination of racial imbalance in Springfield's schools. Those plans relied on school construction and on open enrollment programs as the principal means to achieve racial balance.

By the fall of 1970, however, it was clear that no substantial progress toward balancing the five imbalanced elementary schools had been made. In January of 1971, therefore, the board ordered the withholding of State school aid from Springfield until the school committee submitted an acceptable short-term plan to achieve racial balance. Although a compromise between the board and the school committee caused the State aid to be released to Springfield in February, the board again ordered State aid withheld in May, 1971, after the school committee had declined to adopt any one of three short-term plans which had been prepared by the Springfield school department. The school committee then brought a bill for judicial review of the board's actions (G.L. c. 15, § 1J).

In *Springfield I*, — Mass. —, 287 N.E.2d 438 (1972), this court held that the board had acted improperly and prematurely in ordering the withholding of State aid and we ordered that the funds be released to Springfield. In addition, however, we made clear our lack of approval of the school committee's "performance . . . or perhaps lack of performance" in implementing the racial imbalance law, and we stated that: "Inasmuch as Springfield has failed to achieve racial balance in its ele-

mentary school system in the period since 1965, we think it is reasonable to require that the school committee, with appropriate assistance from the board, develop short-term measures consistent with G.L. c. 71, § 37D, which will achieve racial balance in all city schools by September, 1973." *Id.* at —, 287 N.E.2d at 456. The case was remanded to the Superior Court with instructions to ensure the filing and implementation of a short-term balance plan.

After remand, at a hearing in the Superior Court in November, 1972, the school committee represented that it would file a short-term balance plan with the board by early 1973. In fact, no such plan was filed and in June, 1973, at the board's request, the Superior Court ordered the school committee to file a balance plan immediately. The school committee's response to this order was to file a four-page plan which it never approved and which provided for the balancing of only the fifth and sixth grades of the five imbalanced elementary schools.

At that point the board appointed a hearing examiner to conduct hearings on the plan filed by the school committee as well as on a plan prepared by a group of Springfield residents who had intervened in the proceeding and on a plan prepared by the Springfield school department and the Task Force on Racial Imbalance. At the conclusion of the hearings, which were held during August, 1973, the hearing examiner issued a report in which he recommended adoption of the plan prepared by the school department and the Task Force (the Task Force plan).⁸ The board then received written objections to the hearing examiner's report, heard oral argument, and on October 12, 1973, issued an opinion and order in which it rejected the objections to the hearing examiner's report and

b. Mass. Adv. Sh. (1972) 1543.

7. See fn. 4, *supra*.

c. *Id.* at 1563.

8. Briefly, the Task Force plan requires the consolidation of Springfield's elementary

schools into six districts, with each of the imbalanced schools in a separate district. Approximately 28% of the total population of each new district is nonwhite. Approximately 5,800 students are to be transferred pursuant to the plan. The longest distance any student would be bused is roughly five miles.

ordered the school committee to adopt and implement the Task Force plan. By this time, of course, it was obvious that there was to be no compliance with the September, 1973, deadline which had been set in *Springfield I*.

The school committee thereupon filed a bill for judicial review challenging the legality of the proceedings before the hearing examiner and the board, and requesting that the board be enjoined from enforcing its opinion and order. The board filed an answer and a counterclaim seeking enforcement of its opinion and order.

While the case was pending, a single justice of this court, in December, 1973, ordered the school committee "forthwith" to submit an implementation plan and proposed modifications for the Task Force plan in accordance with the board's opinion and order. The school committee appealed from and sought a stay of that order. The stay was denied on January 9, 1974, but by January 28 the school committee still had not complied with the order. On that date, at the board's request, a single justice of this court amended the earlier order to require compliance by the school committee no later than February 1. The school committee did submit an implementation plan on February 1, which plan the board modified and approved by an order dated February 11. On February 12 the board moved to amend its counterclaim to include a prayer for a preliminary injunction re-

quiring the school committee to implement the Task Force plan in accordance with the implementation schedule. On February 20, after hearing oral argument, a single justice allowed the board's motion and granted the preliminary injunction.

The case reached the full court and was heard in April, 1974.⁹ As noted above, we issued our opinion on May 1, 1974 (*Springfield II*).¹⁰ In that opinion we rejected each of the school committee's objections to the proceedings before the hearing examiner and the board. We also reviewed the Task Force plan which the board had ordered implemented and held that it conformed to the law in every respect. We therefore concluded that the relief requested by the board's counterclaim should be granted and we ordered the entry of a decree affirming the board's opinion and order and requiring compliance therewith by September, 1974. In order that this latest deadline not meet the same fate as the 1973 deadline imposed in the *Springfield I* case, we ordered that the single justice retain jurisdiction of the cases to ensure implementation of the Task Force plan. On May 15, 1974, a single justice entered the final decree after rescript which is the subject of the present motion to vacate. Between May 15 and the beginning of August, there were no further legal proceedings and, we are told, the school committee was proceeding in accordance with the implementation schedule to put the Task Force plan into operation.¹¹

9. See fn. 1, *supra*.

10. See fn. 4, *supra*.

11. During the years of stubborn resistance to the implementation of the racial imbalance law in Springfield, the board was simultaneously struggling with an equally recalcitrant school committee in Boston. See *School Comm. v. Board of Educ.*, — Mass. —, 292 N.E. 2d 338 (1973) (Mass. Adv. Sh. [1973] 161) (*Boston I*); *School Comm. of Boston v. Board of Educ.*, — Mass. —, 292 N.E. 2d 870 (1973) (Mass. Adv. Sh. [1973] 275) (*Boston II*); *School Comm. of Boston v. Board of Educ.*, — Mass. —, 302 N.E. 2d 916 (1973) (Mass. Adv. Sh. [1973] 1315) (*Boston III*). In addition, there were

legislative attempts to circumvent the board's powers under the racial imbalance law. See *Opinion of the Justices*, — Mass. —, 298 N.E.2d 840 (1973) (Mass. Adv. Sh. [1973] 1027); *Opinion of the Justices*, — Mass. —, 310 N.E.2d 348 (1974) (Mass. Adv. Sh. [1974] 545). The efforts by the board to enforce the racial imbalance law in Boston were followed in June of this year when the United States District Court, District of Massachusetts, ruled that the Boston school system had been operated in violation of the Fourteenth Amendment and ordered that plans be implemented immediately to accomplish desegregation of Boston's schools in September of this year. *Morgan v. Hennigan*, 379 F. Supp. 410 (D. Mass. 1974).

On July 26 the Governor approved St. 1974, c. 636, declaring it to be an emergency law which should be immediately effective. Chapter 636 works several principal changes in the racial imbalance law.

First, upon certification by the board to a local school committee that racial imbalance exists in schools within that school committee's jurisdiction, it apparently is no longer incumbent on the school committee immediately to produce a plan to eliminate such imbalance. Amended § 37D requires the preparation of such a plan only after a school committee has received, and been unable to satisfy, a request by a nonwhite student attending a racially imbalanced school who wishes to be transferred to a school in which "racial isolation"¹² exists, or a request by a white student attending a racially isolated school who wishes to be transferred to a racially imbalanced school. In other words, school committees are not required to devise any racial balance plan until at least one student (or parent) has initiated a request for transfer of the specified type. Even then, no plan is required if the school committee is able to satisfy the particular request for transfer. It is only when transfer requests cannot be satisfied (because of lack of available seats) that a school committee must devise a plan to make such transfers possible.

Second, the statute provides certain financial inducements to local school committees (e.g., State reimbursement of certain transportation costs; substantial State funding of the costs of establishing magnet school facilities). Noteworthy is the provision for payment by the State of \$500 into a local "Equal Education Improvement Fund" for each student transfer of the type described above. The local school committees may use such monies for programs to improve the quality of education within their respective jurisdictions. c. 15, § 11, as amended.

A "racially isolat[ed]" school is one in which not more than thirty per cent of the pupils are nonwhite. G.L. c. 71, § 37D, as appearing in St. 1974, c. 636, § 5.

Third, and most pertinent to the issue now before us, if it becomes necessary for a school committee to devise a plan to achieve racial balance, the board is required: to provide technical and other assistance in the preparation of the plan; to approve or disapprove whatever plan is devised; to devise and order the implementation of its own plan whenever it is unable to approve a school committee's plan. Although there is no limitation on the means which a school committee may employ in order to eliminate racial imbalance, the board is strictly limited in terms of the measures which it may require school committees to employ. Any plan ordered by the board "may include any of the following measures, and no others . . . : additions to existing school buildings, use of leased or portable facilities, and changes in use of school buildings." G.L. c. 15, § 11, as amended.

Apparently on the basis of these changes in the racial imbalance law, the school committee on August 1 passed two resolutions, one directing that "no further action be taken on the timetable for implementing the . . . [Task Force plan] without the specific approval of the School Committee," and the other directing that "the Springfield School System open on September 4, with the same grades and school organization as existed in June" At the direction of the school committee the superintendent of the Springfield school system notified the State Commissioner of Education of the resolutions which had been adopted.¹³

On August 2 the school committee filed in the county court its motion to vacate the final decree after rescript which had been entered on May 15, 1974. The asserted ground for the motion was that c. 636 had amended the racial imbalance law so as to eliminate the "legal basis" for the board's opinion and order which the final decree

13. Although it does not appear on the record, we were assured by counsel at the oral arguments that the school committee subsequently rescinded these two resolutions. Page e310

purported group of schools o moved to sequently claim" to vacate. S vene was this court were rece filed an a the case v without de oral argum August 22 the same c the school and directi final decre filing of an

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[1] It is has power to cree due to cluding a c Sawyer v. State v. Wh 18 How. 421. Fedn. No. 9: CIO v. Wrig 5 L.Ed2d 349 Libs. Inc. v. yard & Nat 173, 174-175. den. 384 U.S. 2d 549 (1966). Mass. 613, 87 this propositio argues that the ance law accor that we reconsi ing the board's cause under th

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purported to enforce. On the same date a group of children attending the elementary schools of Springfield and their parents moved to intervene in the case. They subsequently filed an "Answer and Counterclaim" to the school committee's motion to vacate. Subsequently the motion to intervene was allowed by a single justice of this court and the answer and counterclaim were received.¹⁴ The school committee filed an answer to the counterclaim, and the case was then reserved and reported without decision. The full court heard oral argument during a special sitting on August 22 and, as noted at the outset, on the same day issued its decision denying the school committee's motion to vacate and directing compliance with the earlier final decree, deferring to a later date the filing of an opinion or opinions.

We turn now to the legal issues presented by the motion to vacate.

[1] It is well established that a court has power to modify or change a prior decree due to a change in circumstances, including a change in the applicable law. *Sawyer v. Davis*, 136 Mass. 239 (1884). *State v. Wheeling & Belmont Bridge Co.*, 18 How. 421, 15 L.Ed. 435 (1855). *System Fedn. No. 91, Ry. Employes' Dept. AFL-CIO v. Wright*, 364 U.S. 642, 81 S.Ct. 368, 5 L.Ed.2d 349 (1961). See *Nantucket Exp. Lines, Inc. v. Woods Hole, Martha's Vineyard & Nantucket S.S. Authy.*, 350 Mass. 173, 174-175, 213 N.E.2d 862 (1966), cert. den. 384 U.S. 952, 86 S.Ct. 1573, 16 L.Ed. 2d 549 (1966). Cf. *Royal v. Royal*, 324 Mass. 613, 87 N.E.2d 850 (1949). Citing this proposition, the school committee argues that the change in the racial imbalance law accomplished by c. 636 requires that we reconsider the final decree enforcing the board's opinion and order. Because under the racial imbalance law as

amended by c. 636 the measures which the board may order local school committees to adopt include only the use of portable classrooms and the construction of additions to or changes in the use of existing buildings, the school committee contends that the final decree must be vacated because the board no longer has the authority to require the implementation of the Task Force plan, which involves redistricting, transfer of students and busing.

An initial problem with this argument is that it is not clear from the language of the amending statute itself that the Legislature, by enacting c. 636, had any intention of affecting the operation of racial balance plans which had already been approved by the board and incorporated in final decrees of this court. There is certainly nothing in the wording of the 1974 amendment, taken by itself, which suggests an intention to scrap all the work that has been done in both Springfield and Boston toward ensuring that measures to eliminate racial imbalance would at long last be implemented this September. In addition, it was well known to the Legislature that the racial balance plan adopted for Boston, see *Boston III*,¹⁵ had since been incorporated in a decree of the United States District Court, District of Massachusetts, as the necessary short-term remedy for violations of the Fourteenth Amendment to the United States Constitution which were found to have occurred in the operation of the Boston school system. *Morgan v. Hennigan*, 379 F.Supp. 410 (D.Mass.1974). From the statutory language it would appear unlikely that the Legislature intended to flout that court order by amending the racial imbalance act so as to invalidate the racial balance plan adopted for Boston. If the Legislature did not intend c. 636 to affect the operation of the racial balance plan already adopted for Boston, and since there is no

14. During the argument before the full court the interveners were the only parties who opposed the motion to vacate. Although the board issued an opinion PR-1 Award # U 85A 130071 18 in which it took the position that the motion to vacate should be denied, at oral argu-

ment and in the briefs the board was represented by members of the staff of the Attorney General who argued in support of the motion.

15. See fn. 11, supra.

suggestion in the statute that Springfield be treated differently from Boston, it could further be argued that the Legislature did not intend to affect the plan adopted for Springfield.

On the other hand, if c. 636 is viewed against the historical background described in the first part of this opinion and if it is considered with other portions of the imbalance legislation, together with all the opinions of this court, including our advisory opinions, in dealing with the imbalance statute of 1965, a persuasive argument can be made that the clear intent of that statute was to forestall, wherever possible, the immediate implementation of board-ordered racial balance plans which require redistricting or busing of students. It is well known that the board's orders requiring redistricting and involuntary transfer (i. e., busing) of students are the aspects of the attempts to enforce the racial imbalance law which have aroused the most vociferous opposition. See Opinion of the Justices, — Mass. —, —, ^d 298 N.E.2d 840 (1973); Opinion of the Justices, — Mass. —, —, ^e 310 N.E.2d 348 (1974). The most conspicuous change in the racial imbalance law which c. 636 accomplishes is the elimination of the board's power to order busing and redistricting to achieve racial balance. In these circumstances it is a likely inference that c. 636 was in fact intended to short-circuit the implementation of the board-ordered and court-ordered Task Force plan in Springfield, a plan which requires both redistricting and busing. Certainly this intent is suggested by the Governor's assertion, contained in his statement declaring c. 636 to be emergency legislation, that "[i]t is essential that the provisions of this Act take effect immediately in order to permit its orderly administration during the school year which will soon commence." Although this view of

the amendatory statute appears to be the more logical one, we need not so decide at this time.

In any event, regardless of legislative intent (determination of which is often an uncertain exercise), one proposition is clear: in the circumstances of this case, any action taken either by the Legislature or by the school committee of Springfield which would tend to reverse or impede the progress toward the achievement of racial balance in Springfield's schools would constitute a violation of the Fourteenth Amendment to the United States Constitution and of arts. 1 and 10 of the Declaration of Rights of the Massachusetts Constitution. Thus, in so far as c. 636 was intended to forestall the implementation of the Task Force plan in Springfield, it is unconstitutional. Similarly, in so far as the school committee, in reliance on c. 636, attempts to rescind the actions it has previously taken toward full implementation of that plan, it would be acting in an unconstitutional manner. We explain these conclusions.

By July 26, 1974, when c. 636 was enacted, the plans for elimination of the racial imbalance which had for nine years existed in five Springfield elementary schools and had finally been made. Substantially every action which was necessary to the implementation of the Task Force plan had already been taken: ¹⁶ the more than thirty elementary school districts had been consolidated into six districts; pupil assignments had been completed and notification had been sent to parents; staff assignments and notification thereof had been completed; the safety and transportation plan had been completed; additional vehicles necessary for student transportation had been ordered; community education programs had been conducted. Thus, by the end of July, through the affirmative acts of

schedule, as modified by the board opinion and order of February 11, 1974. The school committee has assured us that it has fully implemented the schedule.

d. Mass. Adv. Sh. (1973) 1027, 1032.

e. Mass. Adv. Sh. (1974) 545, 548.

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the school committee, Springfield had in fact achieved a racially balanced school system. Essentially all that remained to be done was to put the students into the classrooms.

[2] In these circumstances any attempt by the Legislature or by the school committee to rescind the present enrollment structure (all elementary schools less than forty per cent nonwhite) and return to the 1973-1974 enrollment structure (five elementary schools between 82% and 95% nonwhite) would constitute resegregation¹⁷ of the previously imbalanced schools, and would thus be an unconstitutional act of de jure segregation.¹⁸ See *Keyes v. School Dist. Number One, Denver, Colo.*, 303 F. Supp. 289, 295 (D.Colo.1969); *Bradley v. Milliken*, 433 F.2d 897, 904 (6th Cir. 1970);²⁰ *Oliver v. Kalamazoo Bd. of Educ.*, 346 F.Supp. 766, 780 (W.D.Mich. 1971), affd. sub nom. *Oliver v. School Dist. of Kalamazoo*, 448 F.2d 635 (6th Cir. 1971); *Martin v. Evansville-Vanderburgh Sch. Corp. of Evansville*, 347 F.Supp. 816, 820 (S.D.Ind.1972).

[3] The school committee and the Attorney General argue that the cited cases

17. Although "segregation" as used in the context of the Fourteenth Amendment cases is not necessarily synonymous with "racial imbalance" within the meaning of the Massachusetts statute, it seems clear in this case that the five Springfield elementary schools have been not only "racially imbalanced" but also "segregated." The percentage of nonwhite enrollment in each of those schools during the years from 1965 to 1973 is reflected in the table in fn. 6. The percentage of nonwhite enrollment throughout the Springfield school system in 1973 was less than thirty per cent. Cf. *Keyes v. School Dist. No. 1, Denver, Colo.*, 413 U.S. 189, 195-196, 93 S.Ct. 2686, 37 L.Ed.2d 548 (1973), reh. den. 414 U.S. 883, 94 S.Ct. 27, 38 L.Ed.2d 131 (1973).

18. For a discussion of the distinction between de jure and de facto segregation, see *Springfield II*, — Mass. at ———, 311 N.E.2d 69 (1974) (Mass.Adv.Sh. [1974] at 672-675). See also *Keyes v. School Dist. No. 1, Denver, Colo.*, supra, 413 U.S. at 208, 93 S.Ct. 2686; *Milliken RR Award*, 418 U.S. 717, 94 S.Ct. 3112, 41 L.Ed.2d Page 313 (1974).

are distinguishable. In addition, they assert that, because there has never been a finding of de jure segregation in the Springfield schools (see *Springfield II* — at — f), 311 N.E.2d 69, any action taken pursuant to c. 636 cannot conceivably violate any constitutional provision because under c. 636 the State has not merely taken a neutral stance with respect to the elimination of racial imbalance, which is all that is constitutionally required in the absence of de jure segregation, but in fact has affirmatively moved to eliminate racial imbalance. When viewed in the "historical context" of the Springfield situation, however, it becomes easy to comprehend that any attempt under c. 636 to prevent the operation of the Task Force plan would constitute a significant retreat from the progress toward desegregation that has been made under the pre-amendment law. And the cases make clear that even where steps toward desegregation are made voluntarily rather than pursuant to constitutional mandate any subsequent State action which would cause a return of the preexisting segregation would itself be an act of de jure segregation.²¹ This is especially true where, as in this case, there is a court de-

19. For further history of the *Keyes* case see fn. 21, post.

20. For further history of the *Bradley* case see fn. 24, post.

f. At 674.

21. It may be argued that, because de jure segregation involves the "purpose or intent to segregate," *Keyes v. School Dist. No. 1, Denver, Colo.*, 413 U.S. 189, 208, 93 S.Ct. 2686, 37 L.Ed.2d 548 (1973) (emphasis in original), any action by the school committee to repeal the Task Force plan would not be unconstitutional because it would be motivated, not by an intent to segregate, but only by an intent to avoid unpopular forced busing of students. The certain consequence of such a repeal, however, would be the resegregation of the five previously imbalanced elementary schools. The school committee must be held to "intend" the certain consequences of its acts. See *Keyes v. School Dist. Number One, Denver, Colo.*, 303 F.Supp. 279, 286 (D.Colo.1969); 313 F.Supp. 90 (D.Colo. 1970); 445 F.2d 990 (10th Cir. 1971); affirmed in part and modified in part, 413 U.S.

creed ordering the implementation of such plans.

For example, *Oliver v. Kalamazoo Bd. of Educ.*, 346 F.Supp. 766 (W.D.Mich. 1971), *affd. sub nom. Oliver v. School Dist. of Kalamazoo*, 448 F.2d 635 (6th Cir. 1971), involved a school system in which five elementary schools had predominantly black enrollments while the system-wide black population was only 17.6%. The local board of education voluntarily had adopted a plan to increase racial integration throughout the school system. After an election, however, the newly elected board voted to rescind the earlier plan and to return to the former status quo. In a suit for a preliminary injunction against the board of education, the court declared that it was "not in a position to rule on whether or not the Board had a constitutional duty to adopt the . . . [voluntary integration plan] because all of the evidence isn't in." *Id.* 346 F.Supp. at 779-780. The court nevertheless held that the board's vote purporting to rescind the integration plan was in violation of the Fourteenth Amendment and was void. The court enjoined the board from acting on the rescission vote and required the implementation of the integration plan. *Id.* at 782.

Similarly, *Keyes v. School Dist. Number One, Denver, Colo.*, 303 F.Supp. 279 and 303 F.Supp. 289 (both D.Colo.1969),²² involved the revocation by a school board of a previously adopted plan to achieve racial balance. After years of study, the Denver school board, in 1969, adopted three resolu-

tions which had the effect of altering existing school attendance districts in such a way as to achieve greater racial balance among the city's schools. After a school board election, however, and while the school department staff was in the process of implementing the resolutions, the newly constituted school board voted to rescind the resolutions and to return to the old order. The court stated that, although the rescission of the steps taken toward achieving racial balance "was carried out in response to what was called a voter mandate, there can be no gainsaying the purpose and effect of the action as one designed to segregate." 303 F.Supp. at 285 (1969). Characterizing the attempted rescission as "a legislative act which had for its purpose restoration of the old status quo . . .," the court held that the vote rescinding the three resolutions "in and of itself was an act of de jure segregation." 303 F.Supp. at 295 (1969). A decree was entered enjoining the school board from implementing its rescission vote.²³

In *Bradley v. Milliken*, 433 F.2d 897 (6th Cir. 1970), the court declared unconstitutional a statute enacted by the Michigan Legislature which purported to require postponement of the implementation of a redistricting plan which had been adopted voluntarily by the Detroit board of education in order to reduce racial imbalance in the city's high schools. Even though there had been no finding of de jure segregation in Detroit's schools, the court held that the statute violated the Fourteenth Amendment by impeding voluntary local efforts to achieve racial balance. *Id.* at 904.²⁴

189, 93 S.Ct. 2686, 37 L.Ed.2d 548 (1973), reh. den. 414 U.S. 883, 94 S.Ct. 27, 38 L.Ed.2d 181 (1973).

22. See fn. 21.

23. Subsequently, after a full trial on the merits, the District Court reiterated its holding that the vote of rescission was itself an act of de jure segregation. 313 F.Supp. 61, 66-67 (1970). On appeal, neither the Court of Appeals, 445 F.2d 990 (10th Cir. 1971), nor the Supreme Court, 413 U.S. 159, 93 S.Ct. 2686, 37 L.Ed.2d 455 (1973), reached that issue.

For a similar case reaching the same result, but involving a school system which was historically segregated, see *Martin v. Evansville-Vanderburgh Sch. Corp. of Evansville*, 347 F.Supp. 816 (S.D.Ind.1972).

24. After several intervening decisions, see 438 F.2d 945 (6th Cir. 1971), 338 F.Supp. 582 (E.D.Mich.1971), 484 F.2d 215 (6th Cir. 1973), this case reached the Supreme Court for resolution of a single question concerning the extent of the remedy ordered by the District Court. 418 U.S. 717, 94 S.Ct. 3112, 41 L.Ed.2d 1069 (1974).

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In addition to the foregoing, our conclusions in this case are buttressed by a second line of cases which focus on State action which amounts to racial discrimination. These cases spring from the decision of the Supreme Court in *Reitman v. Mulkey*, 387 U.S. 369, 87 S.Ct. 1627, 18 L. Ed.2d 830 (1967).

In the *Reitman* case the United States Supreme Court affirmed a decision of the Supreme Court of California (*Mulkey v. Reitman*, 64 Cal.2d 529, 50 Cal.Rptr. 881, 413 P.2d 825 [1966]) declaring unconstitutional an amendment to the California Constitution (Proposition 14, so called) which purported to forbid any agency of the State from interfering with the "absolute discretion" of any person to sell, lease or rent real estate "to such persons . . . as he . . . chooses." Analyzing Proposition 14 in light of its historical context and the conditions existing prior to its enactment, the California court concluded that the clear intent behind the amendment was to repeal pro tanto State laws which declared illegal private racial discrimination in real estate transactions. *Id.* at 534-535, 50 Cal.Rptr. 881, 884, 413 P.2d 825. The ultimate effect of Proposition 14, the court noted, would be significant involvement of the State in the encouragement of private discrimination. *Id.* at 542, 50 Cal.Rptr. 881, 413 P.2d 825.

The United States Supreme Court approved of the California court's analysis based on "historical context," "immediate objective" and "ultimate effect," and it affirmed the holding that Proposition 14 did not merely put the State in a constitutionally permissible position of neutrality vis-à-vis private discrimination but in fact provided substantial State encouragement to those acts of private discrimination which the amendment purported to permit. 387 U.S. at 373-379, 87 S.Ct. 1627 (1967). The court stated: "Here the California court, armed as it was with the

knowledge of the facts and circumstances concerning the passage and potential impact of . . . [Proposition 14], and familiar with the milieu in which that provision would operate, has determined that the provision would involve the State in private racial discriminations to an unconstitutional degree. We accept this holding of the California court." *Id.* at 378-379, 87 S.Ct. at 1633. The holding that Proposition 14 violated the equal protection clause of the Fourteenth Amendment was thus upheld.

Following the decision in the *Reitman* case, a three-judge Federal Court in New York declared unconstitutional a statute which purported to prohibit State education officials and appointed local school boards from ordering pupil assignments or redistricting for the purpose of achieving racial equality in school attendance.²⁵ *Lee v. Nyquist*, 318 F.Supp. 710 (W.D.N.Y. 1970), *affd.* without opinion, 402 U.S. 935, 91 S.Ct. 1618, 29 L.Ed.2d 105 (1971). The court noted that, prior to the enactment of the statute in question, the State education officials "were firmly committed to a policy of eradicating *de facto* segregation in New York's public schools, and appointed education officials were actively engaged in directing plans to improve racial balance." *Id.* 318 F.Supp. at 716. Such efforts had met with stubborn resistance at the local level. In light of this background, the court found that the clear legislative purpose was "to turn the tables in favor of those recalcitrant local groups," (*id.* at 717) by preventing the use of certain measures designed to achieve racial balance. The ultimate impact of the challenged statute would be to slow substantially progress toward the achievement of racially balanced schools in the affected localities. Although ultimately relying on other grounds, the court concluded that, in these circumstances, a good case was made out under *Reitman v. Mulkey* that the statute,

25. It is noteworthy that the court in *Lee v. Nyquist* (318 F.Supp. 710) elected local school boards (which are in the vast majority throughout New York) to order assignments or redistricting in order to achieve racial balance.

"by invidiously discriminating against efforts to achieve racial balance, violates the equal protection clause of the Fourteenth Amendment." *Lee v. Nyquist, supra*, 716.

The Justices of this court, too, have relied on the *Reitman* case as demonstrating the unconstitutionality of the legislation which purported to prohibit the use of mandatory school assignments and busing to achieve racial balance. See Opinion of the Justices, — Mass. —, 298 N.E.2d 840 (1973); Opinion of the Justices, — Mass. —, 310 N.E.2d 348 (1974). In the earlier Opinion of the Justices we stated that a bill which purported both to require the assignment of pupils to the schools nearest their respective homes and to bar transportation of pupils without parental written consent would, if enacted, be unconstitutional. Citing the Supreme Court's decision in *North Carolina State Bd. of Educ. v. Swann*, 402 U.S. 43, 91 S.Ct. 1284, 28 L.Ed. 2d 586 (1971), we noted that "even in situations where there is only de facto segregation, if the State adopts a policy which freezes these de facto conditions by imposing severe limitations on local school officials' discretionary authority to take effective remedial action, then the State policy constitutes State action serving to continue segregation in the schools and thus 'significantly encourage[s] and involve[s] the State' in private racial discrimination. See *Reitman v. Mulkey*, 387 U.S. 369, 381, 87 S.Ct. 1627, 1634, 18 L. Ed.2d 830 [1967]; *Lee v. Nyquist*, 318 F. Supp. 710, 716 [1970]." — Mass. at —, 298 N.E.2d at 844 (1973).

[4] Similarly, in the present case, it is quite clear that the school committee, although not barred by c. 636, will not voluntarily order the redistricting and busing which is integral to the Task Force plan. And from the past efforts in Springfield it is equally clear that racial balance cannot be achieved without such

redistricting and busing. Thus, in this setting, by depriving the board of its power to require the use of effective measures for the elimination of racial imbalance, c. 636 is, in effect, "an authorization to discriminate." *Reitman v. Mulkey*, 387 U.S. at 379, 87 S.Ct. 1627 (1967). If the school committee at this stage, in reliance on c. 636, attempts to rescind the implementation of the Task Force plan, it would constitute "State action serving to continue segregation in the schools and thus 'significantly . . . [involve] the State' in . . . racial discrimination." Opinion of the Justices, — Mass. at —, 298 N.E.2d at 844 (1973).

In light of the foregoing discussion, it is clear that the school committee cannot constitutionally follow the course suggested by its resolutions of August 1, 1974, whereby it proposed to scrap the Task Force plan and return to the school structure which existed last year. When the school committee, pursuant to the orders of the board and of this court, proceeded to implement the Task Force plan, it in effect created a new status quo in which every elementary school is racially balanced. If, now that that new status quo has been substantially achieved, either the school committee or the Legislature acts so as to resurrect the preexisting school structure, the resulting racial segregation in the five elementary schools would clearly be State imposed and thus unconstitutional. Events have simply moved too far to permit such a reversion.

Since the school committee must continue to comply with the Task Force plan, as required by the final decree after rescript in the *Springfield II* case, there is no occasion to modify or vacate that decree.

QUIRICO, Justice (with whom REARDON and BRAUCHER, JJ., join, concurring in the result).

I concur in the result reached in the opinion of the court, but I do so on the basis

g. Mass. Adv. Sh. (1972) 1027.
h. Mass. Adv. Sh. (1974) 545.

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of construing the applicable statutes in a manner which does not reach or decide questions of constitutionality.

On October 12, 1973, and February 11, 1974, the State board of education (board) entered orders for the elimination or reduction of racial imbalance in certain public schools of the city of Springfield. The board entered the orders in the exercise of the authority vested in it by the then existing statutes relating to racial imbalance in the public schools. G.L. c. 15, §§ 11-1K, and c. 71, §§ 37C-37D, originally inserted by St.1965, c. 641. On May 1, 1974, by our opinion in *School Comm. of Springfield v. Board of Educ.*, — Mass. —, —, —, 311 N.E.2d 69, 81 (1974), we held that the orders of the board were valid and ordered that a single justice enter a final decree "affirming the board's opinion and order and requiring timely compliance therewith." A single justice entered the required decree on May 15, 1974.

The board's order thus held valid by this court required some redistricting, with resulting transportation of a number of students by bus, for the elimination or reduction of existing racial imbalance. The racial imbalance statutes cited above were amended in many respects by St.1974, c. 636, effective on July 26, 1974. Relevant to the present issue was an amendment to the effect that although the board could make recommendations to a local school committee which, in certain circumstances, would become mandatory, such recommendations and mandatory plan could "include any of the following measures, and no others . . . : additions to existing school buildings, use of leased or portable facilities, and changes in use of school buildings." G.L. c. 15, § 11, as appearing in St.1974, c. 636, § 1.

The school committee argues in effect that because of the amendments to the racial imbalance statutes by St.1974, c. 636, the orders of the board which

when entered have become unenforceable and that the final decree must therefore be vacated. It states in its brief: "Chapter 636 does not vacate any court decree either expressly or in effect. However, the racial balance law has been amended by Chapter 636. The law as it stood prior to the enactment of Chapter 636 was the legal basis for the court order. That law no longer exists and therefore the court order must be changed."

I do not agree with the contention in the last sentence quoted above. The mere fact that the board's authority to approve or order a plan which involved implementation in part by redistricting and the transportation of students was repealed by St.1974, c. 636, does not mean that its orders issued prior thereto are no longer effective or enforceable. Neither does it mean that the court's earlier decree ordering enforcement of such orders has become null and void. In my opinion this conclusion is required by the application of the following rule of statutory interpretation stated by Chief Justice Rugg in *Hanscom v. Malden & Melrose Gas Light Co.*, 220 Mass. 1, 3, 107 N.E. 426, 427 (1914): "The general rule of interpretation is that all statutes are prospective in their operation, unless an intention that they shall be retrospective appears by necessary implication from their words, context or objects when considered in the light of the subject-matter, the pre-existing state of the law and the effect upon existent rights, remedies and obligations. Doubtless all legislation commonly looks to the future, not to the past, and has no retroactive effect unless such effect manifestly is required by unequivocal terms. It is only statutes regulating practice, procedure and evidence, in short, those relating to remedies and not affecting substantive rights, that commonly are treated as operating retroactively, and as applying to pending actions or causes of action." This language has been quoted with approval in numerous subsequent de-

cent being *City Council of Waltham v. Vinciullo*, — Mass. —, — — —,^b 307 N.E.2d 316 (1974), where we added, at —,^c 307 N.E.2d at 319: "There are, of course, limitations to the extent to which even procedural or remedial statutes will operate retroactively. At the extreme, no 'retroactive' procedural statute could apply to a case which has been closed, i. e., has gone to judgment and either been affirmed on appeal or not been appealed within the time allowed for appeal." The present case is one which has been closed by the entry of a final decree which has been affirmed by this court on appeal. Thus whether c. 636 be one affecting substantive rights or merely one relating to remedies, it has no retroactive effect in this case. *Pittsley v. David*, 298 Mass. 552, 554-557, 11 N.E.2d 461 (1937). *Patrick v. Commissioner of Correction*, 352 Mass. 666, 669, 227 N.E.2d 348 (1967).

The court states that if c. 636 is viewed and considered against the historical background and other facts described in its opinion, "a persuasive argument can be made that the clear intent of that statute was to forestall, wherever possible, the immediate implementation of board-ordered racial balance plans which require redistricting or busing of students." In my view, even if the legislative history of c. 636 indicated that the Legislature intended to nullify the preëxisting orders of the board and decrees of the court, that would not be a factor in the interpretation of the statute because the Legislature did not translate that intent into the language of c. 636. A legislative intent, regardless of how obvious it may appear from sources other than the statutory language, cannot be judicially incorporated into a statute containing clear and unequivocal language

which does not reflect that intent.¹ This, of course, is not intended to be a decision that the Legislature does or does not have the power, by the use of any language, to nullify any prior lawful order of the board, particularly an order previously enforced by a decree of this court. I conclude only that, if it had that power, it did not enact a statute which is adequate to accomplish that result.

If the Legislature had the intention imputed to it by the court's opinion, the natural reading of the statute is that implementation of that intent was left to judicial application of equitable principles. We have the power to modify an equitable decree in the light of changed circumstances, and a declaration of future policy by the Legislature "is entitled to the highest consideration of the court." *Sawyer v. Davis*, 136 Mass. 239, 247 (1884). However, it is reasonable to assume from the history of the present controversy that if the decree were vacated the school committee would revert to its past policy of questionable constitutionality which resulted in five of its elementary schools having concentrations of 82.3% to 95.1% of nonwhite pupils in 1973. (see fn. 6 of the court's opinion), and that it would take no present action to eliminate that condition. This is therefore not an appropriate case for vacating our prior decree.

It is my opinion, based on the foregoing interpretation of the racial imbalance statutes as amended by St.1974, c. 636, that it is not necessary to consider or decide whether these statutes would be unconstitutional if interpreted as purporting to nullify the board's prior orders and the court's decrees. Ordinarily a court "will not pass upon a constitutional question although properly presented by the record, if there

b. Mass. Adv. Sh. (1974) 167, 168-169.

c. At 170.

1. In a number of decisions we have held that in interpreting statutes resort may be had to the legislative history "only to aid in the solution of an ambiguity." *Allen v. Commissioner of Corps. & Taxn.*, 272 Mass. 502, 508, 172 N.E. 643, 646 (1930). *D. N. Kelley & Son, Inc. v. Selectmen of Fairhaven*, 294 Mass. 570, 576, 3 N.E.2d 241 (1936). *North v. Commissioner of Corps. & Taxn.*, 314 Mass. 285, 293, 50 N.E.2d 76 (1943). *Milroy v. Metropolitan Dist. Commn.*, 342 Mass. 222, 223, 172 N.E.2d 500 (1961).

is also present some other ground upon which the case may be disposed of. . . . Thus, if a case can be decided on either of two grounds, one involving a constitutional question, the other a question of statutory construction or general law, the Court will decide only the latter. . . . 'When the validity of an act . . . is drawn in question, and even if a serious doubt of constitutionality is raised, it is a cardinal principle that this Court will first ascertain whether a construction of the statute is fairly possible by which the question may be avoided.' Crowell v. Benson, 285 U.S. 22, 62, 52 S. Ct. 285, 296, 76 L.Ed. 598." Ashwander v. Tennessee Valley Authy., 297 U.S. 288, 347-348, 56 S.Ct. 466, 483, 80 L.Ed. 688 (1936) (concurring opinion of Brandeis, J.). Burton v. United States, 196 U.S. 283, 295, 25 S.Ct. 243, 49 L.Ed. 482 (1905). United States v. International Union United Auto., Aircraft & Agricultural Implement Wkrs. of America (UAW-CIO), 352 U.S. 567, 590, 77 S.Ct. 529, 1 L.Ed.2d 563 (1957). First Natl. Bank v. Attorney Gen. — Mass. —, — — —, 290 N.E.2d 526 (1972) (concurring opinion of Quirico, J.), and cases cited therein.

ADDENDUM

TAURO, Chief Justice.

In view of the unequivocal attitude of Justice Quirico in the concurring opinion that the constitutional question should not have been reached, and because of the frequent recurrence of this problem as it relates to statutory construction, it is my belief that it is not only appropriate but, indeed, essential to reexamine the history, logic, and rationale of the underlying rules. What I now state are my own views and may not necessarily reflect those of all of

d. Mass.Adv.Sh. (1972) 1711, 1734-1736.

1. Because I also believe that another construction of the amendment is more "logical," I have no difficulty reaching the constitutional issue in this case. The amendment does af-

fect the decrees and must receive constitutional attention. However, as I have stated, the Brandeis rule arises with sufficient frequency that I feel an in-depth review of the underlying law is in order at this time.

the Justices who joined with me in the majority opinion. The concurring opinion would have us refrain from any consideration of the constitutionality of St.1974, c. 636 (the amendment). Justice Quirico concludes, based on its construction, that the amendment does not interfere with or nullify the decrees in this case. Thus, he reasons, consideration of the amendment's constitutionality is "not necessary" to our decision. Because such consideration is "not necessary," the concurring opinion informs us that we may not undertake any constitutional analysis. In support of this position, the concurring opinion quotes Mr. Justice Brandeis concurring in Ashwander v. Tennessee Valley Authy., 297 U.S. 288, 347, 56 S.Ct. 466, 80 L.Ed. 688 (1936): "Ordinarily a court 'will not pass upon a constitutional question although properly presented by the record, if there is also present some other ground upon which the case may be disposed of. . . . Thus, if a case can be decided on either of two grounds, one involving a constitutional question, the other a question of statutory construction or general law, the Court will decide only the latter.'"

On its face, the rule espoused by Brandeis provides for avoidance of constitutional adjudication in every situation in which such avoidance is feasible. The rule appears as an inflexible, blanket prohibition against resolving constitutional issues in the absence of absolute necessity.

In this addendum, I will explore the scope of the rule. I believe that it is not without limitation, qualification and exception and that courts must adopt such exceptions in cases like the present *Springfield* case which raise questions of great public importance.¹

The rule is a venerable one and is often repeated in opinions by courts throughout

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the United States. It originated in those early decisions of Chief Justice Marshall which sought to establish judicial review of legislation's constitutionality and, at the same time, to clarify the scope of the power of review. In *Cohens v. Virginia*, 6 Wheat. 264, 5 L.Ed. 257 (1821), Chief Justice Marshall wrote: "It is most true that this Court will not take jurisdiction if it should not: but it is equally true, that it must take jurisdiction if it should. The judiciary cannot, as the legislature may, avoid a measure because it approaches the confines of the constitution. We cannot pass it by because it is doubtful. With whatever doubts, with whatever difficulties, a case may be attended, we must decide it, if it be brought before us. We have no more right to decline the exercise of jurisdiction which is given, than to usurp that which is not given. The one or the other would be treason to the constitution." *Id.* at 404. But that jurisdiction was not boundless in Chief Justice Marshall's view. He tempered his remarks with an important qualification regarding judicial adventure in the legislative sphere: "If the first question [a matter of statutory construction] be answered in the affirmative, it will become necessary to consider the second [the constitutionality of the law in question]. If it should be answered in the negative, it will be unnecessary, and consequently improper, to pursue any inquiries, which would then be merely speculative, respecting the [constitutional] power of Congress in the case." *Id.* at 441.

In Chief Justice Marshall's words, we can discern the Brandeis rule in embryo. The nonconstitutional issue receives priority of determination. If it is dispositive, the court will not reach questions of constitutionality. They then become "unnecessary" and "consequently improper."

This rule of judicial restraint, of course, achieved great currency and was liberally adopted in the opinions of the United States Supreme Court and other Federal

Charles River Bridge v. Proprietors of Warren Bridge, 11 Pet. 420, 553, 9 L.Ed. 773 (1837); *Trade-Mark Cases*, 100 U.S. 82, 95-96, 25 L.Ed. 550 (1879); *Liverpool, N.Y. & Philadelphia S.S. Co. v. Commissioners of Emigration*, 113 U.S. 33, 39, 5 S.Ct. 352, 28 L.Ed. 899 (1885); *Baker v. Grice*, 169 U.S. 284, 292, 18 S.Ct. 323, 42 L.Ed. 748 (1898); *Burton v. United States*, 196 U.S. 283, 295 25 S.Ct. 243, 49 L.Ed. 482 (1905); *Siler v. Louisville & Nashville R.R.*, 213 U.S. 175, 193, 29 S.Ct. 451, 53 L.Ed. 753 (1909); *Massachusetts v. Mellon*, 262 U.S. 447, 488-489, 43 S.Ct. 597, 67 L.Ed. 1078 (1923); *Alabama State Fedn. of Labor v. McAdory*, 325 U.S. 450, 461-462, 65 S.Ct. 1384, 89 L.Ed. 1725 (1945); *Poe v. Ullman*, 367 U.S. 497, 503-504, 81 S.Ct. 1752, 6 L.Ed.2d 989 (1961); *Ex parte Randolph*, 2 Brock. 447, 478-479 Fed.Cas. No. 11,558 (Cir.Ct.D. Va.1833) (opinion of Marshall, C.J.); *Hoover v. Wood*, 9 Ind. 286, 287 (1857); *Weimer v. Bunbury*, 30 Mich. 201, 218 (1874); *Elliott v. Oliver*, 22 Or. 44, 48, 29 P. 1 (1892).

In adhering to the rule, the United States Supreme Court has fashioned a variety of adjudicatory devices which stand up as independent nonconstitutional grounds for decision and permit decision without passing on the constitutionality of legislation or executive action. See, generally, Gunther, *The Subtle Vices of the "Passive Virtues"—A Comment on Principle and Expediency in Judicial Review*, 64 *Col.L.Rev.* 1 (1964). On the merits the court will resolve a case through statutory construction tailored to constitutional requirements (*Dennis v. United States*, 341 U.S. 494, 501, 71 S.Ct. 857, 95 L.Ed. 1137 [1951]) or through a process of severing a statutory provision which is clearly constitutional and is at issue in the litigation from the remainder of a dubious statute. *Electric Bond & Share Co. v. Securities & Exch. Comm'n*, 303 U.S. 419, 58 S.Ct. 678, 82 L.Ed. 936 (1938). *Communist Party of the U.S.A. v. Subversive Activities Control*, 367 U.S. 1, 72-73, 81 S.Ct. 1357, 6 L.Ed.2d 1055 (1961). In the manner, the

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court will dismiss an appeal or writ of certiorari because a State court judgment rested on an adequate State ground which precluded constitutional review (*Enterprise Irr. Dist. v. Farmers Mut. Canal Co.*, 243 U.S. 157, 164, 37 S.Ct. 318, 61 L.Ed. 644 [1917]; *Jankovich v. Indiana Toll Rd. Commn.*, 379 U.S. 487, 489, 85 S.Ct. 493, 13 L.Ed.2d 439 [1965]) and will remand cases to State courts for clarification of the foundation (State law or the United States Constitution) of the ruling below. *Minnesota v. National Tea Co.*, 309 U.S. 551, 557, 60 S.Ct. 676, 84 L.Ed. 920 (1940). *Department of Mental Hygiene of Cal. v. Kirchner*, 380 U.S. 194, 201, 85 S.Ct. 871, 13 L.Ed.2d 753 (1965). This arsenal of avoidance tools is supplemented by an additional array of often used doctrines such as standing, justiciability, abstention, and mootness. See, generally, Bickel, *The Supreme Court 1960 Term, Foreword: The Passive Virtues*, 75 *Harv.L.Rev.* 40 (1961).

The fact that the rule of avoidance of constitutional issues is often reiterated and variously effectuated does not in any way indicate that it is an ineluctable commandment binding on every court. Fundamental law, constitutional and statutory, does not compel refusal to adjudicate constitutional issues. Though the rule is occasionally thought to have jurisdictional overtones for the Federal courts in the light of art. 3, § 2, the United States Constitution's case or controversy requirement² (see, e.g., *Liverpool, N. Y. & Philadelphia S.S. Co. v. Commissioners of Emigration*, 113 U.S. 33, 39, 5 S.Ct. 352, 28 L.Ed. 899 [1885]; *Herb v. Pitcairn*, 324 U.S. 117, 125-126, 65 S.Ct. 459, 89 L.Ed. 789 [1945]; Bickel, *The Supreme Court 1960 Term, Foreword: The Passive Virtues*, 75 *Harv.L.Rev.* 40, 43 [1961]), the better view would seem to be that it is a prudential rule developed by the United States Supreme Court (and other courts) "for its own governance in the cases confessedly within its jurisdiction." *Ashwander v. Ashwander*, 321 U.S. 486, 490 (1944).

Tennessee Valley Authy., 297 U.S. 288, 346, 56 S.Ct. 466, 482, 80 L.Ed. 688 (1936) (Brandeis, J., concurring). See *Rescue Army v. Municipal Court of Los Angeles*, 331 U.S. 549, 568-571, 67 S.Ct. 1409, 91 L.Ed. 1666 (1947); *Barrows v. Jackson*, 346 U.S. 249, 255, 73 S.Ct. 1031, 97 L.Ed. 1586 (1953); *United States v. Raines*, 362 U.S. 17, 23, 80 S.Ct. 519, 4 L.Ed.2d 524 (1960); *Ex parte Randolph*, 2 Brock. 447, 478-479, *Fed.Cas.No.11,558* (Cir.Ct.D.Va.1833); *Robertson & Kickham, Jurisdiction of the Supreme Court of the United States* (Wolfson & Kurland ed.) § 266, p. 485 (1951); Sandalow, *Henry v. Mississippi and the Adequate State Ground: Proposals for a Revised Doctrine*, 1965 *Sup.Ct.Rev.* 187, 201. See also *Moore v. Election Commrs. of Cambridge*, 309 Mass. 303, 306, 35 N.E.2d 222 (1941); *Commonwealth v. Gilfedder*, 321 Mass. 335, 73 N.E.2d 241 (1947). Thus, the rule with which Justice Quirico would forestall our consideration of the constitutionality of the amendment exists only because a court, in its sound discretion, chooses to give it life. But matters within the discretion of a court can always be revised for good *policy* reasons. Here, then, is the most elementary limitation on the rule: When a court finds that the policy supporting the rule is overborne by other considerations it may decline to follow the rule. To specify those situations in which such deviations from the rule are appropriate, I must now proceed to explore the foundations of the rule.

Two fundamental notions, arising out of a view of the proper judicial function in our society, underlie the rule of judicial avoidance of unnecessary constitutional questions. The first notion, probably the more significant, is that of comity among the branches of our tripartite government. In *Bowe v. Secretary of the Commonwealth*, 320 Mass. 230, 69 N.E.2d 115 (1946), we commented on the court's duties under the Constitution and its relationship to the other coequal branches of govern-

2. "The judicial power shall extend to all Cases, in Law and Equity, arising under this Consti-

tion . . . to Controversies to which the United States shall be a Party . . ."

portance, this structure of restraint must fall by the wayside. In the extraordinary case, the court must exercise its discretion to hear constitutional argument. Policy considerations favoring constitutional adjudication overwhelm those which militate against immediate resolution of constitutional issues.

Generally, I would state the rule for reaching constitutional questions in spite of an alternative nonconstitutional ground as follows: this court must accept the responsibility of constitutional adjudication when (1) the constitutional issue is of overriding public concern; (2) the issue is bound to reappear and must be decided in subsequent litigation; and (3) the issues have been exhaustively briefed and argued by adverse parties. Zealous regard for the sensibilities of coordinate branches must give way before public necessity. The public has a right to judicial guidance concerning the propriety and legality of alternate courses of action in matters of great moment. This is particularly true when the issue will recur in litigation before the court. Adjudication then is not a needless affront to the Legislature. Rather, the adjudication avoids unnecessary delay, forestalls future litigation, and conserves judicial time and resources by not requiring reargument of the issues. The affront, if such it is, would occur anyway at a later date. Finally, since the adversaries under the rule which I propose have contested the issues fully, there can be no advantage in awaiting presentation of the constitutional issue in another factual context. Heated adversary argument, extensive briefing, and searching judicial scrutiny already have supplied the sharp focus which good practice demands of constitutional litigation.

In this vein, in *Commonwealth v. Gilfedder*, 321 Mass. 335, 73 N.E.2d 241 (1947), we elected to reach issues under the First Amendment to the United States Constitution posed by complaints charging defendants with delivering "oration[s]" on the Boston Common in violation of the Gener-

al Rules of the Board of Park Commissioners. We declined the opportunity to rule on narrow grounds going to the sufficiency of the complaints or to a conflict between the General Rules of the Board of Park Commissioners and Revised Ordinances of Boston. Justice Qua explained our decision: "The issue of constitutionality has been fully argued. Even if we could manage to avoid deciding it now, it would certainly arise again in the near future, and additional expense would be incurred. In these circumstances it seems our duty in the interest both of the parties and of the public to deal with the fundamental [constitutional] issue which will prove decisive of all the cases." *Id.* at 338, 73 N.E.2d at 242. See *Moore v. Election Commrs. of Cambridge*, 309 Mass. 303, 306, 35 N.E.2d 222 (1941); *School Comm. of Boston v. Board of Educ.*, 352 Mass. 693, 697, 227 N.E.2d 729 (1967), app. dismiss. 389 U.S. 572, 88 S.Ct. 692, 19 L.Ed.2d 778 (1968); *Wachusett Regional Sch. Dist. Comm. v. Erickson*, 353 Mass. 77, 79, 228 N.E.2d 62 (1967).

In *Matter of Bell v. Waterfront Commn. of N. Y. Harbor*, 20 N.Y.2d 54, 281 N.Y.S.2d 753, 228 N.E.2d 758 (1967), the New York Court of Appeals reviewed a waterfront commission order which revoked the petitioner's registration as a longshoreman. The court found that the petitioner had lied to the commission while under oath and that this perjury alone amply justified revocation of registration. Technically, therefore, the petitioner lacked "standing" to challenge the constitutionality of a statute which authorized disciplinary action against longshoremen engaged in subversive activity. *Id.* at 60, 281 N.Y.S.2d at 758, 228 N.E.2d at 761. Nevertheless, the court examined the constitutionality of the statute. The opinion of Chief Judge Fuld echoes our sentiments in the *Gilfedder* case: "This principle [the petitioner's lack of standing] would manifestly justify our declining to pass upon the constitutional argument advanced by the petitioner. However, it is settled that judicial reluc-

In the instant case, we have before us one attempt to shape the educational system which instructs the Commonwealth's young. The Legislature, responsive to public concern over racial imbalance solutions, has enacted an amendment which alters the array of available and necessary remedies for achieving racial balance. We have a public duty to express, promptly and categorically, our view of the amendment's constitutionality. No unrealistic hopes should be built on an unconstitutional statute. No hopes should be thwarted by an unconstitutional statute. This is our opportunity to give direction. We have properly decided these questions now and have avoided further delay.

There can be no advantage in delay. If we were to delay, we would forfeit this opportunity to give the citizens of Springfield and the officials whose responsibility it is to maintain desegregated schools in the Commonwealth an authoritative adjudication of their constitutional duties under the amended imbalance law. Their uncertainty could only generate more litigation, more confusion, more expense, and more rancor.

If there was any doubt as to the likelihood of recurrent litigation and the necessity for an immediate constitutional decision, this doubt has been dispelled. By letter of October 31, 1974, to this court, the superintendent of public schools of Springfield, writing for the Springfield school committee, reminded us that the committee is under a mandate of the State board of education to provide a phase two plan to integrate the schools of Springfield by December 2, 1974. Among the goals of the plan will be the "lessen[ing of] the racial

isolation of Puerto Rican students," a matter we specifically excluded from the decree in *School Comm. of Springfield v. Board of Educ.*, — Mass. —, — — —, ^a 311 N.E.2d 69 (1974). The superintendent expressed the belief, held by the committee, that the committee should act under the 1974 amendment and requested "an early written decision" by this court to assist in its deliberations.³

Had we adopted the course advocated by Justice Quirico and avoided the constitutional issue, the committee would have received no notice that sections of the amendment are unconstitutional and no guidance in alleviating the isolation of the Puerto Rican students. The committee would have acted without a definitive ruling on the constitutionality of the amended racial imbalance law, a ruling which it obviously wanted and needed. In fact, the committee might have felt free to deny the Puerto Rican pupils relief from their isolation through involuntary busing.

Yet, challenge to any plan which did not bus the Puerto Rican pupils or to any other plan would be inevitable. Again, challenges would have involved more delay, more expense, and more protracted litigation which, at long last, would require a decision on the constitutional question—if not by this court, then by a Federal court.

This delay would have been particularly unnecessary in view of the posture of this litigation before us. The issue is ripe for decision. The parties to this litigation have challenged and defended the amendment. They have fully briefed their respective positions and have argued them forcefully before this court. Future liti-

a. Mass. Adv. Sh. (1974) 657, 669-675.

3. "The Springfield School Committee, at its regular meeting of October 24, 1974, requested me to bring to the court's attention that the Committee must provide the State Board of Education with a long-range plan to eliminate racial imbalance in the Springfield Public Schools, by December 2, 1974.

"The Committee feels that this long-range plan, including ways to lessen the racial

isolation of Puerto Rican students should be written in conformity with those provisions of Chapter 636 of the Acts of 1974 that are to be upheld by the Court.

"Because of the many variables that must be considered by the School Committee in its deliberations, an early written decision of the court's oral decision of August 22, 1974, would be greatly appreciated by the School Committee."

gants or litigation, it would seem, could add little to clarify constitutional concerns or to assist our exploration of the permissible constitutional course.

Under these circumstances, refusal to decide the constitutional issues because of a possible statutory construction would be an abnegation of our responsibilities. In sum, resort to statutory construction was meant to be applied, when indicated, to avoid unnecessary and needless confrontation with the Legislature. It was not intended as a means to evade important constitutional issues when the facts and posture of the case clearly require their prompt resolution. Cf. DeFunis v. Odegaard, 416 U.S. 312, 94 S.Ct. 1704, 40 L.Ed.2d 164 (1974).



Melville D. SEIBOLT

v.

COUNTY OF MIDDLESEX et al.¹

Supreme Judicial Court of Massachusetts,
Suffolk.

Argued Sept. 19, 1974.

Decided Nov. 22, 1974.

Action by correction officer for indemnification for expenses and damages including loss of pay sustained as result of injury received in course of duty. The Superior Court, Suffolk County, Adams, J., dismissed the correction officer's bill in equity, and correction officer appealed. The Supreme Judicial Court, Quirico, J., held that correction officer was not entitled to indemnification for difference between salary he would have received and amounts actually received through workmen's compensation where county commissioners had accepted provisions of Work-

men's Compensation Act as to all employees except members of a police or fire force, and that trial judge should have entered a final decree to that effect instead of dismissing the bill.

Reversed with directions.

1. Workmen's Compensation \S 394, 2086

Where county commissioners voted to accept amendment to Workmen's Compensation Act by declaring that all employees of county, except members of "police" or fire force, regardless of the nature of their work, should be regarded within the terms of the Act, coverage of the Act was thereby extended to include officers employed by the county at its house of correction and correction officers were excluded from the benefits of statute providing for indemnification by county of officers of jails and houses of correction. M.G.L.A. c. 126 \S 18A; c. 152 $\S\S$ 1 et seq., 1(4), 34, 35A, 69.

See publication Words and Phrases for other judicial constructions and definitions.

2. Declaratory Judgment \S 389

Where trial judge correctly ruled that corrections officer who was injured in altercation with inmate was not entitled to indemnification benefits where he had received workmen's compensation benefits, trial judge should have entered a final decree to that effect instead of entering a decree dismissing bill for declaratory and other relief. M.G.L.A. c. 231A \S 1 et seq.

Gerard F. Lane, Quincy, for plaintiff.

Edward M. Ginsburg, Boston (Peter R. Beatrice, Jr., Boston, and S. George Bromberg, Maiden, with him), for defendants.

Before TAURO, C. J., and QUIRICO, BRAUCHER, HENNESSEY and WIL-

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BOARD OF EDUCATION

v.

SCHOOL COMMITTEE OF SPRINGFIELD.

Supreme Judicial Court of Massachusetts,
Suffolk.

Argued Jan. 5, 1976.

Decided April 5, 1976.

State Board of Education commenced proceeding in the Supreme Judicial Court for the County of Suffolk to secure enforcement of an order of the State Board of Education dealing with the opening of a new community school and, to that extent, calling for modification of the previously approved six district plan for the Springfield elementary school system. The case was reserved and reported by Kaplan, J. The Supreme Judicial Court, Kaplan, J., held that although the racial imbalance law is basically addressed to the formulation and approval of plan to correct conditions of racial imbalance the parties were correct in looking to the statute as providing the essential pattern to be followed in revising the desegregation plan, that statute was not to be literally applied, that presenting the school committee with alternative of adopting a magnet program or an assignment program as a means of attracting non-Hispanic white students to the new school did not involve the essential legality of the order, which was designed to eliminate minority Hispanic isolation found in the short-term plan, and that the State Board's decision was supported by the evidence and was neither arbitrary nor capricious.

Remanded to the county court with instructions.

1. Schools and School Districts ⇨13

Although the racial imbalance law is basically addressed to formulation and approval of plans to correct conditions of racial imbalance, resort was properly

the statutory procedures to establish the essential pattern to be followed where city wide plan, which had gone through the administrative stage and had been approved and embodied in a court decree, was sought to be revised to admit a new school which, as yet, had no student population. M.G.L.A. c. 15 §§ 11-1K; c. 71 §§ 37C, 37D.

2. Schools and School Districts ⇨47

Provisions of the racial imbalance law were not to be applied literally to revision of school desegregation plan to admit a new school, which, as yet, had no student population; from the procedural point of view, what was essential was that there should be opportunity for adequate development and argument on the opposed positions of the school committee and the State Board of Education before the latter issued its order dealing with the opening of the new school. M.G.L.A. c. 15 § 11.

3. Schools and School Districts ⇨13, 154

Action of State Board of Education in requiring school committee of the city of Springfield to adopt a magnet program or an assignment program as a means of attracting non-Hispanic white students to the fifth and sixth grades at new school was not improper and Board was not required to put a single proposition to the committee where there was no question of a retributive starvation of funds and there was a definite preference for the magnet program and no disposition to press the point, which did not involve essential legality of the Board's order. M.G.L.A. c. 15 § 11.

4. Schools and School Districts ⇨47

Even if school committee's recommendation that newly constructed school service grades 4-6 could be regarded as the committee's plan to eliminate minority Hispanic isolation found in short-term desegregation plan, the State Board of Education, which ordered the school to initially serve such grades but thereafter to service only grades 5-6, was not limited to review-

ing the plan only for "balance" to the exclusion of such a subject as reduction of minority isolation; under the racial imbalance law the State Board had a superintendency and responsibility in the matter. M.G.L.A. c. 15 § 11.

5. Schools and School Districts ⇄47

The "laws" referred to in provision of racial imbalance law that the state board is to insure that school committees comply with all laws relating to the operation of the public schools apparently includes the State and Federal Constitutions. M.G.L.A. c. 4 § 7, subd. 34; c. 15 §§ 1G, 1J; c. 76 § 5.

6. Schools and School Districts ⇄13

When subjecting a school desegregation plan to judicial review, a court may, in an extreme case, find a plan arbitrary or capricious, an abuse of discretion or otherwise not in accordance with law, even though it provides "balance." M.G.L.A. c. 15 § 1J.

7. Schools and School Districts ⇄13

In reviewing modification of school desegregation plan to eliminate minority Hispanic isolation function of the Supreme Judicial Court was not to see whether, substituting itself for the state board, it would come to the same result but, rather, it was to inquire whether the record disclosed an adequate basis for the State Board of Education's determination. M.G.L.A. c. 15 §§ 1I-1K; c. 71 §§ 37C, 37D.

8. Schools and School Districts ⇄13

Order of board of education dealing with opening of new school in the city of Springfield and calling for modification of the previously approved six district plan for the Springfield elementary school system was supported by evidence and was neither arbitrary nor capricious. M.G.L.A. c. 15 §§ 1I-1K; c. 71 §§ 37C, 37D.

9. Schools and School Districts ⇄47

An administrative agency such as the State Board of Education should, like a court, avoid not only action that is unconstitutional, but action that is of dubious constitutionality.

L. Scott Harshbarger, Asst. Atty. Gen. (Daniel P. Jaffe, Sp. Asst. Atty. Gen., with him), for Board of Education.

Richard T. Egan, Springfield, Acting Associate City Sol. (Leonard A. Shatz, Springfield, with him), for School Committee.

Gerald R. Hegarty, Springfield (William F. Malloy & Robert D. Fleischner, Springfield with him) for interveners.

Before HENNESSEY, C. J., and REARDON, BRAUCHER, KAPLAN and WILKINS, JJ.

KAPLAN, Justice.

In the present case the court holds that an order of the Board of Education of the Commonwealth (State Board) affecting the Springfield "Six District Plan" finds adequate support in the record and is to be enforced.

1. *The Reservation and Report.* On August 20, 1975, the State Board commenced this proceeding in the county court against the School Committee of the City of Springfield (School Committee) to secure enforcement of an order of the State Board dated August 18, 1975, dealing with the opening of the Brightwood Community School,¹ and to that extent calling for modification of the Six District Plan for the Springfield elementary school system. In substance, this was a petition to modify the decree on rescript of this court in *School Comm. of Springfield v. Board of Educ.*, 365 Mass. 215, 311 N.E.2d 69 (1974)

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1. It appears that after commencement of the proceeding the school was designated "New Wood Community School."

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(*Springfield II*), which approved the Six District Plan and ordered it to be put into effect, a decree as to which this court has retained a continuing jurisdiction.

On motion of the State Board, an interlocutory order was issued by a single justice of this court on August 29, 1975, requiring the School Committee to comply in certain respects with the State Board's order of August 18, 1975 (the details will be mentioned below). In due course the defendant School Committee filed an answer to the petition and a counterclaim praying (among other things) that the August 18, 1975, order be declared invalid and unenforceable.² The State Board replied to the counterclaim. Interveners Autumn Bruce and others, who may be referred to as the "Quality Integrated Education Committee" (QIEC), responded to the petition by joining in its prayers and also replied to the counterclaim.

The School Committee moved for judgment on the pleadings and the State Board moved to strike the School Committee's counterclaim. On the hearing of these motions by a single justice, it appeared that a record could be agreed upon by the parties which would present the merits for decision. Accordingly, the procedural motions were abandoned, a record was thus prepared, and by agreement the single justice reserved and reported the case, without decision, to the full court, with the understanding that "[t]he case may be viewed as if, on the whole record, cross-motions had been made for summary judgment."

2. *Statement of the Case.* The history of the attempts to bring the Springfield schools into "racial balance" can be read in our opinions in *Springfield I, II, and III* (*School Comm. of Springfield v. Board of Educ.*, 362 Mass. 417, 287 N.E.2d 438 [1972]; *School Comm. of Springfield v. Board of Educ.*, 365 Mass. 215, 311 N.E.2d

69 [1974]; *School Comm. of Springfield v. Board of Educ.*, — Mass. —, ^a 319 N.E.2d 427 (1974), cert. denied, 421 U.S. 947, 95 S.Ct. 1677, 44 L.Ed.2d 101 [1975]). It will suffice here to say that some nine years after the enactment of the racial imbalance law (G.L. c. 15, §§ 11-1K, c. 71, §§ 37C, 37D; see St.1965, c. 641, St.1969, c. 643, St.1971, c. 958), this court in *Springfield II* upheld, against attack by the School Committee, the order of the State Board dated October 12, 1973 (and further order of February 11, 1974), embodying the Six District Plan, a short-term plan for achieving racial balance, to become effective with the opening of classes in September, 1974. In essence, the plan as approved fashioned six elementary districts out of the existing thirty-six, with the five then imbalanced schools being severally assigned to five of the new districts. Some busing of students was involved, to a maximum of 4.5 to 5 miles. Grade structures of K 1-4, and K 5-6, were introduced, which permit most students to attend neighborhood schools (as under the thirty-six district situation) during some part of their elementary school training. Final decree after rescript was entered on May 15, 1974, requiring the School Committee "to make timely compliance with [the State Board's order] and the schedule for implementation of the . . . plan."

While the School Committee was carrying out that schedule, St.1974, c. 636, became effective on July 25, 1974. This revised the racial imbalance law materially, so that, had the new statute applied, it would not have authorized the State Board to require certain of the measures incorporated in the Six District Plan. The School Committee promptly went before the single justice to seek vacation of the decree of May 15, 1974. On reservation and report to the full court, the court in *Springfield III* unanimously denied the application and

2. The counterclaim sought ~~RR Adv.Sh. #0165A13007~~ ^{RR Adv.Sh. #0165A13007} things with regard principally to constitutional questions, which need not be enumerated. See note 29 below.
a. Mass.Adv.Sh. (1974) 2031.

firming its decree. According to four members of the court, on the assumption that the new statute was intended to operate retrospectively on the plan approved in the court's decree, it was unconstitutional. The other three Justices, concurring in the result, found that the new statute did not express an intention thus to operate retrospectively; for reasons of equity they would not apply its policy to defeat the decree.³ Following this decision, the elementary schools in Springfield opened in September, 1974, racially balanced.

When the State Board entered its order of October 12, 1973, regarding the short-term plan, it also, on the same day, entered a complementary order requiring the School Committee to prepare a "long-range" plan to be submitted to the State Board by October 15, 1974. This plan was to include provisions for construction and other methods to be used to achieve racial balance." The School Committee was ordered, further, to "undertake a study as to methods of integrating those students located in District VI of the short-term plan in order to end the minority isolation of District VI found to exist by the Hearing Examiner in the short-term plan. The recommendations that result from this study should be consonant with the Bilingual Education Law, G.L. c. 71A, § 5 and with the Racial Imbalance Law. The School Committee shall undertake this study with assistance from the State Department of Education." (From this long-range order of October 12, 1973, the School Committee did not attempt an appeal.)

The "minority isolation" in District VI just mentioned had been the subject of special consideration in the State Board's opinion accompanying its order of October 12, 1973, on the Six District Plan. District VI in the northwesterly part of Spring-

field, contained a large segment of the Spanish surnamed or Spanish speaking population of the city. Though public schools in District VI could be considered racially balanced (if Hispanic students were not counted as nonwhite for the purpose of "balance"),⁴ there was "minority isolation" in the sense that the schools comprised a percentage of Hispanic students well in excess of that for the whole school population of the city; this, said the State Board, might be in violation of the Fourteenth Amendment, and there was a "continuing obligation to remedy that situation." Hence the reference to District VI in the order for the long-range plan. The same problem of the Hispanic students and its possible constitutional implications was also adverted to in *Springfield II*, 365 Mass. at ———, b 311 N.E. 2d 69.

The School Committee did not submit a long-range plan by October 15, 1974. The deadline was extended to December 2, 1974. On February 25, 1975, the State Board requested a submission prior to March 25, 1975, and on April 22, 1975, the State Board voted to require it by April 30, 1975. On May 8, 1975, the School Committee passed a resolution to file with the State authorities a document entitled "Long Range Recommendations for Springfield Public Schools Revised" (April, 1975) consisting of thirteen recommendations. The School Committee, however, did not indicate that it approved these recommendations. Accordingly, the Attorney General, at the instance of the State authorities, wrote to the School Committee that the passage of the resolution did not constitute compliance with the law or the State Board's order of October 12, 1973; referring to *Springfield II* (365 Mass. at ———^c, 311 N.E.2d 69), he said

b. Mass.Adv.Sh. (1974) at 669-675.

c. Mass.Adv.Sh. (1974) at 664-666.

The principle of equity involved is mentioned at note 28 below.

4. See *Springfield II*, 365 Mass. at — n. 8 (Mass.Adv.Sh. [1974] at 669 n. 8), 311 N.E.2d 69.

that the imbalance of a Committee further, evidence itself an schools provided for School C a long-range action as the School law.

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that the filing requirement of the racial imbalance law could be met only by the filing of a "plan" "approved" by the School Committee. The Attorney General wrote, further, that unless "clear and unequivocal evidence"—to be offered by the Committee itself and not by the superintendent of schools or any other designee—was provided forthwith to the State Board that the School Committee had by a vote approved a long-range plan, he would take such legal action as might be necessary to ensure that the School Committee complied with the law.

The Springfield superintendent of schools informed the State authorities by letter of June 2, 1975, that the School Committee had passed a resolution on May 29, 1975, "to submit to the [State Board] the recommendation of the School Committee that . . . [the terms of Recommendation No. 3] as they appear on the Long-Range Recommendations for Springfield Public Schools . . . be implemented with the opening of school in September, 1975." Recommendation No. 3, as will be seen, centered on the opening of the Brightwood Community School in District VI.

On June 13, 1975, the Commissioner of Education wrote to the chairman of the School Committee that the State Board had concluded that the School Committee's actions of May 8 and May 29, 1975, did not result in the filing of an approved plan complying with the order of October 12, 1973. He said the State Board would take action in the next several months to ensure the development of a long-range plan. However, "[t]he most immediate and pressing issue before the Board [was] the scheduled opening of the new Brightwood Elementary School in September, 1975," and the State Board along with the School Committee felt that that issue must be faced expeditiously. The May 29, 1975, proposal regarding the Brightwood school was one to modify the Six District Plan which continued in effect in Springfield under or-

ders of the court and could not be modified without the consent of the State Board and the court. The State Board must scrutinize any such proposed modification carefully. Therefore the State Board desired to proceed with administrative hearings.

On June 13, 1975, upon due notice, the State Board issued an order for hearings to commence before a designated hearing officer on June 30, 1975. "The purpose of the hearings shall be to develop recommendations to the Board for modification of the Six District Plan to provide for the opening of the new Brightwood School in September, 1975, consistently with all requirements of law. The hearings shall also concern development of proposals to reduce the minority isolation in District VI as such proposals are related to the opening of the new Brightwood School.

"To this end the Hearings Officer may consider the May 29, 1975 proposal of the Springfield School Committee to the Board and may reserve the question of whether said proposal has been properly submitted to the Board. . . ."

Public hearings were held on eleven days commencing June 30 and ending July 17, 1975. They were conducted in English with Spanish translation. Press and other reporting was extensive. Besides the School Committee and the State Department of Education, participants included the intervener QIEC (an association of minority and nonminority residents in all six districts), the intervener Sixth District Committee for Quality Education (Sixth District Committee) (an association of minority and nonminority residents of District VI), and six individuals who accepted an invitation of the hearing officer to interested persons to appear. Two written statements were received in response to a similar general invitation. The transcript of testimony and argument before the hearing officer ran to 1,600 pages with many exhibits.

The hearing officer delivered his report, with his recommendations, on August 4, 1975. Seven days were allowed by the State Board for written objections and commentary which were considered in open session on August 12. The opinion and order of the State Board, in substance approving the recommendations of the hearing officer and ordering them into effect, were issued on August 18, 1975.

It will be convenient to describe in synopsis the School Committee's Recommendation No. 3, reserving the question whether it was a "plan" or intended by the School Committee to extend beyond 1975-1976.⁵ We shall then put it by the side of the plan embodied in the order of August 18, 1975, the substance of which is quoted in the margin.⁶ (The evolution of this order will be dealt with at point 4 below.)

Brightwood Community School is a new facility, constructed at large expense, located in District VI, with places for about 1,100 students. The School Committee's Recommendation No. 3 proposed that it have a 4-6 grade structure, with the students for the three grades drawn from the Carew, old Brightwood, and Lincoln

Schools in District VI (all then K-6 schools with heavy Hispanic elements), and additional students for grades 5-6 drawn from those attending or to attend Tapley School in District V (then an integrated upper elementary school).

The State Board's order adopts the arrangement proposed by the School Committee for the year 1975-1976. But beginning in September, 1976, the school is to have only grades 5-6, the students to be drawn from the three named schools in District VI and from those otherwise destined for Tapley School. Remaining places will be filled under orders to be issued by the State Board which will be responsive to the following: by October 15, 1975, the School Committee shall file an approved plan for a "magnet" program⁷ starting in September, 1976, to attract nonHispanic white fifth and sixth grade students from any part of the city; alternatively, the School Committee may file a plan that will assign students from other areas to Brightwood Community School so as to reduce minority percentages to an acceptable level. The Tapley School will be abandoned except for kindergarten. The School Committee is required to file ap-

5. On this question, see note 26 below.

6. "Specifically the Board issues the following orders to the Springfield School Committee and Superintendent:

"1) The new Brightwood School shall have a 4-6 grade structure for the 1975-76 school year only. The fourth graders shall be drawn entirely from the Carew, [old] Brightwood, and Lincoln Schools in District VI. The fifth and sixth graders shall be drawn entirely from the same schools and from the Tapley School in District V. The Tapley School shall be used for kindergarten purposes.

"2) Commencing with the school year 1976-77, the new Brightwood shall have a 5-6 grade structure and shall not have a fourth grade. The fifth and sixth grade students shall be drawn from the Tapley School in District V and from the Carew, [old] Brightwood, and Lincoln Schools in District VI. The remaining seats for the fifth and sixth grade students at the new Brightwood School shall be filled in accordance with orders of the Board to be issued at a future date.

"3) On or before October 15, 1975 the Committee shall file with the Board a plan approved for implementation of a magnet program to be in place at the new Brightwood School in September 1976 to attract white non-Hispanic fifth and sixth grade students. In the alternative, the Committee may file with the Board on or before October 15, 1975 an approved plan for implementation in September 1976 that assigns fifth and sixth grade students from other areas to the new Brightwood in such a manner that the resulting racial and ethnic composition of the new Brightwood would reduce the minority percentages at that school from the 1974-76 level to an acceptable level. Such plans (magnet and assignment) shall utilize the new census data from the October 1, 1975 school census.

"4) On or before October 15, 1975, the Committee shall file with the Board approved plans for the location of a new school facility in the Model Cities neighborhood.

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So ordered.

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7. See G.L. c. 71, § 271.

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proved plans for a new school facility in this "Model Cities" neighborhood.

When the August 18, 1975, order was issued, time was of course running very short for the opening of the Brightwood Community School. The State Board applied promptly to the single justice for an interlocutory order covering the State Board's order of August 18, 1975, except for the grade and some related arrangements for the year 1976-1977 (see pars. 1, 3, and 4 of the order set out in note 6). The interlocutory order issued on August 29, 1975. Then followed the present petition by the State Board to enforce its order of August 18, 1975, looking chiefly to the period commencing with the opening of school in September, 1976.

We proceed to the issues, procedural and substantive, referring to the additional facts relevant to each. We conclude that each of the objections taken to the State Board's order fails, and that the order is valid.

[1] 3. *Procedural Objections.* The School Committee presses initially a number of objections that are distinctively procedural. The standards of procedural regularity to which the School Committee, the State Board, and others refer are typically (although not exclusively) those expressed in or derivable from the racial imbalance law. We note that it is not always possible to apply the procedural provisions of that law (either as originally enacted or as amended) word for word to the present situation. The statute is basically addressed to the formulation and approval of plans to correct conditions of racial imbalance. It does not speak so clearly to the case where a city wide plan, which has gone through the administrative stage and been approved and embodied in a court decree, is sought to be revised to admit a new school which as yet has no student population, "balanced" or "imbalanced".

(such revision being preliminary to a possible long-range overhaul of various features of the approved plan). However, the parties are right to look to the statutory procedures as providing the essential pattern to be followed, if not altogether literally, then as a cogent analogy. Thus the School Committee was entitled to technical assistance from the State Board; in the administrative process the School Committee was required to furnish a definite plan or plans to the State Board which the State Board was to scrutinize and approve, reject, or modify; and the plan after emerging from the administrative phase could be reviewed by the court with that deference to the final administrative decision which has previously been described in the Springfield litigation (see *Springfield II*, 365 Mass. at ———, ^a 311 N.E.2d 69; see also *School Comm. of Boston v. Board of Educ.*, 364 Mass. 199, —, 302 N.E.2d 916 [1973]).^e

(a) The School Committee objects that it did not receive adequate "technical and other assistance" from the State Board (see G.L. c. 15, § 11, as amended by St. 1974, c. 636, § 1), whence it is apparently supposed to follow that the State Board's order fails and may not be enforced. The State Board examined the objection and found, in its opinion accompanying its order of August 18, 1975, that "the [State] Bureau of Equal Educational Opportunity met its obligation of providing technical assistance to the Committee." (Indeed, the State Board on its side "notes the difficulty its staff encountered in assisting the School Department because of Springfield's failure to provide them with data on projected racial compositions.") We perceive no basis for disagreeing with the State Board's finding. The record refers to meetings and correspondence between city and State representatives with exchange of information and ideas. The exchange continued after May 8, 1975. The

School Committee does not indicate concretely what kind of technical assistance was withheld that might have been significant. There is complaint by the School Committee that one or more State representatives, in giving assistance, disclaimed authority to speak for the State Board, but such a disclaimer should be understood as a cautious and correct reminder that the State Board was not precluded from disagreeing with a plan presented by the School Committee even if that was based, as the School Committee might think, on the technical advice proffered to it. A like response applies to the School Committee's further complaint that the advice it received did not serve to inform it that its proposed grade structure for the Brightwood Community School would prove unacceptable to the State Board except as a temporary measure. Argument for the School Committee almost reaches the point of contending that the technical assistance provided must necessarily have been inadequate because its proposal was rejected in part.

(b) General Laws c. 15, § 11, as amended, states the following in substance. If a school committee has failed to file with the State Board a plan for racial balance within the time limit established by regulation of the State Board under G.L. c. 71, § 37D, or has filed a plan which does not meet the requirements of § 37D, then the State Board shall consult with the school committee and, after a public hearing, make specific recommendations for a plan conforming to § 37D (and add an explanation of how the recommendations comport with § 37D). The school committee may then file a revised plan in response to the recommendations. But if the State Board has not approved such a plan its revision within four months after the time limit established for its filing by the regulation, the State Board may order that its recommendations shall be the mandatory plan to be implemented by the school committee.

[2] In the present case the School Committee seems to suggest that § 11 ensured it a period of time for submitting a revised plan; and (without pointing specifically to a "regulation") it counts four months from April 30, 1975, the last date fixed by the State Board for filing a long-range plan (a date which the School Committee did not meet), as the minimum period for the State Board's issuing a plan with mandatory effect. But, says the School Committee, an interlocutory order of court enforcing a part of the plan had already been entered before the expiration of the four-month period. We are unaware that the School Committee insisted on its supposed right to file a revised plan before the time (according to its own calculation) had run; in fact it did not file a revised plan following the State Board's order of August 18, 1975. But the matter need not be analyzed in detail because it seems that § 11 is directed to a fresh racial imbalance plan and is not to be applied literally to the Springfield situation as it stood in the summer of 1975. From the procedural point of view, what was essential was that there should be opportunity for adequate development of and argument on the opposed positions of the School Committee and the State Board before the State Board issued its order.

(c) The School Committee contends that the order of the School Board of August 18, 1975, under review here, exceeded the understood scope of the proceedings before the hearing officer, and to that extent should be struck and disregarded. More particularly, the School Committee would strike pars. 2, 3, and 4 of the order—those dealing with 1976-1977—and leave only par. 1, the disposition made for 1975-1976. (See note 6.) That would render the present action entirely ineffectual.

It is evidently not claimed that the notice of hearing of June 13, 1975, should be read as so limited. Rather the claim is based on a colloquy between counsel and the hearing officer on the third day of the hearings.

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But the upshot of that conversation and others was that the subject of the hearings would be the opening of the Brightwood Community School and the reduction of minority isolation in District VI as related to that opening, including consideration of the Tapley School. We find it hard to distinguish this subject matter from that described in the June 13 notice. The breadth of the actual discussion and analysis at the hearings strengthens the impression that the participants did not understand they were confined strictly to 1975-1976 and by the same token it cannot be fairly suggested that the order went into territory not covered in the hearings. Nor does it appear that any party was misled into truncating its presentation because it thought anything beyond 1975-1976 was irrelevant. On the matter of preparation for the hearings, we should recall that an order calling for a long-range plan had been outstanding since October 12, 1973, and a set of long-range recommendations had been prepared (though not "approved") by the School Committee prior to the hearings.⁸ The hearings in effect focused on the Brightwood opening as a phase of long-range planning. Indeed, when the hearing officer in his remarks toward the close of the hearings foreshadowed the recommendations he finally made, counsel for the School Committee did not contend that recommendations for 1976-1977 would exceed the permitted range of the hearings. On the contrary, counsel appears to have affirmed the power of the hearing officer to bring in such recommendations.

[3] (d) In *Springfield I*, 362 Mass. at 435, 287 N.E.2d at 451, we held under G.L. c.

8. The State Board observed in its opinion of August 18, 1975: "The Committee has had more than ample opportunity to file with the Board a long-range racial balance plan. The Committee also had ample opportunity in the hearings before the Hearing Officer to modify its proposal as to the opening of the new Brightwood in such a way as to propose a student body for that school that was not racially identifiable. The Committee

15, § 1I (cf. § 1J, first par.), that where the School Committee had failed to come forward with an acceptable plan to achieve racial balance, and the State Board was obliged after consultation with the School Committee to "make specific recommendations for a plan," it was not enough for the State Board to indicate that any one of the three proposals that had been worked out previously would be satisfactory and that the School Committee could choose among them. We said the State Board must put a single proposition to the School Committee, at least if it intended to make subsequent failure of the School committee to take decisive action a basis for withholding State aid from the city. By analogy to this aspect of the *Springfield I* decision, the School Committee suggests here that it may have been improper for the State Board by its order of August 18, 1975, to present the School Committee with the alternatives for 1976-1977 of adopting a magnet program or an assignment program as a means of attracting nonHispanic white students to the fifth and sixth grades at Brightwood Community School.⁹ Influential in *Springfield I* was the fact that the choice related to the basic arrangement for the entire system of elementary schools in Springfield, and the further fact that the State Board was applying a very severe sanction. The choice presented in the present case, although it relates to more than a detail, is less vital for the system than that in *Springfield I*; and there is no question of a retributive starvation of funds. In all events we gather from the School Committee's argument that there is a definite preference for the magnet program and no disposition to press the point

has deliberately chosen not to take either course. Accordingly, it will not now be heard to argue that the Board should delay decision because of the Committee's failures to act."

9. Actually, the order is phrased to command—"shall"—preparation of a magnet program but to allow—"may"—an assignment program as an alternative.

unless, perhaps, the court is of the view that it involves the essential legality of the State Board's order. We do not think it does.

4. *Evolution of the State Board's Order of August 18, 1975.* The idea for a new Brightwood school originated in the early 1960's. Brightwood was to be a fully modern, upper elementary school, probably comprising grades 4 to 6, so located as to serve the North End-Brightwood area (later falling to District VI). There was some expectation that all students in that area reaching the upper grades would have a chance to go to this new school and, further, that the school would have strong local ties because it would accommodate community services and activities on the school premises. The racial or ethnic mixture in the neighborhood at the time did not present any issues of "imbalance" or "segregation" in existing schools nor was there apprehension that such questions would arise as to the proposed new school.¹⁰

When the Brightwood Community School was completed—apparently fulfilling its promise on the physical side—the city and State authorities faced acute unanticipated problems. The concentration of Hispanic students in elementary schools in District VI was very considerable,¹¹ with a prospect of yearly increases of not less than two per cent in the Hispanic population city wide and a larger increase in District VI. The population shift was symptomatic of other changes, not only demographic but social and economic, that had occurred and were continuing in various parts of the city. The Six District Plan effective in September, 1974, was itself a

10. Hispanic student enrollment figured as 1.91% of the total for the city in 1965; by 1974 it was 11.36%. (The corresponding percentages for nonHispanic white and black were: 1965—80.71%, 17.38%; 1974—62.38%, 26.26%.)

The Hispanic population of Springfield about the time of the hearings was estimated at fourteen per cent of the total.

highly important, complicating factor. It not only altered attendance patterns at the schools, but affected materially the grade structures and educational programs. City and State authorities were on notice, particularly with respect to District VI, that beyond the problem of "balance" was that of racial or ethnic isolation.

The present case deals with the relative responses of the School Committee and the State Board to the question how the Brightwood Community School should be fitted into the web of the Six District Plan; for it must be understood that the inauguration of such a school impinges on the rest of the system. As the State Board observed, the School Committee's proposal would "[affect] district lines, grade structures, transportation patterns, and the status of other schools under the Six District Plan." This was also true of the plan finally approved by the State Board, although the impact differed.

As noted above, the School Committee's Recommendation No. 3 hewed to a 4-6 grade structure for the new school, with Carew, old Brightwood, and Lincoln Schools in District VI each acting as a "feeder" for all three grades. These feeders were K-6 schools but would henceforth become K-3. Their Hispanic component, as already suggested, was very high, and their contribution (so to speak) to the new school would be of similar content.¹² A certain amount of "thinning" of the mix was to be provided by using the Tapley School in District V as a feeder for grades 5-6 of the new school. Tapley was a standard upper elementary school, K 5-6, which had been integrated; its contribution

11. In the five K-6 elementary schools of District VI in 1974, the Hispanic student element was 69.4%, nonHispanic white 21.3%, black 9.3%.

12. The Carew, old Brightwood, and Lincoln schools' contribution to the new school would be about 519 Hispanic students, 84 non-Hispanic white, and 55 black.

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eliminate racial imbalance in the elementary schools Springfield, submitted as Task Force Exhibits 5, 12, and 13 to the Hearing Officer.

3. The Committee shall neither take nor permit to be taken any action, without the prior approval of this Board, which would render impossible, subvert, impede or frustrate the implementation of the plan in accordance herewith.

4. The said plan shall be fully implemented at the earliest practical time, and in no event later than the commencement of the school year in September, 1970. The Committee may implement the plan in part prior to the full implementation date, if feasible, and subject to the provisions of paragraph 3 above. Full implementation shall mean the completion of all additions and conversions of existing school facilities, securing of necessary means of transportation, finalization of transportation routes, completion of all safety requirements, community education programs, the reassignment of all students, and all other necessary and proper measures to insure that the plan is fully operational.

5. The Committee shall order its school department to proceed immediately with all necessary and proper steps to insure compliance with the implementation schedule set forth above; and to submit detailed progress reports to the Board in writing on the first of each month hereafter until the plan is fully operative. The first such report shall also include a detailed proposed plan of the implementation process.
6. The Committee shall order its school department prepare and submit to the Board within sixty days from this date, a complete study of the means, methods and timing of phasing District VI into Districts I and V, the plan, in accordance with the recommendation of the Hearing Officer pertaining thereto. The said Department thereafter shall submit such additional reports to the Board and shall implement such phasing, at such times and in such manner as may be approved or directed by the Board.
7. The Board will retain jurisdiction of this cause for the purposes of evaluating and making appropriate orders with respect to the various reports mentioned

would be low in Hispanic students.¹³ A considerable number of the students from the Tapley source would cross the existing District V-VI line by bus to attend the new school; many would anyway have been bused to Tapley.¹⁴ Tapley would close except for kindergarten and perhaps some special uses. Summing up, under Recommendation No. 3 the racial composition of Brightwood Community School could be characterized by the figures: Hispanic, 550 students, 56.12% of the total enrollment of 980; nonHispanic white, 277, 28.27%; black, 153, 15.61%. Some room would be left for special students.¹⁵

In the course of the hearings, the facts and arguments for and against the School Committee's scheme were developed at length, and possible alternative approaches were put forward and examined in detail.¹⁶ The hearing officer's recommendations evolved quite naturally from the entire proof and discussion.

Under the School Committee's proposal the new school would open with a large number of students from the North End-Brightwood area in grades 4-6 and that would tend to conform to the presumed early expectation. There were, however, serious disadvantages emerging from the testimony that were set forth in the hearing officer's report and the State Board's opinion. The Hispanic element would be quite heavy (and the entire minority ele-

ment, Hispanic and black, heavier still). The capacity of the new school would be virtually filled from the outset.¹⁷ As the Hispanic population in District VI increased, a situation could be expected to arise shortly in which the new school, if it remained on a 4-6 basis, would have to refuse Hispanic students from the North End-Brightwood area and some would lose all opportunity to attend the school, thus in fact defeating the original expectation.¹⁸

Brightwood Community School as an upper elementary school had to be seen in relation to the other upper schools. It would stand apart from, and in contrast to, the eight upper elementary schools as they functioned after the Six District Plan. All were organized on a 5-6 grade basis. The Hispanic components in those schools in grades 5-6 ran from 1.2% to 9.6% (and the black from 24.4% to 31.5%). The new school would have a far greater Hispanic element. While it was unrealistic to expect the new school to start at or near the Hispanic level of the others, the combination in the new school of a relatively high Hispanic population with an exceptional 4-6 structure would render the place racially or ethnically identifiable. A dual grade structure incident to the racial or ethnic composition of the student bodies would be vulnerable to the charge of unequal educational opportunity and experience. Having fourth graders from the District VI sources enter the school simul-

13. The Tapley input to the new school would be approximately 31 Hispanic students, 193 nonHispanic white, 98 black.

14. The fact that, technically, a new attendance district would be created did not itself arouse much contention at the hearings.

It was expected that part of the faculty of Tapley, including the principal, would be assigned to Brightwood Community School.

15. When Brightwood Community School opened in 1975 on a 4-6 grade basis, the actual enrollment was: Hispanic 580 (55.82%), nonHispanic white 270 (25.99%), black 189 (18.19%), total 1,029.

16. Thus the Sixth District Commission proposed combining Districts V and VI into one

district with three upper elementary schools, grades 4-6, serving as "anchors"; students in the neighborhood of each school would have priority of enrollment; the rest of the places would be filled by open enrollment from the combined district or by "magnet" from the entire city. The hearing officer analyzed this plan in his report and rejected it for the reason, among others, that it involved a 4-6 grade structure.

17. See note 15 above.

18. Changes in the composition of the student bodies of Carew, old Brightwood, and Lincoln as feeder schools might affect the result, but such changes were speculative.

ously with fifth graders from the Ta-pley source was considered educationally undesirable for further, independent reasons.¹⁹ If Brightwood Community School as an upper elementary school was permitted to deviate from the Six District model in order to serve the particular neighborhood's historical expectation, this could lead quickly to the breakdown of the Plan, for other neighborhoods could readily make similar claims.

As yet another objection to the School Committee's scheme, the view was expressed both by the hearing officer and the State Board that the launching, in modification of the Six District Plan, of a public school having the characteristics of minority isolation and racial identifiability as just described, would encompass a constitutional violation.²⁰ As stated in *Springfield* — Mass. at —, 319 N.E.2d 427, the Six District Plan brought about a "new *tus quo*" by State action approved by judicial decree. Interposing the Brightwood Community School would also be State action. On the one hand, this directly affected Hispanic students, a group assumed (although not decided) in *Springfield II* to

be cognizable for purposes of equal protection. 365 Mass. at — n. 12,²¹ 311 N.E.2d 69.²¹ On the other hand, it must alter the Plan itself in the several respects already mentioned. The School Committee's proposal, so the argument went, by yielding to supposed neighborhood claims, would produce discriminatory results as to the ethnic class; it also would create a disuniformity constituting a recession from the Six District Plan and threatening to weaken or destroy it. Thus, the argument continued, the situation would approach the one encountered in *Springfield III* where the State had attempted by means of St.1974, c. 636, to retreat from the "new status quo."²² If "intent" had to be established, then, according to the argument, it could be found in the conscious selection of that alternative which produced the greater concentration of the Hispanic minority students and the larger divergence in their treatment from that accorded others under the Six District Plan. (But cf. *Springfield III*, — Mass. at — n. 21^h, 319 N.E.2d 427—knowledge of likely result might be the equivalent of intent for the constitutional purpose.)²³

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19. One of the reasons was summarized by the hearing officer as follows: "Since the fourth grade coming from District VI would be predominantly Hispanic, there could be problems with the relationships between the fourth graders and the fifth and sixth graders who would be not only ethnically different but also older, more mature, stronger, and academically advanced."

20. Cited by the hearing officer were *Keyes v. School Dist. No. 1, Denver, Colo.*, 413 U.S. 189, 98 S.Ct. 2686, 37 L.Ed.2d 548 (1973); *Morgan v. Kerrigan*, 509 F.2d 580 (1st Cir. 1974); *Spangler v. Pasadena City Bd. of Educ.*, 311 F.Supp. 501 (C.D.Cal.1970).

f. Mass.Adv.Sh. (1974) at 2057.
Mass.Adv.Sh. (1974) at 672 n. 12.

21. Among the cases cited were *Keyes v. School Dist. No. 1, Denver, Colo.*, 413 U.S. 189, 195 n. 6, 93 S.Ct. 2686, 37 L.Ed.2d 548 (1973); *Hernandez v. Texas*, 347 U.S. 475, 74 S.Ct. 667, 98 L.Ed. 866 (1954).

22. This refers more particularly to the position of the four Justices as developed in the

opinion of Chief Justice Tauro in *Springfield III*, — Mass. at — (Mass.Adv.Sh. [1974] at 2046-2057), 319 N.E.2d 427. Cf. note 28 below.

h. Mass.Adv.Sh. (1974) at 2050 n. 21.

23. In *Springfield II*, 365 Mass. at — (Mass.Adv.Sh. [1974] at 669-675), 311 N.E.2d 69, the court declined to act on certain constitutional objections urged by QIEC with respect to Hispanic students. The court doubted QIEC's "standing" and also thought there was no showing of "intent" to discriminate. No problem of standing was raised in the present case and it was argued that "intent" could be shown (if required). With respect to *Springfield II*, it is perhaps fair to add that as all problems could not be solved at once, it was not merely convenient but right to defer Hispanic issues until the Six District Plan was made practically effective. The School Board's long-range order of October 12, 1973, looked to that sequence.

Consideration of the difficulties with the School Committee's submission led to the plan which was finally advocated by the State Department of Education at the hearings. This was to open Brightwood Community School as an upper elementary school with the standard 5-6 grade structure, using Carew, old Brightwood, and Lincoln Schools in District VI,²⁴ and Tapley School in District V, all as feeders for those two grades. This would yield a total of 732 students of whom 377 (51.50%) would be Hispanic, 229 nonHispanic white (31.15%), and 126 (17.21%) black. The sizable number of remaining places would be so filled as to relieve the still heavy Hispanic component—either by a "magnet" program which would draw white students from the city as a whole, or by selective transfers of groups of white students. If neither of the latter means could be availed of in the short time before the school opened, the State Department of Education thought it should be "underutilized" but with the 5-6 grade structure.

Thus the school would start with a better adjusted racial or ethnic mixture than under the School Committee's scheme, and would likely continue so. Further, limitation of the school to grades 5-6 would overcome, or at any rate long postpone, the problem of inability to receive some area students at any time. The new school would fall measurably in line with other upper elementary schools, and problems stemming from isolation and identifiability would be eased. There would be less affront or threat to the basic Six District Plan. The constitutional picture would be improved.

The hearing officer—who had been active in putting probing questions and suggestions to witnesses and counsel throughout the hearings—came around to the position taken by the State Department of Education, but with a variation. Believing that it was too late to introduce a magnet

program at the new school for 1975-1976 (and evidently resistant also to ad hoc transfer of white students), the hearing officer was unwilling to leave the school "underutilized" for that year. Accordingly, he recommended that there be a fourth grade in 1975-1976 drawn from the Carew, old Brightwood, and Lincoln Schools. This was to be on the clear understanding that the school would move to a 5-6 grade structure commencing in 1976-1977. When the hearing officer hinted at this solution, the School Committee urged that the question of the shape of the school in 1976-1977 be left to a long-range plan concerning which the State Board was now contemplating hearings in October, 1975. The hearing officer did not follow this suggestion; besides being persuaded as to the merits of the 5-6 grade structure, he might well have thought, first, that it would be unwise, by postponing decision, to arouse expectations that the 4-6 structure would continue, and, second, that the past performance of the School Committee created more than a doubt that it would cooperate in the timely development of a long-range plan.

The hearing officer made a final recommendation with respect to the Tapley School which was a principal concern of QIEC. It seemed agreed on all hands that this school, built in 1887, was conspicuously unsuited for grades 5-6. Henceforth it would be used for kindergarten and perhaps some special purposes. It appeared that the relevant area, which had a large black population, had been subjected to more than its equitable share of busing. Currently many students attended out-of-neighborhood schools during their whole elementary experience. Forecasts of large increases of population in that part of the city (encouraged by new building) contrasted with an exceptional dearth of available elementary school seats there. These considerations, among others, were back of

the hearing officer's recommendation that the School Committee proceed with plans for a new school facility in the Tapley School area. It may be noted that an unsubmitted Recommendation No. 8 of the School Committee's long-range recommendations called for a new K-4 school in this "Model Cities" neighborhood.²⁵

The State Board's order of August 18, 1975, supported by its opinion of the same date, adopted in effect the recommendations of the hearing officer.

5. *Objections to the Plan Adopted by the State Board.* (a) The School Committee argues that the State Board was not empowered to go the length of its order of August 18, 1975: it says, first, there was properly before the State Board only a problem of "balance" under the racial imbalance law, and, as Recommendation No. 3 would have achieved balance under that law, there was no basis for rejecting part of that recommendation and approving a variant; second, it was not open to the State Board to take any account of possible constitutional difficulties with Recommendation No. 3, any such question being

for decision by the court alone in distinct proceedings.

[4-6] We express serious doubt whether the School Committee is in a position to call on the State Board to justify its departure from Recommendation No. 3, for the School Committee never presented a "plan" that it "approved."²⁶ Assuming, however, that that recommendation may be regarded as the School Committee's plan for 1976-1977 (i. e., as proposing to continue the 4-6 grade pattern allowed for 1975-1976), we disagree with the School Committee's idea that the State Board could only review the plan for "balance" to the exclusion of such a subject as reduction of minority isolation. We deal here with an existing, working, comprehensive plan for the school system of the city of Springfield previously approved by the State Board and the court. The plan had to be modified to take in a new facility having "ripple" effects on the system. To be sure, the modification must achieve balance. But a modification producing the proper mathematical relationship could still be unacceptable. For example, it might be

25. QIEC, in addition to stressing its claim that unequal burdens have been imposed on black students in the Tapley neighborhood (citing *United States v. School Dist. of Omaha*, 521 F.2d 530, 540 [8th Cir. 1975], cert. denied, 423 U.S. 946, 96 S.Ct. 361, 46 L.Ed. 2d 280 (1975); *Arvizu v. Waco Ind. School Dist.*, 495 F.2d 499, 504-507 [5th Cir. 1974]; *Lee v. Macon County Bd. of Educ.*, 448 F.2d 746, 753-754 [5th Cir. 1971]), points out that, as Tapley was integrated, to move students otherwise destined for Tapley to Brightwood Community School entails placing them in a less favorable racial or ethnic environment. QIEC also says that with Tapley closed except for kindergarten, the children left there in kindergarten, mostly black, are in effect segregated. However, Tapley was inadequate for grades 5-6, and a replacement facility is to be provided. Without grades 5-6, the kindergarten may be poorly placed at Tapley, but whether or what short-range measures should be taken was not developed at the hearings.

plement its recommendation was tantamount to approval of a plan, and that the verbal differences should be overlooked. But it must be counted strange that the School Committee, if indeed it intended to evince approval of a plan, should have failed to do the formally correct thing after it had received a warning from the Attorney General following an earlier admonition by this court. (For the tactical reasons why the School Committee might deliberately omit to approve a plan, see *Springfield II*, 365 Mass. at --- [Mass. Adv.Sh. (1974) at 665-686] 311 N.E.2d 69.)

If Recommendation No. 3 is dealt with as a "plan," it remains unclear whether the School Committee put it forward as a plan for 1976-1977, the period chiefly in question, for it harped on the point that, after settling the arrangement for 1975-1976, the State Board should have remitted the issue of 1976-1977 (and later years) to consideration in connection with the long-range plan still to be forthcoming from the School Committee under the long neglected long-range order of October 12, 1966.

26. There is argument, now, that the School Committee's expression of willingness to im-

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out of harmony with the rest of the system, or produce balance by foisting a bizarre or educationally absurd or damaging grade structure on one or more schools, or fail to recognize or prepare for a clearly discernible demographic shift. The statute, after all, calls for a plan and not a shambles. We think the State Board has a superintendency and responsibility here;²⁷ further, we think the court, when subjecting a plan to judicial review, could, in an extreme case, find a plan "arbitrary or capricious, an abuse of discretion, or otherwise not in accordance with law" (see G.L. c. 15, § 1J), even though it provided "balance."²⁸ Concluding on this point, we observe that, contrary to the School Committee's present claim that racial balance is the State Board's sole proper concern, it never challenged the State Board's authority to issue the long-term order of October 12, 1973, looking to the preparation of plans to alleviate minority isolation.

As to the School Committee's contention that the State Board must disregard possible constitutional infirmities in a proposal when it takes administrative action on it, the School Committee perhaps makes an improper inference from *Springfield I*, 362 Mass. at 432, 287 N.E.2d 438, where we

said that the State Board should not have caused a cutoff of funds from Springfield on its own decision that the School Committee had acted unconstitutionally, and that the Board should first have sought a court declaration. In the present case the State Board is seeking the judgment of the court to confirm its administrative decision. Not only is the State Board not barred from considering the factors bearing on the constitutionality of a plan submitted to it for approval; it is bound to do so, although the ultimate decision of such questions is for the court on review of the administrative action. See *Selectmen of Framingham v. Civil Serv. Comm'n.* — Mass. —, —, 321 N.E.2d 649. In its opinion of August 18, 1975, the State Board noted that it was calling on the Attorney General to take to the court the whole matter of the legality of the plan as approved by it. The School Committee protests that under a provision of G.L. c. 15, § 1G (see note 27), the proper course for the State Board was to ask the Attorney General to bring a separate action to test issues of constitutionality, but that seems directed to cases where others need to be brought to book for acting unconstitutionally, and not to a case where the ac-

27. In addition, compare G.L. c. 15, § 1G, inserted by St.1965, c. 572, § 2, stating that the State Board "shall see to it that all school committees comply with all laws relating to the operation of the public schools and in the event of noncompliance the commissioner of education shall refer all such cases to the attorney general of the commonwealth for appropriate action to obtain compliance." The "laws" referred to would seem to include the State and Federal Constitutions and G.L. c. 76, § 5, as amended through St.1973, c. 925, § 9A, by which "[n]o person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion or national origin." (For "town" as including "city," see G.L. c. 4, § 7 [34]). See text above note 29.

28. There is an additional consideration. Without a modification of the existing decree, a plan for the Beltswood Community

School for 1975-1977 could not go forward. This court could and would insist that any modification be fair and equitable. Considering the background, this must mean a modification well designed to relieve minority isolation; and in this connection the court would attribute the usual weight to the administrative determination. Here we follow the thought of the three Justices in *Springfield III*, — Mass. at — (Mass. Adv. Sh. [1974] at 2062-2063), 319 N.E.2d 427. They said through Justice Quirico that notwithstanding a change of legislative policy declared by St.1974, c. 636, the court should decline to vacate the decree approving the Six District Plan because the practical effect of doing so would be inequitable. More readily do considerations of equity suggest approval of a modification of that decree in the terms sought by the State Board. (The State Board noted the pertinence of this approach, citing Justice Quirico's opinion.)

tion of the State Board itself is under review; and in all events the State Board is represented by the Attorney General in the present lawsuit.²⁹

(b) Addressing itself more generally to the substance of the plan for 1976-1977 as envisioned by the State Board's order of August 18, 1975, the School Committee objects that the State Board did not accord sufficient respect to its proposal (essentially the 4-6 grade structure and consequences) which should be taken to represent the community's judgment or desire arising from a knowledge of local conditions. The record shows that full attention was paid to the School Committee's submission, which is to say that the School Committee had ample opportunity, of which it availed itself, to put its case, and that the hearing officer and the State Board were not disdainful or disregarding of the local proposal, and analyzed it with care. In the result, the State Board disagreed—though only in part—with the School Committee, but the difference was reasoned and principled.

[7-9] (c) The School Committee contends that this court should override the State Board's decision as being unsupported by the evidence or arbitrary or capricious. Our function in this regard is not to see whether substituting ourselves for the State Board, we would come to the same result. We are rather to inquire whether the record discloses an adequate basis for the State Board's determination, as in *Springfield II*, 365 Mass. 215, 311 N.E.2d 69 (1974), and *School Comm. of Boston v. Board of Educ.*, 364 Mass. 199, 302 N.E.2d 916 (1973). We hold that it does, and refer to the discussion in point 4 above. We do not find it necessary or appropriate to decide whether the School Committee's proposal was unconstitutional, since the State Board's decision is support-

ed independently of that matter. At the same time we can express agreement with the proposition that an administrative agency such as the State Board, should, like a court, avoid not only action that is unconstitutional, but action that is of dubious constitutionality.

(d) In closing, we express the hope that the School Committee and the State Board will move by agreement rather than protracted lawsuits toward the evolution of the Six District Plan. It must be recognized on all sides that the courts are not the proper place for the resolution of step by step modifications of the plan.

6. *Disposition.* The case is remanded to the county court. The single justice shall enter a final judgment in substance (a) affirming the State Board's order, and (b) dismissing the counterclaim.

So ordered.



BOARD OF ASSESSORS OF SAUGUS

v.

James A. BAUMANN et al.

Supreme Judicial Court of Massachusetts,
Suffolk.

Argued Feb. 4, 1976.

Decided April 2, 1976.

Assessors denied taxpayers' application for a hardship exemption, and the taxpayers appealed to the Appellate Tax Board. The Appellate Tax Board ruled that the taxpayers were entitled to the exemption and granted an abatement of

29. The School Committee seems itself to have compromised with its reading of § 1G by praying in its counterclaim for appointment of a master (see note 2 above).

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COMMONWEALTH OF MASSACHUSETTS

BOARD OF EDUCATION

In re: School Committee of the)
City of Springfield) Docket No. RI-2-73

OPINION AND ORDER

Because racial balance has not been achieved in the elementary schools of the City of Springfield since passage of the racial balance law in 1965, this Board ordered hearings to commence on August 1, 1973 on various plans to racially balance the schools as required by G.L. c. 71, s.37C and s.37D, and G.L. c.15, s.11. The matter is now before us on objections and exceptions to the recommended decision of the Hearing Examiner resulting from those hearings.

The history of this matter is set forth in the opinion of the Supreme Judicial Court of the Commonwealth in School Committee of Springfield v. Board of Education, Mass. Adv. Sh. (1972) 1543. In that opinion the Court ordered,

"that the school committee, with appropriate assistance from the board, develop short-term measures consistent with G.L. c. 71, s.37D, which will achieve racial balance in all city schools by September, 1973. With this end in view (see G.L. c.71, s.37C, we remand the counterclaim to the Superior Court with directions that, after hearing the parties, the court establish a schedule for the submission of specific recommendations by the board, for the filing of a short-term program by the

school committee, and for final action by the board, with sufficient time to allow for judicial review if required."

Id. at 1566-67.

The Court also stated that if the Springfield School Committee (Committee) failed to devise a plan in compliance with the statutory requirements, the Board should then recommend a satisfactory plan. Id. at 1569-70

The Supreme Judicial Court remanded the case to the Superior Court. In the proceedings before the Superior Court, it was originally our belief that a short-term racial balance plan for Springfield could be harmoniously worked out by agreement between the Board and the Committee. This belief was based in large part on the Committee's representation that it would submit a plan to the Board before January 1, 1973. The Committee has not approved and submitted to the Board any such plan.

The Springfield School Department developed a six-district racial balance plan by November 30, 1972. The staff of the Board of Education provided technical assistance to the School Department on this and other plans both before and after November 30, 1972. The Board met three times with the School Committee itself. Despite the fact that the Springfield School Department has evolved several racial balance plans with the Board's assistance, the Committee has not approved any of these plans for submission to the Board.

On June 29, 1973, the Committee transmitted to the Board a plan to balance the fifth and sixth grades along with a cover letter informing the Board that the Committee had not approved this plan for implementation.

Although the Supreme Judicial Court had said that a short-term racial balance plan for Springfield should be implemented by September, 1973, the Committee to date has never submitted a short-term plan approved for implementation to the Board. On July 18, 1973, the Board ordered hearings to begin on August 1, 1973, and appointed Peter Roth, Esq., as Hearing Examiner. The order directed the Examiner to conduct hearings on the plans that had been submitted and that would be submitted to the Board by the Committee and by the Task Force on Racial Imbalance. The Order gave due notice of the hearings, provided for the participation of intervenors, and allowed intervenors to submit plans. The Quality Integrated Education Committee, the intervenor, did in fact submit a plan. We feel that these efforts by a citizen's group in producing a plan in a short period of time in a complicated field are to be commended. The Task Force submitted a plan to the Examiner. The Task Force Plan was in essence the six-district plan developed by the Springfield School Department.

The hearings commenced August 1, 1973, took ten days, and ended on August 16, 1973. All persons who had made timely requests to be heard were allowed to appear. Witnesses appeared for all parties. On September 12, 1973, the Examiner submitted his recommended decision entitled "Report and Recommendations." The Hearing Examiner recommended acceptance of the Task Force plan subject to certain other recommendations. The parties, including the Intervenor, were given until September 24, 1973, to file their objections. The Board heard oral argument on these objections on September 25,

The School Committee filed thirty-three(33) objections; the Quality Integrated Education Committee filed five (5) exceptions; the Task Force on Racial Imbalance filed no objections. At oral argument the Intervenor urged the Board to accept the Examiner's basic recommendation that the Task Force Plan be adopted, but asked that certain aspects of that plan, particularly as to grade structure and the separation of District VI be studied and modified. The City's objections strike at the heart of the Examiner's basic decision to accept the racial balance plan put forth by the Task Force. The City objects to procedural aspects of the hearing as well as to the sufficiency, in fact and in law, of the Examiner's findings. We have considered each of the objections carefully, reviewing the written objections, the oral arguments, and the full transcript of the testimony before the Hearing Examiner together with the exhibits.

SUFFICIENCY OF NOTICE AND THE HEARING

The Committee objects that the Board did not give adequate notice of the subject matter of the hearings, that the public was not given an opportunity to be heard, that the Examiner did not define the issues involved at the hearing, that the Examiner failed to make findings as to the adequacy of notice, and that the notice did not comply with G.L. c. 30A. (School Com. Objections 1, 2, 5, 17)

The July 18, 1973 "Order and Notice of Hearing" appointed a Hearing Examiner

"for the purpose of conducting hearings on plans submitted to

the Board by the Springfield School Committee and the staff

of the Task Force on Racial Imbalance, which plans were or will be submitted pursuant to G.L. c.71, s.37D."

The Order also stated that

"The Committee, if it wishes to submit an additional plan, the Task Force on Racial Imbalance, if it wishes to submit a proposed plan, and any other person desiring to intervene for the purpose of submitting a plan, must submit such plan or plans to the Hearing Examiner at least five days prior to the hearing."

We feel that this order adequately set forth the subject matter of the hearings and did not prejudice the ability of the Committee or any party to meaningfully participate. Inasmuch as the objections may refer to the more particularized issues involved under the racial imbalance law, we note that in an adjudicatory proceeding such issues are normally raised by the parties. The notice given of the subject matter of the hearings was, we think, sufficient under the requirements of G.L. c. 30A.

There is no merit to the Committee's contention that the public was given no notice or opportunity to be heard. The Committee was free to call any witness it thought pertinent to testify at the hearings. The Task Force Plan was prepared by Dr. John Deady, Superintendent of Springfield Public Schools, and was generally made available to the public in Springfield in its original form after November 30, 1972. The plan was the subject of public hearings held by the School Committee. We take notice that the Springfield racial imbalance

situation and these hearings, as well as the hearing before the Examiner, were attendant with much publicity. The plan prepared by Doctor Deady was well known to the Committee and to the public before the hearings.

Further, the order invited persons interested to move to intervene or submit statements. The Examiner announced that persons making a timely request to be heard would be heard. Ten persons who made such a request appeared or submitted statements for the record. Other persons participated in the hearing through the Intervenor organization. In addition, the Committee elected by the voters of Springfield, stood as the representative of the parents of Springfield. The public and the parents of Springfield were given adequate notice and opportunity to be heard.

We hold that sufficient notice was given of the subject matters, issue time, and place of the hearings to all affected parties and was in compliance with G.L. c.30A. We reject the Committee's Objections Number 1, 2, 5, 17 and Number 30, insofar as it is relevant here.

In Objections Number 12, 31 and 32, the Committee questions whether the Examiner was to propose specific recommendations or to make a single recommendation of a plan. As we find infra, the Board has met its burden of giving technical assistance and specific recommendations. Yet the Committee has never approved a plan for submission to the Board. On the failure of the Committee to produce a plan in compliance with the law after technical assistance had been rendered, the Board must recommend a specific plan to the Committee

The Examiner acted properly, and we reject Objections Number 12, 31 and 32. We also find that it was not error for the Examiner to recommend a plan supported by Task Force and reject Objection Number 32.

TECHNICAL ASSISTANCE

At the hearings and in its objections, the Committee complained that it did not receive technical assistance from the Board as required by the statute. We find no need to extensively discuss this point. The Hearing Examiner amply addressed this issue in his Report and we adopt and approve his findings and report on this point. We, therefore, reject the Committee's Objections 15 and 16, and the pertinent portion of Number 31, and affirm the findings that the Board has met its obligation of giving technical assistance to the Committee. We also hold that there is substantial evidence to support these findings.

THE COMMITTEE'S FIFTH AND SIXTH GRADE PLAN

The Committee assigns as error the determinations of the Hearing Examiner regarding the Fifth and Sixth Grade Plan transmitted by the Committee to the Board on June 29, 1973. (School Com. Cbjs. 6, 7, 11, 13, 14). They object that the Examiner made no finding that this plan was submitted in compliance with a Superior Court order, that he erred in finding the plan was before him for informational purposes only, and that he erred in rejecting the plan.

These varied objections may be disposed of shortly. The Fifth and Sixth Grade Plan transmitted to the Board was unacceptable to the School

Committee and the Committee expressly declined to approve it. In the opinion of the Board, such a procedure does not comply with the statutory "filing" requirements of General Laws c. 71, s. 37D. However, even if such a procedure does comply with the statute, the Committee's June 29, 1973 plan itself does not meet the requirements of the Racial Imbalance Law or of the decision of the Supreme Judicial Court in the Springfield case.

The Supreme Judicial Court mandated that a short-term plan be developed to achieve racial balance in all city schools in Springfield. While the situation in other cities might make it impossible to develop a short-term plan to balance all of the schools, see School Committee of Boston v. Board of Education, Mass. Adv. Sh. (1972) 275, 281, it is possible in Springfield to develop such a plan. A plan that will achieve balance in only the Fifth and Sixth grades for only a one-year period in Springfield on its face does not meet the requirements of the statute and the Supreme Judicial Court opinion. The plan does not provide for stability of the students, for pupil assignments, or revised districts and so does not, as a matter of law, comply with the statute and the opinion. Further, the June 29th Plan is essentially the same plan submitted to the Board of Education in December, 1971, and rejected by the Board for reasons which continue to remain valid.

In light of the holdings we make above, there is no need for further discussion of the Committee's objections on this point, and Objections Number 6, 7, 11, 13, and 14 are rejected or proffered as not being relevant.

THE TASK FORCE PLAN

The Task Force Plan, recommended for adoption by the Examiner in his Report, was developed by Dr. John E. Deady, Superintendent of Schools and his staff, with the assistance of Task Force personnel. It is a carefully drawn plan which divides the City into six (6) districts. Each of the district lines traces a prior district line. The plan attempts to keep transportation at a minimum and to equalize the burdens of this transportation. It eliminates imbalance in the elementary schools. Those portions of the Examiner's Report entitled "A Description of the Task Force Plan" and "Contribution to Racial Balancing" provide a summary of the Plan and are specifically approved and adopted. For the reasons that follow, we approve the Examiner's findings that the Task Force plan complies with the Racial Balance Law and the Springfield decision, and we accept his recommendation of that plan.

The Committee has objected that the Task Force Plan does not comply with the racial balance law and the Springfield decision (Objections 8, 9, 10, 19, 20, 24), that contrary findings are unsupported (Objections 3, 4, 28, 29), and that particular findings as to transportation, grade structure and the Committee's position are in error (Objections 25, 26, 27, 33, 18, 21, 22, 23).

In its opinion in the Springfield case, the Supreme Judicial Court set forth certain considerations about size of school districts, relationship of neighborhoods to districts, and safety requirements to be met by a racial balance plan. The Court found that safety of the children should be

considered on an equal basis with racial balance. We agree with the Examiner that the Task Force plan meets the safety requirements, and adopt his finding on this point. We note that the Plan was drawn with the assistance of the Springfield Police and Fire Departments, and of the Safety Division of the School Department. Springfield has had an excellent record in school safety and the Board feels that the Plan is painstakingly designed to insure that this safety continues.

Transportation is a particularly important factor in considering safety. It was reiterated by many of the witnesses before the Examiner that there could be no racial balancing in Springfield Schools without transportation of students. Springfield at present transports many elementary students for reasons of both overcrowding and imbalance. Elementary students in Springfield have been transported for distances as great as the maximum transportation distances under the Task Force plan. At the planning stage it is difficult to know exactly what distances and what lengths of time the transportation of students will involve. We are satisfied that the distances and times given in testimony are reasonable indications of what will be involved, and as such, are acceptable within the contours of the safety, neighborhood, and education requirements. The Committee's Objections Number 25 and 26 dealing with these points are rejected. We are also satisfied that the plan was drawn with an awareness of traffic hazards, incidence of crime, and availability of public transportation. Finally, inasmuch as the plan allows kindergarten students to schools in their immediate neighborhoods without regard to balance, the young

students will not be transported at all.¹ The choice of attempting to spread the burdens of transportation equally is educationally valid and is, we feel, in compliance with the law. The Committee's Objection 33 on this point is rejected. We accept and adopt the Examiner's findings on transportation.

The Springfield opinion also held that when school attendance districts are redrawn for the purpose of achieving racial balance, they "must bear a reasonable, though not necessarily a fixed, proximity to recognize neighborhoods. A school committee may, for example, include several neighborhoods and more than one school within an attendance district, but it must not draw district lines in such a way as to create a very large gerrymandered district." Mass. Adv. Sh. (1972) at 1562-63. The Board feels that the Task Force Plan meets these requirements.

There was much evidence introduced that the district lines of the Task Force plan were consistent with and delineated recognized neighborhoods in Springfield. Each district line of the Six District Plan conforms with now existing district lines. The newly created district lines are, as the Examiner found, consistent with a neighborhood boundary map and a ward and precinct map of Springfield. The District lines were drawn by members of Springfield's own School Department, who worked to mesh their own familiarity with local neighborhoods with the Supreme Judicial Court definition of "neighborhood" and the requirements of the Racial Imbalance law. We must reject as unfounded the Committee's Objection Number 18 going to these findings. Our own examination

¹ However, where the parent so chooses, kindergarten students with older brothers and sisters who are in the PR/Award # U165A1300Z1, may accompany their brothers and sisters to those schools.

of the evidence leads us to conclude that the school attendance districts of the Six District Plan do bear a reasonable proximity to recognized neighborhoods. We also and separately find that the district lines are not so drawn as to create a very large gerrymandered district, and the size of the districts meets statutory requirements. We, therefore, accept and adopt the Examiner's conclusion, which is based on substantial evidence, that the Plan meets the "neighborhood" requirements.

While we approve of the six district plan as drawn and feel it does recognize neighborhoods, we also feel that reconsideration should be given to Districts Two and Three. Specifically, the status of the Greenaway and Glickman schools in District 3 should be reexamined. Both Greenaway and Glickman are currently balanced and the Board is concerned about the relative low percentage of non-white students who would be assigned under the Plan to the Tiffany and Harris schools. As we discuss later, modifications to the Plan may be submitted during a sixty-day period after the issuance of this Order.

The Committee claims there are various errors of law in the way the Examiner interpreted and applied the Racial Imbalance Law and the Supreme Judicial Court decision (Committee's Objections 8, 9, 10, 19, 20, 24). It also claims that the Examiner's finding that the Task Force Plan complies with the Racial Imbalance Law and the Court decision is unsupported by the evidence and by other findings (Committee's Objections 3, 4, 28, 29). In light of the specific holdings of this Board set forth above, all of these objections are rejected. The conclusion that the Task Force Plan complies

with the racial balance law, and the subsidiary findings to this conclusion, are supported by the substantial weight of the evidence. The Committee objects to certain purported findings of the Examiner. These Objections Number 21, 22, and 23 are, at best, irrelevant.

There are objections concerning the grade restructuring of the Plan. There is substantial evidence that the grade restructuring involved in the plan is educationally valid in spite of the disruption caused in the child's school experience. The Board finds it is a permissible method to obtain balance under the law in view of the evidence presented. The Board therefore rejects the Intervenor's Exception Number 3, which objects to the Plan's grade structure and the Committee's Objection Number 27. The Intervenor has also objected to the exclusion of kindergarten children from the racial balancing of the plan. The evidence reflects that strong safety, neighborhood, and educational interests support the choice of allowing kindergarten children to use the established schools in their immediate neighborhoods. We reject Intervenor's Exception Number 4 and affirm the Examiner's acceptance of the Task Force Plan on this point.

Another issue raised by the Intervenor is "the use of construction in areas other than the predominantly Black Community." Intervenor's Exception Number 1. We note first that we are dealing here only with a short-term plan for racial balancing. The construction issue raised by the Intervenor might better be raised during consideration of a long-term plan. In this respect we note that by a separate order of this date we are directing the Committee to submit to the Board by October 15, 1974, a long-range plan that includes construction. As

the plan before us, we do not find that the Task Force Plan proposal to add to the Brunton, Glickman, and Balliet schools creates any inequities.

Intervenor's Exception Number 1 is rejected.

DISTRICT VI

Of some concern to the Board is the fact that the sixth district of the Task Force Plan, which contains most of the Spanish-speaking population, is left isolated from the other five districts. The sixth district is now racially balanced under the state racial imbalance law but is, to use the Examiner's phrase, minority isolated. This minority isolation may be in violation of the Fourteenth Amendment to the United States Constitution. See Keyes v. School Dist. No. 1, Denver, 41 U.S.L.W. 5002 (U.S. June 21, 1973). If so, the Committee and the City of Springfield are under a continuing obligation to remedy that situation. Under our reading of the holding of the Supreme Judicial Court in the Springfield School Committee case, Mass. Adv. Sh. (1972) 1543, 1555, this Board has no power to refuse to approve a plan when it has constitutional concerns about that plan, but may only seek a judicial declaration on the constitutional issue.

No short-term plan which complies with the racial imbalance statute and decisions has been presented to the Board that would racially balance Springfield's schools by integrating the sixth district into the other areas of the City. We agree with the Intervenor that there would be difficulties under the Racial Imbalance Law with simply phasing District VI into Districts V and I at this time. See Intervenor's Exception Number 2. And we do not find any

other statutory basis for ordering District VI phased into District V at this time. We therefore reject the Examiner's recommendation that a study be made immediately with a view to bringing about, as quickly as is feasible, the phasing of District VI into Districts V and I.

We stress, however, that this minority-isolation situation was not created by the Task Force Plan. Nor does this Opinion and Order in any way sanction or designedly perpetuate the isolation. We simply hold that in considering a short-term racial balance plan, in the context of the situation before us, we are without the authority to order an immediate phasing of District VI into the other districts. However, as part of a separate order entered this day concerning the long-range balancing of Springfield Schools, we are directing that a study be made with a view toward ending this minority isolation consonant with the racial imbalance law.

IMPLEMENTATION

The Board approves the Examiner's recommendation that the Task Force Plan be fully implemented in September, 1974 and adopts his findings on this point. We feel that it is important that there be adequate planning and that the educational opportunities inherent in the implementation be enhanced. The Intervenor's suggested plans to these educational opportunities should be considered.

Both the Committee (see Committee's Objection Number 30) and the Intervenor (see Intervenor's Exception Number 5) have stressed parent and community involvement with the planning process. The Board agrees that this

is an important component in successfully implementing a racial balance plan, and will make provision for some of these activities in the implementation stages of the plan. The Board also feels that the teachers of Springfield and the Springfield Teachers Organizations have an important role to play in successful implementation of a plan. In addition the Board would like to give recognition to the efforts of the Quality Integrated Education Committee and invite its continued participation.

The plan as approved will therefore be implemented by September of 1974. This will give the Committee and all interested persons almost a year to make the necessary adjustments and preparations.

This is not to say, however, that the Committee will be relieved from taking any action until that time. We envision a timetable which will keep us apprised of progress under the final approved plan, so that there will be no question that total implementation will finally occur in September of 1974. That timetable is as follows:

- (1) The plan as approved is to become effective upon the filing of this Opinion and Order, and the obligations and duties imposed upon the School Committee shall immediately become operative, with reassignment of students to occur in September, 1974. Within sixty (60) days of the filing of this Opinion and Order, the Committee may submit such modifications to the final plan as will provide the same reduction in racial imbalance required by the plan as approved. Modifications may be submitted by the

Quality Integrated Education Committee, other community groups, and the Springfield School Department through the Committee for the approval of the Board.

(2) Within sixty days of the filing of this Opinion and Order, the Committee shall submit a detailed plan for implementation of the racial balance plan. That plan should include a schedule with specific steps at least for the following: community information; parent involvement; teacher preparation; orientation of students; building renovations as needed; logistical plans (furniture, instructional materials, etc.); transportation; and safety provisions.

(3) Following the submission of the implementation plan and any modifications, the Board will issue orders providing more specifically for the accomplishment of stages of implementation by particular dates.

(4) Following the submission of any modifications (as referred to in paragraph (1), supra, and the plan for implementation referred to in paragraph (2) supra, the Springfield School Department is directed to submit to the Board reports at thirty (30) day intervals on the progress achieved toward each step of the plan for implementation. The Board will reserve the right to take such action as may be necessary upon receipt of such reports.

(5) Every aspect of the implementation plan shall be completed by April 15, 1974. Full implementation shall mean the completion

of all additions to and conversions of existing school facilities, securing of necessary means of transportation, finalization of transportation routes, completion of all safety requirements, community education programs, the design for reassignment of all students, and all other necessary and proper measures to insure that the plan is fully operational.

THE FINAL PLAN

The Board adopts the Task Force Plan as discussed herein. In addition, any action taken by the Committee from the date of this Opinion and Order concerning but not necessarily limited to building construction, redistricting, and controlled transfer must be in conformity with the provisions of the plan. The Board finds that the adoption of the plan is within its discretion, that the plan as approved is supported by substantial evidence and by the necessary subsidiary findings of fact as made by the Hearing Examiner. In this respect, the Recommended Decision of the Examiner, except where noted, is adopted in its entirety.

ORDER

Upon consideration of the recommended decision of the Hearing Examiner, the exceptions of the parties thereto, and the oral arguments of counsel, it is hereby ORDERED:

- (1) The Task Force plan is adopted with the recommendations noted and discussed at page 12 Supra.
- (2) Modifications to this plan that will provide the reduction in imbalance as required by the T-

Plan may be submitted within 60 days of this Opinion and Order.

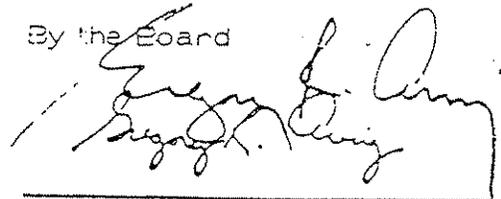
(3) Within 60 days of this Opinion and Order the Committee shall submit a detailed plan for implementation of the racial balance plan.

(4) The Springfield School Department shall submit reports to the Board at thirty (30) day intervals on the progress achieved toward each step of the plan for implementation.

(5) The implementation plan shall be completed in all its aspects by April 15, 1974.

(6) The Springfield School Committee is to direct the staff of the Springfield School Department to proceed with the plan of implementation which must be submitted within sixty (60) days from the date of filing of this Opinion and Order, to carry out the plan and put it into operation and to cooperate directly with the staff of the Board designated to assist in this matter.

By the Board



Gregory R. Anrig
Secretary

Entered: October 12, 1973

COMMONWEALTH OF MASSACHUSETTS
BOARD OF EDUCATION

In re: School Committee of the)
City of Springfield)

Docket No. RI-1-75

OPINION AND ORDER

I. Background

On October 12, 1973, the Massachusetts Board of Education (hereinafter Board) ordered the Springfield School Committee (hereinafter Committee) to implement a Six District Plan to eliminate racial imbalance in the Springfield Public Schools by September of 1974. Mass. St. 1965, Ch. 641. The Board also issued a long range order on October 12, 1973 directing the Committee to file with the Board by October 15, 1974 a long range racial balance plan that included school construction plans and that addressed methods of eliminating the minority isolation that continued to exist in District VI under the short term balance plan. ^{1/} On May 1, 1974 the Supreme Judicial Court affirmed the Board's Order and ordered the Committee to implement the Six District Plan. School Committee of Springfield v. Board of Education, Mass. Adv. Sh (1974) 657, 311 N.E. 2d 69 (Springfield II). The Six District Plan was in fact implemented by the Committee under Court order, although

the Racial Imbalance Law was amended by Mass. St. 1974, Ch. 636 to restrict the Board's power to require the transportation of students to achieve racial balance. School Committee of Springfield v. Board of Education, Mass. Adv. Sh. (1974) 2031, 319 N.E. 2d 427, cert. den. 43 U.S.L.W. 3581 (April 28, 1975) (Springfield III). The Six District Plan is now in effect in Springfield.

The Committee has failed to comply with the Board's order to it to file a long range racial balance plan. The Board, through its Bureau of Equal Educational Opportunity, has provided the Springfield School Department with technical assistance toward the development of a long range plan. The Springfield Superintendent of Schools did forward to the Board by letter dated May 9, 1975 a document entitled "Long Range Recommendations for Springfield Public Schools Revised - prepared by Research Department." The document contained recommendations from the Springfield School Department to the Committee. As Dr. Deady's letter of transmittal stated, this document, of recommendations and not a plan, was forwarded to the Board by a vote of the Committee which explicitly stated that the document did not have the approval of the Committee. The Committee's vote was taken in the face of advice from its attorneys "that the acceptance of the 'plan' by the State Board would bind the School Committee to its implementation." Brief of the School Committee of the City of Springfield, at p.2 filed before Hearing Officer Roth (quotation added), The Committee's vote was also taken in the face of the holding of the Supreme Judicial Court that the requirement of G.L. c.71 s.37D that racial balance plans be filed with the Board can be met only by the filing of an approved racial balance plan by the Committee. School Committee of Springfield v. Board of Education, 311 N.E. 2d 69, at 75 (1974). The Attorney General of the Commonwealth, at the request of the Board, notified

the Committee on May 15, 1975, that it had not complied with the law or the Order of the Board and directed the Committee to comply. The Board at this time gave further technical assistance to the Springfield School Department on a long range plan.

The Committee's response was contained in a letter from Dr. Deady to Commissioner Anrig, dated June 2, 1975:

This is to inform you that the Springfield School Committee, at its Regular Meeting on Thursday evening, May 29, 1975, passed the following resolution:

to submit to the Board of Education the recommendation of the School Committee that Table 1, Brightwood Community School, Sections 1, 2, 3, & 4, on Page 2, as they appear on the Long-Range Recommendations for Springfield Public Schools, Revised April, 1975, be implemented with the opening of school in September, 1975.

The Brightwood Community School referred to is a new 1100 seat capacity elementary school scheduled to open in September of 1975. It was constructed with substantial state aid, receiving 65% state reimbursement under the racial imbalance and school building assistance laws, in exchange for assurances from the Committee that it would open in compliance with law.

Because the Committee had failed to file a long range plan, the Board on June 13, 1975 notified the Committee that action would be taken in the next several months to insure the development of an effective long range racial balance plan, that among other matters, addressed school construction and the continued isolation of Hispanic students.^{2/} The Board stated that such action would take a substantial period of time and that the issue of the new Brightwood School required more expeditious action.

The Committee's proposal as to the district and student body for the new

Brightwood School was a proposal to modify the Six District Plan currently in effect. The Committee's proposal affected district lines, grade structures, transportation patterns, and the status of other schools under the Six District Plan. Accordingly, the Board notified the Committee:

The Six District Plan continues in effect in Springfield under the orders of the Supreme Judicial Court. It may not be modified without the consent of the Board and of the Court. The May 29, 1975 proposal concerning the Brightwood School is a proposal to modify the Six District Plan. Any proposal to modify the Six District Plan must be carefully scrutinized by the Board. Questions as to its procedural status as an approved plan aside, the May 29, 1975 proposal in its substance appears to present questions as to its adequacy under the law. Further, it does not appear that the affected communities have had an opportunity to comment to the Board on the proposal.

The Board therefore finds it appropriate to proceed to administrative hearings on the question of proposed modifications of the Six District Plan in order to allow the new Brightwood School to open in September and on such questions about remedying the minority isolation in District VI as are appropriate in this context. The Board has appointed Peter Roth, Esq. to be the Hearings Officer and the hearings will commence June 30, 1975. Because of the short period of time remaining before September, it is necessary to proceed expeditiously to resolve these issues. A notice of hearings is enclosed.

The Order and Notice of Hearings also issued June 13, 1975 stated; in pertinent part:

...The purpose of the hearings shall be to develop recommendations to the Board for modification of the Six District Plan to provide for the opening of the new Brightwood School in September, 1975, consistently with all requirements of law. The hearings shall also concern development of proposals to reduce the minority isolation in District VI as such proposals are related to the opening of the new Brightwood School.

To this end the Hearings Officer may consider the May 29, 1975 proposal of the Springfield School

PR/Award # U165A130071

Committee to the Board and may reserve the question of whether said proposal has been properly submitted to the Board. The Hearings Officer may receive proposals and evidence from the State Department of Education and other parties, and may allow intervention of interested persons or groups as parties. These provisions do not limit the authority of the Hearings Officer to take whatever actions he deems necessary to conduct said hearings, including issuance of orders to expedite the proceedings.

The hearings commenced in Springfield on June 30, 1975 and there were eleven days of hearings. On August 4, 1975, the Hearing Officer, Peter Roth, Esq., issued a Report and Recommendations. The parties were given, by Order of the Board, seven calendar days from issuance of the Report and Recommendations to file written objections and commentary with the Board. The Board met in open session on August 12, 1975 to consider all such commentary and objections. The Board has carefully considered each of the commentaries and objections it has received, reviewing all written submissions, the full transcript of the testimony before the Hearing Officer together with the exhibits, and the Report and Recommendations.

II. The Hearings

The Board officially takes notice that the hearings conducted before Hearing Examiner Roth received a great deal of publicity in the press and from the media in the Springfield area. The notice of hearings was published in the Springfield press. There was adequate prior notice to the parties and the public of the hearings and their purpose. While efforts were unsuccessfully made to locate an adequate site for the hearings in District VI, the hearings were held at a site close to District VI and convenient to all citizens of Springfield.

All persons who made timely requests to be heard were allowed to appear. Witnesses appeared for all parties. Two community groups were allowed to intervene as parties, in addition to the original parties, the Committee and the State Department of Education. One intervenor, the Quality Integrated Education Committee (hereinafter QIEC) is composed of minority and non-minority residents of all districts in the Six District Plan. QIEC had also participated as an intervenor in the Springfield II and Springfield III cases. The other intervenor, the 6th District Committee for Quality Education (hereinafter 6th District Committee), is composed of minority and non-minority residents of District VI. In addition the Hearing Officer received into the record written statements. The hearings themselves were conducted in English with simultaneous translation into Spanish. A view was taken of the new Brightwood, Armory, and Tapley Schools. The Board is satisfied that the hearings afforded a more than adequate opportunity to be heard to all interested persons.

The Board is also satisfied that there has been adequate opportunity to be heard on objections to and commentary on the Hearing Officers Report and Recommendations. All of the parties have filed objections and/or commentary to the Report and Recommendations with the Board. The Board has also placed into the record commentary and objections received from individuals and groups not parties at the hearings. These filings by such individuals and groups essentially reiterate the positions taken in their written submissions by the two intervenors, and will not be considered separately. The Board wishes to express its appreciation to all those individuals and organizations that participated in these hearings for their insights and assistance with this matter.

III. Technical Assistance

The Board finds that the Bureau of Equal Educational Opportunity met its obligation of providing technical assistance to the Committee. The Board notes the difficulty its staff encountered in assisting the School Department because of Springfield's failure to provide them with data on projected racial compositions.

IV. The Report and Recommendations

The Hearing Officer considered the proposal of the Committee for opening the new Brightwood (also known as Recommendation 3), the commentary and suggested modifications of the parties to this proposal, the proposal of QIEC, and the proposal of the 6th District Committee. An extensive description of the positions and proposals of the parties is contained in the Report and Recommendations and will not be repeated here.

Central to an understanding of the Report and Recommendations is an understanding of the Committee's proposal. While the fuller description and analysis in the Report and Recommendations is adopted and incorporated herein, a brief summary of the Committee's proposal would be useful.

The Committee proposed to open the new Brightwood School with a 4-6 grade structure. The fourth grade would be drawn exclusively from the predominantly black and Hispanic District VI schools, specifically the Carew, (old) Brightwood, and Lincoln Schools. Grades five and six would draw on these schools but would also draw the students from District V currently attending the Tapley School, an integrated school.

The projected number and percentages of white, black, and Hispanic pupils under the Committee proposal for the new Brightwood are as follows:

	<u>White</u>	<u>Black</u>	<u>Hispanic</u>
Grade 4	48	27	173
Grade 5	111	75	186
Grade 6	<u>118</u>	<u>51</u>	<u>191</u>
School Enrollment	277	153	550
Percentages (4-6)	28.27	15.61	56.12

The Hearing Officer, after careful analysis, found the Committee proposal would result in a situation violative of the 14th Amendment to the U.S. Constitution and could not be adopted. See Report and Recommendations, pp. 4-10. He also found that the proposals of the two intervenors could not be adopted. See analysis of QIEC proposal, Report and Recommendations, pp. 10-13; and analysis of 6th District Committee proposal, Report and Recommendations, pp. 13-14.

Consequently, the Hearing Officer recommended that the new Brightwood School be permanently operated with a 5-6 grade structure, drawing on the students from those schools set forth for those grades in the Committee's proposal. This utilization of the new Brightwood would leave 250-300 seats unused. For the 1975-76 school year only, the Hearing Officer recommended that a fourth grade be admitted to the new Brightwood, drawing students from those schools in District VI set forth in the Committee's proposal.^{3/} Following the 1975-76 school year the grade structure at the new Brightwood would be grades 5-6. The Hearing Officer recommended that the new Brightwood not be underutilized and suggested three possibilities for filling the remaining fifth and sixth grade seats starting September 1976: mandatory assignment of fifth and sixth grade students from other areas to the new Brightwood, implementation of a magnet program, and implementation of some other alternate school program. For

the reasons stated below, the Board overrules the objections to the Report and Recommendations and adopts said Report and Recommendations with such further provisions as are set out below.

V. Objections and Commentaries of the Parties

A. The Committee

The School Committee does not object to the Hearing Officer's recommendations for the new Brightwood for the 1975-76 school year. It does object to there being any decision at this time as to the grade structure and district for the new Brightwood in the school years subsequent to 1975-76. The Committee argues that there may be future changes in the feeder patterns to the new Brightwood as a result of actions that may be taken regarding a long-range plan, which would provide the new Brightwood with a 4-6 grade structure and a student body that was not racially identifiable.

The Committee has had more than ample opportunity to file with the Board a long-range racial balance plan. The Committee also had ample opportunity in the hearings before the Hearing Officer to modify its proposal as to the opening of the new Brightwood in such a way as to propose a student body for that school that was not racially identifiable. The Committee has deliberately chosen not to take either course. Accordingly, it will not now be heard to argue that the Board should delay decision because of the Committee's failures to act.

Moreover, the Committee's objection misapprehends the rationale of the Recommendations. The Hearing Officer held that the Committee's proposal, with its 4-6 grade structure, violated the Equal Protection Clause of the Fourteenth Amendment. The Board expressly adopts the findings and analysis of the Hearing Officer on this point, at Report and Recommendations,

pp. 4-10. The Board further notes that because it must approve modifications proposed to the Six District Plan, it may not approve any proposed modifications that are legally and constitutionally deficient. The Board recognizes that the ultimate determination of such legal issues is reserved to the courts of the Commonwealth. School Committee of Springfield v. Board of Education, Mass. Adv. Sh. (1972) 1543, 1554-1555. Accordingly, the Board has requested the Attorney General to present this matter to the courts.

The allowance of a 4th grade at the new Brightwood for this current school year is acceptable only because of the short period of time left before the opening of school, less than three weeks away. This short period of time renders impossible any effort to fully utilize the school other than as proposed by and prepared for by the Committee. The Board agrees with the Hearing Officer that it is unacceptable to so underutilize the new Brightwood, a school of outstanding facilities and unusual opportunities for students. While the Board is reluctant to sanction such a high percentage of minority students in the new Brightwood for any period of time, there appear to be no acceptable alternatives. The Board does accept the Recommendations for the 1975-76 school year only as a temporary measure that will be definitely remedied the following year. A two-step approach to placing a student body of acceptable racial-ethnic percentages into the Brightwood is justified by the assurance that there is indeed a second step to follow the first.

The need for assurances that the second step toward a school population that is not minority isolated will indeed be taken is particularly strong in view of the dangers presented by a discordant 4-6 grade structure

at a heavily minority new Brightwood School. See Report and Recommendations, pp. 6-7. The Board accepts the testimony of Dr. Glenn on this point.

The Board also notes that the demography of the District VI area reasonably leads to the expectation that the Hispanic population of that District will continue to increase. The Board finds that this trend is and has been clearly evident for some time and that it should have been and must be taken into account in school planning. The Committee's argument that it could not have foreseen the growth of the Hispanic population and its effects on the proposed new Brightwood school is disingenuous and is specifically rejected. As a matter of law, the Committee is responsible to take cognizance of such demographic trends in its school planning. Morgan v. Kerrigan, 509 F.2d 580, at 585-86 (1st Cir. 1974); Davis v. School Dist. of Pontiac, 309 F.Supp. 734 (E.D. Mich. 1970), aff'd, 443 F.2d 573 (6th Cir. 1972); Oliver v. Kalamazoo Bd. of Ed., 346 F.Supp. 766, 778 (W.D. Mich. 1971), aff'd 448 F.2d 635 (6th Cir. 1972). It may be reasonably expected that, under the Committee's proposal, the minority population at the new Brightwood, projected to be 72% for the 1975-76 school year, will continue to grow and result in an even greater percentage of minority students at that school. This is not acceptable.

The Board thus affirms the Report and Recommendations in its finding that the Committee's proposal would violate the Fourteenth Amendment for the reasons stated in said Report and Recommendations. Such a conclusion is supported by the evidence and appears to the Board to be legally sound. The Board further holds that to the extent that proposed modifications to the Six District Plan may be judged by equitable criteria, it rejects the Committee's proposal on equitable grounds as well, and adopts

the Report and Recommendations. School Committee of Springfield v. Board of Education, 319 N.E.2d 427, at 440 (Quirico, J., concurring). Such conclusions are, of course, subject to final determination by the Court.

In order to insure that the student population of new Brightwood in the school years subsequent to 1975-76 has an acceptable racial-ethnic composition, further orders are necessary. The Committee is ordered to file with the Board on or before October 15, 1975 an approved plan for implementation of a magnet program to be in place at the new Brightwood school in September 1976 to attract white non-Hispanic fifth and sixth grade students. In the alternative the Committee may file with the Board on or before October 15, 1975 an approved plan for implementation in September 1976 that assigns fifth and sixth grade students from other areas to the new Brightwood in such a manner that the resulting racial and ethnic composition of the new Brightwood would reduce the minority percentages at that school from the 1975-76 level to an acceptable level. Such plans shall utilize the new census data from the October 1, 1975 school census.

B. QIEC's Objections

The intervenor QIEC objects to the treatment of the Tapley School. In both the Report and Recommendations and the Committee's proposal, the Tapley School in District V is to be utilized for kindergarten purposes only and the remaining students sent to the fifth and sixth grades at the new Brightwood. QIEC objects that these recommendations are in violation of the United States and Massachusetts constitutions and are unsupported by substantial evidence.

At the heart of QIEC's constitutional objections is the fact that the Tapley school, an integrated school, is the only school in its area of the city. If the Tapley fifth and sixth graders are transported to the new Brightwood and the Tapley itself used only for kindergarten, children who live in the Tapley area will attend a neighborhood school only in kindergarten. This, QIEC maintains, places an unfair burden on these children who live in this mostly black area of the city. QIEC also objects to the transferring of these children from the integrated Tapley to the new Brightwood with its projected over 70% minority population.

While the Board has sympathy for QIEC's position, its objections are overruled. The Board adopts the Report and Recommendations of the Hearing Officer on this point, at pp. 10-13, and holds that it is supported by substantial evidence. The Hearing Officer gave weight to the testimony of Dr. Deady, Superintendent of Schools, that the Tapley facility was inadequate for use by fifth and sixth graders and himself confirmed Dr. Deady's testimony at the view of the Tapley.

While a greater burden of transportation will be placed on the Tapley children, the facility at the end of the bus ride will be much more adequate to their needs. Further, the students will be transferred as a group to the new Brightwood together with their principal and a large part of their teaching staff. Although the students will be moved out of their integrated setting for one year, this temporary state will be remedied by September of 1976. The true inequity to the children who live in the Tapley area is that a new school facility has not been built in their area. The Board recognizes the inequity of the burden of transportation on these children and accordingly orders the Committee to file with the Board on or before October 15, 1975 approved plans

for the location of a new school facility in the Model Cities neighborhood. This inequity of transportation will only be remedied by the Committee and City moving with all possible speed to provide an adequate new school facility in that neighborhood. In the meantime the Tapley school shall be retained for kindergarten use.

C. 6th District Committee's Objections

The 6th District Committee proposed that Districts V and VI be merged into a single district with three upper elementary schools: the new Brightwood, the Armory, and the Tapley. Priority in attendance would be given to the children in the area immediately around the school with the remaining seats filled on an open enrollment basis from the District. The Hearing Officer rejected this proposal. The 6th District Committee objects to the rejection of its proposal but also appears to support the recommendations as to the 1975-76 school year. The Board affirms and adopts the Report and Recommendations on this point, at pp. 13-14, and finds it to be supported by the weight of the evidence and by the Hearing Officer's careful analysis of the proposal. The Board emphasizes that the fourth grade will not be admitted to the new Brightwood after the 1975-76 school year, and that the school will contain only the fifth and sixth grades starting in the 1976-77 school year. The objections of the 6th District Committee are overruled.

The objections of the 6th District Committee stress the role of the new Brightwood as a Community School. The Board recognizes and appreciates that the facilities of the new Brightwood were planned to be used by the community in addition to their school use. The Board has encouraged the development of community schools and wishes to expressly recognize that the facilities of the new Brightwood will be used by its supporting community. The recommendations

of the Hearing Officer do not preclude use of the facilities by the community in addition to their use for school purposes and the Board encourages such community use. It must be reiterated that the Commonwealth provided the majority of the funds for the new school as a school for the Springfield school system to be opened in compliance with law. The remaining objections of the 6th District Committee have also been given careful consideration and are overruled as being without merit.

Conclusion

For the reasons stated above, the Board affirms, adopts and orders the Committee and Superintendent to comply with the Report and Recommendations of the Hearing Officer and enters such additional orders to the Committee and Superintendent as are contained herein. The Board has requested the Attorney General of the Commonwealth to file a petition with the Supreme Judicial Court seeking enforcement of this Opinion and Order and resolution by the Court of the issues presented herein.

Specifically the Board issues the following orders to the Springfield School Committee and Superintendent:

- 1) The new Brightwood School shall have a 4-6 grade structure for the 1975-76 school year only. The fourth graders shall be drawn entirely from the Carew, [old] Brightwood, and Lincoln Schools in District VI. The fifth and sixth graders shall be drawn entirely from the same schools and from the Tapley School in District V. The Tapley School shall be used for kindergarten purposes.
- 2) Commencing with the school year 1976-77, the new Brightwood shall have a 5-6 grade structure and shall not have a fourth grade. The fifth and sixth grade students shall be drawn from the Tapley School in District V and

Footnotes

- 1/ The Six District, short term, Plan divided Springfield into six districts. The population of District VI, in 1972-73, was about one-third white, one-third Hispanic, and one-third black. The Hispanic population in the District VI has increased since that time.

Several of the elementary schools in District VI were majority Hispanic: Brightwood, Carew Street, Jefferson Avenue, and School Street.

- 2/ The Board also noted that it had received a report from its Bureau of Bilingual Education that the Springfield School System was not in compliance with the Massachusetts Transitional Bilingual Education law. Unless such deficiencies were remedied, the Board continued, action against the Committee to secure compliance with the law might be necessary as well.
- 3/ The Hearing Officer's precise recommendation was that 4th graders be admitted to the new Brightwood in September of 1975 only, if, in the judgment of the Committee, it was not feasible to implement a magnet school program to draw white 5th and 6th graders to the new Brightwood in the 1975-76 school year. The Committee has voted, and has informed the Board, that in its opinion, it would be impossible to implement such a magnet program in the 1975-76 school year.
- 4/ In its "Objection and Commentary to the Report of the Hearing's [sic] Officer," the Committee appears to concede that the Committee's proposal for the new Brightwood does not meet constitutional standards:

At that time, it would be the Hearings Officer's objection that the continuation of the present feeder pattern in 1976 would constitute an unconstitutional act of segregative intent on the part of the School Committee, making the 4-6 grade structure racially identifiable.

While this may be a compelling argument, it is one that can be rendered moot by changes in the feeder pattern that will take place as a result of the October, 1975 hearings and as a consequence of the further implementation of the School Committee's Long Range Plan....

In short what seems to be objectionable now will be remedied in October for the school year 1976-77.

Indeed its entire argument is premised upon the present feeder pattern to the new Brightwood being unacceptable.

- 5/ QIEC's objections that the kindergarten, to be drawn from the Tapley neighborhood, will not be integrated are also rejected. The Supreme Judicial Court approved the exclusion of kindergarten students from the racial balance plans currently in effect in Boston and Springfield.

HOWELL

COMMONWEALTH OF MASSACHUSETTS

BOARD OF EDUCATION

* * * * *

SPRINGFIELD SCHOOL COMMITTEE

DOCKET NO. RI-2-73

RACIAL IMBALANCE HEARING

* * * * *

FINAL ACTION

(TASK FORCE ON RACIAL IMBALANCE PROPOSAL)

After reviewing all the testimony taken by Peter Ro
Hearing Officer, and the Report and Recommendations of the
Hearing Officer dated September 12, 1973, and after hearing t
parties, this Board makes the following determinations, recom
ations and orders:

1. The said Report of the Hearing Officer is acco
and the findings and recommendations contained ther
adopted.
2. The Board recommends to the Springfield School
Committee (the Committee) the immediate adoption of
the plan of the Task Force on Racial Imbalance to

eliminate racial imbalance in the elementary schools Springfield, submitted as Task Force Exhibits 5, 12, and 13 to the Hearing Officer.

3. The Committee shall neither take nor permit to be taken any action, without the prior approval of this Board, which would render impossible, subvert, impede or frustrate the implementation of the plan in accordance herewith.

4. The said plan shall be fully implemented at the earliest practical time, and in no event later than the commencement of the school year in September, 1968. The Committee may implement the plan in part prior to the full implementation date, if feasible, and subject to the provisions of paragraph 3 above. Full implementation shall mean the completion of all additions and conversions of existing school facilities, securing of necessary means of transportation, finalization of transportation routes, completion of all safety requirements, community education programs, the reassignment of all students, and all other necessary and proper measures to insure that the plan is fully operational.

5. The Committee shall order its school department to proceed immediately with all necessary and proper steps to insure compliance with the implementation schedule set forth above; and to submit detailed progress reports to the Board in writing on the first of each month hereafter until the plan is fully operational. The first such report shall also include a detailed proposed plan of the implementation process.

6. The Committee shall order its school department prepare and submit to the Board within sixty days from this date, a complete study of the means, methods and timing of phasing District VI into Districts I and V of the plan, in accordance with the recommendation of the Hearing Officer pertaining thereto. The said Department thereafter shall submit such additional reports to the Board and shall implement such phasing, at such times and in such manner as may be approved or directed by the Board.

7. The Board will retain jurisdiction of this cause for the purposes of evaluating and making appropriate orders with respect to the various reports mentioned

above, of entertaining suggestions for modifications
the plan which achieve the same degree of racial balance
as does the recommended plan, are consistent with its
principles and will improve it, and of making such
further orders with respect to the implementation of
the above recommendations as may be appropriate.

Respectfully submitted,

Lee H. Kozol
28 State Street
Boston, Massachusetts 02109

227 - 5540

Counsel to the Task Force.

September 24, 1973

Table 1: Enrollment Data-LEA Level - Springfield MA Public Schools OMB-1855-0011- Expiration 06/30/13

Check this box if all the magnet schools included in the program are implementing a magnet program for the first time.

Actual Enrollment (Current School Year—October 1, 2012)											Projected Enrollment (Year 1 of Project—Oct 1, 2013)																				
Grade Level	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	Grade Level	American Indian / Alaskan Native (Number)	American Indian //Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
																6	3	0.2%	46	2.5%	355	19.6%	1066	58.8%	2	0.1%	289	15.9%	52	2.9%	1813
																7	0	0.0%	56	2.9%	410	21.5%	1043	54.8%	1	0.1%	319	16.8%	75	3.9%	1904
																8	0	0.0%	29	1.5%	392	20.7%	1123	59.4%	0	0.0%	247	13.1%	101	5.3%	1892
																9	3	0.2%	45	2.5%	379	21.1%	1140	63.5%	0	0.0%	177	9.9%	51	2.8%	1795
																10	1	0.0%	35	1.5%	465	20.1%	1501	64.9%	0	0.0%	261	11.3%	49	2.1%	2312
																11	0	0.0%	63	3.4%	404	21.7%	1099	58.9%	2	0.1%	246	13.2%	52	2.8%	1866
																12	2	0.1%	49	3.5%	325	23.0%	798	56.4%	0	0.0%	199	14.1%	43	3.0%	1416
																Total	9	0.1%	323	2.5%	2730	21.0%	7770	59.8%	5	0.0%	1738	13.4%	423	3.3%	12998

Table 2: Year of Implementation for Existing Magnet Schools included in the Project

School Name	First School Year as a Magnet School
Springfield Central High School	2010
Duggan 6-12 School	2004
Springfield Renaissance School	2007

Table 1 (Cont'): Enrollment Data-LEA- Springfield, MA Public Schools

Projected Enrollment (Year 2 of Project—Oct 1, 2014)															Projected Enrollment (Year 3 of Project—Oct 1, 2015)																
Grade Level	American Indian /Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
6	0	0.0%	49	2.6%	381	20.0%	1173	61.4%	1	0.1%	247	12.9%	58	3.0%	1909	6	4	0.2%	46	2.3%	353	17.9%	1259	63.7%	1	0.1%	255	12.9%	57	2.9%	1975
7	3	0.2%	46	2.5%	355	19.6%	1066	58.8%	2	0.1%	289	15.9%	52	2.9%	1813	7	0	0.0%	49	2.6%	381	20.0%	1173	61.4%	1	0.1%	247	12.9%	58	3.0%	1909
8	0	0.0%	56	2.9%	410	21.5%	1043	54.8%	1	0.1%	319	16.8%	75	3.9%	1904	8	3	0.2%	46	2.5%	355	19.6%	1066	58.8%	2	0.1%	289	15.9%	52	2.9%	1813
9	0	0.0%	29	1.5%	392	20.7%	1123	59.4%	0	0.0%	247	13.1%	101	5.3%	1892	9	0	0.0%	56	2.9%	410	21.5%	1043	54.8%	1	0.1%	319	16.8%	75	3.9%	1904
10	3	0.2%	45	2.5%	379	21.1%	1140	63.5%	0	0.0%	177	9.9%	51	2.8%	1795	10	0	0.0%	29	1.5%	392	20.7%	1123	59.4%	0	0.0%	247	13.1%	101	5.3%	1892
11	1	0.0%	35	1.5%	465	20.1%	1501	64.9%	0	0.0%	261	11.3%	49	2.1%	2312	11	3	0.2%	45	2.5%	379	21.1%	1140	63.5%	0	0.0%	177	9.9%	51	2.8%	1795
12	0	0.0%	63	3.4%	404	21.7%	1099	58.9%	2	0.1%	246	13.2%	52	2.8%	1866	12	1	0.0%	35	1.5%	465	20.1%	1501	64.9%	0	0.0%	261	11.3%	49	2.1%	2312
Total	7	0.1%	323	2.4%	2786	20.7%	8145	60.4%	6	0.0%	1786	13.2%	438	3.2%	13491	Total	11	0.1%	306	2.3%	2735	20.1%	8305	61.1%	5	0.0%	1795	13.2%	443	3.3%	13600

Table 2 (Con't): Year of Implementation for Existing Magnet Schools included in the Project

School Name	School Name

Table 3 (Con't): Enrollment Data - Springfield Central High School																															
<ul style="list-style-type: none"> • Use this format (or the applicant's own format) for each magnet school participating in the project. • Provide data for all students in each grade for which the school enrolls students. • Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented. 																															
Projected Enrollment (Year 2 of Project—Oct 1, 2014)														Projected Enrollment (Year 3 of Project—Oct 1, 2015)																	
Grade Level	American Indian /Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
9	1	0.2%	15	2.4%	125	19.7%	391	61.6%	0	0.0%	86	13.5%	17	2.7%	635	9	1	0.2%	14	2.2%	121	19.1%	395	62.3%	0	0.0%	88	13.9%	15	2.4%	634
10	1	0.2%	15	2.4%	128	20.2%	387	60.9%	0	0.0%	86	13.5%	18	2.8%	635	10	1	0.2%	15	2.4%	125	19.7%	391	61.6%	0	0.0%	86	13.5%	17	2.7%	635
11	0	0.0%	22	3.5%	147	23.1%	356	56.1%	0	0.0%	87	13.7%	23	3.6%	635	11	1	0.2%	15	2.4%	128	20.2%	387	60.9%	0	0.0%	86	13.5%	18	2.8%	635
12	0	0.0%	47	8.1%	138	23.7%	269	46.1%	0	0.0%	107	18.4%	22	3.8%	583	12	0	0.0%	22	3.5%	147	23.1%	356	56.1%	0	0.0%	87	13.7%	23	3.6%	635
Total	2	0.1%	99	4.0%	538	21.6%	1403	56.4%	0	0.0%	366	14.7%	80	3.2%	2488	Total	3	0.1%	66	2.6%	521	20.5%	1529	60.2%	0	0.0%	347	13.7%	73	2.9%	2539

Table 3: Enrollment Data - Duggan Middle School OMB-1855-0011- Expiration 06/30/2013 • Use this format (or the applicant’s own format) for each magnet school participating in the project. • Provide data for all students in each grade for which the school enrolls students. • Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented															
Actual Enrollment (Current School Year—October 1, 2012)											Projected Enrollment (Year 1 of Project—Oct 1, 2013)				
Grade Level	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Total Students		
Grade Level	American Indian / Alaskan Native (Number)	American Indian //Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
6	0	0.0%	4	2.0%	53	26.5%	103	51.5%	0	0.0%	27	13.5%	13	6.5%	200
7	0	0.0%	3	1.5%	66	33.0%	81	40.5%	0	0.0%	37	18.5%	13	6.5%	200
8	0	0.0%	3	1.5%	67	33.8%	81	40.9%	0	0.0%	32	16.2%	15	7.6%	198
9															
10															
Total	0	0.0%	10	1.7%	186	31.1%	265	44.3%	0	0.0%	96	16.1%	41	6.9%	598

Table 3 (Con't): Enrollment Data - Duggan Middle School

- Use this format (or the applicant's own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment (Year 2 of Project—Oct 1, 2014)															Projected Enrollment (Year 3 of Project—Oct 1, 2015)																
Grade Level	American Indian /Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	Grade Level	American Indian /Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
6	0	0.0%	4	2.0%	53	26.5%	103	51.5%	0	0.0%	27	13.5%	13	6.5%	200	6	0	0.0%	4	2.0%	43	21.5%	113	56.5%	0	0.0%	27	13.5%	13	6.5%	200
7	0	0.0%	4	2.0%	53	26.5%	103	51.5%	0	0.0%	27	13.5%	13	6.5%	200	7	0	0.0%	4	2.0%	53	26.5%	103	51.5%	0	0.0%	27	13.5%	13	6.5%	200
8	0	0.0%	3	1.5%	66	33.0%	81	40.5%	0	0.0%	37	18.5%	13	6.5%	200	8	0	0.0%	4	2.0%	62	31.0%	94	47.0%	0	0.0%	27	13.5%	13	6.5%	200
9	0	0.0%	1	1.7%	12	20.0%	33	55.0%	0	0.0%	12	20.0%	2	3.3%	60	9	0	0.0%	1	1.7%	12	20.0%	37	61.7%	0	0.0%	8	13.3%	2	3.3%	60
10																10	0	0.0%	1	1.7%	12	20.0%	37	61.7%	0	0.0%	8	13.3%	2	3.3%	60
Total	0	0.0%	12	1.8%	184	27.9%	320	48.5%	0	0.0%	103	15.6%	41	6.2%	660	Total	0	0.0%	14	1.9%	182	25.3%	384	53.3%	0	0.0%	97	13.5%	43	6.0%	720

Table 3: Enrollment Data - Springfield Renaissance School OMB-1855-0011- Expiration 06/30/2013 • Use this format (or the applicant’s own format) for each magnet school participating in the project. • Provide data for all students in each grade for which the school enrolls students. • Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.																															
Actual Enrollment (Current School Year—October 1, 2012)											Projected Enrollment (Year 1 of Project—Oct 1, 2013)																				
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	Grade Level	American Indian / Alaskan Native (Number)	American Indian //Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
															6	0	0.0%	3	2.8%	21	19.8%	65	61.3%	0	0.0%	14	13.2%	3	2.8%	106	
															7	0	0.0%	2	1.9%	29	27.4%	35	33.0%	0	0.0%	33	31.1%	7	6.6%	106	
															8	0	0.0%	2	1.8%	19	17.4%	38	34.9%	0	0.0%	40	36.7%	10	9.2%	109	
															9	0	0.0%	1	1.0%	25	24.0%	49	47.1%	0	0.0%	21	20.2%	8	7.7%	104	
															10	0	0.0%	1	1.0%	19	19.4%	52	53.1%	0	0.0%	18	18.4%	8	8.2%	98	
															11	0	0.0%	0	0.0%	24	25.5%	40	42.6%	0	0.0%	23	24.5%	7	7.4%	94	
															12	0	0.0%	0	0.0%	22	26.8%	30	36.6%	0	0.0%	23	28.0%	7	8.5%	82	
															Total	0	0.0%	9	1.3%	159	22.7%	309	44.2%	0	0.0%	172	24.6%	50	7.2%	699	

Table 3 (Con't): Enrollment Data - Springfield Renaissance School

- Use this format (or the applicant's own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment (Year 2 of Project—Oct 1, 2014)															Projected Enrollment (Year 3 of Project—Oct 1, 2015)																
Grade Level	American Indian /Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
6	0	0.0%	3	2.8%	21	19.8%	65	61.3%	0	0.0%	14	13.2%	3	2.8%	106	6	0	0.0%	3	2.8%	21	19.8%	65	61.3%	0	0.0%	14	13.2%	3	2.8%	106
7	0	0.0%	3	2.8%	21	19.8%	65	61.3%	0	0.0%	14	13.2%	3	2.8%	106	7	0	0.0%	3	2.8%	21	19.8%	65	61.3%	0	0.0%	14	13.2%	3	2.8%	106
8	0	0.0%	2	1.9%	29	27.4%	35	33.0%	0	0.0%	33	31.1%	7	6.6%	106	8	0	0.0%	3	2.8%	21	19.8%	65	61.3%	0	0.0%	14	13.2%	3	2.8%	106
9	0	0.0%	2	1.8%	19	17.4%	38	34.9%	0	0.0%	40	36.7%	10	9.2%	109	9	0	0.0%	2	1.9%	29	27.4%	35	33.0%	0	0.0%	33	31.1%	7	6.6%	106
10	0	0.0%	1	1.0%	25	24.0%	49	47.1%	0	0.0%	21	20.2%	8	7.7%	104	10	0	0.0%	2	1.8%	19	17.4%	38	34.9%	0	0.0%	40	36.7%	10	9.2%	109
11	0	0.0%	1	1.0%	19	19.4%	52	53.1%	0	0.0%	18	18.4%	8	8.2%	98	11	0	0.0%	1	1.0%	25	24.0%	49	47.1%	0	0.0%	21	20.2%	8	7.7%	104
12	0	0.0%	0	0.0%	24	25.5%	40	42.6%	0	0.0%	23	24.5%	7	7.4%	94	12	0	0.0%	1	1.0%	19	19.4%	52	53.1%	0	0.0%	18	18.4%	8	8.2%	98
Total	0	0.0%	12	1.7%	158	21.9%	344	47.6%	0	0.0%	163	22.5%	46	6.4%	723	Total	0	0.0%	15	2.0%	155	21.1%	369	50.2%	0	0.0%	154	21.0%	42	5.7%	735

Table 3: Enrollment Data - (New School, Opens August 2014) Springfield Conservatory of the Arts - OMB-1855-0011- Expiration 06/30/2013
 • Use this format (or the applicant’s own format) for each magnet school participating in the project.
 • Provide data for all students in each grade for which the school enrolls students.
 • Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Actual Enrollment (Current School Year—October 1, 2012)											Projected Enrollment (Year 1 of Project—Oct 1, 2013)																				
Grade Level	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	Grade Level	American Indian / Alaskan Native (Number)	American Indian //Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
																6	0	0.0%	1	1.0%	12	11.7%	80	77.7%	0	0.0%	8	7.8%	2	1.9%	103
																7	0	0.0%	0	0.0%	11	11.7%	70	74.5%	0	0.0%	8	8.5%	5	5.3%	94
																8	0	0.0%	0	0.0%	14	13.9%	83	82.2%	0	0.0%	3	3.0%	1	1.0%	101
																9	0	0.0%	0	0.0%	14	13.9%	83	82.2%	0	0.0%	3	3.0%	1	1.0%	101
																10	0	0.0%	0	0.0%	14	13.9%	83	82.2%	0	0.0%	3	3.0%	1	1.0%	101
																11	0	0.0%	0	0.0%	14	13.9%	83	82.2%	0	0.0%	3	3.0%	1	1.0%	101
																12	0	0.0%	0	0.0%	14	13.9%	83	82.2%	0	0.0%	3	3.0%	1	1.0%	101
																Total	0	0	1	0.1%	93	13.2%	565	80.5%	0	0.0%	31	4.4%	12	1.7%	702

Table 3 (Con't): Enrollment Data - (New School, Opens August 2014) Springfield Conservatory of the Arts																															
<ul style="list-style-type: none"> • Use this format (or the applicant's own format) for each magnet school participating in the project. • Provide data for all students in each grade for which the school enrolls students. • Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented. 																															
Projected Enrollment (Year 2 of Project—Oct 1, 2014)															Projected Enrollment (Year 3 of Project—Oct 1, 2015)																
Grade Level	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
6	0	0.0%	1	1.7%	10	16.7%	42	70.0%	0	0.0%	5	8.3%	2	3.3%	60	6	0	0.0%	1	1.7%	12	20.0%	37	61.7%	0	0.0%	9	15.0%	1	1.7%	60
7																7	0	0.0%	1	1.7%	11	18.3%	39	65.0%	0	0.0%	7	11.7%	2	3.3%	60
8																8															
9	0	0.0%	1	1.7%	10	16.7%	42	70.0%	0	0.0%	5	8.3%	2	3.3%	60	9	0	0.0%	1	1.7%	12	20.0%	37	61.7%	0	0.0%	9	15.0%	1	1.7%	60
10																10	0	0.0%	1	1.7%	11	18.3%	39	65.0%	0	0.0%	7	11.7%	2	3.3%	60
11																11															
12																12															
Total	0	0.0%	2	1.7%	20	16.7%	84	70.0%	0	0.0%	10	8.3%	4	3.3%	120	Total	0	0.0%	4	1.7%	47	19.6%	150	62.5%	0	0.0%	33	13.8%	6	2.5%	240

Table 4: Feeder School - Enrollment Data																															
<ul style="list-style-type: none"> For each feeder school, identify the magnet school(s) to which the feeder school would send students to all magnet schools at a particular grade level (for example, Elementary Feeder School "X" would send students to all of the elementary magnet schools participating in the project, indicate "All" in the "Magnet" column associated with Elementary Feeder School "X". The enrollment data projections for Years 1, 2 and 3 of the project should show what the enrollment of feeder schools would be expected to be if the magnet school or schools in the project are successfully implemented. Use additional sheets, if necessary. 																															
Schools		Actual Enrollment as of October 1, 2012 (Current School Year)													Projected Enrollment as of October 1, 2013 (Year 1 of Project)																
Feeder	Magnet	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	American Indian / Alaskan Native (Number)	American Indian //Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
Chestnut	Renaissance and Dugga																1	0.1%	17	1.8%	161	16.9%	651	68.2%	1	0.1%	98	10.3%	25	2.6%	954
South End		0	0.0%	1	0.3%	41	13.8%	225	75.5%	0	0.0%	23	7.7%	8	2.7%	298															
Commerce	Central																0	0.0%	20	1.5%	297	22.2%	881	65.8%	1	0.1%	125	9.3%	14	1.0%	1338
SciTech		3	0.2%	19	1.3%	275	19.2%	944	65.9%	1	0.1%	160	11.2%	30	2.1%	1432															
Central	SCA																1	0.0%	113	4.8%	529	22.7%	1240	53.2%	0	0.0%	359	15.4%	89	3.8%	2331
Renaissance		0	0.0%	9	1.3%	159	22.7%	309	44.2%	0	0.0%	172	24.6%	50	7.2%	699															
Duggan		0	0.0%	10	1.7%	186	31.1%	265	44.3%	0	0.0%	96	16.1%	41	6.9%	598															
Kiley		0	0.0%	30	4.2%	162	22.8%	370	52.2%	0	0.0%	113	15.9%	34	4.8%	709															

Table 4: Feeder School - Enrollment Data (Con't)
 • For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to all magnet schools at a particular grade level (for example, Elementary Feeder School "X" would send students to all of the elementary magnet schools participating in the project, indicate "All" in the "Magnet" column associated with Elementary Feeder School "X".
 • The enrollment data projections for Years 1, 2 and 3 of the project should show what the enrollment of feeder schools would be expected to be if the magnet school or schools in the project are successfully implemented.
 • Use additional sheets, if necessary.

Schools		Projected Enrollment as of October 1, 2014 (Year 2 of Project)														Projected Enrollment as of October 1, 2015 (Year 3 of Project)															
Feeder	Magnet	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
Chestnut	Renaissance and Duggan	1	0.1%	17	1.8%	156	16.4%	630	66.0%	1	0.1%	124	13.0%	25	2.6%	954	1	0.1%	17	1.8%	176	18.4%	610	63.9%	1	0.1%	124	13.0%	25	2.6%	954
South End		0	0.0%	1	0.3%	46	15.4%	218	73.2%	0	0.0%	26	8.7%	7	2.3%	298	0	0.0%	1	0.3%	51	17.1%	210	70.5%	0	0.0%	29	9.7%	7	2.3%	298
Commerce	Central	0	0.0%	27	2.0%	281	21.0%	850	63.5%	1	0.1%	166	12.4%	13	1.0%	1338	0	0.0%	29	2.2%	273	20.4%	832	62.2%	1	0.1%	190	14.2%	13	1.0%	1338
SciTech		3	0.2%	29	2.0%	275	19.2%	915	63.9%	1	0.1%	179	12.5%	30	2.1%	1432	3	0.2%	32	2.2%	275	19.2%	892	62.2%	1	0.1%	200	14.0%	30	2.1%	1433
Central	SCA	2	0.1%	99	4.0%	538	21.6%	1403	56.4%	0	0.0%	366	14.7%	80	3.2%	2488	3	0.1%	66	2.6%	521	20.5%	1529	60.2%	0	0.0%	347	13.7%	73	2.9%	2539
Renaissance		0	0.0%	12	1.7%	158	21.9%	344	47.6%	0	0.0%	163	22.5%	46	6.4%	723	0	0.0%	15	2.0%	155	21.1%	369	50.2%	0	0.0%	154	21.0%	42	5.7%	735
Duggan		0	0.0%	12	1.8%	184	27.9%	320	48.5%	0	0.0%	103	15.6%	41	6.2%	660	0	0.0%	14	1.9%	182	25.3%	384	53.3%	0	0.0%	97	13.5%	43	6.0%	720
Kiley		0	0.0%	30	4.2%	160	22.6%	385	54.3%	0	0.0%	100	14.1%	34	4.8%	709	0	0.0%	30	4.2%	150	21.2%	397	56.0%	0	0.0%	98	13.8%	34	4.8%	709

Table 5: Selection of Students-Competitive Preference 3

Instructions:

For each magnet school included in the project:

- Indicate whether or not academic examination is used as a factor in the selection of students for the magnet school and, if so, how it is used.
- Briefly describe how students are selected (e.g., weighted lottery, first come/first served, etc.). In the description, identify the criteria that are used, if any, in selecting students and indicate how each of those criteria is used in the process.
- If the same process and use of academic criteria applies to more than one of the magnet schools included in the project, in the “Magnet School (s)” identify all of the schools for which the student selection process applies.
- Use additional sheets or space, if necessary.
- Information on the student selection processes used by other magnet schools (i.e., magnet schools that are not included in the project) is not needed.

LEA Name	Springfield Public Schools
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Magnet School(s):	Springfield Central High School, Springfield Renaissance School, Duggan School, Springfield Arts Conservatory
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Check the appropriate box

- Academic examination is a criterion in the magnet school student selection process.
- Academic examination is not a criterion in the magnet school student selection process.

Describe the student selection process

All schools in the proposed MSAP project operate on a strict lottery application basis. Springfield Public Schools continues to operate pursuant to a court order of the Massachusetts Supreme Court overseen by the Massachusetts Board of Education, through its Commissioner of Education. Nevertheless, all students for all magnet schools in this project will be selected through a blind computer lottery. An early registration period takes place for a three-week period in the winter prior to the next school year. Unsuccessful applicants are placed on wait lists. Any unfilled seats are then filled, also on a lottery basis, between the close of early registration and the commencement of the school year. Recruitment efforts to attain desegregation goals are described in the Narrative.

Magnet School(s):	
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Check the appropriate box

- Academic examination is a criterion in the magnet school student selection process.
- Academic examination is not a criterion in the magnet school student selection process.

Describe the student selection process

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Table 6: New or Revised Magnet School Projects-Competitive Preference 2

Instructions:

For each magnet school identified in Tables 1 – 5:

- Briefly describe the nature of the change that is being made to the magnet school program at that school (for example, expansion of program from within school program serving 50 students to whole school program serving 400 students; adding medical sciences within school to complement other within school programs and serve greater total number of students; upgrade thematic curriculum to maintain program attractiveness; replace existing magnet program, etc.); and
- Explain the significance of the revision to the magnet school. Relevant information might include, for example, discussion of diminishing effectiveness of the existing program; what would be accomplished or achieved as a result of the revision to the magnet program; the expected benefits or effects that would result from implementation of the revision; the need, if appropriate, to expand from a within school program to a whole program; etc.
- If all of the schools participating in the project are new magnet schools, indicate “No Revised Magnet Schools Participating in the Project” in the first “Nature of Revision or Change to the Magnet School” box.
- Use additional sheets, if necessary.

LEA Name: Springfield Public Schools

Magnet School: Duggan Middle School

Nature of Revision or Change to the Magnet School:

Duggan will undergo two revisions: 1) expand from 6-8 middle school with 70/30 attendance boundary/citywide catchment area to 6-12 school, where the 9th-12th grades will be 100% citywide enrollment; 2) Duggan will add a Social Justice theme to its Expeditionary Learning magnet theme.

Explanation of How or Why the Revision is Significant:

The revision is significant for multiple reasons: 1) To date, Duggan students have had no available high school option to continue with their Expeditionary Learning educational experience. Because of the (approved) revision to the Springfield Student Assignment Plan in 2005, Duggan became a 70/30 magnet school, meaning fewer students from outside the attendance zone could attend. With the expansion through high school, Duggan graduates and other citywide students have an opportunity to take advantage of the EL approach. 2) Equally important, Duggan's shift to a different attendance configuration altered its attendance pattern, yielding a significantly lower enrollment of Hispanic students there than can be found in most of the other district middle schools. By expanding to have a small high school component (60 students per grade, 9-12), and by adding the Social Justice magnet theme, a theme that drew wide support among Hispanic parents and students in focus group settings, the school will be positioned to make stronger connections in the Hispanic community and among Hispanic families. *This will lead not only to increased Hispanic enrollment at Duggan, but, most important for MSAP program purposes, reduced minority group isolation of Hispanic students at Chestnut Middle School and South End Middle School, whose Hispanic populations are 72.4% and 78.2%, respectively* (compared to Duggan's Hispanic enrollment of 42.8%, and district-wide of 59%). Duggan's significantly revised theme will play an important role, therefore, in reducing minority group isolation at feeder schools while at the same time bringing it into compliance with Springfield's continuing desegregation court order.

Magnet School: Springfield Renaissance School

Nature of Revision or Change to the Magnet School:

Springfield Renaissance will add a STEM component to its Expeditionary Learning Magnet theme. It will also become a Demonstration School for the district's two other Expeditionary Learning magnet secondary Schools.

Explanation of How or Why the Revision is Significant:

Renaissance has had some significant success as an Expeditionary Learning magnet school, and boasts a significant waiting list. However, enrollment—and the waiting list for enrollment—continues to reflect an under-representation (40.9% compared to 59% district-wide) of Hispanic students, *which exacerbates minority group isolation of Hispanics at Chestnut and South End middle schools*. Focus groups—with parents and students, including parents from Renaissance whose children have recently left or will be leaving the school—have indicated that the lack of a vigorous and engaging EL-driven program in Math, Science and Engineering, and especially the lack of integrated 21st century technology in advancing Expeditionary Learning projects and expeditions, is a *disincentive to greater enrollment of Hispanic students*. By 1) adding a comprehensive STEM body of learning expeditions and linking them to specific STEM Magnet Performance Standards in each of the four STEM fields; 2) adding a set of Engineering courses driven by The STEM Academy; 3) advancing partnerships with UMass-Amherst and Springfield Technical Community College; 4) piloting (along with Central High School) a one-to-one technology component; 5) offering STEM after school and summer programs (identified as a game-changer by Hispanic focus group parents); 6) holding STEM Saturdays for rising 4th and 5th graders); and 7) sharing instructional expertise with other EL district schools, Renaissance will increase its connections to Hispanic students and families, bringing it into compliance with the district's desegregation court order, and, most important for MSAP program purposes, reducing minority group isolation of Hispanic students at Chestnut Middle (72.4%) and South End Middle (78.2%), one of which is now out of compliance and the other approaching noncompliance with that court order.

Magnet School: Springfield Central High School

Nature of Revision or Change to the Magnet School: Central High School will significantly revise its Advanced Studies and the Arts theme to STEAM and Advanced Studies. Central will also become a Demonstration School for Pre-AP instructional practices, focusing on middle school instruction.

Explanation of How or Why the Revision is Significant: Central's growth as an Advanced Studies and the Arts magnet school is tempered by continued under-enrollment of Hispanic students. The under-representation of Hispanic students—in sharp contradistinction to the disproportionately high Hispanic enrollment at High School of Commerce and High School of Science and Technology—is made more notable by the percentage of Hispanics among dropouts from the school (55% vs. 46%). *This has resulted in a drop-off to 38.5% Hispanic enrollment in Central's senior class (compared to 59% Hispanic enrollment district-wide, well below the margins of the district's desegregation court order).* Focus groups among parents and students made it clear that more hands-on work—especially in the four STEM fields—would both draw in more Hispanic students at the outset but also hold them in school and increase the chances of them enrolling in advanced courses. Addition of an Engineering and Aerospace/Aeronautics emphasis was also recommended by focus groups. Blending the Arts with the new STEM theme—thus, STEAM—will make the hands-on aspect of the magnet theme more palpable to all Central students. Finally, the Demonstration School model is intended not only to expand the instructional capacities of Springfield middle school teachers, but also to make the idea of a STEAM and Advanced Studies curriculum more attractive to middle school students, particularly Hispanic students who have indicated a reluctance to select Central as a first choice school. This revision to Central's magnet theme is significant both to Central and to the desegregation effort in the district as a whole. *The attraction to and retention of Hispanic students at Central is key to reducing minority group isolation of Hispanics at the High School of Commerce and the High School of Science and Technology, both of whose Hispanic populations are increasingly pushing the outside margins of the district's desegregation court order.*

DANIEL WARWICK



Professional Experience:

2012-Present *Superintendent of Schools*
Springfield Public Schools
Springfield, Massachusetts

2011 – 2012 *Deputy Superintendent of Schools*
Springfield Public Schools
Springfield, Massachusetts

2004 – 2011: *Assistant Superintendent*
Springfield Public Schools
Springfield, Massachusetts

1991-2004 *Principal, Glenwood School*
Springfield Public Schools
Springfield, Massachusetts

1988-1991 *Special Education Supervisor*
Springfield Public Schools
Springfield, Massachusetts

1976-1988 *Teacher*
Springfield Public Schools
Springfield, Massachusetts

Certifications:

Commonwealth of Massachusetts

Superintendent/Assistant Superintendent
Principal/Assistant Principal (K-8)
Principal/Assistant Principal (9-12)
Supervisor/Director
Special Needs Teacher

Education:

1986 **Certificate of Advanced Graduate Studies-Educational Administration**
American International College
Springfield, Massachusetts

1981 **Master of Education-Special Education**
American International College
Springfield, Massachusetts

1976 **Bachelor of Science-Education**
Westfield State College
Westfield, Massachusetts

Professional Awards:

2008-2009 Honored Member -Cambridge Who's Who of Executives, Professionals and Entrepreneurs

2004	Blue Ribbon School Award - U.S. Department of Education
2003	Commonwealth Compass School Award
2002-2004	Project Lead Master Principal
2002-2004	Project Lead Exemplary Principal
2000-2001	Mentor Principal
1999, 2003	Title 1 Distinguished Schools Award
1986-1988	Horace Mann Mentor Teacher

Professional Affiliations:

- Present Connecticut Valley Superintendents' Roundtable
- Present Massachusetts Association of School Superintendents

Community Service:

1990- Present	Ward Seven Democratic Committee
1998-Present	Holyoke St. Patrick's Day Parade Committee
2000-2006	Board of Trustees, Cathedral High School
1999-2003	Springfield Teachers' Credit Union Board of Directors
1992-1999	Holy Cross Parish School Board
1986-2003	Youth Sports Coach: Springfield Boys and Girls Program

JOSHUA P. BOGIN

E-Mail: boginj@sps.springfield.ma.us

EDUCATION

Oberlin College, A.B., 1973. Major: History. Fulfilled requirements (including student teaching and NTE) for Ohio teaching certificate. Participated in Great Lakes Colleges Association Urban Studies Program in Philadelphia, Pa., 1970-71. Student Member, Admissions Committee, 1972-73.

Temple University School of Law, J.D., *cum laude*, 1976. Temple Law Quarterly, 1974-76 (Associate Editor, 1975-76).

Awards and Honors: J. Howard Reber Award for Excellence in Legal Writing, 1976. Cited for Excellence in Appellate Advocacy, 1974.

New York University (School of Education), Completed all Requirements for Masters Degree in Educational Administration; Doctoral Candidate in Educational Administration (1991-95).

Massachusetts Certification, Director/Supervisor.

Completed Training in Mediation and Conflict Resolution with Mediators², New York, NY, 1992.

PROFESSIONAL EXPERIENCE

1996-Present SPRINGFIELD PUBLIC SCHOOLS, Springfield, MA
Director of Magnet Schools Programs

Responsibility for management of federal magnet schools grant. Developed, along with central office staff, principals and parents, distinct magnet themes intended to promote educational interest in minority concentrated schools, linking innovative methodologies with state Frameworks. Hire and supervise staff of teachers in collaboration with building principals. Full responsibility for budget planning, negotiation and monitoring. Plan professional development, facilitate regular meetings with staff, oversee project documentation and recruitment of parents (including publications and marketing, focus groups, school and living room open houses, etc.); develop network of business and community partners; produced three promotional videos on program and individual schools; facilitate Magnet Advisory Board. Have introduced Montessori, International Baccalaureate, Expeditionary Learning, STEM, Museum, and Reggio Emilia, themes to schools at all organizational levels in Springfield, in addition to programs featuring Environmental Studies, "City of the Future," Medical Science, Inquiry Science Across the Curriculum, and the Arts. Program has been responsible for introduction of technology and training of hundreds of teachers in uses of technology for instructional purposes. Served on cabinet of former Superintendent of Schools Dr. Peter Negroni (1996-98) and on leadership team for Interim Sup't Teresa Regina (2000-01). Work closely with evaluators (including CRESST subcontractors) in crafting teacher, administrator, parent and student surveys to assess program effectiveness. Successfully steered application of High School of Commerce for selection as an International Baccalaureate High School. District Liaison to the US Dep't of Education's Office for Civil Rights, 2002-03. Member of School Committee's Ad Hoc Committee to Review Student Assignment Process and District School Desegregation Plan (2000-01). Member, Hiring Committees for Principals of High School of Commerce (1998) and Brightwood Elementary School (1997). District liaison to Expeditionary Learning Schools Outward Bound organization. Wrote successful proposal leading to creation of Springfield Renaissance School—one of the first six "small school replication model" schools launched by the Gates Foundation and Expeditionary Learning Schools nationally. Wrote successful grants leading to partnerships in Arts-based education with Genesee Community Charter School (Rochester, NY); and Advanced/Gifted planning. Assisted Mass Insight in development of successful \$13 million state grant from Exxon/Mobil to lift state-wide Advanced Placement initiative (Massachusetts Math & Science Initiative). Co-authored successful NEA Foundation grant awarded to only three districts nationally, promoting collaboration to close the achievement gap.

**1995-96 HARVARD LAW SCHOOL, Cambridge, MA
Chief Editor and Research Coordinator, Mellon Foundation Project on School Reform & Law**

Responsible for coordinating preliminary drafts, reviews and publication efforts of six chapters on school reform and law leading to publication of *Law & School Reform: Six Strategies For Promoting Educational Equity* (Heubert, ed., Yale U. Press (1999)). Book addresses issues of school finance reform, special education, new immigrant children, enforceable performance mandates, service integration and school desegregation. Tasks, in addition to substantive and stylistic editing, included identifying and hiring nationally prominent reviewers; providing synthesized reviews to authors; working by phone with authors and reviewers in attempting to effect goals of the project; working with principal project coordinators at Harvard Law School and the Harvard Graduate School of Education on development of book proposals and overall publication themes.

**1995-96 COMMUNITY SCHOOL DISTRICT #25, New York, NY
School/Community Task Force Facilitator**

Continued work of culturally diverse Junior High School 189 community-school task force, created while working with Equity Assistance Center (see below). Extensive work with Assistant Superintendent, Junior High School Principal and Assistant Principal, teachers, students and community representatives in building a working group of school community members. Coordinated monthly meetings; developed student volunteer projects (at nursing homes, library, elementary schools, community clean-ups, etc.); coordinated newsletter publication.

**1990-95 METRO CENTER FOR URBAN EDUCATION, NEW YORK UNIVERSITY, New York, NY
Senior Associate**

As sole lawyer with Metro Center's federal Title IV Equity Assistance Center, was responsible for providing technical assistance to and developing plans for school districts in New York, New Jersey, Puerto Rico and Virgin Islands; regional specialist in assisting school districts in magnet school plan development, implementation, evaluation and compliance efforts (producing 100% success in securing funding assistance for school districts assisted in the FY 95 grant competition); specialist in conflict resolution and conflict resolution training. State appointed Facilitator (1990-94) in sender/receiver desegregation dispute involving Englewood, Englewood Cliffs and Tenaflly (NJ) school districts. Planned substantive themes of NYU's "Brown + 40: The Promise" national conference (1994). Chaired and sat on several panels during that conference and at numerous national and regional conferences and technical assistance workshops in the areas of school desegregation; magnet school planning and funding under the federal Magnet Schools Assistance Act; mediation and dispute resolution; and sexual harassment. Trained numerous groups of educators and social service providers in mediation and conflict resolution techniques. Coordinated and led assessment teams, and drafted comprehensive reports on inter-ethnic relations in Pemberton Township, NJ school district, and on relationship between school desegregation efforts and needs of limited English proficient students in Newburgh, NY school district. Member of Chancellor's Ad Hoc Committee on Equal Educational Opportunities, New York City Public Schools (1993-95).

**1991-96 PACE UNIVERSITY, Graduate School of Educational Administration, New York, NY
Adjunct Professor of Educational Administration and the Law**

**1991-93 NEW YORK UNIVERSITY, School of Education, New York, NY
Adjunct Professor of Education Law**

Taught graduate students in educational administration, covering issues of federal and state policy, with particular emphasis on the roles of the state, school administrators, school employees, parents and students, and how those roles drive and are driven by constitutional and other legal mandates. Resolution of disputes explored in the school context.

**1977-87 UNITED STATES DEPARTMENT OF JUSTICE, CIVIL RIGHTS DIVISION, Washington, DC
Senior Trial Attorney**

Working in the Civil Rights Division's Education Section and General Litigation Section, handled active litigation throughout the country involving Titles IV, V and VII of the Civil Rights Act of 1964 and Title VIII of the Civil Rights Act of 1968 (the Fair Housing Act), covering the areas of school desegregation, employment discrimination and housing

discrimination. Responsibilities encompassed all phases of federal civil rights practice, including major investigations, complex discovery, negotiations, trial work and motions practice. As lead trial counsel for the United States in the landmark case of *U.S., et al. v. Yonkers Board of Education, City of Yonkers and Yonkers Community Development Agency*, was responsible for case development and presentation of trial covering over one hundred witnesses and thousands of documentary exhibits, lasting over one hundred trial days. Prepared extensive written memoranda and trial briefs, and co-authored government's brief as appellee in the Second Circuit Court of Appeals. Participated in various phases of litigation, from monitoring to briefing to active participation and appellate work, in numerous other federal civil rights cases, in Alabama (Montgomery, Marengo County, Linden City, Pickens County, Dothan, Chambers County, Lanett City); Mississippi (state-wide Higher Education case, Vicksburg, Madison County); Texas (state-wide Higher Education case; Big Spring); Arizona (Pima County Community College); Florida (Marion County); Missouri (LaDue);, Massachusetts (Seekonk); California (San Diego State U.);, Connecticut (Waterbury); and New York (real estate steering litigation).

Related Boards of Directors

- **Member, The Working Group, 2011-present.** Offer feedback and guidance to MSAP Center, the US DOE's technical assistance provider for the MSAP grants.
- **Member, Massachusetts Board of Education's Racial Imbalance Advisory Council, 1997-2003 (Co-Chair, 2001-03).** Council provides advice to the Board through the Commissioner about policy affecting school desegregation and racial imbalance, both generally and as applied to individual districts.

BAR MEMBERSHIPS

- Pennsylvania Supreme Court, 1976 (presently inactive status)
- District of Columbia Court of Appeals, 1979 (presently inactive status)
- United States Supreme Court, 1980

KEY SPEECHES, PROFESSIONAL PRESENTATIONS

- Chair and Presenter, Panel on Practical Issues in Magnet School Implementation, Magnet Schools of America National Conference, Long Beach, CA (2003).
- Plenary Session Chair and Facilitator, "Brown + 40: The Promise" Conference, New York, NY (1994).
- Presenter, NY State Conference on Magnet Schools, Utica, NY ("Perspective and Conflict;" "Update on Desegregation Law")(1994).
- Presenter, National Conference of the National Committee on School Desegregation, Kansas City, MO, (1992).

RELATED PUBLICATIONS

- "Of Promises and Visions: *Brown* as a Gift to American Democracy," *96 Teachers College Record* (Number 4, Summer 1995, pp. 782-98).
- "Conquering Racial Fear In Yonkers," *Gannett Westchester Newspapers* (Op-Ed, Aug.27, 1988, p. A12).
- "Dream, Perchance to Build," (Featured Speech at New Rochelle High School Graduation (June 15, 1986)).
- "To Stand As One," Speech at Ceremony Commemorating the Twenty-fifth Anniversary of the New Rochelle School Desegregation Decision (June 1, 1986).
- "Liberty and Equality: An Awesome Trust," Address to New Rochelle Federation of United School Employees (New Rochelle City School District)(April 9, 1986).
- "Working Together: A Lesson In Cooperation," *Gannett Westchester Newspapers* (Op-Ed, Dec. 16, 1985, p. A15).
- "*Milliken v. Bradley*, Roadblock or Guidepost?: New Standards for Multi-District School Desegregation," *48 Temple Law Quarterly* 966-1012 (1975).

AWARDS AND HONORS

- Yonkers (NY) Branch, NAACP, Special Honoree (50th Anniversary Dinner), 1989
- New Rochelle (NY) High School Distinguished Alumnus Award, 1986
- Department of Justice Special Commendation Award, 1985
- Assistant Attorney General's Letter of Commendation, US Dep't of Justice, 1979
- Department of Justice Outstanding Performance Rating, 1984

Kathe Pikaard Harbour

Education:

- 2003: **Masters of Education, Curriculum and Instructional Technology**
Framingham State College, Framingham, MA
- 1980: **Bachelors of Arts, Psychology**, University of Texas at El Paso
- 1973: Westtown Friends School, Westtown, PA

Certifications:

- 2009: Commonwealth of Massachusetts Certification as Assistant Superintendent/ Superintendent
- 2003: Assistant Principal/Principal Grades 5-9
- 1996: Commonwealth of Massachusetts Teaching Certification, Social Studies – Grades 5-9
- 1995: Youth and Family Mediation Counselor, Center for Human Development, Springfield, MA

Specialized Trainings:

- ◆ *Project LEAD Educational Administrator Certification Program*, Springfield Public Schools
- ◆ *Families First Parent Education Training*: Wheelock College, Cambridge, MA
- ◆ *Family and Youth Mediation Training*: Center for Human Development, Springfield, MA
- ◆ *Parent Mediation Training*: Springfield Public Schools and Center for Human Development
- ◆ *Family Support Program Academy*: United States Army Reserve Command, Nashua, NH
- ◆ *Computer Skills*: I am experienced working on both Mac and PC platforms and proficient in the use of Microsoft Word, Publisher, Excel and PowerPoint, Macromedia's Dreamweaver and Fireworks used for web design, Adobe Photoshop, and Adobe Creative Suite for Mac and PC

Employment History:

July 2005 – Present:

Manager of Magnet Program Development and Outreach – Springfield Public Schools

- ◆ Program Development Responsibilities include:
 - Work with school principals and district administrators to develop strategic plans that tie grant and school improvement goals;
 - Work with magnet school administrators and staff to monitor program implementation through developing theme-based, school-specific self-assessment protocols;
 - Supervise work of Magnet Resource Teachers in the areas of documenting progress towards meeting Magnet goals and objectives set forth in approved application;
 - Coordinate and lead monthly staff meetings of MSAP Resource Team;
 - Work collaboratively with consultants at each school to ensure alignment of district, Magnet and theme-specific curriculum and professional development;
 - Work directly with magnet schools and Department of Research and Accountability to obtain all information related to annual performance report.
- ◆ Outreach responsibilities and efforts include:
 - Supervise the development of individual school recruitment plans that align with district timelines and goals;
 - Develop print material for Magnet program and district schools (High School Choice Book, Student Handbook, etc.)
 - Work with Magnet program director and individual Magnet Schools to develop collaborations with community agencies and institutions of higher education;
 - Lead focus groups of staff, students and parents to garner information to support program implementation and ensuring alignment with school-specific parent and community goals;
 - Produce radio and TV commercials on Magnet program and individual schools;

- Coordinate annual Magnet Schools Fair and recruitment events throughout the city including school-based Open Houses and theme-based activities;
- Communicate with business community (e.g. local realtors, Chamber of Commerce, etc.) to provide written information and/or personal presentations;
- ◆ Additional duties and responsibilities include:
 - Work closely with Assistant Superintendent of Schools, Dr. Ann Southworth on projects, activities and events as requested;
 - Work closely with the Magnet director in all aspects of program management;
 - Work closely with district student assignment staff to develop student assignment policies and procedures for Magnet school admissions;
 - Serve on district committees and task forces, including Communications Task Force, Intervention Sub-Committee of Academic Director's Team, and EL Steering Committee;
 - Produce publications for the school system, e.g. Schools of Choice books that provide information on each of the public schools in our district.
 - Authored parent section of Student Code of Conduct handbook providing suggestions on ways parents can support district efforts to improve student academics, attitudes and behaviors.

January 1999 to July 2005:

Magnet Schools Assistance Program Recruiter – Springfield Public Schools

- ◆ Responsible for producing materials to inform public of the programs in our federally supported Magnet schools including:
 - Produce print media such as individual school brochures, newsletters, flyers and advertisements for local newspapers;
 - Preparation and presentation of materials to enhance community awareness of Magnet schools such as newspaper flyers, brochures distributed at Parent Information Center, etc;
 - Produce, edit and write program newsletter for distribution throughout the district;
 - Designed, produced and maintained Magnet program website;
 - Produced videos on Magnet program, Montessori and IB schools.
- ◆ Collaborated in writing of \$10 million Magnet Schools Assistance Program grant for the 2004-07 school years with Magnet director. Responsibilities included:
 - Working collaboratively with district and schools to research and develop grant budget.
 - Authoring Parent Involvement Section, Management timeline, Budget and Resources, Commitment and Capacity sections.
 - Supported grant partners and collaborating institutions in developing partnership agreements.

September 1996 - August 2000:

Coordinator of Even Start Family Literacy Program – Springfield Public Schools

- ◆ Responsible for administration of all aspects of the Even Start Family Literacy Program, including:
 - Writing continuation grants for program years 1997/1998, 1998/1999 and 1999/2000;
 - Supervise school department staff employed to work with Even Start;
 - In charge of all aspects of yearly local, state and federal evaluations including coordinating quarterly meetings with program evaluator;
 - Coordinate professional development and program activities between adult education staff from the Springfield Library Association, early childhood staff, pre-school screening and evaluation team, and SPS staff, planning and chairing twice monthly staff meetings;
 - Designed and conducted twice-weekly parent education workshops for adult learners and worked with local consultants to support family development concerns;
 - Served as liaison with business office of SPS, Library finance department, state and federal oversight agencies on all fiscal issues related to the grant;
 - Established partnerships with community agencies to provide social service or work-related support for Even Start families;

March 1995 - August 2000:

Family Development Specialist – Springfield Public Schools

Responsible for

- ◆ Developing and producing inter-active family development workshops e.g., parenting skills, family mediation techniques, helping children achieve success in school, managing finances, helping with homework, etc.
- ◆ Trained parent volunteers to lead family workshops and serve as part-time support for the Parent Information Center during peak registration seasons.
- ◆ Additional responsibilities as below.

October 1991 – August 2000:

Community Outreach Worker/Parent Involvement Specialist -- Springfield Public Schools

- ◆ Served as the school department liaison for the Springfield Parent Advisory Network, a citywide organization sanctioned by the Springfield School Committee, and composed of elected representatives from each of the Parent Teacher Organizations (PTO's) in the city;
- ◆ Liaison between all school PTO's, citywide Parent Advisory Councils and School department;
- ◆ Developed and led workshops and seminars on parent involvement,
- ◆ Produced monthly newsletter for Parent Information Center that was distributed to all students in the public schools, as well as monthly parent involvement calendars and flyers for parent events.
- ◆ Authored parent involvement section of grade level curriculum guides for parents.
- ◆ Developed generic by-laws for school PTO use, as well as other materials to support executive board members of individual school PTOs;
- ◆ Provided support to SPS and Director of the Parent Information as requested.
- ◆ Coordinated all aspects of the annual Schools of Choice Fair from 1992 through 2002
- ◆ Organized teams of staff and parent volunteers to conduct registration at community sites throughout the city during the early registration period each year;

September 1990 – 1991: *Substitute Teacher:* Springfield Public Schools

April 1979 – January 1980: *Financial Officer:* Ft. Bliss Federal Credit Union, El Paso, Texas

April 1977 – March 1978: *Government Service Employee:* Heidelberg, Germany Accounting Auditor:
Teacher Back Pay office.

Public Speaking Engagements:

April 2005:

- ◆ *From Soup to Nuts: Magnet Schools Implementation in the Real World.*
Magnet Schools of America National Conference, Miami, FL

April 2003:

- ◆ *Future Leaders Panel: The Implications for Magnet Schools of the NCLB Act.*
Magnet Schools of America National Conference, Long Beach, CA.
- ◆ *The Obstacles for Successful Implementation of Magnet School Programs.*
Magnet Schools of America National Conference, Long Beach, CA.

Volunteer History:

- ◆ Family and Youth Mediation Counselor: Center for Human Development, 3/95 to 2000.
- ◆ Parent Connection Co-chairperson: SABIS International Charter School, 9/95 – 8/97.
- ◆ 405th Combat Support Hospital Family Support Group Chairperson, 9/95 - 9/97.
- ◆ 173rd Medical Group Family Support Group Chairperson, 12/90 – 9/91.
- ◆ Springfield Parent Advisory Network: Executive Board member, 9/90 – 10/91.
- ◆ Alice Beal Elementary School: PTO President and member of SCDM Team, 9/89 – 10/91.
- ◆ Well Baby Clinic Co-chairperson, William Beaumont Army Medical Center, 1/80 – 5/81.
- ◆ Alumni Representative: Westtown Friends School, 10/73 – 5/93.

Lydia E. Martinez

[REDACTED]
[REDACTED]
(413) 787-7024 (W)
[REDACTED]

MartinezL@sps.springfield.ma.us

Objective:

To have a positive impact on the students of tomorrow, and thereby society at large, through the administrative inception, implementation and continued adaptation of education policy

Relevant Experience:

Assistant Superintendent *10/2012-Present*

Springfield Public Schools (Springfield, MA)

- Assist the Superintendent in all School initiatives including curriculum, teaching and learning, operations, and all public matters
- Responsible for the monitoring and implementation of all school policies and procedures as adopted by the school committee

Chief Schools Officer Zone 3 *12/2009-October 1, 2012*

Springfield Public Schools (Springfield, MA)

- Supervise the nine middle schools within the Zone 3 city district
- Appointed to the Senior Leadership Team
- Responsible for the monitoring of student achievements as well as student interventions
- Participation in the city's Professional Development programs by way of contribution to the programs' knowledge base and the development of strategies to address educational and sociological trends in real time.

Senior Administrator for Leadership Continuum *04/2008-12/2009*

Springfield Public Schools (Springfield, MA)

- Acted as liaison to the Department of Elementary and Secondary Education for Learning
- Assisted in the conceptual and practical phases of the district's Plan for School Interventions
- Participated in the ELL state initiative
- Appointed to Senior Leadership Team and Instructional Leadership Team
- Participated in the city's Professional Development programs by way of contribution to the programs' knowledge base and the development of strategies to address educational and sociological trends in real time.

Principal *(08/2004-04/2008)*

Chestnut Accelerated Middle School (Springfield, MA)

- Acted as the primary party responsible for all administrative supervision, response and action associated with the operation of this urban middle school
- Attended and contributed to numerous academic committees and community-based organizations
- Supervised Spanish-only GED courses in the evening as well as English as a Second Language classes
- Concurrent enrollment in education related graduate classes

Assistant Principal (02/2003-07/2004)

High School of Science and Technology (Springfield, MA)

- Monitored school wide administrative issues such as attendance and participated in appeals
- Primary for the implementation of discipline for all ninth graders
- Primary for the administrative evaluation of the teaching professionals
- Presented Professional Development education programs to the teaching professionals
- Developed Small Learning Communities for the ninth graders

Principal Internship through LEAD program (11/2002-02/2003)

Forest Park Middle School (Springfield, MA)

Teacher (10/1996-11/2002)

Forest Park Middle School (Springfield, MA)

Education and Certifications:

- **University of Massachusetts at Amherst** (Amherst, MA)
Candidate for Ed. D- Educational Policy, Research and Administration
- **Harvard Leadership Institute** (Boston, MA)
Certificate of Completion
- **Westfield State College** (Westfield, MA)
Certificate of Advanced Graduate Studies - School Principal Program
- **Elms College** (Chicopee, MA)
MAT - Education and Spanish
- **Westfield State College** (Westfield, MA)
Bachelor of Science - Business Management

Community Service:

- **Latino Breakfast Club, Springfield Technical Community College**
(Springfield, MA)
Hostos Scholarship Committee for Latino Students
- **Community Foundation of Western Massachusetts** (Springfield, MA)
Education Committee
- **Springfield Public Schools** (Springfield, MA)
Student Mentor

References:

Available upon request

DENISE L. PAGÁN-VEGA, Ed.D.



CAREER OBJECTIVES

Seeking a senior level administrative position with a service oriented agency or company where my professional qualifications would be applied.

PROFESSIONAL QUALIFICATIONS

Developed and coordinated extensive education training programs at the elementary, secondary and university level. Served as liaison between government, social service and educational agencies. Developed extensive policy procedures, which resulted in programmatic changes. Provided extensive individual vocational counseling to undergraduate and graduate students. Excellent analytical, research marketing and writing skills.

EMPLOYMENT HISTORY

2008 to present Chief of Federal Programs

2006-2008 Assistant Superintendent
Springfield Public Schools, Springfield, Massachusetts

- ◆ Design and implement a series of actions to integrate the Elementary and Secondary Education Act/No Child Left Behind (NCLB), Adult Education and Extended Instructional Services, with a Culture of Educational Excellence goals and engage all stakeholder groups with implementation. Review and reorganize educational services and delivery systems to maximize use of data to improve targeted instruction to improve student achievement and outcomes. Develop a Latino/Hispanic community members' partnership with the Superintendent to improve communication necessary to ensure academic success for all of our students. Represent the Superintendent in meetings within the district, state and throughout the United States.

1997 to 2006 Assistant to the Undersecretary of Education

Office of the Undersecretary, Puerto Rico Department of Education

- ◆ Plan, organize, supervise, and coordinate the development of an assessment system that ensured the compliance of the Puerto Rico Department of Education with legislation approved by United States Department of Education (USED) and receipt of federal funding previously withheld. Responsible for submission of quarterly reports to the USED to ensure compliance of work under the conditions agreed to by the Puerto Rico Department of Education and the USED. Work closely and maintain effective communication with the Federal Department of Education, agencies, and offices. Work and follow-up on the recommendations that would result in the

improvement of measurement of academic programs and of student's academic progress. Make recommendations for public policy implementation. Represent the Secretary and Undersecretary of Education of Puerto Rico and Governor in meetings within and outside of Puerto Rico. Serve as Acting Undersecretary of Education when necessary. Participated as a Peer Reviewer for the USED.

1993 to 1997 Planning Director

Educational Reform Institute, Puerto Rico Department of Education

- ◆ Collaborated in the implementation process of the community schools that ultimately resulted in all public schools becoming community schools. Conducted orientations to school directors, personnel and community at large regarding Act 18, for the Development of Community Schools. Designed, coordinated and followed-up on statistical information of students and school personnel for which has been the cornerstone in the development of a management information system.

1992 to 1993 Planner

Planning Office, Municipality of Bayamón

- ◆ Responsible for the preparation and submission of proposals to obtain federal funds through the Department of Housing and Urban Development (HUD) to ensure compliance with the federal requirements. Obtained information on federal funds available. Prepared reports to submit to HUD to substantiate what the municipality had done to meet housing needs. Conducted research, analyzed data and made recommendations for the development of the infrastructure of the Municipality.

1990 to 1992 Assistant to the Governor's Special Aide in Infrastructure

La Fortaleza, San Juan, Puerto Rico

- ◆ Coordinated and followed-up with government agencies design, development and construction of infrastructure to ensure timely implementation of the plans. Analyzed program plan of the respective agencies involved in the infrastructure, and implemented plan of action according to the Governor's recommendations. Followed-up on the recommendations of the proposed and approved plans. Coordinated efforts to obtain permits for the realization of program goals. Collaborated in the solution of problems that affected the proposed goals.

1985 to 1989 Program Counselor

(4C's) Community Coordinated Childcare Development Council, San José, California

- ◆ Identified and researched available childcare resources in Santa Clara County that would assist clients in childcare decisions. Worked closely with public assistance clients, childcare agencies and intergovernmental organizations. Interfaced with computer/data-based resources in the identification of childcare locations to meet the needs of the clients. Conducted childcare orientation for GAIN clients.

1980 to 1981 Market Research Analyst

Airwick Industries, Teterboro, New Jersey

- ◆ Initiated and developed comprehensive market research projects to promote new and/or existing line of nationally known consumer products that would ultimately be put in the market. Analyzed and prepared extensive consumer target analysis to determine impact of product introduction to target areas. Worked with advertising agents, product managers and chemists in conducting studies on the measurement of consumer satisfaction of current nationally recognized consumer and future products. Arranged with national market research firms to screen consumers to test market products. Conducted consumer product user interviews and surveyed consumer satisfaction. Organized focus groups (5 to 10) to discuss satisfaction, product usage, pricing, etc. Upon specified product consumption, consumer satisfaction was measured as to product aesthetics, pricing, product improvement, etc. Test marketed current and store advertising strategies (i.e. television commercials, newspaper/magazine ads) with targeted focus groups and individual consumers.

1978 to 1980 Job Developer /Outreach Worker

Department of Human Resources, Paterson, New Jersey

- ◆ Established and coordinated educational / training skills that resulted in meeting students educational needs. Counseled students, families and community to facilitate information, which would enable them to continue their education and enhance their employability skills. Served as a labor representative to mediate labor/management grievances.

1975 to 1978 Coordinating Counselor

William Paterson University, Wayne, New Jersey

- ◆ Developed and initiated major research for the revision of policy/procedural changes to take place in academic and student services. Exercised professional counseling skills that identified the resource needs of the general collegiate student body.

EDUCATION

Doctor of Education	Dowling College, Educational Administration Long Island, New York 2001
Masters of Science	City University of New York, Urban Affairs New York, New York 1982
Bachelors of Science	William Paterson University, Social Sciences Wayne, New Jersey 1978
Languages	Fully bilingual in English and Spanish

Marisa Mendonsa



Licensure

- Massachusetts: Teacher of History/Social Studies (5-9) (9-12)
- Massachusetts Administrative Licensure, Principal/Assistant Principal (5-8) (9-12)

Education

Springfield College, Springfield, MA - Bachelor of Science, History

May 1997

University of Massachusetts, Amherst, MA – M.Ed. Multicultural/Bilingual/ESL

March 2005

University of Massachusetts, Amherst, MA – C.A.G.S.

May 2011

- Educational Administration Licensure Program
- Springfield Public Schools Project LEAD

Leadership Experience

Principal

Duggan Middle School, Springfield, MA

July 2012-present

- Assures the effectiveness of the school teaching process.
- Manages the planning, organization, and implementation of all school activities.
- Initiates, facilitates, designs and implements programs to meet school needs.
- Utilizes all available resources within the school system and the community to develop new and improve the effectiveness of existing educational programs.
- Acts as a liaison between the school and the Superintendent
- Acts as a liaison between the school and the community
- Coordinates and supervises support services such as maintenance, security, food services, recreational programs, library activities and financial and accounting functions, etc.
- Prepares and submits the school's budgetary requests and monitors expenditures of funds.
- Facilitator of Instructional Leadership Team

Assistant Principal

Duggan Middle School, Springfield, MA

August 2011-June 2012

- Lead administrator for the implementation of the Expeditionary Learning Model
- Design and support the implementation of the school-wide Crew curriculum
- Administrative liaison responsible for the conduct and academic progress for staff and students in grades 6 & 8
- Successfully foster relationships with families and community members
- Conduct formal and informal teacher evaluations
- Plan and present monthly Professional Development that address the Expeditionary Learning core principles
- Active member of the Instructional Leadership Team
- Set agendas and facilitate team leader meetings
- Assess and determine the technology needs of the school to meet statewide standards and support learning
- Oversee the ELL program including scheduling, curriculum and student progress
- Supported the re-design of the school's mission and vision to accurately portray school-wide goals
- Administrator in charge of Middle School sports

Innovation Schools Applicant

December 2010-June 2011

The Springfield Renaissance School

- Primary Applicant for The Springfield Renaissance's application to become an Innovation School
- Facilitated innovation design team meetings around initiatives that put forth and support the school's vision and mission
- Liaison between Massachusetts Department of Education and Renaissance to manage the innovation application process and budgetary allocation

Governing Board Chair

April 2010-October 2011

The Springfield Renaissance School

- Set and facilitated monthly meetings that oversee the implementation of school policies and procedures
- Managed the development of the strategic plan that will meet the vision of the school
- Analyzed and reviewed school budgetary allocation
- Collaborated with the Principal Evaluation Sub-Committee in gathering data to evaluate the school's principal

Project Lead Assistant Principal/Principal Practicum

October-December 2010

The Springfield Renaissance School

- Three hundred hour internship at both the middle and high school levels
- Participated in school-based Instructional Leadership Team meetings
- Co-designed teacher coaching plan that uses Situational Leadership to match teachers with appropriate resources to enhance their effectiveness in the classroom

Team Leader (grades 6, 8, 11)

August 2006-June 2011

The Springfield Renaissance School

- Facilitate communication between grade level team and administration
- Work collaboratively with team and school leaders to foster positive enforcement of school wide policies and procedures

Teaching Experience

Social Studies (M.S.) and History (H.S.) Teacher

August 2006-June 2011

The Springfield Renaissance School, Springfield, MA

- Founding staff member of an Expeditionary Learning School
- AP U.S. History, 11th Grade U.S. History II and Honors U.S. History II and 6th and 8th grade social studies
- Created interdisciplinary expedition units that connect students to specific aspects in the City of Springfield, including: local food production, Native American history, and the Civil Rights Movement
- Promoted multicultural and character education by co-facilitating the design of the school's Community Commitment document
- Designed and taught standards based curricular lessons and authentic assessments
- Led middle school and high school Crew/advisory classes

Middle School Social Studies Teacher

Melican Middle School, Northborough, MA

2003-2006

Amherst Regional Middle School, Amherst, MA

2000-2003

Parker Middle School, Rocky Mount, NC

1997-1999

Publications and Writings

- Featured Case Study in [Affirming Diversity: The Sociopolitical Context of Multicultural Education -5th edition, Spring 2011](#) by Sonia Nieto and Patty Bode
- 2010 11th Grade Expedition product entitled Freedom Through Their Eyes: 50 Years of Civil Rights Perspectives in Springfield archived with the Library of Congress in conjunction with The Smithsonian and the Civil Rights History Project Act of 2009
- Featured case study - Rennie Center for Education Research & Policy - A New Era of Education Reform: Preparing All Students for Success in College, Career and Life
- Co-author of the Springfield Public Schools African-American History course curriculum

Awards

- 2010 New England Multicultural Teacher of the Year

Stephen R. Mahoney

[REDACTED]
mahoneys@sps.springfield.ma.us

Education

Brown University	BA	International Relations	1986
Stanford University	MA	Curriculum and Teacher Education	1994
Boston College	Ed.D	School Administration,	2005
Loyola Marymount University	Teacher Credential, Social Studies		1995
CSU, Los Angeles	Administrative Credential		1997

Work Experience

Springfield Renaissance School Springfield MA Founding Principal 2005-Present
Founding Principal of a Springfield Public Schools 6-12 middle high school opened in the fall of 2006. Responsible for school and curriculum design, student selection, staff recruitment, professional development, staff and program evaluation, fundraising, grant management, community partnerships, and school collaboration within the Expeditionary Learning Schools national network.

Norwell High School Norwell MA Principal 1998-2005
Responsible for the daily operations and the strategic planning for a college preparatory high school of 580 students and 60 professional and support staff. Led NEASC reaccreditation, increased AP participation rate, expanded arts program, directed \$17 mil building renovation

Santa Monica High School Santa Monica, CA Assistant Principal 1994-1998
One of four assistant principals at a 3,000 student, 200 staff, 33 acre comprehensive urban high school. Work was centered around the problem of a “two-school” culture which celebrated and supported achievement for some students and failed to meet the needs of others. Responsible for Athletics, Activities, Facilities, Professional Development and AP program. In addition to full administrative responsibilities taught AP US History 3 years.

Heather Elementary School San Carlos, CA Interim Principal Dec 1993-June 1994

Making Waves/Summerbridge at The Branson School Ross, CA Director 1990- 1993

The Branson School Teacher/Coach/Advisor Ross, CA June 1989-June 1993

The Winchendon School Winchendon, MA Teacher/Coach/Dorm Parent 1987- 1989

Mass. Department of Social Services Child Protective Services Caseworker 1986-1987

Professional/Personal

- *Mentor Principal, Expeditionary Learning Schools & Springfield Public Schools
- *Commissioner, Commission on Public Secondary Schools, NEASC
- *Board Member, Baystate Academy Public Charter School
- *Board Member, Springfield Public Forum
- *Graduate, NCCJ Lead Boston Program, 1998
- *Headmaster’s Association
- *International Community Service Foundation Project Leader/Board Member 1992-1997
- *Boston Marathon 1985 and 1986
- *Basic fluency in Spanish

Thaddeus S. Tokarz



EDUCATION

Doctorate of Education in Leadership
AMERICAN INTERNATIONAL COLLEGE
Springfield, Massachusetts (August 2011-present)

Certificate of Advanced Graduate Studies in Special Education
AMERICAN INTERNATIONAL COLLEGE
Springfield, Massachusetts (December, 2002)

Masters of Education
AMERICAN INTERNATIONAL COLLEGE
Springfield, Massachusetts (December, 1997)

Bachelor of Arts in American Studies and History
BRANDEIS UNIVERSITY
Waltham, Massachusetts (May, 1995)

CERTIFICATIONS

Massachusetts Certification in Administration (PreK-12)	Professional
Massachusetts Certification in Special Education Administration (All Levels)	
Massachusetts Certification in History (5-12)	Prov/Adv
Massachusetts Certification in Social Studies (5-12)	Prov/Adv
Massachusetts Certification in Special Education (PreK-12)	Prov/Adv
Connecticut Certification in Administration	Provisional
Connecticut Certification in Special Education	Provisional

EXPERIENCE
2009-present

Principal, Springfield Central High School
Springfield, Massachusetts; Responsible for all operations at Springfield Central High School.

- Successfully implemented an Advance Studies and Arts magnet theme.
- Recognized by the Washington Post as one of the Top 1900 high schools in America (2011,2012).
- Recognized by the Washington Post as one of the Top 20 high schools in Massachusetts (2012).
- Increased participation in Advanced Placement courses by over 50%.
- Second highest qualifying scores for minorities on AP tests in Massachusetts (2012).
- Increased the amount of student participation in clubs and activities by over 30%.
- Increased the amount of highly qualified teachers to over 90%.
- Managed a 30,000 square foot Science Lab addition.

2002-present

Assistant Principal, Springfield Central High School
Springfield, Massachusetts; Responsibilities Include: Educational Leader, Teacher Evaluations, Chairman of the N.E.A.S.C. Accreditation Committee, Teacher and Student Recruitment, 180-Day Teacher Program, New Teacher Mentor Program, Athletic Director, L.A.C.E.S. Program, AmeriCore Program, Assistant Program Director for Children with Special Needs, Code of Conduct Implementation, Final Exam Schedule, Fundraising, Assignment of Teacher Duties, Lego Maniacs Robotics Program, Fund Raising, Data Analysis, Project L.E.A.D.

1999-2002

Special Education Teacher, Elias Brooking School
Springfield, Massachusetts; Responsible for developing and implementing
Individual Education Plans for mainstreamed and self-contained
special education students.
* Nominated for Springfield's *Teaching Excellence Award*
* Participant and contact person for Springfield's *MCAS after school program*

**Related
Experience**

Publisher: *Western Mass Sports Journal: The Magazine*
Chairman of the Board of Directors South End Community Center
Member of Griffin's Friends Charity Organization
Ludlow High School Sports Hall of Fame Inductee
Ironman Triathlon Finisher, Lake Placid, NY, July 28, 2002
Boston Marathon Finisher Boston MA, April 19, 2004

REFERENCES

Available upon request

Judy K. Vazquez



ADMINISTRATIVE EXPERIENCE:

***Chief Schools Officer – Springfield Public Schools, Springfield, MA
2011 to present***

Manage and supervise the principals of 5 high schools and 3 alternative high schools. Provide instructional leadership and curriculum support across academic disciplines to impact student achievement and promote lifelong learning.

***Senior Administrator of Teaching and Learning - Springfield Public Schools, Springfield, MA
2010 to 2011***

Directed and facilitated professional development for a district of 45 schools.

***Academic Dean - Springfield Public Schools, Springfield, MA
2005 to 2010***

Ensured the alignment and delivery of a variety of instructional programs and support services for core instructional programs, targeted professional development for teachers, remedial and accelerated learning opportunities for students, and exceptional student education, to provide an optimal and equitable education for all alternative students in 7 schools.

***Principal - Springfield Public Schools, Springfield, MA
2001 to 2005***

Ensured the alignment and delivery of a variety of instructional programs and support services for core instructional programs, targeted professional development for teachers, remedial and accelerated learning opportunities for students

***Executive Director – Holyoke Street School, Holyoke, MA
1988 to 2001***

Manage all operations of an inner-city school servicing 13 to 22 year-olds with special learning needs and behavioral issues.

- Initiated school improvement efforts and curriculum focusing on individual learning styles
- Staff Development Coordinator
- Initiated student centered leadership program, outdoor education, college prep program, mediation program, parent advisory group and partnerships with local colleges

Curriculum Enhancement Coordinator – Robert M. Hughes Academy Charter School 2001

Facilitate resources for K-6 children with special learning needs in the regular curriculum

- Consult with teachers about classroom strategies and curriculum accommodations

Education and Training Manager – Westover Job Corps, Chicopee, MA 1987-1988

Supervised 40 instructors in a vocational/residential program with 400 students

- Facilitated testing, curriculum development, student accountability and staff development

Education Manager – Oneonta Job Corps, Oneonta, NY 1984-1987

Managed award winning education program in a residential setting for inner-city youth

- Implemented pre-college program
- Initiated summer enrichment program
- Awarded Manager and Department of the Year for outstanding student performance

TEACHING & TRAINING EXPERIENCE:

Cambridge College, Springfield, MA
1999 to present

Senior Faculty – Instruct graduate classes in classroom management, individual learning styles, behavior modification strategies, Neuro-Linguistic Programming, human relations, improve school climate and teacher renewal.

Gill Montague Public Schools, Turner Falls, MA
1999-2001

Consultant – Trained alternative school teachers in classroom management, curriculum development, team building and leadership.

Holyoke Community College, Holyoke, MA
1989-1991

Instructed after school program for middle school youths

Marist College, Poughkeepsie, NY
1984-1986

Counselor/Instructor – Initiated pre-college program for first generation college students. Provided counseling and instruction to assure academic success.

ITT Educational Services, Oneonta Job Corps, Oneonta, NY
1980-1984

High School Equivalency and Basic Education Instructor

Adult Learning Center, Johnson City, NY
1979-1980

Instructor of remedial math and reading

Harry L. Johnson Elementary School, Johnson City, NY
1978-1979

Instructor – Taught first and fourth grade

Community Adolescent Resource Center, Holyoke, MA

Consultant – Facilitated workshop for teachers in classroom management.

EDUCATION:

M.Ed. Cambridge College, Springfield, MA

BA in Education, State University of New York, Cortland, NY

Massachusetts Teacher's Certification #284829

Moderate Special Needs (5-12)

Director/Supervisor All

Principal/Assistant Principal (K-6, 5-9, 9-12):

Veta A. Daley



daleyv@sps.springfield.ma.us

Objective

To train and mentor school leaders to successfully lead the reform initiatives in urban school districts.

Education

University of Massachusetts – Amherst 1999 – 2000

- C.A.G.S., 2000

Westfield State College 1984 – 1991

- Bachelor of Science, 1987
- Master of Educational Administration, 1991

Harvard University

- Special Education Institute, 1999 1999
- Leadership an Evolving Vision, 1997 1997

Certifications:

The Commonwealth of MA, Dept. of Education, Educator's License 1987- Present
Principal/Assistant Principal (PreK-6)
Principal/Assistant Principal (PreK-5-9)
Elementary (1-6)
Special Needs (N-9)

Professional Experience

Chief Schools Officer, Springfield Public Schools 2013- Present

- *Supervise all Middle Schools in the Springfield Public Schools.*
- *Mentor the new Zone 1 Chief Schools Officer*

Chief Schools Officer, Springfield Public Schools 2009-2012

- Mentor, coach and model Best Practices for all sixteen (16) Zone 1 principals.
- Supervise the instructional programs in all sixteen (16) Zone 1 schools ; Work cooperatively with the Academic Department to ensure the improvement of instruction; Facilitate schools' access to resources and training in evidence-based strategies and best practices.
- Supervise and evaluate the performance of all principals/assistant principals within the zone; review performance goals, document achievement and recommend compensation levels.

Area School Improvement Officer 2008-2009

Vanderbilt University Evaluation Expert Panel 2007-2008

- Worked with researchers to develop a national Principal Evaluation Instrument for evaluating urban principals.

<i>Improvement Officer</i>	2007-2008
<i>Principal, Rebecca M. Johnson K-5 School</i>	2001- 2007
<i>University of MA, Amherst Principal Trainer/Coach</i>	1999- 2002
• Coached & mentored fourteen school leaders who are successful educational leaders in USA and England.	
<i>Principal, Rebecca M. Johnson K-5 School</i>	2001-2008
<i>Principal, Rebecca M. Johnson K-8 School</i>	1998 - 2001
<i>Principal, John F. Kennedy Middle School</i>	1994 - 1998
<i>Assistant Principal, Duggan Middle School</i>	1992 - 1994
<i>Teacher, Forest Park Junior High School</i>	1988 - 1992
<i>Teacher, Jamaica, West Indies</i>	1972 - 1982

Publications

Winter 2011 I developed a practice entitled: Recipe for Enhancing the Success of At – Risk Students in All Zone 1 Schools. Principals are currently implementing and monitoring the effectiveness of the practice.

In 2007 the University Of Massachusetts Donahue Institute Research & Evaluation Group did a Case Study of an Effective School featuring my work as a principal at the Rebecca Johnson Elementary School, Springfield Massachusetts. In April 2007 excerpts of the work was published in Gaining Traction, Urban Educators’ Perspectives on the Critical Factors Influencing Student Achievement in High and Low Performing Urban Public Schools.

Awards

State of Connecticut Leadership Award	2012
Leadership Innovation in Education Award, Center for Urban Research Education & Training Inc. Inc.	2007
Service to Youth Award, Links Inc. SPFLD Chapter	2007
Marcus Garvey Leadership Award	2006
Marquis <i>Who’s Who In The World, 2000 Edition</i>	2000
Marquis <i>Who’s Who In America, Millennium Edition</i>	1999
Marquis <i>Who’s Who In America, Women Edition</i>	1998
Leadership Citation, Commonwealth of Massachusetts – House of Representatives	1992
Outstanding Educational Leadership, Jamaican Community	1992
Mother of the Year, Jack & Jill of America – SPFLD Chapter	1992
Dean’s List, Westfield State College	1988
Outstanding Leadership, Jamaican Chamber of Commerce	1981
Leadership Medal, Jamaica 4-H Clubs	1967

Outstanding Achievements

1st Jamaican-American Principal, City of Springfield 1994 – present

1st Minority Female Assistant Middle School Principal,
City of Springfield 1992
Lectured to over 5000 people in South Africa 1995

Professional Organizations

Member, National Association of Elementary Schools Principals
Member, Phi Delta Kappa

Civic & Community Organizations

Chair, Visioning Taskforce, New England Conference of the
United Methodist Church 2007-present
Chair, Trinity UMC Mission Committee 2003-2008
Peter Pan Bus Line School Partnership 1995
Member, Holyoke/Chicopee/Springfield Head Start Board of Directors 2000 - present
Vice Chair, Wesley UM Church Administrative Council 1992 - 2003
1st Vice Chair, Pioneer Valley Girl Scouts Board of Directors 1998 -2002
Dean, Upper Atlantic Regional School of Christian Mission 1998
Assistant Dean, Upper Atl. Regional School of Christian Mission 1997
President, New England United Methodist Women 1993 - 1997
President, Jack & Jill of America – Springfield Chapter 1992 - 1996

Presentations:

Organizing a Pathway for Achieving Grade Level
Proficiency in 2011, Zone 1 Principals 2011
Parents & Schools Working Together to Improve Academic
Achievement, Connecticut Center for Urban
Research Education & Training Inc. 2010
Turnaround Schools, Prospective Principals 2009
Using Data to Inform Instruction, Principals & Teachers 2008
Springfield Teacher Evaluation & Development System,
Springfield Public School Principals, Union & Teacher Leaders 2007
Multiple Intelligence, R.M. Johnson Staff 2003
Working Together as a Champion Team, R.M. Johnson Staff 2003
Principalship”, University of MA, Amherst 2001
Elements of Successful Schools, workshop for R.M. Johnson Staff 2000
Principles of Learning”, Kennedy and R.M. Johnson Staff 1997
Successful Reform Models, Kennedy Staff 1995
A Melting Pot of Success for Middle Level Adolescents,
New England League of Middle School, Providence RI 1997
It Takes a Village to Raise a Child, National Middle School
Association 23rd Annual Conference and Exhibit, New Orleans, 1995

Mary Kate Fenton, Ed.D



fentonk@sps.springfield.ma.us

Present Position:

Springfield Public Schools (SPS)

Chief Instructional Officer

Licensure by the MA Department of Education (#190523)

Education:

February, 2013 Doctoral degree, American International College

July 1995 Massachusetts Elementary School Principal's Association
(MESPA)

Administrative Certification Program

September 1990 Master of Education/Curriculum and Instruction
Lesley College

September 1975 Bachelor of Science in Education
Westfield State College

Professional Experience:

July 2012-Present-Chief Instructional Officer

2010- July 2012 Chief Schools Redesign Officer

2008-July 2010 Senior Administrator for Teaching and Learning

1999- July 2008 Director of Professional Development

1996-July 2008 Inclusion Specialist

Lucretia Crocker Fellow (*Year-long Fellowship awarded by the Department of Education for Exemplary Teaching*)

System –Wide Mathematics Resource Teacher

School-Based Elementary Mathematics Resource teacher

Grades K-5 classroom teacher

Presentations and Consultations:

- Learning Forward National Conference
- Harvard Leadership Institute
- ExEL Leadership Institute
- Wallace Network Leadership Issues Group/National Forum on Leadership
- Wallace National Conferences
- National Council of Teachers of Mathematics (NCTM)
- National Association of Bilingual Educators (NABE)
- New League of Middle Schools (NELMS)
- Keynote Speaker—Sturbridge Public Schools
- MA Department of Education (DESE)
- Title I Conference
- Western Massachusetts Writing Project
- Project LEAD National Conference
- National Staff Development Conference (NSDC)
- Harvard ExEL Leadership Institute
- National Institute for School Leadership (NISL)

Current National Initiatives

- Coordinated the Val-Ed Pilot for the SPS
- Participated in the National Leadership Issue Group sponsored by the Wallace Institute: Reviewing the roles and responsibilities of the principal
- Developed a career ladder for teachers and administrators
- Participated in the pilot of a performance assessment tool for administrators based on the key leadership behaviors



PROFESSIONAL EXPERIENCE

EDUCATION CONSULTANT

Massachusetts Department of Elementary and Secondary Education, Newton, MA, 2012 – present: Analyze and revise model secondary science curriculum units aligned to draft *Next Generation Science Standards*.

Expeditionary Learning Schools, New York, NY, 2009 – present: Lead professional development of educators at numerous public schools through onsite workshops, coaching and conference facilitation. Develop model secondary curriculum modules aligned to Common Core State Standards.

Project 2061, Washington D.C., 2005 – present: Lead professional development of educators to provide training for use of the *Benchmarks for Science Literacy* and the *National Science Digital Library* through onsite workshops and webinars.

Pioneer Valley Performing Arts (PVPA) Charter Public School, South Hadley, MA, 2012 – present: Provide instructional coaching, curriculum development, and communication structures for middle school teachers and support staff.

MIDDLE SCHOOL SCIENCE TEACHER

PVPA Charter Public School, South Hadley, MA, 2009 – 2012

Bath Middle School, Bath, ME, 2004 – 2007 (*Team Leader* 2005 – 2007)

SCHOOL DESIGNER

Expeditionary Learning Schools, New York, NY, 2009, 2007 – 2009: Managed contracts to establish and implement the Expeditionary Learning Schools' reform model at numerous public schools, including professional development for teachers and school leaders through direct service and offsite institute facilitation.

ASTRONOMY COURSE INSTRUCTOR AND OBSERVATORY DIRECTOR

Wheaton College Physics and Astronomy Department, Norton, MA, 2000 – 2004: Taught undergraduate astronomy courses, including observation and cosmology. Managed astronomy research and public outreach programs.

CREDENTIALS & EDUCATION

Massachusetts Teacher's Certification: General Science 6-8, Initial.

Maine Teacher's Certification: Physical Science 7-12, Professional.

TUFTS UNIVERSITY, Medford, MA, February 2004

M.A., Educational Studies: Science Education

WHEATON COLLEGE, Norton, MA, May 1998

B.A., *Magna Cum Laude*, Phi Beta Kappa, English Literature

Minors: History, Astronomy; Additional Studies: Physics

PROFESSIONAL ACTIVITIES

Supervising Practitioner

- American International College, HS Biology licensure practicum, Fall 2012.
- Collaborative for Educational Services, MS Math and Science licensure practicum, Fall 2012.

Project 2061 Webinar and Workshop Facilitation

- Using the NSDL Science Literacy Maps, Project 2061 webinar, April 2012, August 2012, November 2012.
- iCPALMS/AAAS Standards-Based Resource Alignment Workshop, Lake Mary, FL, May 2011.

Expeditionary Learning Schools Institute Facilitation

- New York State Network Team Institute, Albany, NY, November 2012.
- Secondary Schools, Boston, MA July 2008, July 2009, July 2010, June 2011, July 2012.
- Grading and Reporting, Springfield, MA, July 2010.
- Creating Quality Assessments, Springfield, MA, February 2009.
- Reading II: Deepening Teacher Practice, Portland, OR, Jan. 2008 & Hartford, CT, Jan. 2009.
- The Stories Fossils Tell, Science Slice, Denver, CO, March 2008.

Expeditionary Learning Schools Master Class Presentations

- Building Rubrics *with* Students: A Process for Increased Engagement. Baltimore, MD, March 2009.
- Helping Adolescent Students Make Sense of Text. Denver, CO, March 2008.
- An Electrifying Reader's Workshop: Embedding Differentiated Literacy Practices in a Science Expedition. Portland, ME, March 2007.

National Science Teacher's Association Presentations

- Phenomenon and Representations for the Instruction of Science in Middle School, MA, March 2008, NC, October 2008 & OH, December 2008.
- Using the Atlas of Science Literacy. St. Louis, MO, March 2007.
- Learning about Phases of the Moon. St. Louis, MO, March 2007.
- Earthweek: A Flexible Resource for Exploring Weekly Changes in the World's Environment. St. Louis, MO, March 2007.

AAAS Knowledge Sharing Institute Presentations

- Using Phenomena to Learn about Seasons in the Science Classroom. D.C., July 2007.
- Seasons Learning Progression. Ann Arbor, MI July 2006.

Professional Communities

- National Science Teacher's Association COMPASS Advisory Board Member, Teacher Representative, 2012 – present.
- Project 2061 Energy Assessment Grant, U.S. Department of Education's Institute of Education Sciences, Advisory Board Member, 2012 – present.
- Grow Food Northampton Board Member and Volunteer Coordinator, 2011 – present.
- MCAS Assessment Development Committee Member, 2009 – 2012.
- Project 2061 Assessment Item Review Panelist, Energy: July 2008 & August 2009.
- Project 2061 PRISMS Lead Analyst, Maine Mathematics & Science Alliance, 2005 – 2008.

Professional Communities (cont.)

Llama Maynard

- Astronomy Course Instructor, Maine Audubon Society, Gilsland Farm, Falmouth, ME, September 2005 – August 2007.
- MEA Grade 8 Science & Technology Item Review Committee Member, June 2006.
- Vela School Science Program Supervisor & Teacher, Umtata, South Africa, June-July 2004.
- Project ASTRO Boston Coalition Site-Sponsor & Volunteer Astronomer, 2001-2004.

Publications

- *Reviewer*: Keeley, P. and Sneider, C. 2012, "Uncovering Student Ideas in Astronomy: 44 New Formative Assessment Probes." NSTA Press.
- Massachusetts Department of Elementary and Secondary Education (contributor: *author and reviewer*), 2010. "Earth and Space Science Concept and Skill Progressions." <http://www.doe.mass.edu/omste/ste/EarthScience.pdf>.
- Plummer, J.D. and Agan, L. 2010, "Towards a Learning Progression Addressing the Seasons: A Comparison of Two Learning Trajectories with Middle School Students." Paper presented at the annual meeting of NARST, Philadelphia, PA.
- Agan, L. 2007, "Earthweek in the Classroom: Students Monitoring a Dynamic Planet," *Science Scope*, 30 (7), pp. 60-61.
- Kavanagh, C., Agan, L. & Sneider, C. 2005, "Learning about Phases of the Moon and Eclipses: A Guide for Teachers and Curriculum Developers," *Astronomy Education Review*, 4 (1). <http://aer.noao.edu/cgi-bin/article.pl?id=138>.
- Agan, L. 2004, "Stellar Ideas: Exploring Students' Understanding of Stars," *Astronomy Education Review*, 3 (1). <http://aer.noao.edu/cgi-bin/article.pl?id=95>.
- Agan, L. & Sneider, C. 2004, "Learning about the Earth's Shape and Gravity: A Guide for Teachers and Curriculum Developers," *Astronomy Education Review*, 2 (2). <http://aer.noao.edu/cgi-bin/article.pl?id=65>.
- Barker, T. & Agan, L. 2004, "The Universe: An Integrated Introductory Course," *Cosmos in the Classroom 2004: A Hands-on Symposium on Teaching Introductory Astronomy*. Edited by Andrew Fraknoi & William Waller, Astronomical Society of the Pacific.
- Barker, T., Agan, L., Eberhart, J., Hesser, S., & Zawasky, S., 2002, "The Wheaton College Observatory: Integration of Education and Research," *Bulletin of the American Astronomical Society*, 34, p.952.

Personal Professional Development

- University of Massachusetts at Dartmouth: Mentoring in Action, September 2012-present.
- Massachusetts Secondary School Administrators' Association: Informal Observations – New DESE Standards for Supervision and Evaluation, December 2012.
- National Science Teachers Association: Webinar series - Scientific and Engineering Practices for the Next Generation Science Standards, Fall 2012.
- National Science Education Leadership Association's Leadership Institute: Next Generation Science Standards, June 2012.
- Expeditionary Learning Schools Institute: Mathematics, November 2010.
- Project 2061: The Atlas of Science Literacy Conference, October 2010.
- Expeditionary Learning Schools National Conference Thread: Using Data for Student Growth, March 2009.

Amarilys Rojas

Education

Tufts University, Medford, MA

- Bachelor of Arts in Child Development May 2005

Languages

- Bilingual in English and Spanish

Related Experience

Magnet Assistance Program, Springfield Public Schools, Springfield, MA

Family Engagement Support Specialist August 2012 – Present

- Develop comprehensive two-way parent involvement programs
- Train staff in issues relating to cultural competency
- Support the Home Visit Program
- Plan and deliver workshops for families to support student academic success & social growth
- Reach out and engage families of English Language Learning students

Children's Hospital Boston, Boston, MA

Patient Services Associate II, September 2009 – September 2010

- Scheduled, received and registered patients & visitors for admissions, appointments or procedures
- Collected, verified and recorded required information for appointments/admissions
- Entered information on hospital and departmental computer systems
- Answered, screened and routed telephone calls and performed general office support tasks

Ministry of Public Health, Alpachaca Health Center, Ibarra, Ecuador

Jóvenes con PODER (Youth with Power) Program Coordinator October 2008- April 2009

- Designed, implemented, and directed health program for at-risk youth
- Introduced data collection tools for monitoring, reporting and evaluation purposes
- Coordinated trainings, workshops and conferences
- Developed and managed program budget
- Created facilitator program manual and program materials
- Strengthened health center and local community collaboration
- Fostered and optimized community outreach opportunities during local community events and program sponsored events

Springfield Public Schools (SPS), Parent Information Center (PIC), Springfield, MA

Service Coordinator July 2008 – August 2008

- Determined needs and directed to appropriate staff and/or services
- Recorded and scheduled office traffic and appointments
- Disseminated accurate information regarding SPS to all stakeholders
- Informed on and assisted applicants with the collection of SPS required documentation
- Assisted with Spanish interpreter/translation needs

United State Peace Corps Ecuador

Rural Public Health Trainer May – July 2008

- Co-designed and facilitated intensive 10-week technical public health training program
- Trained 37 rural public health Peace Corps trainees
- Created Rural Public Health Technical Manual used for Training of Trainers
- Served as liaison between trainees, Peace Corps staff, and local community

HIV/AIDS Task Force President January 2007 - February 2008

- Developed and Implemented Peace Corps Ecuador's first HIV/AIDS Task Force
- Directed meetings and created agendas
- Initiated special projects and delegated responsibilities

- Acted as primary spokesperson

Rural Public Health Volunteer June 2006-July 2008

- Designed and facilitated public health educational workshops in rural and urban communities
- Trained over 1000 individuals on improving nutrition and hygiene practices
- Developed new monitoring, reporting and evaluation tools
- Edited program framework for 2008-2014 in collaboration with program director
- Acted as Peace Corps representative during meetings with congressional delegates, world-wide Peace Corps director, and U.S. Ambassador to Ecuador
- Served as interpreter, administrator and patient liaison during U.S. medical brigades

Harvard Pilgrim Health Care, Boston, MA

Research Assistant September – December 2005

- Conducted and recorded telephone interviews with parents in English and Spanish in a study regarding children with asthma
- Maintained databases and tables to track regular documents

English Language Learning Program, Springfield Public Schools, Springfield, MA

Student Mentor July 2005

- Supported students and fostered academic and artistic development
- Directed class sessions in both English and Spanish
- Assisted art and language arts teachers with daily exercises and activities
- Served as a resource person to teachers and director
- Redirected and managed children's behavior

Children's Hospital Boston, Boston, MA

Child Life Student Intern September 2004 – December 2004

- Created play experiences and therapeutic activities for patients
- Presented patient cases for intervention plans to team of Child Life Specialists

Tufts Educational Day Care Center, Somerville, MA

Summer Teacher June – August 2004

- Acted as teacher's aide during daily activities
- Organized developmentally appropriate activities for young children
- Redirected and managed children's behavior
- Attended to and supervised children during field trips

Tufts Children's Floating Hospital, Boston, MA

Volunteer October 2002 & February 2003

- Helped lead a group of patients around hospital for special occasions
- Created play experiences and therapeutic activities for patients
- Provided companionship for patients

Boys and Girls Club, Somerville, MA

PALS Co-Leader September – December 2003

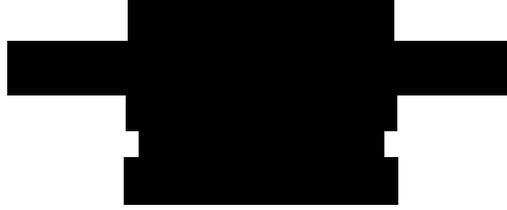
- Organized Tufts University students to volunteer at this site
- Provided support and play experiences for young children and adolescents

Leonard Carmichael Society, Medford, MA

Kid's Day Committee Member October 2001-April 2003

- Designed permission slips, activity forms and public announcement flyers
- Generated enthusiasm for activity through local classroom and PTO visits
- Created decorations and assisted in event set up
- Attended weekly meeting to organize event logistics

Julie Anne Jaron (nee Dropkin)



Education:

- 6/09 **Certificate of Advanced Graduate Studies (C.A.G.S.)**
in Educational Administration , University of Massachusetts, Amherst,
Massachusetts
- 8/07 **Supervisor/Director License**
- 8/90 - 6/91 **Masters Degree** in Music Education (M.M.E.)
Florida State University, Tallahassee, Florida
- 8/82 -12/84 **Bachelors Degree** in Music Education (B.M.E.)
Virginia Commonwealth University, Richmond, Virginia
- 9/80 – 5/82 State University of New York at Potsdam
Crane School of Music, Potsdam, New York
- 9/76 – 6/80 **High School Diploma**
Longmeadow High School, Longmeadow, Massachusetts

Employment:

- 8/22/07 – present **Director of Visual & Performing Arts**
Springfield Public Schools
1550 Main St., 2nd floor
Springfield, MA 01103
(413) 787- 6748
Direct Supervisor: Kate Fenton, Chief Instructional Officer
- Supervises the development and use of Arts curriculum and curriculum materials for teachers carrying out Arts instructional programming at all grade levels
 - Works with district and school administration to implement district goals, monitor progress, and provide feedback
 - Supervises and evaluates Visual and Performing Arts teachers
 - Advises Arts teachers in the selection and use of instructional materials
 - Coordinates integration and instruction in the Arts with other areas of the curriculum
 - Plans and facilitates in-service workshops and provides appropriate pedagogical models
 - Prepares district-wide student art exhibitions and music festivals
 - Serves in an advisory capacity to extra-curricular Arts groups working in district schools
 - Advises on the specifications for the purchase of arts related equipment and supplies
 - Maintains district Arts inventory, including coordination of scheduled maintenance and/or replacement of non-consumable items

- Assists in determining needs for Arts teaching personnel, and in recruiting and screening such personnel for hiring purposes
- Serves as a consultant in new-facility planning for Arts instruction
- Maintains the necessary records for proper arts department management
- Prepares and administers all Arts program budgets
- Provides leadership in the planning and execution of individual school concerts, recitals, and other performances
- Maintains collaborative relationships with community and college arts organizations

9/06 – 12/06 **Intern/Substitute Director of Visual & Performing Arts**

Springfield Public Schools
 195 State Street
 Springfield, MA 01102
 (413) 787- 7069

Direct Supervisor: Vera Baker, Director of Visual & Performing Arts

- Portfolio documenting experience in all administrative standards available upon request

8/96 – 6/07 **General Music Teacher**

Indian Orchard Elementary School
 95 Milton Street
 Springfield, Massachusetts 01151-1799
 (413) 787-7255

Principal: Deborah Beglane

- Plans and implements music lessons for grades K – 5 following state and national standards
- Serves as team coordinator on district Elementary Music curriculum writing team
- Children's chorus director (100 voices)
- Is an active member of school and district-wide professional development activities
- Leads music professional development sessions
- Mentors new arts teachers
- Cooperating practitioner for UMASS student teachers
- Extends music curriculum offerings with the addition of original music compositions, often highlighting concepts from the general education curricula
- Audio-Visual department coordinator for the school
- Facilitator and assistant facilitator of the school Service Team for 2 years
- Contributing member of the Special Area team

8/91 – 6/96 **General Music Teacher/Special Area Chairperson**

Highlands Elementary School
 800 West Donegan Avenue
 Kissimmee, Florida 34741
 (407) 847-2886

Principal: Roberta Vogel

- Worked with Pre-K through 5th grade in multi-age classrooms with full inclusion of exceptional and ESOL students
- Coordinated all aspects of the music program including ORFF, folkdance, composition, and literature through music to supplement the music curriculum
- Directed children's choirs at both the school and county levels
- Served as a liaison between administration and Special Area staff
- Department Chairperson

8/87 – 6/90 **Vocal Music Teacher/Performing Arts Chairperson**

Thomas Stone High School
 Box 32 Highway 5
 Waldorf, Maryland 20601
 (301) 645-2601
 Principal: Thomas Weirich

- Conducted daily rehearsals and various performances for five choirs of advancing skill levels
- Directed an award-winning Showtroupe choir. Additionally, I choreographed all programs with original routines
- Taught Survey of Music and Music Theory classes
- Coached the state award-winning flag squad
- Organized the first Thomas Stone High School Choral Boosters
- Served as liaison between administration and the Performing Arts Department
- Department Chairperson

9/84 – 6/87 **Music, Pre-K, and Kindergarten Teacher**

Fairfax Academy of Early Learning
 820 South Carlin Springs Road
 Arlington, Virginia 22204
 (703) 671-5555
 Principal: Norma Brill

- Planned and presented music lessons for Pre-K through 5th grade
- Planned and provided classroom instruction for Pre-K and Kindergarten classes

12/84 – 6/85 **Music/Kindergarten Teacher and Assistant Director**

Overbrook Child Care Center
 2605 Dumbarton Road
 Richmond, Virginia
 (804) 355-3564

- Developed and taught music curriculum for children ages 2-8
- Planned activities and taught a Kindergarten class
- Worked in an administrative capacity with staff, students, and parents

Awards and Achievements:

- 2007 **Yale Distinguished Music Educator Award**
 2004 **Project LEAD acceptance and participant**
 2003 **Pioneer Valley Excellence in Teaching Award**

Paul N. Foster

Experience

8/2010 - Present Springfield Public Schools Springfield, MA

Chief Information Officer

- Manages the Office of Information, Technology, and Accountability, including research services, student formative assessment, student information systems, data warehouse, enterprise development and applications, intranet site design and maintenance, instructional technology, computer and information technology in schools, and District-wide project management.
- Chairs the District Operational Leadership Team
- Implementing a number of new projects and processes including pilot projects with mobile technologies, principals' dashboards, centralized hardware procurement, and annual hardware replacement.

2007 – 2010 City of Springfield Springfield, MA

Director of CitiStat

- As the first Director of the CitiStat Department and member of the Mayor's Cabinet, create a department with the mission of cultivating data-driven management and accountability in the City of Springfield through consistent analysis of performance data and persistent follow-up. During its first year, CitiStat saved more than six dollars for every dollar invested.
- Create a SchoolStat process supporting the Springfield Public Schools to more effectively use data in management and decision-making.
- Create and implement a 3-1-1 call center that handles all non-emergency calls regarding City services (150,000 calls in 2009).

2007 Massachusetts Budget and Policy Center Boston, MA

Policy Analyst

- Engaged in public policy research and writing with a particular focus on analyzing the state budget.
- Charged with primary analysis and writing relative to municipal finance, state aid, Chapter 70 aid, net school spending, housing, human services, and environmental affairs.

2002 – 2007 Pioneer Valley Planning Commission West Springfield, MA

Senior Planner, Regional Information Center Manager

- Managed activities of the Regional Information Center and Economic Development sections.
- Developed research and evaluation projects, communicated with external partners, built numerous databases, analyzed data from a wide range of sources, and presented results and findings to a variety of stakeholders.

1997 - 2002 Development Guild/DDI, Inc. Brookline, MA

Consultant

- Worked across the firm's range of services with a focus on strategic planning and program evaluation for clients including Greater Boston Legal Services, Partners HealthCare Systems, and the W.K. Kellogg Foundation.

Education

2004 - 2006 Brandeis University Waltham, MA

M.A. in Social Policy

- Spencer Educational Research Fellowship (05-06 & 06-07)

1993 - 1997 Harvard University Cambridge, MA

B.A. in History and African American Studies

- Magna Cum Laude
- Charles Warren Undergraduate Research Prize

RONALD P. ST.AMAND



stamandr@sps.springfield.ma.us

EDUCATION

CAGS Educational Administration, May 2008 – University of Massachusetts, Amherst

Project LEAD, Cohort III, June 2005 – Principal/Supervisor Licensure Program, Springfield Public Schools

M.A. Plant Biology, May, 1997, University of Massachusetts, Amherst

Teacher Certification - Biology, May, 1997- Secondary Teacher Education Program, University of Massachusetts, Amherst

B.S. Botany, May, 1991, University of Massachusetts, Amherst

LICENSURE

Massachusetts Educator's License Certificate #: 342949

Biology 8-12 Professional

Administrator: Supervisor/Director Core-Science Professional

Administrator: Principal/Assistant Principal (9-12) Initial

Superintendent/Assistant Superintendent Initial

EXPERIENCE

September '07 – present *Director of Science:* Springfield Public Schools, Springfield, Massachusetts
Responsible for preparing and supporting the implementation of the science curriculum and assessments, supervision and evaluation of science staff including the ECOS program at Forest Park, and the Science Resource Center, grant writing/administration, planning and implementation of professional development, use of data to inform instruction, science supply orders, textbook/instructional material selection, chair science department and curriculum committee meetings, science learning walks, and maintaining community relationships around science instruction within the Springfield Public Schools.

May '06 to August '07 *Assistant Principal on Special Assignment to the Science Department:* Springfield Public Schools
In conjunction with the Director of Science responsible for curriculum, assessments, supervision and evaluation of science staff, grant writing/administration, planning and implementation of professional development, use of data to inform instruction, science supply orders, textbook/instructional material selection, chair science department and curriculum committee meetings, science learning walks, and maintaining community relationships around science instruction within the Springfield Public Schools.

- July '05 to May '06 *Assistant Principal:* High School of Commerce, Springfield, MA
Responsible for observation and evaluation of teachers, professional development for faculty, School Improvement Planning, Induction/Mentoring of new teachers, working with the Twilight School, covering athletic games, and overseeing attendance appeals, and discipline of the 650 grade nine students. Also responsible for assisting the Principal in the daily operation of the school.
- 2004 to 2005 *Adjunct Professor:* Springfield Technical Community College
Responsible for planning lessons, lecturing, leading hands-on activities, grading, and advising students in field, laboratory, and discussion sections for Introductory Biology.
- 2004 to 2005 *.5 Science District Resource Teacher:* Springfield Public Schools, Springfield, MA
Responsible for working with the Director of Science on the implementation of the Massachusetts Math and Science Partnership Grant. Duties have included classroom support of MMSP teachers, working with grant evaluators to supply data, revising district-wide mid-year and end of course assessments, student performance data collection and analysis, and working with college faculty to ensure summer programs for teachers are aligned to the Massachusetts Frameworks.
- 1997 to 2005 *Biology Teacher:* High School of Science and Technology, Springfield, MA.
Responsible for planning and teaching CP Biology, Honors Biology, AP Biology, and AP Environmental Science classes. Duties have also included revising the Springfield Public School's curriculum in biology to meet the standards laid out in the MA Frameworks, and leading professional development sessions to help Springfield Biology teachers implement the Frameworks in their standards based classrooms. Additionally, I was a district-wide trainer for Step Up Springfield and the Efficacy Institute, and a consultant for the College Board for the AP Biology program.
- 1994 to 1997 *Teaching Assistant:* Biology Department, University of Massachusetts, Amherst.
Duties included planning lessons, lecturing, leading hands-on activities, grading, and advising students in field, laboratory, and discussion sections.
- Courses taught include Introductory Biology, Humanistic Botany, and Aquatic
Vascular Plants. In summer content institute for teachers responsibilities
included providing teachers with current information on the program, providing further
resources requested by teachers, and keeping the program running on schedule.
Also responsible for instructing teachers in current methods of field ecology.

REFERENCES

Available upon request

VICTORIA M. GRUNEIRO

Springfield Public Schools
Director of Mathematics
Mathematics Department
1550 Main Street
Springfield, MA 01103

email: gruneirov@sps.springfield.ma.us
voice: 413 787-7112
fax: 413 787-6713

Professional Preparation

Elms College, Mathematics and Secondary Education, BA 1987
Central Connecticut State University, Mathematics Education, MS 1995
Universtiy of Massachusetts, Educational Administration, CAGS 2007

Licensure

Massachusetts: Mathematics Teacher, Grades 9-12
Massachusetts: Core Mathematics Supervisor/Director, K – 12

Appointments

2009 – present	Director of Mathematics, Springfield Public Schools
2006 – 2009	Supervisor of Mathematics, Springfield Public Schools
2010 – 2011	Adjunct Instructor, American International College, Educ. Dept
2000 – 2006	Mathematics Specialist, Springfield Public Schools
2010 – 2011	Adjunct Instructor, Elms College, Education Department
1987 – 2000	High School Math Teacher, Springfield Public Schools
1997 – 1998	Instructor, SummerMath for Teachers, Mt. Holyoke College

Synergistic Activities

Professional memberships

National Council of Teachers of Mathematics, 1987-present
National Council of Supervisors of Mathematics, 2007 – present
Association of Mathematics Teachers in Massachusetts, 1992-present
Association for Supervision and Curriculum Development, 2007 – present
Member of Massachusetts Department of Elementary and Secondary Education Math
Liaison Group, 2007 – present

Collaborators and Other Affiliations

George Avrunin, UMass Amherst
Farshid Hajir, UMass Amherst
Lenore Reilly, Mount Holyoke College
M. Sue Thrasher, Five Colleges, Incorporated

Patrick A. Roach



FINANCE/OPERATIONS

Broad experience leveraging technology, financial analyses and strategic planning to redesign operations in order to lower costs and improve services. Expertise in advancing an organization's essential mission through innovative problem-solving and teambuilding. *Competencies Include:*

- **Budgeting / Controls**
- **Project Management (PMP)**
- **Business Process Analysis / Redesign**
- **General Ledger**
- **Financial Analysis**
- **Operations Management**
- **Organizational Planning**
- **Systems Implementation**

Professional Experience

SPRINGFIELD PUBLIC SCHOOLS, City of Springfield, MA (2010 to Present)
\$420+ million Annual Revenues, 4,500+ employees, serving over 25,000 students

CHIEF FINANCIAL OFFICER (Acting)	2013-Present
ASST. CHIEF FINANCE OFFICER	2011-2012
BUDGET DIRECTOR	2010-2011

Recruited to “turnaround” Springfield Public Schools’ finances. Responsible for all aspects of budgeting, financial planning and accounting, including general ledger period-end processes, fiscal reporting and tax filing. Directs staff for Finance and Business Operations, including Budget/Accounting, Payroll, Procurement/Accounts Payable, Facilities & Physical Plant, Food Services, Mail & Delivery Services, Copy Center and Transportation Departments.

Selected Achievements

- Reorganized Accounting and Finance departments from independent “silos” into a single department focusing on internal service and direct school support.
- Streamlined procurement processes which reduced time to get a Purchase Order by over 70%.
- Contracted with new unemployment services vendor which is projected to save over \$1 million/year.
- Resolved foundation budget error with DESE, which will bring SPS \$3.3 million in revenue for FY14.
- Reconciled all outstanding accounts and resolved, including identifying an account with \$5.4 million unspent balance to be reallocated.
- Combined Mail, Copy Center, Delivery, Printer Management and Copy Fleet functions into a service model that will improve turnaround time for schools from 10 days to 24 hours while saving over \$500,000/year.
- Received the ASBO International Meritorious Budget Award 3 years in a row. One of only 4 organizations in Massachusetts to have ever received this award.
- Received the GFOA Distinguished Budget Award for the first time in district’s history.
- Redesigned the chart of accounts by creating cost centers and incorporating other segments critical for managing and reporting the day-to-day operations.
- Reorganized Payroll Dept. to improve sustainability through increased capacity and succession planning.

Patrick A. Roach



CITY OF SPRINGFIELD, Springfield MA (2005 to 2010)
\$600+ million Annual Fiscal Operations, 150,000+ Residents

SR. FINANCIAL ANALYST/PROJECT MANAGER	2009-2010
BUSINESS PROCESS ANALYST	2008-2009
FINANCIAL ACCOUNTANT	2005-2008

Part of team that took organization from the brink of bankruptcy with a \$40 million operating deficit and takeover by state, to an efficient operation with \$40 million in reserves producing annual surpluses under local control. Promoted to various financial positions within the organization with duties focused on accounting, financial analysis, systems implementation, business process improvement and project management.

Selected Achievements

- Recruited to serve as *ACTING BUDGET DIRECTOR* for Springfield Public Schools, with focus on “turning around” the fiscal management (12/2009).
- Built new ERP division to leverage technology to improve operational efficiency and effectiveness.
- Core Team member of MUNIS HR/Payroll system implementation.
- Core Team member of Time and Labor Management system implementation.
- Developed comprehensive training program and published policies and procedures for ERP system.
- Core Team member of MUNIS ERP System implementation. Spent entire year offsite analyzing current municipal operations and building new system, processes and policies which transformed business operations from paper-based to electronic processes.
- Responsible for General Ledger Month-End/Year End Close processes.
- Analyzed expenditures for all operations assure compliance with Mass. General Law, City Policy, GAAP and GASB requirements.

EDUCATION / CREDENTIALS

MASTER OF BUSINESS ADMINISTRATION,

University of Massachusetts, Isenberg School of Management GPA 3.87/4.0

B.A., ECONOMICS & FINANCE MANAGEMENT

University of Massachusetts Graduated *Cum Laude*

SCHOOL BUSINESS ADMINISTRATOR LICENSE

CERTIFIED GOVERNMENTAL ACCOUNTANT (CGA)

MASSACHUSETTS CERTIFIED PUBLIC PROCUREMENT OFFICIAL – Supplies & Services (MCPPO)

PROJECT MANAGEMENT PROFESSIONAL (PMP)

VOLUNTEERING

- Classified Personnel Training Program Coordinator, Mass. Association of School Business Officials
- Trustee, Sabis International Charter School; Springfield, MA



Letters of Support

ELIZABETH WARREN
MASSACHUSETTS

COMMITTEES:
BANKING, HOUSING, AND URBAN AFFAIRS
HEALTH, EDUCATION, LABOR AND PENSIONS
SPECIAL COMMITTEE ON AGING

United States Senate

UNITED STATES SENATE
WASHINGTON, DC 20510-2105
P: 202-224-4543

2400 JFK FEDERAL BUILDING
15 NEW SUDBURY STREET
BOSTON, MA 02203
P: 617-565-3170

1500 MAIN STREET
SUITE 406
SPRINGFIELD, MA 01103
P: 413-788-2690

www.warren.senate.gov

Office of Senator Elizabeth Warren
1550 Main St, Suite 406
Springfield, MA
01103

February 28, 2013

Mr. Daniel J. Warwick
Superintendent of Schools
Springfield Public Schools
1550 Main St,
Springfield, MA
01103

To Whom It May Concern:

I write in support of the City of Springfield's application for a Magnet Schools Assistance Program grant to reduce minority group isolation and introduce powerful and engaging new programming to Springfield's available menu of public secondary school options.

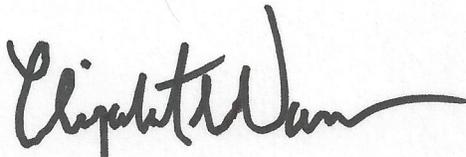
This proposal, with its emphasis on what inspires students to want to come to school and to want to learn and providing teachers with new tools for their instructional toolbox, is a genuine step toward preparing students for the global marketplace of the 21st century. STEM programs augment the nationally recognized programs at Renaissance and Central, and with the introduction of Social Justice and Conservatory-styled Arts themes, Springfield students from 6th-12th grade will have an opportunity to have their talents developed, their passions honored, their interests connected to the deep learning that is required once these students move on to college. In developing these programs at these particular magnet schools, Springfield also honors its longstanding commitment to equity by reducing minority group isolation at several middle and high schools.

This grant proposal addresses the importance of bringing more young women into the fields of Science, Technology, Engineering and Mathematics, and of engaging more of Springfield's

Hispanic youth in programs that will both attract them but also give them reason to stay in school. By partnering with the New England Equity Assistance Center, the district shows a deep commitment to equity—and to facing squarely the festering and nuanced issues of discrimination, cultural bias, and insensitivity. The difference between a student thriving in school and leaving school can be as little as a perceived slight by the family. The family engagement focus of this grant assures that in these magnet schools, all members of the Springfield community will feel honored and valued, and will have an equal place at the table of educational opportunity.

I ask you to give your most careful consideration to this proposal. Thank you.

Sincerely,

A handwritten signature in black ink, appearing to read "Elizabeth Warren", with a long horizontal flourish extending to the right.

Elizabeth Warren
United States Senator

United States Senate

February 27, 2013

The Honorable Arne Duncan
Secretary of Education
400 Maryland Avenue SW
Washington, DC 20202

Dear Secretary Duncan,

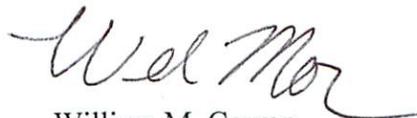
I am writing to express my support for the Magnet Schools Assistance Program grant application submitted by the Springfield Public Schools. Magnet schools are a powerful tool for ensuring equity and high achievement opportunities for all students. Springfield is one of our most challenged and neediest urban school districts. This proposal promises strong support for STEM programming at the district's largest high school (Central) and at the district's innovative Renaissance 6-12 Expeditionary Learning school.

This proposal links themes like Social Justice (Duggan 6-12) and the Arts (new Springfield Conservatory of the Arts) to the same critical thinking instructional and learning processes as will be found in the project's STEM-oriented schools. The proposal offers innovations in teaching, student interaction in the classroom, and creative problem-solving in all curricular areas.

The Duggan EL and Social Justice program, including a proposed partnership with the Boston-based *Discovering Justice*, would be the first of its kind in Springfield, as would the new Conservatory of the Arts. The proposal offers opportunities for partnerships with local universities and community-based organizations. It has a broad range of support in the community, and will serve to reduce minority group isolation in several district secondary schools.

I urge you to give all due consideration to this proposal. Thank you for your consideration in this matter. Please don't hesitate to contact me if you have any questions or concerns on this or any other issue.

Sincerely,



William M. Cowan

RICHARD E. NEAL
FIRST DISTRICT, MASSACHUSETTS

AT-LARGE WHIP



COMMITTEE ON WAYS AND MEANS
RANKING MEMBER,
SUBCOMMITTEE ON SELECT
REVENUE MEASURES
DEMOCRATIC LEADER,
FRIENDS OF IRELAND CAUCUS

Congress of the United States
House of Representatives
Washington, DC 20515
February 21, 2013

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan,

I would like to strongly support the Springfield Public Schools' proposal for funding under the Magnet Schools Assistance Program (CFDA #84.165A).

I have been a strong supporter of magnet schools and the important role they play in being effective programs for change in Springfield, Massachusetts. If awarded this grant, Springfield Public Schools would be able to focus on accelerating higher level work for all Springfield students by extending the reach of magnet school instructional success to other secondary schools across the district. This proposal includes important initiatives at three existing secondary schools in Springfield: Central High School, Springfield Renaissance School, Duggan Middle School (to expand to 6th-12th grades) as well as a new Springfield Arts Conservatory. This grant would allow Springfield to increase STEM education for all students, preparing them for success in college and the workplace beyond.

One of the great strengths of the magnet schools program is that it provides opportunities for school leaders to be innovative in their efforts on behalf of urban school children. Partnering with local colleges and universities, as well as highly successful school reform organizations, will generate opportunities for Springfield students as they incorporate the skills they learned through their studies of social justice, the arts, and STEM concepts. These programs promise to excite children and their families, while at the same time addressing specific needs to strengthen all students' achievement in the core academic areas.

Thank you for considering this request. If I can be of any further assistance to you in this matter, please feel free to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "Richard E. Neal", written in a cursive style.

Richard E. Neal
Member of Congress

February 26, 2013

To Whom It May Concern:

On behalf of the New England Equity Assistance Center, I am pleased to submit this letter of support for the Springfield Public Schools' application for a three-year MSAP grant. Having worked closely with schools in Springfield, and with Springfield's Director of Magnet Schools, our Center has developed a working familiarity with the district, its students, families and challenges.

In the past year, we have begun work with Springfield's Central High School—conducting an assessment of school climate and delivering technical assistance to a cohort of staff on the development of cultural competency. We are especially pleased to learn that Springfield intends to seek, to recruit, and engage more Latino students at Central through its new STEM initiative, in addition to its existing Advanced Studies and the Arts magnet theme. This STEM initiative, with its combination of rigor and real-world applications, will offer a greater degree of interest and incentive to prospective incoming Latino students. We look forward to continuing and expanding our involvement with Central's administrative and teaching staff so that all teachers in this large urban high school will develop the cultural competencies that will allow them to engage diverse learners in more equitable and meaningful ways.

We welcome the opportunity to provide assistance to Renaissance School and Duggan Middle School—both Expeditionary Learning schools, one (Renaissance) with a new STEM initiative and one (Duggan) that will grow out to 12th grade through a Social Justice theme. We anticipate scheduling cultural competency training for each of these schools.

This letter represents our commitment to working in collaboration with this project in the coming magnet cycle and strongly supports the district's application for magnet assistance.

Sincerely,



Maria Pacheco, Ed.D.
Director
New England Equity Assistance Center



EXPEDITIONARY LEARNING

247 West 35th Street
Eighth Floor
New York, NY 10001
212-239-4455 tel
212-239-8287 fax
www.elschools.org

February 21, 2013

Scott Hartl
President & CEO

Virginia Worden
Chair

Greg Farrell
Founding President

Lee Klingenstein
Founding Chair

R. Bruce Rich
Vice Chair

Irwin W. Silverberg
Treasurer

Roland S. Barth

Robert Gable

Judith Glaser

Allen Grossman

Corinne Rieder

Kurt L. Schmoke

Douglas T. Tansill

Alexandra Buckley Voris

Harriet L. Weissman

Joanne K. Ziesing

To Whom It May Concern:

I am pleased to submit this letter of support for the Springfield Public Schools Magnet Schools Assistance Program grant application for the 2013 – 2016 cycle.

Expeditionary Learning has had a productive and evolving partnership with Springfield that goes back many years, and has included work both at magnet and attendance boundary schools. Renaissance is one of the Mentor Schools in our network of over 165 public, charter and independent schools.

Springfield's magnet design promises to take our work at Renaissance and disseminate its strongest features across Springfield's two other EL schools – STEM Middle Academy and Duggan Middle School. The design also emphasizes the need to attract and attend to the needs of more Hispanic students through the strong infusion of STEM thinking and specific curricula into the schools' Expeditionary Learning orientation. Through new and enhanced interdisciplinary learning expeditions and investigations driven by real-world issues from the worlds of each of the STEM areas, the EL model will be put to creative and rigorous use in the service of the schools' core curricula. More teachers will be exposed to STEM thinking through projects and professional development that builds on the real world around them, a key feature of our EL practice. Through our close partnership, Renaissance will be in a position to disseminate best EL practices, including STEM-oriented projects and learning expeditions, to teachers and administrators at STEM Middle and Duggan.

At Duggan, EL is excited to be in on expanding opportunities for those students who have experienced "the Duggan Way," living with EL practice through their middle school years, but not having an opportunity to move with those ways of experiencing learning into their high school years. Having worked with Renaissance to build a 6-12 model, we are excited at moving that model forward at Duggan, and at working with former Renaissance teacher Ms. Marisa Mendosa, the new Duggan principal, to address Social Justice issues in the Springfield community through the EL approach to teaching and learning.

Expansion of EL opportunities for Springfield students can only lead to greater successes and to great college readiness for those students able to follow through with their EL experiences



from middle school through high school.

We are confident that this enhanced set of opportunities will benefit Springfield families and Springfield schools, and we are eager to begin the work of partnering again with Renaissance and Duggan on their new and enhanced magnet missions.

Sincerely,



Scott Hartl
President and CEO

February 28, 2013

To Whom It May Concern:

I am pleased to submit this letter of support for Springfield Public Schools' Magnet Schools Assistance Program grant proposal to implement the Mass Math + Science Initiative (MMSI) and supporting program elements, in Springfield's Central High School. Our partnership is designed to:

- Instill and sustain a culture of academic excellence.
- Increase student access to rigorous coursework in Math, Science, and English.
- Close the academic achievement gaps that disproportionality impact low-income and minority students.
- Assist in developing enthusiasm for STEM among all students, including young women and special needs students.
- Promote College Success among students attending Central High School.

MMSI has had a successful partnership with Central High School in promoting their Advanced Studies theme and we will now work to expand the partnership, focusing on rigorous and engaging Advanced Placement (AP) Math, Science, and English coursework that promotes STEM success. Additionally, we will now work to engage Central High School Students as early as the 9th grade to set them on the course for academic success in STEM. Our objective is closely aligned with the Magnet Schools Assistance Program. By providing world class professional development to Central High School's Math, Science, and English teachers, and by engaging students earlier in their high school career, we can set the conditions for more students (including low-income, minority, female and special needs students) to enroll and succeed in AP courses.

I sincerely hope that you will look favorably on Central High School's proposal to expand the MMSI program in Springfield. In addition to our work in Central High School, we are also looking forward to providing professional development to Math, Science, and English teachers at the new Springfield Conservatory of the Arts prior to and after its opening in September 2014.

Please feel free to contact me if you require additional information regarding the Mass Math + Science initiative or this proposal.

Sincerely,



Morton Orlov II
President
Mass Math + Science Initiative
Mass Insight Education

18 Tremont Street, Suite 1010. Boston, MA 02108

Tel: 617-778-1500 • Fax: 617-778-1505

massinsight.org

February 26, 2013

To Whom It May Concern:

The College Board is pleased to support Springfield Public Schools' application for federal Magnet Schools Assistance Program funding. The New England Regional Office of the College Board, as a non-profit organization, has worked closely with Springfield in a variety of ways in the past and we will continue to support the great work of this district to ensure that more students have access to and are successful in college level coursework.

With this Magnet grant, Springfield Public Schools would be able to provide professional development to teachers at two schools: Springfield Central High School and a new Springfield Conservatory of the Arts. This professional development, which the College Board can provide to the schools, is designed to help teachers and administrators develop and deepen their programs to prepare students for the rigors of college. Springfield also anticipates partnering with the Massachusetts Math & Science Initiative (MMSI) in this work, as well, in an effort to develop vertically aligned Pre-AP[®] strategies among teachers of all students, at all grade levels, in these two schools.

We look forward to our continued work with Springfield Public Schools to uphold our mission of connecting students to college success and opportunity.

Sincerely,

A black rectangular redaction box covering the signature of David Adams.

David Adams
Executive Director, K-12 Services



Springfield Technical Community College

Exceptional Education. Proven Results.

Office of the President
One Armory Square
Suite 1 • PO Box 9000
Springfield, MA 01102-9000
(413) 755-4906 • Fax (413) 755-6308
irubenzahl@stcc.edu • www.stcc.edu

February 28, 2013

To Whom It May Concern:

I am pleased to submit this letter of support for Springfield Public Schools' application for federal magnet funding. We are especially excited about the prospects for synergies between our college community-- including professors and student—and the students and faculty at Springfield Renaissance School, a school with a rich tradition of interaction with community organizations and university partners.

We have come to know the Renaissance staff and many of their students, and believe that no public school in America is better suited to bringing the vision of STEM education to the fore. I say this because I am familiar with Renaissance's experiential learning model that develops young adults with a thirst for real world problem solving.

In many ways Renaissance is far ahead of the curve as our nation explores the parameters of STEM work and this grant will build the skills of Renaissance teachers to bring the work of engineering and technology and science and math more overtly into the hands and consciousness of students. We anticipate a partnership where teachers are learning and practicing new approaches from the various STEM worlds, and using common lenses for viewing those new approaches. We also are keenly aware of the need to promote STEM interest and access among young women in our community, and will work with Renaissance to identify new ways of exciting girls in technology and engineering work, and in the work of scientists and engineers.

Springfield Technical Community College already has strong partnerships with Renaissance that involve attendance by their students of lectures on our campus, use of our engineering and science facilities and enrollment of senior students in college courses at STCC. Our experience with Renaissance is that their students are well-behaved and committed to learning.

We look forward to the possibilities this magnet grant can offer--to Renaissance, to our institution, and to the City of Springfield as a whole, to all who will benefit from mutual exploration made possible by this proposal.

The proposal has our full and unqualified support.

Sincerely,

A large black rectangular box redacting the signature of the President.

Ira H. Rubenzahl, Ph.D., President



Morton M. Sternheim, Director
STEM Education Institute
Hasbrouck Lab
University of Massachusetts
Amherst, MA 01003

Voice (413)545-1908
Fax: (413)545-3697
mort@umassk12.net
www.umassk12.net

February 27, 2013

To Whom it May Concern:

As the Director of the University of Massachusetts STEM Education Institute, I am pleased to support the Springfield Public Schools' application for federal magnet funding. We are especially excited about the prospects for synergies between our university community -- including professors and students -- and the students and faculty at Springfield Renaissance School, a school with a rich tradition of interactions with community organizations and university partners.

The STEM Education Institute has the experience and resources needed to help make this a successful program. For over 25 years, STEM Ed has sponsored programs to improve science and math education at all levels, with funding from NSF, NASA, state and university sources, and user fees. Current and recent programs include NSF/AYS STEMRAYS after-school science clubs; STEM DIGITAL, an ITEST program that helps teachers and students to use spectral, spatial, temporal, and intensity analyses of digital images in support of environmental research; nanotechnology summer institutes; and IPY STEM Polar Connections, a curriculum and professional development program.

Renaissance prides itself on developing young adults with a thirst for real world problem solving. We have come to know the Renaissance staff and many of their students, and believe that no public school in America is better suited to bringing the vision of STEM education to the fore. In many ways Renaissance is far ahead of the curve as our nation explores approaches to growing the STEM workforce. This grant gives us an opportunity to improve the ability of Renaissance teachers to bring engineering, technology, science and math more effectively into the hands and consciousness of students. We anticipate a partnership where teachers are learning and practicing new approaches from the various STEM worlds. We also are keenly aware of the need to promote STEM interest among young women and minority students, and will work with Renaissance to identify new ways of encouraging these students to pursue STEM courses and careers.

Currently our collaboration revolves around the STEM SOLAR LAB, a US Department of Education SBIR grant to Diversified Construction, LLC. The goal of this project is to install solar panels on school grounds to increase the awareness of solar energy as a renewable and environmentally friendly option and to increase students' interest in STEM careers. STEM Ed is developing supporting curriculum materials and teacher training for the thirteen participating schools. The Springfield Renaissance School is home to one of the solar arrays, and we are working with 11th grade chemistry teacher Keith Wright so that his students can learn about solar energy and electricity.

The proposal has our enthusiastic support, and we are looking forward to working together with the teachers and students at Renaissance.

Sincerely,



Morton M. Sternheim
Director, STEM Education Institute

Baystate Medical Center

BAYSTATE SPRINGFIELD EDUCATIONAL PARTNERSHIP

140 High Street Springfield, MA 01105 baystatehealth.org/edpartnership
Tel: 413-794-1672 Fax: 413-794-1891

February 27, 2013

To Whom It May Concern:

I am writing in support of Springfield Public Schools' application for federal magnet funding. The Baystate Springfield Educational Partnership (BSEP) is a community initiative of Baystate Medical Center, a teaching hospital in Springfield. Over the past five years, we have worked with the students and faculty at Springfield Renaissance School as part of our goal to support students interested in health care careers.

BSEP recognizes Renaissance as a high performing school that prides itself on developing young adults with a thirst for real world problem solving. In particular, Renaissance has demonstrated the ability to build and implement effective and meaningful expeditions around numerous STEM focused issues in our community. We have partnered with Renaissance specifically because of its ability to deliver high quality instruction that integrates issues impacting the community and public health. Its track record shows that Renaissance is suited to bringing the vision of STEM education to the fore.

We anticipate working in partnership with Renaissance to enhance learning in the various STEM worlds, particularly health sciences. We also are keenly aware of the need to promote STEM interest and access among young women in our community, and will work with Renaissance to identify new ways of exciting girls in technology and engineering work, and in the work of scientists and engineers.

We look forward to the possibilities this magnet grant can offer--to Renaissance, to Baystate Medical Center, and to the City of Springfield as a whole, all of whose citizens stand to benefit from the opportunities for mutual exploration made possible by this proposal.

Sincerely,


Peter Blain, Program Director





UNIVERSITY OF MASSACHUSETTS
SCHOOL OF EDUCATION
FURCOLO HALL
813 NORTH PLEASANT STREET
AMHERST, MA 01003

Department of Teacher Education
and Curriculum Studies

February 28, 2013

To Whom It May Concern:

I am pleased to submit this letter of support for Springfield Public Schools' application for federal funding through the U. S. Department of Education, Magnet Schools Assistance Program. We are especially excited about the prospects for synergies between our university community--including professors and students—and the students and faculty at Springfield Renaissance School, a school with a rich tradition of deep interaction with community organizations and university partners.

Renaissance prides itself on developing young adults with a thirst for real world problem solving. We have come to know the Renaissance staff and many of their students, and believe that Renaissance is very well positioned—with great educational experience and passion and commitment to teaching, learning, and students—that enables them to further the vision of STEM education. In many ways Renaissance is far ahead of the curve as our nation explores the parameters of STEM work--this grant gives us an opportunity to name the STEM work, to build and augment the skills of Renaissance teachers to bring the work of engineering, technology, science and mathematics more overtly into the hands and consciousness of students. We anticipate a partnership where teachers are learning and practicing new approaches from the various STEM worlds, and using common lenses for viewing those new approaches. We also are keenly aware of the need to promote STEM interest and access among young women in our community, and will work with Renaissance to identify new ways of engaging girls in technology and engineering work, and in the work of scientists and engineers.

Our current collaboration with the Springfield Renaissance School is through a program called Supporting Stem Teaching through Learning Communities (S²TLC), a six-year NSF-funded partnership between the University of Massachusetts Amherst, Greenfield, Holyoke, and Springfield Public Schools, the Mahar Regional School District and the Hitchcock Center for the Environment. The project is currently building and supporting a community and pipeline of STEM educators that explore deep content knowledge, inquiry-based and culturally responsive practices, and the integration of technology in grades 6-12 mathematics and science classrooms. Face-to-face and virtual communities of practice are hallmarks of the project that will connect teachers in western Massachusetts during and beyond the project.

We look forward to the possibilities this magnet grant can offer--to Renaissance, the University of Massachusetts, the City of Springfield and, as a whole, to all of their citizens who stand to benefit from the opportunities for mutual exploration that are made possible by this grant. Thus, this proposal has my full support.

Sincerely,

Kathleen S. Davis, Ph.D.
Associate Professor of Science Education
University of Massachusetts Amherst

PR/Award # U165A130071

OFFICE OF THE ASSOCIATE DEAN

February 26, 2013

To Whom It May Concern:

I am writing to support the Springfield Public Schools' effort to secure federal magnet schools assistance funding for Duggan Middle School. Western New England University School of Law, Duggan's community neighbor, has a pro bono requirement that lends itself particularly well to engage in collaborative work with community groups in Springfield. With a new Social Justice theme to complement their Expeditionary Learning approach to teaching and learning, Duggan Middle School would be an especially good partner for our students and for the law school. We are also very interested in exploring a partnership that would advance the work of the Boston-based "Discovering Justice" program, which, we understand, depending upon whether the grant is funded, will be assisting in the development of a Mock Trial program for Duggan's middle school students to begin in the 2013-14 school year.

Duggan's commitment to a Social Justice curriculum will put that school, particularly as its high school grades develop, at the center of efforts to involve students at all grade levels toward improving their understanding of community based issues and to use such an understanding to enhance deeper comprehension across academic areas. Furthermore, such a collaborative effort and focus on social justice and public interest issues will help mobilize students to be thinking more definitively about life after high school, from college to graduate programs and to the workplace.

We are also interested in being represented on an outside Magnet Advisory Board for this magnet project, which promises to enhance connections to address social justice issues throughout the Springfield community.

In conclusion, we are in full support of this application and would welcome the opportunity to be involved in this exciting endeavor to partner with Duggan Middle School and Discovering Justice in programs that stand to benefit those in our respective communities.

Sincerely,



Beth D. Cohen
Associate Dean for Academic Affairs
Director, Legal Research and Writing Program



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Executive Director

Elisabeth J. Medvedow, Esq.

Discovering Justice

John Joseph Moakley

United States Courthouse

One Courthouse Way

Suite 3120

Boston, MA 02210

617.748.4185

617.748.4199 fax

www.discoveringjustice.org

February 25, 2013

To Whom It May Concern:

As Executive Director of Discovering Justice, I am thrilled to support the effort of Springfield Public Schools to secure federal magnet schools assistance funding for Duggan Middle School. As an Expeditionary Learning and Social Justice Middle School, Duggan would be uniquely positioned to take advantage of Discovering Justice's programming, including in particular, our Mock Trial Program. With the proximity to Western New England University School of Law, a tri-partite partnership involving Duggan, WNEU and Discovering Justice would put the school and its students in a position to explore deeply the connections among real world issues confronted every day by Springfield students and families, and the connections linking social justice issues and the law.

Knowing that Duggan's principal, Ms. Marisa Mendonsa, herself has designed significant interdisciplinary Civil Rights expeditions, as well as the extensive civil rights litigation background of Springfield's magnet director, Joshua Bogin, we anticipate great synergies through this work and anticipate significant benefits to Duggan students, staff and families—and also to our own staff, who always learn from our work with schools and their constituent communities.

This is a wonderful opportunity for Duggan, and for Springfield, and we look forward to our future collaboration.

Sincerely,

Elisabeth J. Medvedow, Esq.
Executive Director



REGIONAL EMPLOYMENT BOARD
OF HAMPDEN COUNTY, INC.

February 18, 2013

Daniel J. Warwick
Superintendent of Schools
Springfield Public Schools
1550 Main Street
Springfield, MA 01103

Dear Mr. Warwick:

The Regional Employment Board of Hampden County, Inc. (REB) is writing to support the proposal being submitted by the Springfield Public Schools for funding from the federal Magnet program.

The REB is currently working with the administration and staff in the STEM programs at the Springfield High School of Science and Technology, and has a significant interest in supporting the programming at both Springfield Central High School and the Springfield Renaissance 6-12 Expeditionary Learning School as these schools prepare students to enroll in rigorous science and technology programs on the path to careers in the STEM fields.

Currently, the REB is working with the precision manufacturing companies led by the Western Massachusetts Chapter of the National Tooling and Machining Association (WMNTMA), and faculty from the Mechanical Engineering Department at Springfield Technical Community College (STCC) to perform the following work:

1. Develop educational components for SMEs and community colleges to integrate into new training programs.
2. Provide opportunities for high school students to visit STCC to observe STEM technical programs and direct hands-on science and technology applications.

The Regional Employment Board of Hampden County is prepared to work collaboratively with the Springfield Public Schools in developing opportunities to connect students and teachers students involved in STEM magnet educational programming to the educational activities at Springfield Technical Community College. We are also committed to being a facilitator between regional employers and the Springfield Public Schools in implementing programs and activities in support of the educational programs conducted in selected Magnet schools.

We strongly endorse your application for continued support for Magnet programs in Springfield and are prepared to use our resources to support your activities.

Sincerely yours,



David M. Cruise
Director, Business and Employer Services



UNIVERSITY OF MASSACHUSETTS
AMHERST

School of Education
117 Furcolo Hall
813 North Pleasant St.
Amherst, MA 01003-9308

Department of Teacher Education
and Curriculum Studies

Joshua P. Bogin, Esq.
Director of Magnet Programs
Springfield Public Schools
1550 Main Street
Springfield, MA 01103

February 28, 2013

Dear Joshua Bogin:

As Coordinator of the *TEACH 180 Days in Springfield* teacher preparation pathway at the University of Massachusetts Amherst, I am pleased to be a supportive partner to the Springfield Public Schools in the implementation of their proposed Magnet Schools Assistance Program initiative. The School of Education has a longstanding partnership with the Springfield Public Schools through a variety of programs, including the School of Education's *TEACH 180 Days in Springfield*, a teacher residency program which began in 1996. Through this project alone, 250 teachers now working in Springfield and elsewhere have learned the building blocks to prepare them for a lifetime of teaching. These *180 Days* graduates benefited greatly from the mentorship and guidance of teachers in the Springfield Public Schools.

With this magnet proposal, the School of Education will be working with the Springfield Public Schools to expand and deepen our existing partnerships where our clinical teachers can work in environments specifically created to inspire and instruct aspiring and new teachers in both content and pedagogy enriched by the grant's exciting thematic focus areas. Thus, at Central High School, and ultimately at one or more of the others identified in this magnet proposal, we anticipate having University students assisting in classrooms, taking teaching loads themselves, training middle and high school students who may be looking to careers in education, and engaging in seminar-style workshops and institutes, both with Springfield teachers and University faculty in order to hone their craft. Furthermore, this partnership promises a significant opportunity to utilize University resources in helping teachers and students gain proficiency and fluency in technology focusing on the integration with the curriculum in the urban classroom.

As a faculty member of the Department of Teacher Education and Curriculum Studies, I am excited about the implications of this partnership in terms of teacher preparation and induction year support. Clearly, the *180 Days* master's degree students teaching in Springfield classrooms will benefit directly from their exposure to and participation in the professional development opportunities provided through this partnership. In turn, hundreds of present and future students across the region stand to profit from their teachers' expertise. I believe this proposal offers Springfield and its supporting institutions in the region a major opportunity to revitalize the resource that is our urban student population and, as such, is necessary for the long-term stability of the area. In addition, I see it as expanding the vistas of Springfield's students, attracting families to the city, and increasing academic performance by instructional staff and students alike.

Sincerely,

A black rectangular redaction box covering the signature of Kathleen D. Gagne.

Kathleen D. Gagne, Ed.D.
Senior Lecturer and Coordinator, *TEACH 180 Days in Springfield*



February 25, 2013

Mr. Daniel J. Warwick
Superintendent
Springfield School Department
1550 Main Street
Springfield, MA 01103

Dear Superintendent Warwick,

I am writing today in support of the grant application from the Springfield Public Schools for funding to develop magnet schools with a focus on the arts. I am particularly impressed with your plans to create a new Springfield Arts Conservatory that will be located in downtown Springfield where students will have ready access to the many cultural offerings of the city.

For over a half century, the Springfield Symphony Orchestra has been a partner to the Springfield Public School system to help your schools and teachers provide an introduction to music and the orchestra world.

We would be an active supporting partner with your Magnet schools, notably Central High School and the new Springfield Arts Conservatory and look forward to helping to make the experience at those magnet schools as dynamic and engaging as possible for your students.

Given the many financial and scholastic challenges facing the Springfield Public Schools and schools across the state and country, music and the arts have been pushed aside at best and eliminated in many schools. Your determination to bring them forth is a breath of fresh air. Here at the Springfield Symphony Orchestra we believe that the arts provide a different but more vibrant culture in which students from all backgrounds can thrive, learn and succeed. The arts nurture children in deep and important ways while encouraging new ways of thinking and learning. Bravo to the Springfield Public Schools for agreeing!

We welcome this new venture and welcome the opportunity to collaborate with you and join our voices—vocal and instrumental—with those of your students. We hope that the grant will be awarded to the Springfield Public Schools and look forward to working with you on this ambitious project.

Sincerely,

[Redacted Signature]
Peter T. Salerno
Executive Director

COMMUNITY MUSIC SCHOOL

127 STATE STREET, SPRINGFIELD, MA 01103



of SPRINGFIELD

413.732.8428

www.communitymusicsschool.com

February 23, 2013

Mr. Daniel J. Warwick
Superintendent
Springfield School Department
1550 Main Street
Springfield, MA 01103

Dear Superintendent Warwick:

I write to express my strong support for the Springfield Public Schools' new proposal for magnet schools funding. The Community Music School of Springfield's mission is to provide access to the arts for children in our community. Since our founding in 1983, our work has included several partnerships with SPS, including Springfield magnet schools programs, which offer some of the most important arts experiences to Springfield students. I'm especially excited about this proposal, which includes the creation of a downtown Arts Conservatory for secondary students, the first such 6-12 Arts magnet in any public school district in Western Massachusetts. The opportunity for collaboration among leaders in the community's music, dance, theater and visual arts worlds, along with partners such as the National Guild for Community Arts Education in pursuit of an exemplary arts-centered experience for Springfield youth, is both powerful and timely.

Springfield is a city with rich cultural traditions across many arts forms, yet dropout rates among children are among the highest in the state. We have learned that the students most likely to graduate from high school are those who are passionate about the connections of life to school, and school to life. Whether it is a STEM-oriented education, as is also proposed in this grant, or a Social Justice-oriented education, also proposed for this grant, or, in this case, an Arts Conservatory experience, it is the connection of school to the real world and to children's creativity and passion that gives this proposed project its long-term impact.

We look forward to joining the founding consortium of partners that will engage in the planning and development of this new Springfield Conservatory, and to finding ways to incorporate the arts into the Common Core learning that must be part of a first rate secondary school education.

This is a powerful idea, presenting at a powerful time for our Springfield community and families. We fully support the proposal, and look forward to helping its fruition.

Sincerely,


Eileen M. McCaffery
Interim Executive Director
Community Music School of Springfield



TEATRO V!DA

Mr. Daniel Warwick
Superintendent of Schools
Springfield Public Schools
1550 Main Street
Springfield, MA 01103

February 13, 2013

Dear Mr. Warwick,

It is my profound pleasure to support the Springfield Public Schools application to expand arts offerings to Springfield students through the Magnet Schools Assistance Program grant. Teatro V!da would welcome the opportunity to support the ambitious efforts of the Magnet schools and we are particularly excited about the opportunity to help you develop an Arts Conservatory for middle and high school students and to share our expertise as you roll out this endeavor.

Teatro V!da was founded to build youth leadership through the arts with a special focus on the creation of youth generated multi-media performance works in collaboration with professional adult artists. Our intergenerational ensemble work provides venue for youth to identify and address issues that concern them in creative, positive and life-giving ways. Our teaching is incremental and intensive, providing the structure and tools necessary to build confidence, support critical thinking, embrace a love of learning, practice presence, and engage in respectful, reciprocal and healthy social interactions. Our members acquire skills for literacy, positive leadership, organizing youth produced arts events, public speaking, team work and strategies for building a successful life that benefits the individual, our community and society at large. We encourage youth to strive for excellence in all facets of their lives with a spirit of generosity, non-violence and compassion. We are "the other TV" creating our own reality.

Our focus is relevant for not only the new arts school and the Arts program at Central High but also is well suited to the work you plan to undertake in the Social Justice focus at Duggan Middle School. Providing adolescents with a voice to address their place in the world is a powerful learning and growing activity and we are genuinely impressed with your commitments to advancing the arts and expanding the horizon of the children in your care.

We are eager to help in any way possible and hope you will draw on our experience, knowledge and existing programs as you work this program from concept to fruition.

Best wishes,


Magdalena Gómez
Co-founder and Artistic Director



SPRINGFIELD MUSEUMS™

ART • HISTORY • SCIENCE • DR. SEUSS SCULPTURE GARDEN

Mr. Daniel Warwick
Superintendent of Schools
Springfield Public Schools
1550 Main Street
Springfield, MA 01103

February 15, 2013

Dear Mr. Warwick,

As President of the Springfield Museums, I am excited to commit our full support to your proposal for funding under the Federal Magnet Schools Assistance Program. Your efforts to solicit federal support to build an innovative and challenging arts program through a new Arts Conservatory School and expanding the impressive arts programs available at Central High School aligns perfectly with the educational mission of the Springfield Museums.

The Springfield Museums (George Walter Vincent Smith Art Museum, D'Amour Museum of Fine Arts, Springfield Science Museum, Wood Museum of Springfield History and soon to open Dr. Seuss Museum) own comprehensive collections that include European, American, and Asian works of art, anthropological, natural science and physical science materials; and a wide range of historical documents and artifacts. In addition to objects-based exhibitions, the Museums' facilities include a Planetarium and a Live Animal Center that are regularly utilized in our programs. Located on a central green known as the Quadrangle in downtown Springfield, the Museums are a unique educational resource for city schools and will be particularly useful for the new Arts Conservatory that will be located in downtown where children can walk to take part in our programs and utilize our collections.

While Springfield schoolchildren regularly visit the Museums to participate in thematic school programs, the Museums have also partnered with individual schools on more in-depth programs. In particular, we have collaborated with the Elias Brookings School on a Museum School Magnet Partnership Program that provides students with in-depth experiences that merge classroom practice with museum methods. As a result of our experience working with Brookings, the Museums are very excited about the proposed Arts Conservatory. We are confident that our collaboration on this innovative venture will enable us to reach further into classroom practice to further our mission and educational agenda.

Partnership activities will include professional development workshops for teachers on how to research and design museum exhibitions and curriculum-based museum visits for students that are designed and taught by teachers. Our museum education staff are well versed in Visual Thinking Strategies and would be able to provide this PD to your Magnet school teachers – it would be well suited for secondary schools – both Expeditionary Learning and arts-based schools.

21 Edwards Street, Springfield, MA 01103 • 413.263.6800 • www.springfieldmuseums.org

Michele and Donald D'Amour Museum of Fine Arts • Connecticut Valley Historical Museum • George Walter Vincent Smith Art Museum
Springfield Science Museum • Museum of Springfield History • Dr. Seuss National Memorial Sculpture Garden

The training provided by Expeditionary Learning will empower teachers through rigorous and ongoing professional development that will instruct teachers on how to apply their standards-based work with students' museum-based fieldwork. We were proud to host the Springfield Renaissance School's exhibition on Civil Rights as part of the opening of our new Museum of Springfield History and look forward to many such creative partner projects.

We look forward to working with school administrators and teachers on the implementation of this dynamic and worthwhile initiative. I urge the Federal Magnet Schools Assistance Program to fund this important program.

Sincerely,

A solid black rectangular box redacting the signature of Holly Smith-Bové.

Holly Smith-Bové
President



Drama Studio, Inc.
P.O. Box 80892
Springfield, MA 01138
413-739-1983
www.dramastudio.org
e-mail: info@dramastudio.org

Mr. Daniel Warwick
Superintendent of Schools
Springfield Public Schools
1550 Main Street
Springfield, MA 01103

February 21, 2013

Dear Mr. Warwick,

I am writing from the Drama Studio in support of your district's application for a federal magnet schools grant. The Springfield Public Schools would benefit greatly from this funding: students in Springfield are brimming with interest, motivation and creativity, and need support of just this nature to help them reach their full learning potential.

The prospective collaboration between the Drama Studio and your magnet schools is absolutely thrilling! We are enthusiastic about working together, not only in the provision of theatre arts study for Springfield public school students, but also in the creation of a new Arts Conservatory for middle and high school. A collaboration of this nature would provide an exciting opportunity for the Springfield community to move forward as a hub for creative dramatic work among pre-adolescents and high school students.

For over twenty-five years, the Drama Studio has offered a conservatory-style acting training program to the Greater Springfield area. The Studio offers a wide range of courses in the theatre arts as well as varied performance opportunities for 200+ local students aged 9-19. Our outreach programs currently serve thousands of students in the public schools, but only for short periods of time. This collaboration would allow our full conservatory approach to reach many more students, enriching their learning in the way that only intensive arts programming can. The Drama Studio and the Springfield public schools have a successful history of collaboration, and this exciting grant proposal is exactly what we need to take those collaborations to the next level. This funding would set the stage for a dynamic and vital partnership between the Drama Studio and the Springfield schools.

The Drama Studio has a staff of fully-committed, well trained teaching artists who have backgrounds working in the public schools as well as training public school teachers. The Studio is therefore poised to work as an instructional pivot in theatre arts. Our in-school curriculum exposes students at Central High School to our conservatory approach and offers these students an intensive and supportive creative atmosphere where they can develop their individualism as well as their ability to cooperate as an artistic ensemble. This type of training would continue at the new Arts Conservatory and allow both students and teachers to develop an innovative, powerful artistic process through which students could matriculate. Matriculation through a varied theatre program not only provides an artistic outlet, but builds literacy, public speaking skills, self-confidence, team-work experience, and critical thinking: characteristics that help young people become successful, productive adults.

The Drama Studio is very excited to be on board as a prospective partner to this magnet grant and we support your submission of this proposal wholeheartedly. For more information about the Drama Studio, its projects or programs, feel free to contact me.

Cordially,


Kyle Kate Dudley
Managing Director

Celebrating Over 25 Years of Enriching Lives!

Amelia Hays-Rivest, Director of Conservatory; Dan Morbyrne, Director of Production; Kyle Kate Dudley, Managing Director

The Drama Studio, Inc., founded in 1987 as a not-for-profit organization, is located at 41 Oakland Street in Springfield, Massachusetts. Board of Directors: Maureen Penna, *President*; Alan Sawyer, *Vice-President*; Jay Seyler, *Treasurer*; John Adamo, *Clerk*; Members: Sara Berliner (Student Rep.), Pam Caso, Lisa DeSousa, Hal Etkin, Nydia Gallagher, Lucy Goheen, Anna Hoag, Karen Huntoon, Paul Lessard, Larry Long, John Robinson

PR/Award # U165A130071

Page 4 of 2



ENCHANTED CIRCLE THEATER

Infusing Arts and Education to Engage, Enhance and Inspire Learning

Mr. Daniel J. Warwick, Superintendent of Schools
Springfield Public Schools
1550 Main Street
Springfield, MA 01103

Dear Mr. Warwick,

February 16, 2013

I write to you in strong support of the Springfield Public School (SPS) grant application to the Magnet School Assistance Program. Enchanted Circle Theater is a pioneer in the field of arts in education, and arts-aligned curriculum. We have had the pleasure of working with many of your Springfield Public School teachers, and in several of your schools through the years, enriching core curriculum with performing arts programming. I am hopeful, that with the help of the Magnet School Assistance Program, we will be able to offer our nationally acclaimed creative education programs to more of your deserving students and teachers.

I have worked with SPS for many years, as artist-in-residence in schools such as Rebecca Johnson, Zanetti Montessori, Lincoln Elementary, Gerena Montessori, and Renaissance 6-12 schools (to name a few) developing linkages between the arts and core curriculum, specifically in the area of science, history and language arts. At the request of the directors of Fine Arts and Social Studies I've taught for the past 10 summers during Springfield's district-wide professional development days on ways of infusing theater arts and social studies. The following list includes samples of artist-in-residence programs, and professional development for teachers we have offered.

- FROM PAGE TO STAGE: Literacy Through the Arts
- LIVING HISTORY – Writing Historically Based Plays in the Classroom
- YOUTH READER'S – A Reading Empowerment Program for Teenage Readers
- ACTING OUT ACROSS THE CURRICULUM – Professional Development for Teachers

Our creative education programs develop important life skills — both academic and social — enhancing cognitive development and developing verbal skills, reading skills, spatial reasoning, and critical thinking skills. ECT has been collecting data on how truancy drops during our artist- in residence programs; how student's reading fluency and writing skills improve. Theater engages the whole person, and empowers self-efficacy, self-discipline, and self-esteem. This work would align perfectly with the new Springfield Arts Conservatory that is planned as part of this Magnet grant. Our work would also enrich the programs envisioned for Central High School's theater arts courses and at the burgeoning drama program at Renaissance.

Theater is an exciting catalyst for life-long learning, and a powerful teaching tool. Enchanted Circle Theater would be thrilled to support the Magnet program as it seeks to embrace this important method of communication and capture the minds and hearts of students.

Respectfully,


Priscilla Kane Hellweg
Executive Artistic Director

Magnet Schools Assistance Program Assurances

In accordance with section 5305(b)(2) of the ESEA, the applicant hereby assures and certifies that it will

- (A) use grant funds under this part for the purposes specified in section 5301(b);
- (B) employ highly qualified teachers in the courses of instruction assisted under this part;
- (C) not engage in discrimination based on race, religion, color, national origin, sex, or disability in the hiring, promotion, or assignment of employees of the applicant or other personnel for whom the applicant has any administrative responsibility;
- (D) not engage in discrimination based on race, religion, color, national origin, sex, or disability in the assignment of students to schools, or to courses of instruction within the schools, of such applicant, except to carry out the approved plan;
- (E) not engage in discrimination based on race, religion, color, national origin, sex, or disability in designing or operating extracurricular activities for students;
- (F) carry out a high-quality education program that will encourage greater parental decision-making and involvement; and
- (G) give students residing in the local attendance area of the proposed magnet school program equitable consideration for placement in the program, consistent with desegregation guidelines and the capacity of the applicant to accommodate the students.

* * * * *

If the applicant has an approved desegregation plan, the applicant hereby assures and certifies that it is implementing that desegregation plan as approved.



Signature of Authorized
Representative

2/28/13
Date



Appendices:

A: Management Timeline & Rigorous Evaluation

B: Magnet Forms and Plans

C: Bibliography

D: Sample Job Postings



Appendix A:

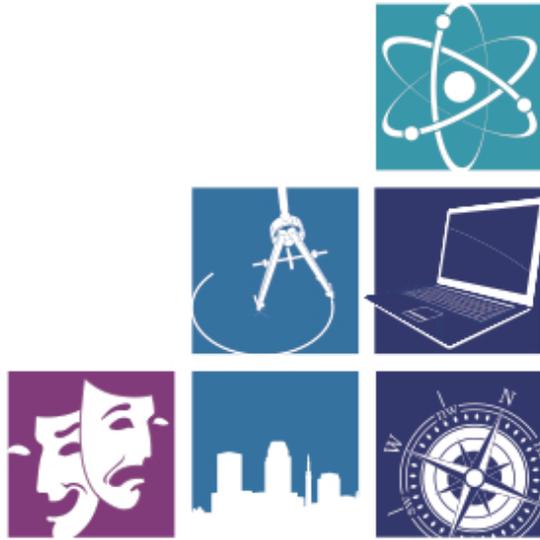
Management Timeline Rigorous Evaluation Plan



Management Timeline

Magnet Program Management Timeline 2013-2016		
Milestone	Person(s) Responsible	Date
2013-2014		
Interview and hire staff	Director and principals	Upon notification of award
Initiate recruitment/PR campaign	Director and Recruiter	Upon notification of award
Plan MRT staff orientation session	Director, Recruiter and Principals	Upon hiring of staff
Begin implementaiton in each school	Magnet Resource Teachers (MRT)	Upon hiring of staff
Begin curriculum/magnet alignment	Directors, Principals, MRT	Upon hiring of staff
Training for Magnet School Admin	Asst. Supt., Director, Evaluators	Upon notification of award
Magnet Leadership Team meetings	Asst. Sup., Director, Recruiter	Weekly beginning Sept.
MSAP Principal Advisory Meeting	Asst. Sup., Dir. Principals. Recruiter	Quarterly starting Sept.
Magnet Enrollment/Assignment Meeting	Dir, Recruiter, PIC assignment staff	Quarterly starting Sept.
Establish Magnet Advisory Board	Asst. Sup., Dir. Principals. Recruiter	October 2013
Cultural Competency Reviews	MRT, School Staff, EAC	October 2013
AP, Arts, EL, Social Justice, STEM Training	Principals, MRT, school staff	October 2013 - June 2014
Complete SIP with Magnet goals	School staff, SCDM, PTO	October 2013 - June 2014
Parent and student focus group meetings	Director, MRT, Recruiter, FESS, PTO	October 2013
Develop Family Engagement Plan	Director, principals, MRT, Recruiter	October 2013
Hold Partnership Meetings to plan PD	Asst. Sup't, Dir. Princ.MRT	November 2013
Home Visiting Project Training	School Staff, Pioneer Valley Project	Fall/winter 2013/2014
Orientation Mtg. with Evaluators	Director, Recruiter, Principals, MRT	January 2014
Magnet Advisory Board Meeting	Magnet Program and School Staff	January 2014
Develop Rectuitment Plan for School	Director, principals, MRT, Recruiter	January 2014
On-site Evaluation Visit	Evaluators	January, Mar. 2014
Recruitment Meetings/Fairs	Recruiter and school recruitment teams	January - February 2014
"Road Shows" for HS recruitment	Recruiter, Central and HSST staff	January 2014
Cultural Comptency Training	EAC at Brown U, School staff	January - June 2014
Develop MSAP Self-Assessments	Director, Recruiter and Evaluator	February 2014
Compile Magnet Curriculum Guide	Director, principals, MRT, SCDM	Winter 2013/Spring 2014
Develop After School/Summer Programs	School Implementation Teams	March - April 2014
Administer Student/Staff/ Surveys	Evaluators	March - April 2014
Parent and student focus group meetings	Director, MRT, Recruiter, FESS, PTO	April 2014
Teacher Recruitment Fair	Dir., Recruiter, Principals	April 2014
Summer PD and Programs Developed	Dir., Recruiter, Principals, MRT	April 2014
Complete Performance Report	Evaluator	May 2014
Sponsor Student Exhibit/Exposition	Magnet Program and School Staff	June 2014
Magnet Advisory Board Meeting	Magnet Program and School Staff	June 2014
2014-2015		
Summer Training: AP, Arts, EL, STEM	Director, principals, resource staff	June - August 2014
Magnet Summer Institutes for staff	Directors, principals, partners, staff	July - August 2014
Magnet Summer Programs for students	School staff and partners	July - August 2014
Curriculum Alignment Workshops	Principals, consultants, school staff	June - August 2014
College Internship/Mentor Training	Director, school staff, colleges	June - August 2014
Magnet Implementation Learning Walks	Asst. Supt, Dir., Retr., Acad. Dir.	Quarterly beginning Sept.
Magnet Enrollment/Assignment Meeting	Dir, Recruiter, PIC assignment staff	Quarterly starting Sept.
Establish Magnet Leadership Teams	School staff	September 2014
Magnet Advisory Board Meeting	Director, principals, MRT, Recruiter	September 2014
Cultural Competency Training	MRT, School Staff, EAC	September 2014 - June '15
AP, Arts, EL, Social Justice, STEM Training	Principals, MRT, school staff	September 2014 - June '15
Develop Rectuitment Plan for School	Recruiter and school recruitment teams	September 2014
Develop Family Engagement Plan	Director, principals, MRT, Recruiter	September 2014

School Open House - Parent Surveys	School based	September 2014
Home Visit Project - PD and implement	School staff	September 2014 - June '15
Complete SIP with Magnet goals	School staff, SCDM, PTO	October 2014
Hold Partnership Meetings w/Univ.	Magnet Program and School Staff	October 2014
On-Site Evaluation Visits	Evaluators	Oct. 2014, Jan, Mar 2015
Parent and student focus group meetings	Director, MRT, Recruiter, FESS, PTO	October 2014
"Road Shows" for HS recruitment	High school recruitment teams	November 2015
Recruitment Meetings/Fairs	Recruiter and School Staff	January - March 2015
Magnet Advisory Board Meeting	Director, principals, MRT, Recruiter	January 2014
"Road Shows" for MS recruitment	Middle school recruitment teams	January 2015
Teacher Recruitment Fair	Director, principals, staff, SCDM	February, April 2015
Administer Student/Staff/ Surveys	Evaluators	March - April 2015
Summer PD and Programs Developed	Academic dir, Dir, Principals, MRT	April 2015
Parent and student focus group meetings	Director, MRT, Recruiter, FESS, PTO	April 2015
Sustainability Planning Meeting	Ass't Sup't, Prin, Magnet staff, partners	April 2015
Complete Performance Report	Evaluator	May 2015
Sponsor Student Exhibit/Exposition	Magnet Program and School Staff	June 2015
Magnet Advisory Board Meeting	Director, principals, MRT, Recruiter	June 2015
2015-2016		
AP, Arts, EL, Social Justice, STEM Training	Director, principals, resource staff	June - August 2015
Initiate recruitment efforts	Recruiter	July 2015
Magnet Summer Institutes for staff	Directors, principals, partners, staff	July - August 2015
Magnet Summer Programs for students	School staff and partners	July - August 2015
Cultural Competency Training	MRT, School Staff, EAC	September 2015-June 2016
AP, Arts, EL, Social Justice, STEM Training	Principals, MRT, school staff	September 2015-June 2016
Magnet Enrollment/Assignment Meeting	Dir, Recruiter, PIC assignment staff	Quarterly starting Sept.
Develop Recruitment Plan for School	Director, principals, MRT, Recruiter	September 2015
Develop Family Engagement Plan	Dir., Recruiter, Principals, MRT	September 2015
Magnet Advisory Board Meeting	Director, principals, MRT, Recruiter	September 2015
Home Visit Project PD and Implement	Teachers	September 2015-June 2016
Revise and refine magnet curriculum	Director, school staff	By October 15, 2015
Parent and student focus group meetings	Director, MRT, Recruiter, FESS, PTO	October 2015
Revise SIP with Magnet goals if needed	School staff, SCDM, PTO	By October 15, 2015
Hold Recruitment Meetings/Fairs	Recruiter and school recruitment teams	Nov. 2015- March 2016
"Road Shows" for HS recruitment	High school recruitment teams	November 2015
Project Implementation Visits	Director and Evaluator	Oct. 2015, Jan, Mar 2016
Magnet Advisory Board Meeting	Director, principals, MRT, Recruiter	January 2016
Sustainability Planning Meeting	Ass't Sup't, Prin, Magnet staff, partners	January 2016
"Road Shows" for MS recruitment	Middle School Recruitment teams	February 2016
Teacher Recruitment Fair	Director, principals, staff, SCDM	February, April 2016
Complete Magnet Curriculum	Director, principals, staff SCDM	March 2016
Parent and student focus group meetings	Director, MRT, Recruiter, FESS, PTO	April 2016
Summer PD and Programs Developed	Academic Dir., Dir. Principals, MRT	April 2016
Complete Performance Report	Evaluator	May 2016
Sponsor Student Exhibit/Exposition	Magnet Program and School Staff	May - June 2016
Magnet Advisory Board Meeting	Director, principals, MRT, Recruiter	June 2016



Springfield Public Schools
**MAGNET
SCHOOLS**
ASSISTANCE PROGRAM

Rigorous Evaluation

Rigorous Evaluation of Magnet School Assistance Program

The rigorous evaluation design proposed below will be carried out by researchers at UCLA's Center for Research on Evaluation, Standards, and Student Testing (CRESST). The goal of this design is to measure MSAP impact on student achievement with the statistical rigor of a high-quality quasi-experimental design, but to do so with keen attention to limitations of available data and sample sizes, and to do it on a scale that is reasonable within the current funding structure.

While magnet school initiatives have garnered support across the country, many questions remain regarding student achievement within these programs in relation to “conventional” public schools. The goal of the rigorous evaluation is to measure Magnet Schools Assistance Program (MSAP) impact on student achievement. Using a statistically rigorous, high-quality quasi-experimental design, we examine two broad questions:

1. How did students attending target MSAP schools perform on state tests in relation to matched students at comparison schools in the same district?
2. How did *different subgroups* of students attending these MSAP schools perform in relation to matched students at comparison schools in the same district?

This evaluation strives to bolster the current body of research with instrumentation and analytic methodology aligned directly with the priorities and selection criteria of the Magnet Schools Assistance Program, and it is intended to be replicable in Districts across the country.

We will select comparison schools within the district based on how closely they match the characteristics of MSAP supported schools in the year prior to magnet implementation using hierarchical cluster analysis. Specifically, the comparison school selection will take into consideration the grade span of the school, school size based on enrollment, school racial

composition (i.e., percentage of Black and Hispanic students), the percentage of ELL students and the percentage of NSLP participants.

To identify comparison students, the research team will restrict the pool of MSAP and comparison students to those who had achievement outcomes for each outcome year and may also limit to students at the same MSAP or comparison schools for a period of time. A covariate balancing propensity score will then be computed for the eligible comparison students. Students from each comparison sample will be matched to MSAP students with similar propensity scores using a technique known as radius matching (Huber, Lechner, & Wunsch, 2010).

Our research will examine the effect of MSAP implementation by comparing outcomes of students in MSAP schools to the counterfactual condition of how they would have fared if they had not been a part of the MSAP program. This effect is known in the literature as the average treatment effect on the treated (ATT) (Ho, Imai, King, & Stuart, 2007). We will use regression analysis to examine this effect for each student's achievement outcomes. Specifically, we will examine the effect of prior student achievement on each student's achievement outcome (i.e., standardized tests) using the following Ordinary Least Square (OLS) regression equation on the propensity adjusted student populations: $Y = \beta_0 + \beta_1 X_{1i} + \beta_2 X_{2i} + \beta_3 X_{3i} + \beta_4 X_{4i} + e_i$ (1) where Y is the dependent or outcome variable, β_0 is the intercept, β_1 is the magnet effect coefficient, β_2 is the pretest coefficient for math, β_3 is the pretest coefficient for reading, β_4 is the pretest coefficient for writing, and e_i is the random error term. This approach is known as a double-robust regression as the estimator is said to be consistent if either one of the two models (propensity score or regression) is correctly specified (Huber et al., 2010). In other words, controlling for prior achievement in both the matching model and the analysis model increases the robustness of the estimates. The average treatment effect on the treated (ATT) effect is

determined from the size and direction of the magnet effect coefficient. A counterfactual estimate can then be obtained by subtracting the ATT effect from the average observed score of an MSAP population in an outcome year. This counterfactual represents an estimate of how these students may have fared if they had not been a part of the MSAP program and had instead attended a control school.

The combination of the rigorous evaluation described above with data from surveys developed by CRESST and AES, and the evaluation site visits and documentation and data reviews by AES provides districts with additional insight into the extent and quality of their MSAP implementation as well as the value the MSAP program has added to its schools.

Additional questions the combined evaluation will explore include: ► What is the strength of the professional learning community of each magnet school including formal professional development, coaching and teacher collaboration? ► Do students in MSAP schools demonstrate increased engagement and motivation? ► What are student and teacher perceptions of school climate? ► What are student and teacher perceptions of the magnet implementation? ► Does student academic commitment and expectations improve as the grant progresses? ► Do student racial attitudes grow more tolerant? ► What are teacher perceptions of the instructional leadership of each school? ► What are the impacts of magnet schools on the academic achievement of different student subgroups?

Ho, D., Imai, K., King, G., & Stuart, E. (2007). Matching as nonparametric preprocessing for reducing model dependence in parametric causal inference. *Political Analysis*, 15, 199–236.

Huber, M., Lechner, M., & Wunsch, C. (2010). *How to control for many covariates? Reliable estimators based on the propensity score*. IZA discussion paper 5268.



Appendix B:

Magnet Plans and Forms

- Justification Memorandum
- Sample Strategic Plan
- Learning Walk Guide/Self Assessment
- Magnet Integrated Unit/Lesson Planner
- Flow for Creating Instructional Units
- Lesson Plan Rubric
- Daily Lesson Check List



Magnet Justification Memorandum and Sample

Magnet Schools Assistance Program 2012-2013



Date:

From:

Requisition #:

Vendor:

Amount: \$

Address:

MSAP Component(s):

Phone:

Resource / Activity: What is it?

If personnel,
describe what
they do?

If activity,
describe who is
involved and
what they do.

If supplies or
equipment,
how is it used?

How does this resource or
activity strengthen the Magnet
Schools Program component
listed above to meet MSAP goals
and objectives?

Magnet Schools Assistance Program 2012-2013

Date: August 6, 2012

From: Kathe Harbour

Requisition #:

Vendor: Davidson Media Group

Amount: \$ 15,000.

Address: WACM Spanish Radio

34 Sylvan Street

W. Springfield, MA 01089

MSAP Component(s): Recruitment

Phone: (413) 781-5200



Resource / Activity: What is it?

Advertising on Spanish radio station

If personnel,
describe what
they do?

If activity,
describe who is
involved and
what they do.

If supplies or
equipment,
how is it used?

This requisition is for advertising our magnet schools and early registration for the 2012-13 school year on the local Spanish radio station, WACM.

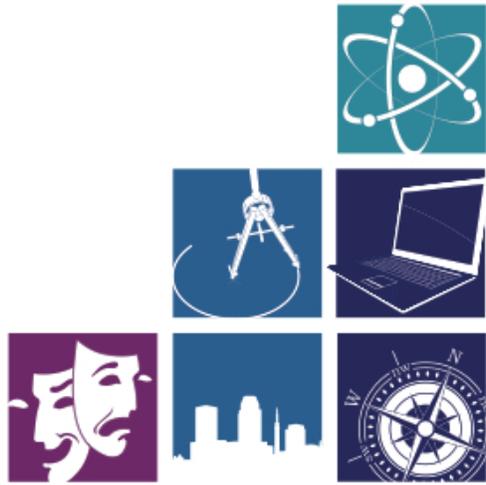
WACM (1490 AM) serves over 70,000 Spanish-speaking families in Western Massachusetts and northern Connecticut. The station, owned by Davidson Media Station has been on the air serving the local Hispanic population of Western Massachusetts since 1983 and is the station of choice for Hispanic families looking to stay abreast of local and national news.

How does this resource or
activity strengthen the Magnet
Schools Program component
listed above to meet MSAP goals
and objectives?

Along with the growing population of Hispanic families in the greater Springfield area comes a need to reach out to those families in their native language to keep them informed about the programs and educational opportunities available to them through the Magnet program.

A 2005 market analysis of advertising effectiveness showed that 75% of all Hispanics feel loyalty to retailers who advertise to them in Spanish; that commercials in Spanish are 61% more effective at increasing awareness and are 57% more likely to be recalled than those in English; and 69% of US Hispanics believe they get more information about a product when it is advertised to them in Spanish than in English.

Advertising on WACM is one of our outreach and recruitment efforts designed to provide the Hispanic community with information on our programs and schools.



Springfield Public Schools
**MAGNET
SCHOOLS**
ASSISTANCE PROGRAM

Draft Strategic Plan

MSAP Strategic Plan
I: General Magnet Schools Assistance Program Obligations

Summary of General MSAP Grant Obligations	
<i>Each MSAP-funded school will be transformed through district and school-based efforts into unique thematically-driven Magnet Schools that meet the Performance Objectives and fully reflect the vision articulated in the MSAP grant.</i>	
1	Implementation of each school's Magnet theme shall lead to the enrollment of a more racially/ethnically diverse student body , consistent with targets set forth in the MSAP grant.
2	Implementation of effectively aligned Magnet themes shall be articulated in SIPs and will assist each school in advancing academic achievement consistent with State and District mandates.
3	Each school will develop a set of " Magnet Standards " that reflect theme-based proficiencies to be achieved by all students at the school.
4	Each Magnet school will ensure that internal school structures support the development of thematically-driven units and lessons aligned to standards and the capacity of teachers to deliver such lessons and units.
5	District and school-based recruitment efforts will be driven by the desegregative purposes of the MSAP and by each school's unique Magnet theme.
6	Each Magnet school shall initiate and support efforts to engage parents and families meaningfully in thematically-driven student work and activities.
7	All parts of the school shall manifest connections to that school's Magnet theme .
8	All district and school-based MSAP implementation will be conducted with the goal of supporting long-term transformation of each magnet school and providing structural, material and other support necessary to ensure each school's long-term capacity to continue as a viable magnet school beyond funding .
9	Miscellaneous commitments to promote achievement of MSAP goals based on each school's unique theme, student achievement and enrollment and parent and community engagement goals.

***SPS MSAP Strategic Plan
II: Student Achievement***

<i>Student Achievement</i>	
<i>Implementation of effectively aligned Magnet themes shall be articulated in SIPs and will assist each school in advancing academic achievement consistent with State and District mandates.</i>	
1	For each school, the proportion of students scoring at or above the Proficient Level will increase by at least 5% for the total population and each defined subgroups by the end of year 3.
2	By Year 2, the percentage of minority students enrolled in honors, Pre-AP or AP courses at each Magnet school will increase by 10%.
3	By Year 3, all magnet schools will have made specific gains targeted in each school's SIP for their total population and for each defined subgroup.
4	By the end of the project, as a result of the implementation of theme-specific curriculum, 75% of students at each school will develop mastery of that curriculum ("Magnet Standards"), as determined by methods such as alternative performance measures including portfolios, teacher checklists, etc.
5	By the end of the project the number of students at Central and Renaissance taking the PSAT, and SAT will have increased by 15%.
6	By the end of the project the number of students at Central and Renaissance achieving a score of 3 or higher on AP exams will have increased by 10%.
7	By the end of the project the number of students at Central and Renaissance enrolled in college-level courses during their junior and senior years will increase by 10%.

SPS MSAP Strategic Plan
III. Magnet Standards

Development of Magnet Standards	
<i>Each school shall develop a set of "Magnet Standards" that reflect theme-based proficiencies to be achieved by all students at the school.</i>	
1	Each Magnet school will identify learning proficiencies specifically related to each school's unique magnet theme. Magnet standards will reflect and be integrated with state curriculum standards, but will be designed to demonstrate the uniqueness of each school's specific theme.
2	Magnet Resource Teachers/Specialists will write and assist other teachers in developing and writing Magnet Standards that delineate what students will know and be able to demonstrate by the end of each grade level.
3	Each schools' specific PD plan (part of the SIP) will address the development and implementation of Magnet standards.
4	Magnet Standards will be peer-reviewed using a Critical Friends protocol to ensure they meet the Magnet program's expectations for high-quality student learning goals.
4	Magnet Standards will be written in student-friendly language, posted in classrooms and become part of the fabric of the school and SLFC's.
5	Magnet Standards will become the centerpiece of recruitment materials that will clearly demonstrate to potential students and the community the ways in which each Magnet school offers unique programs or activities that go beyond those available in other city schools.
6	Magnet Standards for parent and community engagement will be developed to support Magnet goals for increasing the involvement of families and building sustainability beyond funding.

SPS MSAP Strategic Plan

IV. School Structures

<i>School Structures</i>	
<i>Each Magnet school will ensure that internal school structures support the development of thematically-driven units and lessons aligned to standards and the capacity of teachers to deliver such lessons and units.</i>	
1	Each Magnet school will develop and implement magnet theme lessons and units to enhance classroom instruction across all content areas.
2	Magnet Resource Teachers will work collaboratively with classroom teachers to facilitate and support the development and implementation of magnet theme lessons and units.
3	Each school will ensure that opportunities are created for teachers to develop and collaborate in the implementation of lessons and units that are specifically tied to each school's magnet theme.
4	District Content-based Resource Teachers will work with Magnet schools to support the integration of the Magnet theme with Common Core and state standards, curriculum, and assessments. All MRT will be trained in the alignment process.
5	MRT will work with classroom teachers, ILS's and support staff to familiarize them with these curricula and facilitate the process of integrating the theme to the aligned curriculum.
6	Classroom teachers will use lessons and units developed to promote each school's magnet theme, and evidence of that use will be present through visual representations of student work as well as through responses to survey instruments designed to measure implementation of the project at the classroom level.
7	MRT will provide support for teachers on ways to integrate the theme across content areas; information on resources and materials to support infusing the theme into daily classroom lessons and activities; and PD for staff, utilizing resources provided by the grant.
8	A team consisting of the principal, MRT's and ILS's will meet weekly with grade level teams to plan and coordinate classroom activities and lessons.
9	Training from the MRT, district specialists, university specialists, consultants, and the New England Equity Assistance Center, will enable teachers to incorporate theme-related and ELL teaching and strategies into the core instruction.
10	By the end of year 3 specialized theme-related curriculum units, aligned with Common Core and state standards and goals specified in each schools' SIP will have been developed at each project site by teachers, project staff and curriculum specialist consultants.
11	MRT will: 1) assist in developing and writing of magnet theme curricula; 2) help teachers develop Magnet Standards and assist with Curriculum Alignment; 3) work with teachers to infuse the theme across content areas; 4) model lessons and work with students up to 20% of their time; 5) coordinate project planning; 5) work to increase family involvement; and 6) develop and execute a recruitment plan coordinated with the district's recruitment plan.
12	Magnet Resource Team at each school will play a prominent role, working with the principal and the School Improvement Team in developing short-term, mid-range and long-term PD and sustainability plans.

SPS MSAP Strategic Plan
IV. School Structures

13	A major vehicle for PD will be grade- level team Meetings where teachers learn to develop and align curricula; teach heterogeneous classes; infuse magnet theme materials into aligned units and lessons; and work with MRT in an integrated manner.
14	Opportunities for collaborative professional development will be provided during the school day through the grant's provision of Classroom support personnel.
15	The Chief Academic Officer will facilitate regular meetings of the Magnet Principals, Project Director and other Magnet staff that will provide a forum for sharing best practices and brainstorming ways to overcome obstacles.
16	At the conclusion of the three year project, specialized equipment and supplies necessary to continue ttheme-specific curriculum at each Magnet school with lesson plans aligned to Frameworks and to the specific magnet-purchased materials will be in place.

SPS MSAP Strategic Plan
V. MSAP Recruitment

Recruitment	
<i>District and school-based recruitment efforts shall be driven by the desegregative purposes of the MSAP and by each school's unique Magnet theme.</i>	
1	The magnet schools will utilize the PIC, school-based Parent Centers, Magnet School fairs, school-based exhibitions, open houses at each magnet school, and other public information venues to disseminate information about their school.
2	Each school will develop recruitment/marketing materials that enable parents and students selecting magnet schools to have a strong sense of what is expected and what they will accomplish in the magnet program that is different from other schools in the district.
3	Recruitment plans will be developed for each school in conjunction with the Program Recruiter and Project Director that include yearly enrollment targets.
4	Parents will help recruit by hosting small group discussions, attending Open Houses, being on SCDM and Magnet Leadership and Recruitment Teams.
5	The district and schools will develop recruitment plans with specific targets. This plan will focus on minority-isolated schools and under-represented racial/ethnic/gender populations.
6	Student enrollment targets will be shared with staff of the Parent Information Center to ensure district-wide understanding of the targets to help support obtaining Magnet program goals and objectives.
7	The Magnet Program Recruiter will develop brochures, newsletters, ads, flyers and other print material to increase awareness of the magnet schools to be distributed throughout the community. All items will be available in English and Spanish.
8	The Magnet Program Recruiter will develop and maintain an active website with updated articles that highlight school and classroom activities.
9	The Magnet Program Recruiter will provide opportunities to share information with the public at events e.g. school Open Houses, Magnet Fair, community events, etc.
10	The Magnet Program Recruiter will arrange for PIC staff to tour Magnet schools to familiarize them with the themes, how they are manifested in school teaching and environment to help parents make informed choices for their children.
11	The Magnet Project Director and Recruiter will convene an MSAP Advisory Board to support district's attempts to build capacity to sustain the program beyond funding and help ensure implementation of high-quality programs.
12	The Magnet office will sponsor series of events for public, including city and state officials and business leaders to increase awareness and help w/continuation
13	Each Magnet school will work to bring community members into the school as mentors and classroom volunteers.
14	Each Magnet school will work to build capacity through partnerships with businesses and local institutions of higher education.
15	The magnet schools program will utilize the PIC, Magnet Schools fairs, school-based exhibitions and open houses at each magnet school to disseminate information about the magnet schools program and to recruit students from underrepresented populations.

SPS MSAP Strategic Plan
VI. Family Involvement

Increased Family Involvement	
<i>Each Magnet school shall initiate and support efforts to engage parents and families meaningfully in thematically-driven student work and activities.</i>	
1	The Magnet office will hire a bi-lingual Family Engagement and Support Specialist to coordinate extensive family engagement activities for all four project schools in collaboration with each school's PTO and the district's Parent and Community Engagement (PACE) office.
2	In each year of the project, each Magnet school will submit to the Magnet office a Parent Engagement Plan outlining strategies and specific activities for involving parents and families in theme-related Magnet school work.
3	Each Magnet school will participate in the "Home Visiting Project" in which classroom teachers visit the families of 10 students in his/her classroom. These non-evaluation visits are designed to build bridges between home and school and provide opportunities to share and learn from each other to support student academic and social growth.
4	MRT and school staff will conduct regular workshops for parents to assist them in working with their children at home in support of the magnet school program, e.g., Family Portfolios, Family Math, Family Science, Family Stories, etc.
5	The project director, recruiter and all project staff at the school will work closely with the PTO to conduct meetings at each magnet school to orient parents to the specialized magnet program at each school for parents to support the program.
6	Project and district PACE staff will work with each school's PTO and SCDM Team to fully involve parents in specialized magnet classroom activities, fairs, performances, extended day and summer activities, trips, etc. with a particular emphasis on involving traditionally under-represented minority families.
7	The Magnet director and/or recruiter will work collaboratively with the Family Engagement Specialist and PACE office to conduct workshops for parents related to the magnet programs, workshops to familiarize parents with their options for continued education through high school and beyond etc.
8	By the end of years 2 and 3 there will be a 5% increase from the previous year in the numbers of parents who participate in specific school activities that relate to the education of their children.
9	The district will establish a Magnet Schools Advisory Board where parents play an important role in making decisions related to magnet schools.
10	Bi-annual focus group meetings with parents at each Magnet school will help determine the direction of continued family engagement goals and activities.

***SPS MSAP Strategic Plan
VII: Manifesting the Theme***

<i>Manifesting the Theme</i>	
<i>All parts of the school shall manifest connections to that school's Magnet theme.</i>	
1	Each magnet school will convene a "Building Transformation Team" whose responsibility will include "making the Magnet theme visible" in all parts of the school, including hallways, lobbies, outside areas, classrooms and other public spaces (cafeteria, gym, auditorium, etc.). The team will consist of teachers, parents and students.
2	Thematic visibility will demonstrate connections to curriculum and standards, as well as high expectations for quality student work.
3	Classroom teachers will use lessons and units developed to promote each school's magnet theme, and evidence of that use will be present through visual representations and posted exemplars of high-quality student work.
4	Multi-Media presentations (PowerPoint, photo slideshows, video, etc) that highlight each school's theme will be viewed in the lobby of each school on a flatscreen purchased for this purpose.
5	Public displays, exhibitions and presentations highlighting each school's magnet theme will be offered at least twice per year.

SPS MSAP Strategic Plan
VIII. Capacity Building

Capacity Building	
<i>All district and school-based MSAP implementation shall be conducted with the goal of supporting long-term transformation of each magnet school and providing structural, material and other support necessary to ensure each school's long-term capacity to continue as a viable Magnet school.</i>	
1	School schedules and structures will build in time for staff to collaborate in the design of theme-based, interdisciplinary lessons and projects, thereby expanding the knowledge base of each magnet school's teaching staff in methods and strategies that will continue to enhance instructional practice beyond this funding cycle.
2	Each Magnet school will convene a PD team, made up of ILS's, district curriculum resource specialists, MRT's and classroom teachers that will be responsible for infusing the work of the Magnet program at the building and district levels and aligning that work with district initiatives.
3	District staff will assist each magnet school in developing a long-term PD Plan that will ensure the continued implementation of the school's magnet theme beyond the funding period. This long-term plan shall be adopted for implementation no later than the end of project year 2.
4	Each magnet school will establish connections and formal partnerships with businesses and local colleges and universities that focus on magnet theme-related activities that will help each school to continue their Magnet program work beyond funding.
5	At the conclusion of the three year project, specialized equipment and supplies necessary to continue the magnet school theme-specific curriculum at each school will be in place, with lesson plans aligned to Frameworks and to the specific magnet-purchased materials.
6	The Magnet Office will work with each school to seek funds to enhance the program during the three-year period and to assist the district in assuming the costs of the program when MSAP funds are no longer available.

Springfield Public Schools
1550 Main Street
Springfield, MA 01103



Magnet Schools Self Assessment Guide

Magnet Self-Assessment Protocol: Schoolwide Implementation

Implementation Walk Date: _____

Participants: _____

Rating Scale: 1 = Not at all - 5 = To a great extent; D/K = Don't Know; N/A = Not Applicable								
Assessment Methods: Obs = Observable Evidence; Doc = Documentary Evidence; Int = Interview								
School Environment	Assessment:	1	2	3	4	5	D/K	N/A
Magnet theme evident outside school:	Obs							
Magnet theme evident upon entering building:	Obs							
Magnet work evident in hallway displays:	Obs							
Magnet work displayed reflects high quality work:	Obs							
Magnet Theme Integration		1	2	3	4	5	D/K	N/A
Magnet theme reflected in SIP:	Doc, Int							
Magnet work aligned with district curriculum and assessments:	Doc							
Magnet Leadership Team in place and meeting regularly:	Int							
Magnet Leadership Team actively involved in theme development:	Int							
Faculty articulate knowledge and understanding of Magnet theme:	Int							
Schedules provide time in school day for Magnet projects/activities:	Doc, Int							
Schedules provide time for Grade/Team planning with MRT:	Doc							
Magnet theme evidenced in extra-curricular activities:	Obs, Doc, Int							
Magnet theme prominent in new parent activities:	Obs, Doc, Int							
Evidence of implementation of magnet integration strategies:	Obs, Doc, Int							
Professional Development		1	2	3	4	5	D/K	N/A
PD plan has been developed to incorporate Magnet program:	Doc, Int							
Professional Development Plan is in place:	Doc, Int							
Professional Development Plan reflects Magnet PD:	Doc, Int							
Extended day schedule provides time for Magnet specific PD:	Doc							
Schedules provide time for co-teaching with MRT:	Doc							
Evidence of implementing Magnet integration PD:	Obs							
Family/Parent Involvement		1	2	3	4	5	D/K	N/A
Family involvement goals included in SIP:	Doc, Int							
Family activities highlight Magnet theme:	Doc, Int							
Parent Involvement activities include Magnet theme:	Doc							
MRTs involved in planning of parent activity events and calendar:	Doc, Int							
Parents actively engaged in classrooms as volunteers:	Obs, Doc, Int							
Family involvement activities relate to student achievement:	Doc, Int							

Magnet Implementation Self-Assessment: Classroom Observation

Teacher Name: _____	Grade: _____	Room: _____	Period: _____
Observation Date: _____	Lesson Plan Available? _____	Yes: _____	No: _____
Integration with Magnet Theme in: (check all that apply)	ELA: _____	Math: _____	Science: _____
	Art: _____	Music: _____	Drama: _____
	Foreign Language: _____	Technology: _____	Other: _____

Rating Scale: 1 = Not at all - 5 = To a great extent; D/K = Don't Know; N/A = Not Applicable
Assessment Methods: Obs = Observable Evidence; Doc = Documentary Evidence; Int = Interview

Learning Environment	Assessment	1	2	3	4	5	D/K	N/A
Evidence of Magnet theme in classroom work and displays:	Obs							
Classroom environment conducive to group/project work:	Obs							
Classroom agendas reflecting Magnet theme integration:	Obs							
Materials and resources to support Magnet work evident:	Obs, Int							
Students are grouped heterogeneously:	Obs							
Teacher Activities								
Teacher engaged in teaching/integrating Magnet theme:	Obs							
Evidence of MRT collaboration in lesson planning and design:	Doc							
Lessons reflect integration of Magnet theme:	Doc							
Assessments for Magnet work included in lesson planning:	Doc							
Interdisciplinary lessons and units in evidence:	Doc							
Magnet lessons are aligned with curriculum:	Doc							
Classroom activities include family involvement component:	Int							
Evidence of implementation of magnet PD integration strategies:	Obs, Int							
Student Activities								
Student work exhibited in classroom reflects Magnet theme:	Obs							
Students are able to articulate Magnet theme:	Int							
Assessments include those appropriate for Magnet work:	Doc							
Magnet Standards are evidenced in student work:	Obs, Doc							

Magnet School Self-Assessment

Implementation Walk Date: _____

Participants: _____

Rating Scale: 1 = Not at all - 5 = To a great extent; D/K = Don't Know; N/A = Not Applicable Events; Stn=Magnet Standards								
	Measure	1	2	3	4	5	D/K	N/A
Magnet themes visible in hallways, in classrooms and outside the building.								
Lesson plans reflect Magnet theme at all grade levels;								
Lesson plans reflect differentiated lesson plans and activities designed to meet the needs of students working in heterogeneous groups								
Structure of school day allows for in-depth exploration and planning for theme-based activities.								
Sequenced PD provided in Magnet theme areas through use of consultants, MRT, university partners, etc.								
MRT meet regularly with individual teachers and grade level teams to plan integrated, interdisciplinary lessons and activities aligned to state frameworks.								
Magnet theme activities available to all students during and after school								
Materials and resources available to all classroom teachers to support implementation of the theme.								
Ongoing activities during school day and after school provided by partner agencies, artists-in-residence and other consultants								
All staff are provided training integrating core content subject areas with Magnet themes during workshops and extended day training.								
Students demonstrate specific theme-related proficiencies determined by Magnet Leadership Team..								
School outreach activities, events and environment supports the recruitment of a diverse population.								
Two-way parent outreach program, includes structured activities and opportunities for parent direction.								



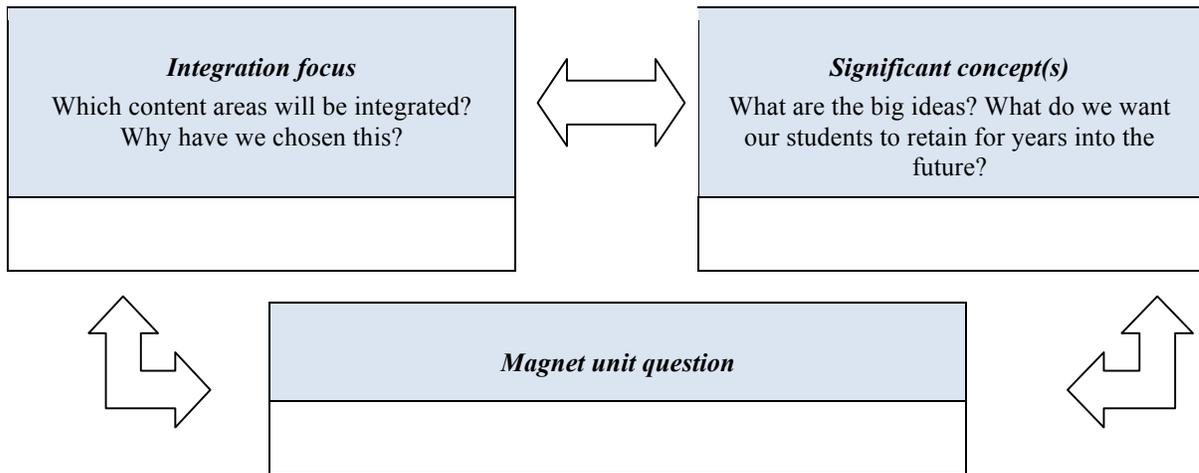
Magnet Unit and Lesson Planning

- Magnet Integrated Unit/Lesson Planner
- Lesson Plan Rubric
- Daily Lesson Check List

Magnet Integrated Unit/Lesson Planner

<i>Unit title</i>	
Teacher(s)	
Subject and grade level	
Time frame and duration	

Stage 1: Significant concept, content integration and unit question



Assessment What task(s) will allow students the opportunity to respond to the unit question? What will constitute acceptable evidence of understanding? How will students show what they have understood?
Which specific Magnet theme (EL, STEM, Arts, Social Justice, etc) objectives will be addressed during this unit?
What assessment criteria will be used?

Stage 2: Backward planning: from the assessment to the learning activities through inquiry

<p>Content</p> <p>What knowledge and/or skills (from the course overview) are going to be used to enable the student to respond to the unit question?</p> <p>What standards/skills are to be addressed? How can they be unpacked to develop the significant concept(s) for stage 1?</p>	
<p>Approaches to learning</p> <p>How will this unit contribute to the overall development of subject-specific and general approaches to learning skills?</p>	
<p>Magnet theme integration</p> <p>How will this unit contribute to advancing student knowledge utilizing the _____ Magnet theme?</p> <p>What activities/lessons within this unit will utilize technology and what form?</p>	
<p>Learning experiences</p> <p>How will students know what is expected of them? Will they see examples, rubrics, templates?</p> <p>How will students acquire the knowledge and practice the skills required? How will they practice applying these?</p> <p>Do the students have enough prior knowledge? How will we know?</p>	<p>Teaching strategies</p> <p>How will we use formative assessment to give students feedback during the unit?</p> <p>What different teaching methodologies will we employ?</p> <p>How are we differentiating teaching and learning for all? How have we made provision for those learning in a language other than their mother tongue? How have we considered those with special educational needs?</p>
<p>Resources</p> <p>What resources are available to us?</p> <p>How will our classroom environment, local environment and/or the community be used to facilitate students' experiences during the unit?</p>	

Ongoing reflections and evaluation

In keeping an ongoing record, consider the following questions.

Students and teachers

What did we find compelling? Were our disciplinary knowledge/skills challenged in any way?

What inquiries arose during the learning? What, if any, extension activities arose?

How did we reflect—both on the unit and on our own learning?

Which attributes of the learner profile were encouraged through this unit? What opportunities were there for student-initiated action?

Possible connections

How successful was the collaboration with other teachers within my subject group and from other subject groups?

What interdisciplinary understandings were or could be forged through collaboration with other subjects?

Assessment

Were students able to demonstrate their learning?

How did the assessment tasks allow students to demonstrate the learning objectives identified for this unit? How did I make sure students were invited to achieve at all levels of the criteria descriptors?

Are we prepared for the next stage?

Data collection

How did we decide on the data to collect? Was it useful?

Flow for Creating an Instructional Unit

Step 1: Review the Ongoing and Unit Priority and Supporting Standards in the published 12-13 pacing guide for your grade/subject.

Step 2: Confirm that Ongoing and Unit Priority and Supporting Standards in the published pacing guide are reflected in the Unit Planning Guide Template. (If not, revise the Unit Planning Guide to reflect correct standards*).

Step 3: Complete the required parts of the unit planning guide including:

- Enduring Understandings
- Essential Questions
- Knowledge
- Skills
- Formative Assessment Suggestions
- Learning Activity Suggestions

Step 4: Use the Section A (Questions 1-4) of the *Unit Planning Guide and Summative Assessment Feedback Form* to complete a self-assessment of the quality of:

- Enduring Understandings
- Essential Questions
- Knowledge
- Skills
- Formative Assessment Suggestions
- Learning Activity Suggestions

Step 5: Revise sections as appropriate to ensure quality before submitting/sharing draft Unit Planning Guide.

Step 11: Use feedback provided by your peers to make FINAL revisions to the Unit Planning Guide and Common Unit Assessment as appropriate. Ensure the revised documents are available in Google Drive by the established deadline.

Step 10: Be prepared to share the Unit Planning Guide and Common Unit Assessment at the established ILS or CWT Meeting.

Step 9: Ensure all DRAFT documents are revised in Google Drive documents by the established deadline.

Step 8: Revise assessment items as appropriate to ensure quality before submitting/sharing draft Common Unit Assessment.

Step 7: Use the Section B (Questions 7-12) of the *Unit Planning Guide and Summative Assessment Feedback Form* to complete a self-assessment of the quality of the assessment including:

- Ensuring the number and types of questions asked measured the targeted standards.
- Ensuring the length of the assessment is grade/subject level appropriate.
- Ensuring the questions asked represent the same level of rigor called for by the standard.
- Ensure there is a clear scoring guide for the assessment items.

Step 6: Create the Common Unit Assessment aimed to measure student proficiency related to targeted standards.

Magnet Lesson Planning Peer Review Process

Purpose and Process: To develop and implement high quality units and lessons, time is set-aside for teachers to review units and lessons in an atmosphere that supports critical friends in developing high quality lessons.

The following criteria guide the peer review process. The criteria serve a dual purpose: 1) in the same way that teachers give students criteria for performance at the outset of an activity, teachers need criteria to guide their work; and 2) the criteria are key to the learning experience review process. The criteria provide the reviewer with a focus on commenting on the lesson or unit and providing positive and constructive feedback. The Lesson Rubric and Review Reporting Form is used to record comments to be shared with the teacher. These comments should be designed to help strengthen classroom practice.

Peer Review Criteria

1. Relation to Learning Standards

Does this learning experience clearly link to performance indicators for the specified standards? Does it require students to understand and use ideas, perspectives, tools and/or methods that are central to the learning standards?

2. Construction of Knowledge

Does this learning experience require students to construct knowledge, i.e. work out genuine understanding of what they are taught? Do they have to discover information? Do they have to organize, synthesize, interpret, explain, or evaluate information?

3. Challenge

Is the learning experience appropriately challenging to students?

4. Engagement

Does the learning experience, as presented, seem likely to engage students and press them toward learning?

5. Assessment Plan

Does the experience incorporate elements of good assessment: clear criteria to guide work, feedback on work in progress, and reflection on work completed?

6. Adaptability

Is the learning experience adaptable to other classrooms and other students? Or does it require a very narrowly drawn population of students and/or undue expense or extraordinary circumstances?

7. Technology Integration

Does technology, when used, assist students to achieve the learning standard(s) addressed in the assessment plan?

8. Value Beyond School

Does this experience focus on a problem/situation connected to the world beyond school?

9. Presentation

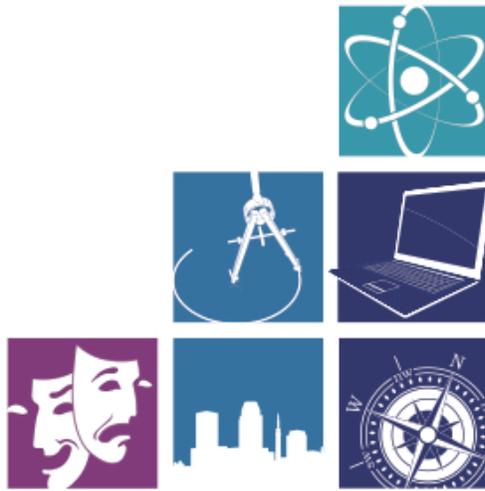
Is the learning experience clearly written and fully developed so that other teachers have a real understanding of what is happening in the classroom and can related to it?

Magnet Integrated Unit/Lesson Review Rubric

Open-ended	Relevant and engaging	Challenging and provocative	Level
<p>The question:</p> <ul style="list-style-type: none"> is “closed”, requiring a yes/no response (typical questions start with “can”, “does”, “should”, “do”, “will”). 	<p>The question:</p> <ul style="list-style-type: none"> does not provide for student involvement fails to interest students is irrelevant to students’ lives. 	<p>The question:</p> <ul style="list-style-type: none"> does not seek to extend students’ capacities for new understandings. 	0
<ul style="list-style-type: none"> presumes that the answer could be known in advance, looked up or easily derived without serious thinking. 	<ul style="list-style-type: none"> is isolated from students’ prior knowledge and experience is phrased in adult language and adult thinking provides for little student interest has little relevance to students’ lives. 	<ul style="list-style-type: none"> provides few opportunities for students to develop their understandings or skills requires a response based on factual recall or the simple stating of an opinion that has little depth is teacher- or text-centered. 	1
<ul style="list-style-type: none"> requires a response that is likely to be the same from student to student has boundaries set by the teacher 	<ul style="list-style-type: none"> attempts to make connections to students’ prior learning is a “simplified” version of an “adult question” requires some student involvement is connected to an aspect of students’ lives, although it may not be age-appropriate. 	<ul style="list-style-type: none"> seeks a limited extension of student knowledge and understanding provides some opportunities for students to increase their understandings and competencies. 	2
<ul style="list-style-type: none"> is “open” (typical questions start with “how,” “why”) is designed so that students can explore a variety of possibilities. 	<ul style="list-style-type: none"> assumes a degree of prior knowledge and experience “hooks” student interest in an age-appropriate manner is phrased in student- friendly language provides ways for students to be actively involved encourages students to consider the unit’s significant concept and reflect on it in the context of their adolescent world. 	<ul style="list-style-type: none"> seeks to extend prior knowledge and understandings provides for varied ways in which students can increase their understandings and competencies could contain an unfamiliar significant concept that requires “unpacking”. 	3

Checklist for Developing Daily Lesson Plans from Magnet Unit Planner

<i>Y/N</i>	<i>Item</i>	<i>Description</i>
	1	The lesson plan provides the context for learning the elements of the lesson. Students can describe or explain why the lesson is important to learn.
	2	Students understand how this lesson connects to the Unit Question and can describe and/or explain the connection.
	3	The objective for the daily lesson relates specifically to at least one of the Magnet standards and is designed to increase student performance on at least one specific strand (bulleted items) of the identified standard.
	4	The objective for this lesson is communicated to students in kid friendly language so students can describe what they will learn and be able to do by the end of the lesson.
	5	Students can state how learning this lesson will help them complete the summative assessment task(s) they need to complete at the end of the unit.
	6	The lesson is designed to help students progress on the rubric scale of the assessment criteria. Students and teacher can describe the different levels of achievement according to assessment criteria and state what evidence is needed to demonstrate performance at each level.
	7	The lesson differentiates instructions for students based on the different levels of achievement stated on the assessment criteria.
	8	The assessment criteria have been modified according to the interim objectives for the identified criteria for middle/high school students.
	9	The lesson may also reinforce other Magnet standards not formally assessed in this unit. Students will receive informal feedback on all Magnet standards touched on in this lesson, including those not formally assessed as part of this lesson or for this unit as appropriate.
	10	The activities of this lesson are designed to help students increase achievement according to the different levels identified in the targeted Magnet Unit assessment criteria.
	11	The Summarizer for this lesson will provide information on how students are performing according to the identified assessment criteria; students will be able to self assess performance and teacher will be able to use gathered information to design follow up activities to provide further practice according to assessment criteria.
	12	After completing this lesson, teacher and student can predict current level of achievement on assessment criteria for summative task and know what is still needed for success on summative task(s).



Springfield Public Schools
**MAGNET
SCHOOLS**
ASSISTANCE PROGRAM

Appendix C:

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Appendix E:
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Appendix D:

Sample Magnet Job Postings

Springfield Conservatory of the Arts Principal
Magnet Resource Teachers
Magnet Family Engagement and Support Specialist
Magnet Data Analyst
Magnet Networking Technician
MRT Interview Rubric

PLEASE POST

PLEASE POST

P-

SPRINGFIELD PUBLIC SCHOOLS
Springfield, Massachusetts

1 N R

ANNOUNCEMENT OF POSITION

TITLE: **Principal, Springfield Conservatory of the Arts**

As part of the new magnet school grant, SPS will create a new, small, high performing Conservatory of the Arts secondary Magnet School that will ultimately serve 300 students in grades 6 through 12. **The district is seeking a dynamic, committed principal to lead its development.** The successful candidate must have a passion for the Arts and a deep understanding of the ways that student experiences in a variety of arts fields can deepen and broaden learning experiences. The new Springfield Conservatory of the Arts (SCA) will open in the fall of 2014 with 60 students in both sixth and ninth grades and grow to 420 students in grades 6 through 12 by the 2017-18 school year.

APPLICATION: Please submit a letter stating your interest in the position and how your background and experience fits the position. Include a resume and include at least three professional letters of reference. Please submit your letter and resume to Human Resources, 1550 Main Street, Springfield, MA 01103-1410 by **xxx**

SALARY: To be negotiated with the Superintendent of Schools based on experience.

WORK SCHEDULE: 12 months, twenty-two (22) days of vacation.

EFFECTIVE DATE

OF EMPLOYMENT: Upon notification of grant award or as soon as possible thereafter.

GENERAL STATEMENT OF DUTIES:

The Principal is the chief administrative officer of the school and is responsible to the Chief Schools Officers for Secondary Schools, the Assistant Superintendent and the Superintendent of Schools. The Principal is in charge of all personnel and students in his/her building and as such is responsible for management of the school and the improvement of the instruction offered. In this position he/she is responsible for many services in the school and community. The Principal of this school will work collaboratively with the Magnet Program Director, academic directors, the Professional Development Department, business and university partners in the development and implementation of SCA and arts-based curriculum approaches at the new school.

SPECIFIC DUTIES:

1. Establish and maintain a learning environment in the school.

- a. Assume responsibility for fully implementing the magnet school design and all curricular and extra-curricular programs in a high performing new small secondary school.
- b. Create a professional community that focuses on arts-infused curriculum and instruction as the primary vehicles for improving student achievement and school culture.
- c. Work collaboratively with the director of Magnet Programs, academic directors, school leadership team and university and business partners to develop the SCA program.
- d. Model a commitment to ongoing professional development by participating fully in staff training.
- e. Allocate school resources to facilitate the development and implementation of the SCA and arts-based models.
- f. Model effective instructional practices in staff meetings, professional development sessions and team meetings.
- g. Reinforce and institutionalize the implementation of high-caliber SCA teaching and learning practices through regular observation, coaching, and evaluation using SEEDS protocols and practices.

- h. Work closely with Magnet office, academic directors, Professional Development Office and university partners to plan professional development and maximize the benefit of off-site professional development opportunities (conferences, workshops, seminars, continuing education).
- i. Facilitate, with guidance counselors and programs, continuous improvement of individual student education and development processes that support student's post-secondary academic ambitions.
 - i. Establish standards and expectations for proper student conduct; support appropriate methods to encourage discipline and commitment to adhere to established guides; maintain high expectations and motivation for all students to engage in continuous learning and development.
 - ii. Attend school-sponsored activities and events held to recognize student achievement.

2. Design and manage processes and methods conducive to learning.

- a. Manage the planning, organizing, and implementation of all school activities.
- b. Initiate, facilitate, design and implement programs to meet school needs.
- c. Utilize all available resources within the school system and the community to develop new arts-based curriculum based on and improve the effectiveness of existing educational programs.
- d. Maintain a clear and open communication process with the broad school community. Keep the school population informed of policy changes, new programs, opportunities, etc. Make use of all effective communication modalities to promote effective and respectful communication among school community members.
- e. Ensure a safe, supportive and productive environment for students, staff and families.
- f. Demonstrate cultural competencies in managing a multi-cultural institution.
- g. Align the uses of time, money and materials to the school's institutional priorities.
- h. Focus the school upon and ensure continuous improvement in student learning, as evidenced by multiple indicators of student academic success.

3. Magnet Program Management:

Manage all aspects of implementing the Magnet Schools Assistance Program grant commitments, as approved by the US Department of Education, including:

- a. Curriculum Alignment: Work collaboratively with academic directors and district resource teachers to ensure alignment of SCA courses and Pupil Progression Plan.
- b. Professional Development: Ensure appropriate opportunities for staff to advance content delivery and instructional practices that support high level learning, to be reflected in School Improvement Plan as short-term, mid-range and long-term professional development plans. These plans should be both school-based and individualized for each teacher.
- c. Theme Development: Work closely with Magnet office and program evaluators to ensure effective implementation of program elements and objectives.
- d. Parent/Family Involvement: In conjunction with magnet office, parent/teacher organization, Family and Community Engagement office and community partners to develop a plan for meaningful two-way engagement.
- e. Recruitment: Work with magnet program staff to develop a short-term and long-range recruitment plan to market the school to families both within and outside the city as a viable option for college-bound students.

4. Community Relations Management:

Cultivate strong partnerships with families, community organizations, university and business partners. Establish and maintain favorable relationships with local community groups and individuals to foster understanding and solicit support for overall school objectives and academic programs; interpret School Committee and Superintendent's policies and general administrative directives; and discuss and resolve individual student problems and opportunities.

- a. Within the School System:
 - i. Act as a liaison between the school and the Superintendent.

- ii. Be responsible for meeting goals and objectives as set forth in approved MSAP grant and work collaboratively with Magnet director to ensure alignment of magnet and district goals and initiatives.
 - iii. Participate in district and Magnet meetings as required as well as in those that will result in better opportunities for the student body of the school.
 - iv. Responsible for ensuring timely delivery of information related to MSAP program evaluation and year-end reports.
 - v. Work with members of central office administration to solve support service problems that might arise in areas such as transportation, special services, etc.
 - vi. Work closely with Magnet office and Parent Information Center student assignment officers to develop, implement and monitor assignment practices that are consistent with Magnet program goals and objectives.
- b. Within the Community:
- i. Work collaboratively with Magnet office to develop, implement and monitor a student recruitment plan.
 - ii. Be responsible for promoting the school within the community and ensuring that the goals and objectives of the school are clearly articulated and widely disseminated.
 - iii. Ensure that the school reflects in culture, climate and appearance the unique aspects of the SCA.

5. Managing school personnel:

- a. Participate in staff selection and hiring process along with Human Resources Department, Director of Magnet Programs and other key district personnel, as appropriate.
- b. Develop, with district and Magnet Office, a formal orientation process for newly hired/assigned staff members and facilitate their induction and involvement in this unique magnet school.
- c. Promote appropriate developmental opportunities for school personnel to develop and maintain a school culture calculated to support a respectful, knowledgeable and competent faculty and staff.
- d. Set clear expectations and provide ongoing feedback, advice, counseling and support to all staff members regarding individual and group performance, and adherence to goals and objectives set forth in Magnet grant.
- e. Keep abreast of changes and developments in the profession, particularly in the multiple arts areas, by attending professional meetings, reading professional journals and other publications and discussing problems of mutual interest with others in the field.

6. Management of the school:

- a. Coordinate and supervise support services such as maintenance, security, food services, recreational programs, library activities and financial and accounting functions, etc.
- b. Prepare and submit the school's budgetary requests and monitor expenditures of funds.
- c. Be responsible for closely monitoring expenditure of magnet funds to ensure delivery of necessary services and supports as approved in grant.
- d. Maintain and control funds generated by student and/or parent activities.
- e. Keep the Superintendent of Schools and Magnet Program Director informed of school activities, progress in implementation of the SCA model, and significant problems as they arise.

QUALIFICATIONS:

1. Master's degree from an accredited college or university; Doctorate preferred.
2. Certification or certifiable as a Principal/Assistant Principal (6-12) by the Massachusetts Department of Education. The applicant hired by the Superintendent must possess or have verbal approval from the state for the proper certification at the point of formal appointment by the Superintendent.
3. Five years successful teaching or comparable experience; administrative experience strongly preferred.
4. Proven track record of improving student achievement.
5. Experience and demonstrated commitment to implementing research-based school reform models.

6. Personal qualities, including communication and interpersonal skills, and experience to lead by example within the context of the highly collaborative design.
7. Successful experience supervising and evaluating staff.
8. Successful experience managing schedules and budget to reflect a school vision.
9. Proven experience as an instructional leader and staff manager.
10. Evidence of training and practitioner experience in arts-based learning and curriculum design.
11. Demonstrated success in forming productive relationships with students, families, and staff.
12. Experience as an educational leader working with a diverse student body, preferably in an urban area.
13. Broad knowledge of legislation and regulations related to secondary education.
14. Experience or educational background in implementing school-wide professional development programs.
15. Strong knowledge of arts and other learning theories and the ability to apply them;
16. School start-up or restructuring experience preferred.
17. Second language proficiency preferred.

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APPROVED:

Executive Director of Human Resources

PLEASE POST

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N R

**SPRINGFIELD PUBLIC SCHOOLS
Springfield, Massachusetts**

ANNOUNCEMENT OF POSITION

TITLE: **Magnet Resource Teacher**
(Up to XX positions)

Springfield Public Schools has received a Magnet Schools Assistance Program (MSAP) grant to develop theme-based instruction at four city schools. A core component of this grant is the development of skills and strategies that support high quality instruction for all students to support their participation in advanced (Honors, Pre-AP, AP) classes. Magnet Resource Teachers will work with classroom teachers coaching and modeling best teaching practices and uses of assessment to identify and improve specific areas of instruction. Community, business and university partners will work alongside each Magnet school to develop a pathway to college that embraces secondary, post-secondary and workplace readiness skills.

APPLICATIONS: Please submit a letter stating your interest in the position/s of your choice and how your background and experience fits the position. In addition, include a resume not to exceed three pages. Please submit your letter and resume to Human Resources, 1550 Main Street, Springfield, MA 01103-1410 by xx.

SALARY: Teachers' Salary Schedule.

FUNDING SOURCE: Magnet Schools Assistance Program

WORK SCHEDULE: Regular Teachers' Schedule, plus up to 10 additional days subject to approval by Director of Magnet Programs and Superintendent of Schools.

EFFECTIVE DATE OF EMPLOYMENT: or as soon thereafter as possible.

DUTIES: General Magnet Resource Specialist Responsibilities:

1. Responsible to Director of Magnet Program and building principal to implement MSAP grant and SIP objectives.
2. Train teachers in skills needed to teach magnet curriculum in heterogeneous classes by:
 - Participating in the writing of curriculum materials;
 - Demonstrating lessons in magnet theme areas for classroom teachers;
 - Modeling lessons that demonstrate cooperative learning and differentiated instructional strategies;
 - Modeling lessons in multicultural education, showing how they can be integrated into the curriculum.
3. Assist in the development of a Strategic Plan based on Magnet grant objectives and SIP. Strategic plan will include "magnet standards" containing *learning targets* of expected student skill, knowledge and critical thinking proficiencies.
4. Assist in design and preparation of a revised SIP that embraces the Magnet theme as an essential component of school improvement efforts.
5. Serve as a liaison, along with the Director of Magnet Programs, to collaborating institutions and consultants working with the magnet program.

6. Develop, in collaboration with staff, school resource collections and classroom materials designed to enhance the delivery of instruction and achievement of SIP objectives, consistent with the Magnet theme/approach.
7. Work collaboratively with academic directors and supervisors to ensure alignment of Magnet curriculum with Common Core, the MA Curriculum Frameworks and SPS learning plans.
8. Participate in all aspects of the Magnet Schools Assistance Program, including but not limited to
 - Thematic and curriculum development
 - Staff development
 - Evaluation and program documentation
 - Engaging families in the life of the school
 - After-school and evening activities, if required

It is assumed that administrative responsibilities (such as evaluation documentation, preparation of orders, postings, etc.) will entail approximately 20% of each magnet resource specialist's time at work.

9. Provide training and support in developing Exhibit spaces, based on a magnet project-wide set of display standards.
10. Provide direct instruction for students in appropriate theme area up to 20% of week. This instruction should include time spent in teaching demonstration capacity.
11. Assist in the development and implementation of recruitment plan coordinated with district recruitment activities.
12. Work with the Principal and Parent Organization to develop comprehensive two-way parent involvement programs that support school's academic and culture development goals.

QUALIFICATIONS:

1. Bachelor's degree from an accredited college/university; Master's degree preferred.
2. Certification in Massachusetts as secondary teacher with a proven ability to work effectively with students to increase student achievement.
3. Commitment to a pedagogical philosophy consistent with the school's Magnet theme/approach as well as ability to demonstrate connections between different pedagogic practices and standards-based teaching and learning models.
4. Demonstrated proficiency and accomplishment in teaching integrated, heterogeneously grouped classes of children from diverse ethnic, racial, and socioeconomic backgrounds.
5. Expertise in curriculum development in Magnet theme area(s) evidenced by previously written curriculum materials relevant to appropriate Magnet or related content areas.
6. Demonstrated success in developing and implementing professional development for teachers, as evidenced by evaluation reports or other relevant data.
7. Demonstrated facility in thinking analytically, problem-solving complex issues and generating consensus among professional colleagues and school stakeholders.
8. Experience in developing successful models to engage parents in their children's school-related and other educational experiences.
9. Demonstrated ability to work productively with students, parents, teachers, administrators and other members of the community served by the district.
10. Minimum five years of successful teaching experience in public schools preferred.

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APPROVED:

Executive Director of Human Resources

SPRINGFIELD PUBLIC SCHOOLS
Springfield, Massachusetts

ANNOUNCEMENT OF POSITION

TITLE: **Magnet Schools Family Engagement Support Specialist**
(up to 2 positions to work in 4 Magnet Schools dependent on funding)
Central, Duggan, Renaissance and the Springfield Conservatory of the Arts

As part of the Magnet Schools Assistance Program (MSAP) theme development and scaffolding work, the Magnet Office will hire 2 Family Engagement and Support Specialists (FESS) to assist the project schools in more fully engaging our parents and other family providers in the educational lives of their children. The FESS will offer training and other supports to those parents so they might better understand the Magnet themes and other aspects of the Magnet program in the 4 project schools and oversee the Home Visit Project initiative.

APPLICATIONS: Please submit a letter stating your interest in the position and how your background and experience fits the position. In addition, include a resume not to exceed three pages. Please submit your letter and resume to Human Resources, 1550 Main Street, Springfield, MA 01103-1410 **by xx.**

DEPARTMENT: Magnet

REPORTS TO: Magnet School Principals and Magnet Program Director

FUNDING: Federal Magnet Schools Assistance Program Grant

SALARY: Based on experience and qualifications

WORK SCHEDULE: This is a year-round position.

EFFECTIVE DATE OF EMPLOYMENT: Upon notification of grant or as soon thereafter as possible.

DUTIES:

1. Responsible to building principals and Magnet Project Director.
2. Work with the Principal and Parent Organizations to develop comprehensive two-way parent involvement programs that support school's Magnet theme, academic and culture development goals.
3. Work in collaboration with agencies and consultants hired by the Magnet office to train staff in issues relating to cultural competency and sensitivity.
4. Work in collaboration with PACE office to support work of the Home Visit Project, including training staff, working with teachers to schedule visits, and gathering data from each school on outreach efforts and program effectiveness as seen in student data points.
5. Develop and deliver workshops for families to support student academic and social growth and development. Emphasis will be placed on reaching out to and engaging families of ELL students to support increased enrollment of second-language learners in honors, Pre-AP and AP classes and helping students and families navigate the college application and admissions process.

6. Work with school-based MRT and administrators and Magnet Office staff to develop a yearly calendar of family events across schools.
7. Work with MRT to create digital portfolios of family activities and stories.
8. Make arrangements for translation of print materials and to have translators available during school-based family meetings and activities.

QUALIFICATIONS:

1. Bachelor's degree from an accredited college/university.
2. Proven ability to work collaboratively and collegially with others.
3. Demonstrated ability to work independently to complete projects and assignments in a timely manner.
4. Experience working with families of diverse cultures and backgrounds to engage parents and guardians in the academic and social growth of students.
5. Outgoing demeanor suitable to working with diverse populations within our school community.
6. Experience developing and delivering workshops designed to engage families and teachers in collaborative efforts.
7. Experience working with teachers and other school personnel (paraprofessionals, school administrators, etc.) in building bridges between home and school.
8. Experience developing and maintaining partnerships and collaborations with local businesses, organizations and institutions of higher education.
9. Excellent written and oral communications skills. Bilingual (Spanish) ability preferred but not required.

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APPROVED:

Executive Director of Human Resources

N R

**SPRINGFIELD PUBLIC SCHOOLS
Springfield, Massachusetts**

ANNOUNCEMENT OF POSITION

TITLE: **Magnet Schools Data Analyst
.5 FTE**

Springfield Public Schools has received a Magnet Schools Assistance Program (MSAP) grant to develop theme-based instruction at four city schools. A core component of this grant is the development of skills and strategies that support high quality instruction for all students, particularly ELL and SpEd students to support their participation in advanced (Pre-AP, AP, IB) classes. As part of this work, the Magnet Office will hire a half time data analyst to support the efforts of each Magnet school (Central, Duggan, Renaissance and a new school, the Springfield Conservatory of the Arts (SCA)) to track the effectiveness of Magnet program objectives, initiatives and interventions.

APPLICATIONS: Please submit a letter stating your interest in the position/s of your choice and how your background and experience fits the position. In addition, include a resume not to exceed three pages. Please submit your letter and resume to Human Resources, 1550 Main Street, Springfield, MA 01103-1410 by

DEPARTMENT: **Magnet**

REPORTS TO: **Magnet Program Director**

FUNDING: **Federal Magnet Schools Assistance Program Grant**

SALARY: Based on experience and qualifications

WORK SCHEDULE: 52 weeks, 37.5 hours per week.

**EFFECTIVE DATE
OF EMPLOYMENT:** January 3, 2011, or as soon thereafter as possible.

DUTIES:

1. Responsible to the Magnet Program Director.
2. Work with the Magnet Program Office and school Principals to collect and analyze data to determine effectiveness of project goals and objectives.
3. Maintain database of information required for annual performance evaluations and reports, including but not limited to enrollment data by district, school, grade and class for each Magnet school and feeder schools as required; MCAS and district assessment data; SAT and AP participation and success data; attendance, discipline and suspension data and other data as requested or required by Magnet Director or program evaluators.
4. Work with principals, MRT and Magnet Office staff to devise assessments to measure student progress towards meeting Magnet standards and expected outcomes.
5. Train MRT and other school and district personnel on accessing data to track student growth measures.

6. Preparing SchoolStat reports on each Magnet and feeder school as requested or required.
7. Produce data reports for annual MSAP Performance evaluation as required by the US Department of Education.
8. Act as a liaison to the Office of Information Technology and Accountability (OITA) when necessary to obtain and maintain program data.
9. Work collaboratively with Parent Information Center staff to gather and maintain information on Magnet student applicant pool, admission, enrollment and waiting list and track enrollment trends over the three-year grant-period and out.
10. Work with PACE office to gather and analyze impact on Home Visit Project on student attendance, behavior and achievement and deliver reports to Magnet Director quarterly.
11. Track and correlate student selection data with academic success and school satisfaction determined by mining traditional data points (MCAS and district assessments, SES/FRL information; racial/ethnic and subgroup classifications; attendance rates, discipline reports, etc.) as well as through the use of surveys, interviews and other measures.
12. Other duties as requested by Magnet Program Director.

QUALIFICATIONS:

1. Bachelor's degree from an accredited college or university.
2. Minimum 5 years experience directly related to the duties and responsibilities specified.
3. Demonstrated ability to work independently to complete projects and assignments in a timely manner.
4. Ability to multi-task as necessary working on multiple projects at once.
5. Experience working with teachers and other school personnel (paraprofessionals, school administrators, etc), particularly as it relates to training staff in ways to use data effectively and productively.
6. Proven ability to work collaboratively and collegially with school and district staff.
7. Strong analytical written and oral communications skills required.

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APPROVED:

Executive Director of Human Resources

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SPRINGFIELD PUBLIC SCHOOLS
Springfield, Massachusetts

ANNOUNCEMENT OF POSITION

TITLE: **Magnet Program Networking Technician**
(up to 2 positions)

Springfield Public Schools has received a Magnet Schools Assistance Program (MSAP) Grant to provide theme-based instruction at four city schools. As part of this grant, the Magnet program will work with Central High, Duggan, Renaissance and a new 6-12 school: Springfield Conservatory of the Arts (SCA) to advance teaching and learning through the use of state-of-the-art technology. The Magnet Program Networking Technician will be assigned to support these efforts at each of the federally funded Magnet Schools. It is anticipated that this will be a three-year position.

APPLICATIONS: Please submit a letter stating your interest and how your background and experience fits the position. In addition, include a resume not to exceed three pages. Please include the posting number. Please submit your letter and resume to Human Resources, 1550 Main Street, Springfield, MA 01103 by xxx.

DEPARTMENT: Office of Information, Technology & Accountability

REPORTS TO: Technology Operations Manager and Director of Magnet Programs

FUNDING: Magnet Schools Assistance Program grant

SALARY: Bargaining Position with City of Springfield benefits

WORK SCHEDULE: 52 Weeks, 37.5 Hours per week

DUTIES:

1. Directly responsible to the Technology Operations Manager and to the Director of Magnet Schools for the purpose of ensuring compliance with all MSAP grant imperatives.
2. Work cooperatively with the Chief Information Officer and the Director of Technology Operations.
3. Provide support for all technology issues at Central, Duggan, Renaissance and SCA.
4. Coordinate with zone specialists on call resolution and escalation.
5. Instruct staff on technology related software and equipment.
6. Assemble, install, diagnose, troubleshoot, and repair technology related equipment.
7. Install, configure, and troubleshoot technology related software.
8. Implement and ensure adherence to district technology standards/procedures.
9. Maintain the highest level of system security and data integrity.
10. Relocate systems within facilities as needed.

11. Any other duties specified by the Technology Operations Manager, the Director of Technology Operations, the Chief Information Officer, or the Magnet Program Director.

QUALIFICATIONS:

1. Bachelor's or Associate's degree in Computer Science or related field from an accredited college/university is preferred. Equivalent experience will be considered.
2. Must be proficient with the following operating systems: *Windows 7 and Windows XP*
3. Experience with the following computer networking systems: *Windows 200X*.
4. Must be proficient with *Microsoft Office 200X*.
5. Willingness to attend training and learn new skills.
6. Strong communication skills.
7. Patience and understanding of the problems of staff with limited experience in the use of technologies.
8. Ability to patiently and diligently follow written and verbal instructions.

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APPROVED:

Executive Director of Human Resources



Magnet Resource Teacher Interview Rubric

INTERVIEW SCORING SHEET

Magnet Resource Teacher School

Interviewer: _____ Date: _____

Candidate: _____

Current Position: _____

Resume Letters of Reference Letter of Intent

Listen for in all questions:

- What the candidate knows about the magnet program
- Evidence that he/she has read the magnet grant and the plans for Brookings
- Preparation for the interview
- Experience working collegially as a teacher mentor/coach
- Experience leading professional development
- Experience working with students, families, partners, the administration and community
- Enthusiasm for taking on complex tasks

Team Score: 1: _____ 2: _____ 3: _____ 4: _____ 5: _____ 6: _____ 7: _____ Total Score: _____

Area to be Assessed: *Understanding of role of the MRT*

Having read the job posting, what are the aspects of the job that interest you the most and what unique qualifications do you bring to the position and to those aspects that interest you the most?

Response: (Circle One) 1 2 3 4 5 Team Score: _____

Evidence (Key Words or Phrases)

Listen for:

- Evidence of having read the posting and understanding of the nature of this work
- Organizational skills and multi-tasking abilities
- Experience working collegially with other teachers and consultants/partners
- Familiarity with the concept of what a Magnet school is and how the work can be manifested throughout the school/curriculum.
- Experience with museums – as an educator, visitor or both.

Area to be Assessed: *Team and Capacity Building*

Question 2:

Describe your experience mentoring or otherwise working directly with teachers on specific projects. Tell us a few pieces of wisdom you have gleaned from that work and share one example of how you helped a resistant staff member become engaged in a project.

Response: (Circle One) 1 2 3 4 5 Team Score: _____

Evidence (Key Words or Phrases)

Listen for:

- Concrete evidence of having worked as a coach/mentor of teachers or others.
- Specific references to turning around nay-sayers.
- Evidence of having been engaged in project-based work.
- Evidence of self-reflection.

Area to be Assessed: *Collegiality*

Question 3:

How do you envision using community or other resources to link up with the work of classroom teachers in moving projects and other content work forward?

Response: (Circle One) 1 2 3 4 5 Team Score: _____

Evidence (Key Words or Phrases)

Listen for:

- Getting to know staff, their experience and willingness to be involved with community partners.
- Evidence of having worked with multi-disciplinary, multi-aspect projects with other teachers.
- Experience working with consultants/outside experts to enrich the curriculum.
- Understanding of outside and material resources available to staff and how to best use them.

Area to be Assessed: *Organizational Skills*

Question 4:

Describe what makes you an organized self-starter in the eyes of others.

Response: (Circle One) 1 2 3 4 5 Team Score: _____

Evidence (Key Words or Phrases)

Listen for:

- Concrete skills necessary for planning and executing complex tasks/projects.
- Descriptions of being open with others in sharing strengths and expertise.
- Examples of projects that required multi-tasking and initiative.
- Evidence of working collaboratively with others.

Area to be Assessed: *Keeping Current of Educational Practice and Pedagogy*
Question 5:

If you could recommend one book or article for teachers to read to help them move the school forward as a magnet school, what would it be?

Response: (Circle One) 1 2 3 4 5 Team Score: _____

Evidence (Key Words or Phrases)

Listen for:

- Specific recommendations
- Evidence of keeping pace with educational research and best-practices
- Understanding of magnet theme

Area to be Assessed: *Engaging Families and the Community*

Question 6:

An important part of the work of a Magnet Resource Teacher is to engage the community and families in the life of the school. Share with us some specific examples of your experience in these areas and what you envision doing in our magnet school to help meet this objective.

Response: (Circle One) 1 2 3 4 5 Team Score: _____

Evidence (Key Words or Phrases)

Listen for:

- Previous experience working with families/PTO/SCDM
- Knowledge of and experience with previous parent/family and community outreach initiatives
- Ideas on ways to engage families beyond attending PTO meetings
- Evidence of proactive attempts to bring families and community partners (universities, consultants, museum staff, expedition “experts,” etc.) into school
- Evidence of positive interactions with families and students (phone calls home, etc.)

Area to be Assessed: *General Knowledge of Grant and Organizational Skills*

Question 7:

Please tell us your vision of what this Magnet School and our partnership with local partners will look like at the end of the three-years of this grant.

Response: (Circle One) 1 2 3 4 5 Team Score: _____

Evidence (Key Words or Phrases)

Listen for:

- Specific, concrete plans
- Sustainable partnerships

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Budget Narrative

This proposal is an ambitious, thorough, broad and well-researched proposal for achieving results in the targeted student and teacher populations. An effort of this scale and depth requires adequate resources to support personnel (both faculty and project staff) and professional development, the most significant line items in our proposal as reflected in our budget. We have allocated significant but appropriate funds to support those areas that will best enable us to meet our MSAP objectives and build capacity. Central, Duggan and Renaissance will begin implementation in year 1 of funding and the Springfield Conservatory of the Arts (SCA), a new 6-12 school, will use year 1 for planning and open to students in the 2014-15 school year. Duggan will also use a portion of its Year 1 funds as Planning for opening of its high school cohort in Year 2. These Year 1 Planning funds will be used to hire Magnet Resource Teachers to help develop the program and partnerships and for staff training during the summer of 2014 for newly hired staff. Year 1 planning expenditures will be no greater than 25% of the total budget for those schools. The following is a brief narrative description of the detailed, 3-year budget that follows.

1) Personnel:

- The Project Director will be responsible for coordinating all proposed project activities.
- The Magnet Recruiter will be responsible for marketing, publicity and recruiting students to enroll in the proposed magnet schools.
- Two full-time Family Engagement and Support Specialists will coordinate the Home Visiting Project for all project schools and build bridges between home and school.
- A half-time data analyst will collect, analyze, and report out on data collected in each magnet school to monitor program effectiveness.
- A full-time secretary will support the Project Director and the Magnet Recruiter relative to clerical projects and related administrative duties.
- Magnet teacher resource specialists at each magnet school (9 in total) will provide specialized instruction to students and serve as resource teachers to classroom teachers.
- Technology/networking specialists are requested to install, monitor and maintain the advanced technology at Central HS, Duggan and Renaissance.

Personnel:	FTE	Salary Yr 1	Total /Yr	3 Yr Total
Project Director (1): Joshua P. Bogin, Esq.	1.0			
Magnet Recruiter (1): Kathe P. Harbour, M.Ed	1.0			
Family Engagement Support Specialist (1)	2.0			
Magnet Data Analyst (.5)	.5			
Magnet Program Secretary (1)	1.0			

Technology/Networking Specialist (2.5)	2.5			
Magnet Resource Teachers (9)	9.0			
Personnel Totals:	17.0			

2) Fringe Benefits:

Fringe benefits are a contractual obligation and include retirement benefits and workman’s compensation, are calculated as 11% of each staff member’s salary. Health insurance costs are computed based on an average figure provided by the SPS business office, estimated at 12% of each staff member’s salary for an average annual total of [REDACTED] for 17 FTE staff.

3) Travel:

Funds are requested to enable the Project Director and other magnet staff to attend magnet, EL, STEM and other theme-related training and conferences. Funds have also been requested for classroom teachers to visit other sites, with similar theme-related programs. Travel expenses are based on recent travel conducted within the district for similar trips that include airfare, mileage reimbursed at .30 per mile, per diem for meals and hotel rooms is based on the federal government reimbursement rates for the city travelled to and conference or registration fees. Travel expenses are for both in- and out-of state. EL Contracts include negotiated slots for teacher participation in National conferences and regional content-based trainings that require travel and while the registration and material expenses are covered in the contracts, travel expenses are not. We are requesting funds to meet those expenses.

Travel:	3 Yr Total
District: MSA, EL, AP Conf. for Director and Recruiter	\$21,000
Central: 3 day AP Training	\$28,000
Content/STEM/Arts Workshops & Trainings	\$21,600
Duggan: EL Conferences and site seminars,	\$28,800
School visits to Social Justice schools, Social Justice Conferences, etc	\$28,800
Renn: EL & STEM National / Regional Conferences	\$28,800
School visits, site seminars, MSA conference, etc.	\$46,800
SCA: Arts Conferences and seminars	\$9,600
School visits to Arts Schools, travel for competition teams	\$20,300
Travel Total:	\$234,500

4) Equipment:

Equipment is defined as tangible, non-expendable property having a useful life of more than one year and an acquisition cost of \$5,000 or more per item. Equipment is requested in this proposal to upgrade technology resources that are critical tools in every major academic area that will

supplement, not supplant the equipment provided from General Funds for each school. Central and Renaissance will each undertake a one-to-one technology program that will put a personal computing device (laptop, iPad or tablet) in the hands of each student. Duggan will purchase laptop carts for each team over the course of the grant as well as 5 Smart Boards per year. Magnet funds will be leveraged and supplemented with general funds to enable this ambitious project to be rolled out over the course of the 3 years of the grant. An itemized list of equipment requested by each magnet school is attached to the line item budget. Prices of equipment listed in the line item budget are based on recent purchases made by SPS for the same or similar items.

Equipment:	Description:	3 Yr Total
Central: One-to-one devices	Laptops/iPads	\$720,000
Duggan: mobile laptop carts	3 laptop carts and 5 Smart Boards per year	\$315,000
Renn: One-to-one devices	Laptops/iPads	\$696,000
SCA: mobile laptop carts	2 laptop carts per year in yrs 2 & 3	\$96,000
Equipment Total:		\$1,827,000

5) Supplies:

All supplies requested under this project are directly tied to implementation of each school’s unique Magnet theme. Supplies to support each school’s themes, such as non-fiction texts, research and resource lab supplies (including updated technology), etc. have been requested for each school to provide necessary academic scaffolding for students to access honors, pre-AP or AP courses at the high school level, and all STEM courses. Materials to support learning expeditions and exhibitions of student work have been requested to supplement provisions obtained through SPS General funds. Equipment, materials and resources to support enhanced arts activities at Central and the Springfield Conservatory of the Arts (SCA) have been requested to augment each school’s arts programs and offerings, consistent with STEAM and VPA themes. Please see line-item budget for more detailed information on requested materials and supplies. Some major items include:

Supplies:	Description:	3 Yr Total:
District: Technology	Laptop computers for 3 staff @ \$1,200	\$3,600
General supplies	Ink, binders, scanners, software, printers	\$16,200
Central: Arts materials	Drama, music, visual and graphic arts	\$131,800
Miscellaneous dept supplies	ELL, AP materials, research/resource labs	\$62,250
STEM	Engineering, science, math supplies.	\$135,400
Duggan: EL and Social Justice	Primary source texts, exhibition supplies	\$121,000
Dept. supplies	ELA, Math, Soc. Studies, Science, Tech	\$176,750
Miscellaneous supplies	Guidance, family involvement, general	\$126,000
Renn: STEM supplies	Expedition primary source texts, supplies	\$108,700
EL/Intensives supplies	Non-fiction texts, portfolio supplies, etc.	\$22,100
Guidance/Family Involvement	Cultural competency/diversity materials	\$13,500
SCA: Visual and performing arts	Drama, music, visual and graphic arts	\$256,500
Technology	Laptops, recording studio, printers, etc.	\$60,200
Guidance/Family Involvement	Family resource center materials	\$15,000
Total for Supplies:		\$1,242,900

6) Contractual:

A significant amount has been requested to provide professional development for all staff members in the proposed Magnet schools. Funds have been requested for consultants to train teachers and assist in curriculum development, and to assist project staff in implementing the specialized theme at each magnet school. Funds are also requested for an evaluation contractor to conduct an independent evaluation of the project, (as well as an independent Rigorous Evaluation) and for advertising and marketing. The City of Springfield requires contracts for services or goods in excess of \$5,000 for any vendor.

Contractual	Description	3 Yr. Total
District: AES and UCLA CREEST	Evaluation Services	\$503,181
Advertising Contracts	Radio, TV, Print ads in excess of \$25,000	\$399,300
Central: Artists in Residence	Enchanted Circle Theater, Drama Studio	\$150,000
Advanced Studies	NMSI, Laying the Foundation	\$180,000
STEM Training	Mass Insight (MMSI), Mt. Holyoke	\$135,000
College Board	AP Consultants	\$120,000
Duggan: Expeditionary Learning	Full contract for 60 days of on-site training	\$270,000
Social Justice Training	WNEU, Smith College	\$75,000
Research for Better Teaching	Instructional coaching	\$45,000

Renaissance: Expeditionary Learning	Full contract for 60 days of on-site training	\$270,000
STEM Training	Mt. Holyoke College, Springfield College	\$135,000
Miscellaneous Training	Technology (Apple) training consultants	\$45,000
Spfld Conservatory of the Arts:	Consultants, artists in residence (yrs. 2&3)	\$49,000
Advanced Studies Training	NMSI, College Board, etc.	\$50,000
Miscellaneous Training	Museum/Visual Thinking Strategies	\$45,000
Total Contractual:		\$2,441,481

7) Construction: No funds have been requested for Construction.

8) Other:

Funds have been requested for teachers to develop curriculum and to be trained after regular school hours. Teachers will be compensated at the teacher’s union negotiated hourly rate. This training will equip teachers with the knowledge and skill sets that will inform teaching practice beyond the scope of this project and help build sustainability from the outset. For students to continue their studies at collaborative institutions, funds have been requested for admission fees to these organizations. Additional costs include copying, postage, advertising, etc. Costs are estimates based on recent purchases within SPS for the same or similar materials or services.

Other:	Description:	3 Yr Total
District: Marketing and Advertising	Publications, advertising, etc.	\$30,000
Miscellaneous	Supplies, postage, copying, theme displays	\$32,968
Central: Recruitment	Publications, advertising, fees	\$50,000
Teacher training expenses	Workshop hourly rate reimbursements	\$391,502
Miscellaneous	Supplies, postage, copying, fees, displays	\$25,358
Duggan: Recruitment	Publications, advertising, etc.	\$72,500
Teacher training expenses	Workshop hourly rate reimbursements	\$619,258
Miscellaneous	Supplies, postage, copying, fees displays	\$58,099
Renn: Recruitment	Publications, advertising, etc.	\$27,550
Teacher training expenses	Workshop hourly rate reimbursements	\$299,780
Miscellaneous	Supplies, postage, copying, theme displays	\$16,585
SCA: Recruitment	Publications, advertising, etc.	\$55,000
Teacher training expenses	Workshop hourly rate reimbursements	\$79,152
Miscellaneous	Supplies, postage, copying, displays, fees	\$51,624
Total for Other:		\$1,809,316

9) Total Direct Costs for 2013-2015:

The following table represents the total expenses requested by school and category:

	District	Central	Duggan	Renn	SAC	Total
Personnel	814,996	724,662	482,335	550,335	357,935	2,930,262
Fringe	187,449	166,672	110,937	126,577	82,325	673,960
Travel	21,000	50,400	57,600	75,600	29,900	234,500
Equipment	0	720,000	315,000	696,000	96,000	2,235,000
Supplies	19,800	329,450	423,750	138,300	331,600	1,242,900
Contractual	902,481	555,000	390,000	450,000	144,000	2,441,481
Other	62,968	466,860	749,847	343,865	185,776	1,809,316
Total	2,008,694	3,013,044	2,529,469	2,380,677	1,227,536	11,159,420

10) Indirect Costs:

The Springfield Public Schools pays 3.5% as part of an Indirect Cost agreement with the City of Springfield. Indirect costs associated with this budget amounts to: **\$390,580**.

11) Training Stipends:

Compensation to teachers for work related to the grant conducted after regular school hours has been included in the "Other" section.

12) Total Costs:

Total costs for all 3 years of the project are \$11,684,944 broken down as follows:

	YEAR 1	YEAR 2	YEAR 3	TOTAL
District	669,564	669,565	669,565	2,008,694
Central HS	1,115,943	1,004,348	892,753	3,013,044
Duggan	818,358	855,556	855,556	2,529,469
Renaissance	818,358	781,160	781,160	2,380,677
SCA	297,585	409,179	520,773	1,227,536
Direct Totals	3,719,806	3,719,807	3,719,806	11,159,420
Indirect Totals	130,193	130,193	130,193	390,580
Grand Totals	3,850,000	3,850,000	3,850,000	11,550,000



Springfield Public Schools
1550 Main Street
Springfield, MA 01103

Magnet Program Budget 2013-2016

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Magnet Office District Budget 2013-2016					
	YEAR 1	YEAR 2	YEAR 3	TOTALS	EXPLANATION
STAFF SALARIES					
Magnet Project Director					Includes 3% increase per year
Magnet Project Recruiter					Includes 3% increase per year
Magnet Project Secretary					Includes 3% increase per year
.5 Data Analyst					Includes 3% increase per year
Sub-Total for Staff					
FRINGE BENEFITS					
Health Benefits and Unemployment	60,645	62,465	64,339	187,449	Health + Unemployment
Sub-Total Fringes	60,645	62,465	64,339	187,449	
CONTRACTUAL					
Evaluation of MSAP Program	90,000	92,700	95,481	278,181	Site visits, surveys, produce APR
Rigorous Evaluation	75,000	75,000	75,000	225,000	UCLA - CREEST
Advertisement on Cable and Network TV	91,000	90,800	90,700	272,500	3 network stations, cable, Spanish TV
Radio Advertisements - NPR and Local AM	50,000	45,000	31,800	126,800	\$20k for 8 public and local radio stations
Sub-Total for Contractual	306,000	303,500	292,981	902,481	
TRAVEL					
MSA Directors and Legislative Conf in DC	2,000	2,000	2,000	6,000	Travel for Director and Recruiter
MSA National Conf	2,000	2,000	2,000	6,000	Travel for Director and Recruiter
EL National/Regional Conferences	2,000	2,000	2,000	6,000	Travel for Director and Recruiter
Misc. out of state travel	1,000	1,000	1,000	3,000	School visits, local/regional conferences
Sub-Total for Travel	7,000	7,000	7,000	21,000	
EQUIPMENT					
	-	-	-	-	
Sub-Total for Equipment	-	-	-	-	
SUPPLIES					
3 Laptop computers @1200 ea.	3,600	-	-	3,600	Laptops for Magnet office staff
Color laser printer/scanners	1,200	-	-	1,200	Magnet office staff printers
Office supplies	5,000	5,000	5,000	15,000	Binders, ink, copy paper, etc.
Sub-Total for Supplies	9,800	5,000	5,000	19,800	

OTHER					
Recruitment					
Newspaper Advertising	5,000	5,000	5,000	15,000	Ads and flyers in local and regional papers
Misc. Advertising	6,500	4,000	4,500	15,000	Civic center banners, posters etc.
Printing for Newsletters and Brochures	10,000	10,000	10,000	30,000	Annual "Magnet Schools of Choice" book
Dues and Memberships	500	500	500	1,500	Magnet Schools of America
Mailings/Postage	443	514	511	1,468	Brochures, Marketing DVD's
Sub-Total for Other	22,443	20,014	20,511	62,968	
TOTALS					
	669,564	669,565	669,565	2,008,694	

Central High School Budget 2013-2016					
	YEAR 1	YEAR 2	YEAR 3	TOTALS	EXPLANATION
STAFF SALARIES					
Advanced Studies MRT					includes 3% increase per year
STEM MRT					includes 3% increase per year
Arts MRT					includes 3% increase per year
.5 Family Engagement and Support Specialist					includes 3% increase per year
Technology Networking Technician					includes 3% increase per year
Sub-Total Salary					
FRINGE BENEFITS					
Health Benefits and Unemployment	53,924	55,541	57,207	166,672	Health + Unemployment
Sub-Total Fringe	53,924	55,541	57,207	166,672	
CONTRACTUAL					
STEM Consultants	45,000	45,000	45,000	135,000	Mass Insight, Llama Maynard
NMSI (Laying the Foundation) Trainers	60,000	60,000	60,000	180,000	
College Board AP Consultants	40,000	40,000	40,000	120,000	
Artists in Residence	40,000	40,000	40,000	120,000	Drama Studio, Teatro Vida, Shakespeare & Co
Sub-Total for Contractual	185,000	185,000	185,000	555,000	
TRAVEL					
STEM Conferences, Site Seminars and School Visits	9,600	9,600	9,600	28,800	8 teachers x 1,200 each
Arts Conferences, Seminars and School Visits	7,200	7,200	7,200	21,600	6 teachers x 1,200 each
Sub-Total for Travel	16,800	16,800	16,800	50,400	
EQUIPMENT					
One-to-One devices (laptops, tablets, iPads) @ 24,000 cart	288,000	240,000	192,000	720,000	12 carts of 30 in Yr 1, 10 in Yr 2, 8 carts in Yr. 3
Sub-Total for Equipment	288,000	240,000	192,000	720,000	
SUPPLIES					
<i>Visual and Performing Arts Materials</i>					
Black Box Theater	40,000	-	-	40,000	
Projection system for auditorium	-	47,500	-	47,500	
Dance and Chorus Uniforms	10,000	7,000	4,500	21,500	
Visual arts materials	4,700	3,100	15,000	22,800	Paint, canvases, ceramics materials, etc.
<i>STEM Materials and Supplies</i>					
Graphing calculators	7,800	6,500	-	14,300	60, 40, 60 x \$130 each
TiNspire hand held computers	9,000	9,000	-	18,000	60 in Yrs. 1 & 2 @150 each
Science lab materials	22,500	15,000	5,000	42,500	digital microscopes, disposibles, etc.
<i>Technology and Engineering</i>					
Aeronautic Engineering Equipment	22,500	15,000	3,500	41,000	Flight simulator, solar planes, etc.
Software	5,000	5,000	-	10,000	iPad apps, software for laptops, site licenses
3-D Printer for Engineering Projects	4,000	-	-	4,000	2 @ 2,000 each
3-D Printer Materials	1,800	1,800	2,000	5,600	

Miscellaneous Departments					
Family Engagement	2,500	2,500	2,750	7,750	Family Languageing mapping, portfolios
Guidance Dept	1,500	1,500	1,500	4,500	College Prep Materials
Foreign Language/AP Resource Lab	50,000	-	-	50,000	Laptops, headphones, software
Sub-Total for Supplies	181,300	113,900	34,250	329,450	
OTHER					
STEM and Arts Curriculum Writing Teams	8,730	8,730	6,984	24,444	16/8 teachers x 30 hours @ 29.10 per hr.
AP and NMSI Training Stipends	41,904	41,904	41,904	125,712	120 teachers x 12 hours @ 29.10 per hr.
Magnet Implementation Team	11,640	11,640	11,640	34,920	20 teachers x 20 hours @ 29.10 per hr.
Home Visit Project	17,460	17,460	17,460	52,380	20 teachers x 30 hours @ 29.10 per hr.
Aeronautic Engineering After School Program	15,714	15,714	10,476	41,904	6 teachers x 90, 60 hours @ 29.10 per hr.
"STEAMY" After School and Summer Program	15,714	15,714	15,714	47,142	6 teachers x 90, 60 hours @ 29.10 per hr.
PSAT and SAT fees	20,000	20,000	25,000	65,000	fees for 10th and 11th grade students
Recruitment: News, Radio and TV ads	15,000	15,000	20,000	50,000	Masslive, website hosting, etc.
Thematic Display Materials	5,000	-	2,500	7,500	Signage for in and outside of school
Mailings/Postage	607	511	540	1,658	Newsletters, calendars, etc.
Printing of Student Products	1,500	1,750	2,500	5,750	Student portfolios, art work, photos
Dues and Memberships	1,200	1,200	1,200	3,600	Magnet Schools of America, etc.
Field Trip Admissions	2,000	2,000	2,850	6,850	Shakespeare and Co. admissions, etc.
Sub-Total for Other	156,469	151,623	158,768	466,860	

Duggan MSAP Budget 2013-2016

	YEAR 1	YEAR 2	YEAR 3	TOTALS	EXPLANATION
STAFF SALARIES					
Expeditionary Learning Magnet Resource Teacher					Includes 3% increase per year
Social Justice Magnet Resource Teacher					Includes 3% increase per year
Family Engagement and Support Specialist					Includes 3% increase per year
.5 Technology Networking Technician					Includes 3% increase per year
Sub-Total Salary					
FRINGE BENEFITS					
Health Benefits and Unemployment. Retirement, etc.	35,892	36,968	38,077	110,937	Health + Retire, unemploy, comp
Sub-Total Fringe	35,892	36,968	38,077	110,937	
CONTRACTUAL					
Expeditionary Learning	90,000	90,000	90,000	270,000	60 days of on-site PD, conferences,
Discovering Justice Consultants	25,000	25,000	25,000	75,000	Social justice PD
Research for Better Teaching	15,000	15,000	15,000	45,000	Training in instructional practices
Sub-Total for Contractual	130,000	130,000	130,000	390,000	
TRAVEL					
EL National Conference, Regional and Site Seminars	9,600	9,600	9,600	28,800	8 teachers x 1,200 each
Social Justice Seminars, Coferences	4,800	4,800	9,600	19,200	mileage/airfare, hotels, meals
School visits	2,400	2,400	4,800	9,600	mileage, meals
Sub-Total for Travel	16,800	16,800	24,000	57,600	
EQUIPMENT					
Laptop carts @ 24,000 each	72,000	96,000	72,000	240,000	3/4/3 carts per year (10 carts total)
Smart Boards	25,000	25,000	25,000	75,000	5 per year @5,000 each.
Sub-Total for Equipment	97,000	121,000	97,000	315,000	
SUPPLIES					
Expeditionary Learning					
Expedition and Exhibition Materials and Supplies	10,000	5,000	7,500	22,500	Tri-fold boards, photo paper and mats
"Crew" (advisory) materials and resources	5,000	5,000	5,000	15,000	Community service project materials
"Intensives" (mini-courses) supplies	5,000	5,000	15,000	25,000	Arts materials, DVD's, film, etc.

<i>Social Studies/Social Justice</i>					
Primary source texts and resources	15,000	18,500	25,000	58,500	Updated library resources
<i>Technology</i>					
Document Cameras	6,000	6,000	6,000	18,000	10 per year @ 600 each
Desktop computers for HS research lab	-	42,000	-	42,000	35 computers @ 1,200 each
Classroom printers	14,000	14,000	7,000	35,000	20 in Yrs. 1 & 3, 10 in Yr 3 @ 700 each
Large format printer for posters	-	-	6,500	6,500	printing student products
iPads with Apple Care, covers and keyboards	37,500	15,000	11,250	63,750	50 in Yr. 1; 20 in Yrs. 2 & 3 @ 750 each
Software	4,000	-	7,500	11,500	Software, site licences and apps
<i>Miscellaneous Departments</i>					
Guidance	2,500	2,500	5,000	10,000	College Prep Materials
Library - research, non-fiction and fiction	20,000	15,000	15,000	50,000	resources to support gr. 9-12
Materials for making books/authentic products	5,000	5,000	7,500	17,500	Binding machine, spines, cover stock
After School Program Materials	15,000	5,000	20,000	40,000	Social Justice, Mock Trial teams, etc.
Family Engagement	2,500	2,500	3,500	8,500	Notebooks, DVD's for portfolios
Sub-Total for Supplies	141,500	140,500	141,750	423,750	
OTHER					
Expeditionary Learning Summer Institute	47,142	57,618	57,618	162,378	45 /55/55 teachers x 36 hrs @ 29.10 per hr.
EL/Social Justice Curriculum Writing	23,280	23,280	23,280	69,840	20 teachers x 40 hrs @ 29.10 per hr.
Common Core Curriculum Mapping	23,280	23,280	23,280	69,840	20 teachers x 40 hrs @ 29.10 per hr.
Research for Better Teaching	21,825	21,825	21,825	65,475	24 teachers x 30 hrs @ 29.10 per hr.
Magnet Implementation Team	21,825	21,825	21,825	65,475	24 teachers x 30 hrs @ 29.10 per hr.
After School Programs (Mock Trial, CSL, etc.)	26,190	26,190	26,190	78,570	10 teachers x 90 hrs @ 29.10 per hr.
Home Visit Project	17,460	17,460	17,460	52,380	10/20 teachers x 30 hours @ 29.10 per hr.
Cultural Competence Training	11,640	17,460	26,190	55,290	20/20/30 teachers x 30 hrs @ 29.10 per hr.
Recruitment:News, Radio and TV ads	22,500	25,000	25,000	72,500	Commercials in English and Spanish
Thematic Display Materials and Services	20,000	9,000	8,500	37,500	Outside signage, theme signs for hallways
Mailings/Postage	274	418	507	1,199	Newsletters, calendars, invitations
Printing of Student Products	2,500	2,500	3,500	8,500	Expedition products, passage portfolios
Fees and Memberships	1,200	1,200	1,200	3,600	Magnet Schools of America, NE MultiCult
Field Work/ Trip Admissions	2,000	2,500	2,800	7,300	
Sub-Total for Other	241,116	249,556	259,175	749,847	

Renaissance MSAP Budget 2013-2016

	YEAR 1	YEAR 2	YEAR 3	TOTALS	EXPLANATION
STAFF SALARY					
STEM Magnet Resource Teacher					Includes 3% increase per year
EL Magnet Resource Teacher					Includes 3% increase per year
.5 Family Engagement and Support Specialist					Includes 3% increase per year
Technology Networking Technician					Includes 3% increase per year
Sub-Total Salary					
FRINGE BENEFITS					
Health Benefits and Unemployment	40,952	42,180	43,445	126,577	Health + Unemployment
Sub-Total Fringe	40,952	42,180	43,445	126,577	
CONTRACTUAL					
Expeditionary Learning Contract for 60 on-site days	90,000	90,000	90,000	270,000	90 day on-site PD, conferences, evaluation
STEM Consultants	45,000	45,000	45,000	135,000	STEM Academy, U. Mass, Llama Maynard
One-to-One Computing Device Consultants	15,000	15,000	15,000	45,000	Curriculum develop
Sub-Total for Contractual	150,000	150,000	150,000	450,000	
TRAVEL					
EL National Conference , Regional and Site Seminars	9,600	9,600	9,600	28,800	8 teachers x 1,200 each
STEM Conferences and school visits	7,200	7,200	7,200	21,600	6 teachers x 1,200 each
Student compeition (Engineering, STEM) teams	4,800	4,800	4,800	14,400	8 students @ 600 each
MSA National Conference	3,600	3,600	3,600	10,800	3 teachers x 1,200 each
Sub-Total for Travel	25,200	25,200	25,200	75,600	
EQUIPMENT					
One-to-One devices (laptops, tablets, iPads) @ 24,000 cart	240,000	240,000	216,000	696,000	10 carts Yr 1 &2, 9 carts Yr. 3
Sub Total Equipment:	240,000	240,000	216,000	696,000	
SUPPLIES					
STEM					
Software	5,000	3,500	5,500	14,000	Apps for teacher and student iPads
Biology, chemistry and Physics lab materials	20,500	10,000	15,000	45,500	Vernier probeware and interfaces
Graphing calculators and TiNspire hand helds	4,500	4,500	4,500	13,500	30 per year @ 150 each
Engineering materials	15,200	5,000	15,500	35,700	Sea Perch and robotics materials
Expeditionary Learning					
SLFC and Passage Portfolio Supplies	2,000	2,000	2,000	6,000	Notebooks, presentation materials, etc.
Miscellaneous Supplies					
Expedition and Exhibition Supplies	5,000	5,500	5,600	16,100	Trifold boards, photo paper and mats

Parent Engagement Materials and Supplies	2,500	2,500	2,500	7,500	Notebooks, CD's for family story videos
Sub Total Supplies:	54,700	33,000	50,600	138,300	
OTHER					
STEM/Expeditionary Learning Curriculum Writing	46,560	34,920	34,920	116,400	20 teachers x 80/60/60 hrs @ 29.10 per hr.
Expeditionary Learning Summer Institute	39,285	30,555	30,555	100,395	45/35 teachers x 30 hrs @ 29.10 per hr.
Engineering/STEM After School Club Stipends	7,275	7,275	7,275	21,825	5 teachers x 50 hours @ 29.10 per hr.
Home Visit Project	8,730	8,730	8,730	26,190	10 teachers x 30 hours @ 29.10 per hr.
Theme Implementation Teams	11,640	11,640	11,640	34,920	20 teachers x 20 hours @ 29.10
Thematic Display Materials, Marketing & Advertising	11,250	8,300	8,000	27,550	EL/STEM signage for outside school
Mailings/Postage	516	568	501	1,585	Recruitment, parent newsletters etc
Printing of Student Products	1,000	2,200	2,200	5,400	Expedition products, passage portfolios
Dues and Memberships	1,200	1,200	1,200	3,600	Magnet Schools of America, etc.
Field Work and Admissions	2,000	2,000	2,000	6,000	
Sub-Total for Other	129,456	107,388	107,021	343,865	

Springfield Conservatory of the Arts MSAP Budget 2013-2016

	YEAR 1	YEAR 2	YEAR 3	TOTALS	EXPLANATION
STAFF SALARIES					
Middle School Arts Magnet Resource Teacher					Includes 3% increase per year
High School Arts Magnet Resource Teacher					Includes 3% increase per year
.5 Family Engagement and Support Specialist					Includes 3% increase per year
Sub-Total Salary					
FRINGE BENEFITS					
Health and Unemployment Benefits	17,860	31,756	32,709	82,325	Health + Unemployment
Sub-Total Fringe	17,860	31,756	32,709	82,325	
CONTRACTUAL					
Artists in Residence, Arts Partners	-	24,000	25,000	49,000	Drama Studio, Teatro Vida, Comm Mus Sch
Springfield Museums VTS Trainers	-	20,000	25,000	45,000	Visual Thinking Strategies PD
MMSI/College Board Trainers	-	20,000	30,000	50,000	
Sub-Total for Contractual	-	64,000	80,000	144,000	
TRAVEL					
Arts Conferences and Seminars	-	3,600	6,000	9,600	mileage/airfare, meals, hotels
School Visits to Arts Schools	1,500	4,800	6,000	12,300	mileage/airfare, meals
Performance Team Trips	-	4,000	4,000	8,000	mileage, meals, fees
Sub-Total for Travel	1,500	12,400	16,000	29,900	
EQUIPMENT					
Laptop carts \$24,000 ea	-	48,000	48,000	96,000	2 carts in Yrs. 2 and 3
Sub-Total for Equipment	-	48,000	48,000	96,000	
SUPPLIES					
<i>Visual and Performing Arts Materials</i>					
Black Box Theater and drama supplies	40,000	-	5,000	45,000	
Chorus risers	13,000	-	-	13,000	
Dance floor, mirrors and ballet barre	15,000	-	-	15,000	
Musical instruments for band/orchestra	23,000	25,000	30,000	78,000	wind, string, percussion instruments
Visual arts materials	20,000	16,500	25,000	61,500	paint, canvases, ceramics, disposibles
Costume, chorus, dances and band uniforms	-	9,000	26,000	35,000	
<i>Technology</i>					
Staff laptops	14,400	-	-	14,400	12 laptops at 1,200 each
Large format printers for posters	4,800	-	-	4,800	
3-D printer for student products	-	2,000	-	2,000	
3-D printer materials	-	1,500	1,500	3,000	
Software	3,000	3,000	5,000	11,000	Software and site licenses

Portable recording studio and supplies	14,000	-	5,000	19,000	Computer, mixing board, mics
Miscellaneous Departments					
Family Engagement Materials and Supplies	2,500	2,500	2,500	7,500	
After School Programs Materials and Supplies	-	-	14,700	14,700	
Guidance Dept	2,500	2,500	2,700	7,700	College prep materials
	152,200	62,000	117,400	331,600	
OTHER					
Arts Curriculum Writing and Alignment Team	4,365	4,365	13,095	21,825	5/5/15 teachers x 30 hours @ 29.10 per hr.
Magnet Implementation Team	-	5,820	8,730	14,550	10/15 teachers x 20 hours @ 29.10 per hr.
After school and summer program	-	13,095	15,714	28,809	5/ 6 teachers x 90 hours @ 29.10 per hr.
Home Visit Project	3,492	5,238	5,238	13,968	4/6 teachers x 30 hours @ 29.10 per hr.
Recruitment:News, Radio and TV ads	25,000	10,000	20,000	55,000	
Thematic Display Materials and Services	15,000	10,497	15,000	40,497	
Mailings/Postage	518	536	673	1,727	
Printing of Student Products	-	1,500	2,500	4,000	
Dues and Memberships	-	700	1,000	1,700	
Field Trip Admissions	-	1,200	2,500	3,700	
Sub-Total for Other	48,375	52,951	84,450	185,776	

Budget Totals Per School 2013 - 2016

DISTRICT	Year 1	Year 2	Year 3	Category Total
Personnel	263,676	271,586	279,734	814,996
Fringe	60,645	62,465	64,339	187,449
Travel	7,000	7,000	7,000	21,000
Equipment	0	0	0	0
Supplies	9,800	5,000	5,000	19,800
Contractual	306,000	303,500	292,981	902,481
Other	22,443	20,014	20,511	62,968
TOTAL	669,564	669,565	669,565	2,008,694
Central HS	Year 1	Year 2	Year 3	Category Total
Personnel	234,450	241,484	248,728	724,662
Fringe	53,924	55,541	57,207	166,672
Travel	16,800	16,800	16,800	50,400
Equipment	288,000	240,000	192,000	720,000
Supplies	181,300	113,900	34,250	329,450
Contractual	185,000	185,000	185,000	555,000
Other	156,469	151,623	158,768	466,860
TOTAL	1,115,943	1,004,348	892,753	3,013,044
Duggan	Year 1	Year 2	Year 3	Category Total
Personnel	156,050	160,732	165,553	482,335
Fringe	35,892	36,968	38,077	110,937
Travel	16,800	16,800	24,000	57,600
Equipment	97,000	121,000	97,000	315,000
Supplies	141,500	140,500	141,750	423,750
Contractual	130,000	130,000	130,000	390,000
Other	241,116	249,556	259,175	749,847
TOTAL	818,358	855,556	855,556	2,529,469
Renaissance	Year 1	Year 2	Year 3	Category Total
Personnel	178,050	183,392	188,893	550,335
Fringe	40,952	42,180	43,445	126,577
Travel	25,200	25,200	25,200	75,600
Equipment	240,000	240,000	216,000	696,000
Supplies	54,700	33,000	50,600	138,300
Contractual	150,000	150,000	150,000	450,000
Other	129,456	107,388	107,021	343,865
TOTAL	818,358	781,160	781,160	2,380,677
SCA	Year 1	Year 2	Year 3	Category Total
Personnel	77,650	138,072	142,214	357,935
Fringe	17,860	31,756	32,709	82,325
Travel	1,500	12,400	16,000	29,900
Equipment	-	48,000	48,000	96,000
Supplies	152,200	62,000	117,400	331,600
Contractual	-	64,000	80,000	144,000
Other	48,375	52,951	84,450	185,776
TOTAL	297,585	409,179	520,773	1,227,536
Total Direct	3,719,806	3,719,807	3,719,806	11,159,420
Indirect	130,193	130,193	130,193	390,580
Grand Total	3,850,000	3,850,000	3,850,000	11,550,000

Category Totals Per Year 2013-2016

YEAR 1 (2013-2014)

	Personnel	Fringe	Travel	Equipment	Supplies	Contractual	Other	Direct Total	Indirect	Total
District	263,676	60,645	7,000	0	9,800	306,000	22,443	669,564	130,193	799,758
Central HS	234,450	53,924	16,800	288,000	181,300	185,000	156,469	1,115,943		1,115,943
Duggan	156,050	35,892	16,800	97,000	141,500	130,000	241,116	818,358		818,358
Renaissance	178,050	40,952	25,200	240,000	54,700	150,000	129,456	818,358		818,358
SCA	77,650	17,860	1,500	0	152,200	0	48,375	297,585		297,585
Total	909,876	209,271	67,300	625,000	539,500	771,000	597,859	3,719,806	130,193	3,850,000

YEAR 2 (2014-2015)

	Personnel	Fringe	Travel	Equipment	Supplies	Contractual	Other	Direct Total	Indirect	Total
District	271,586	62,465	7,000	0	5,000	303,500	20,014	669,565	130,193	799,758
Central HS	241,484	55,541	16,800	240,000	113,900	185,000	151,623	1,004,348		1,004,348
Duggan	160,732	36,968	16,800	121,000	140,500	130,000	249,556	855,556		855,556
Renaissance	183,392	42,180	25,200	240,000	33,000	150,000	107,388	781,160		781,160
SCA	138,072	31,756	12,400	48,000	62,000	64,000	52,951	409,179		409,179
Total	995,264	228,911	78,200	649,000	354,400	832,500	581,532	3,719,807	130,193	3,850,000

YEAR 3 (2015-2016)

	Personnel	Fringe	Travel	Equipment	Supplies	Contractual	Other	Direct Total	Indirect	Total
District	279,734	64,339	7,000	0	5,000	292,981	20,511	669,565	130,193	799,758
Central HS	248,728	57,207	16,800	192,000	34,250	185,000	158,768	892,753		892,753
Duggan	165,553	38,077	24,000	97,000	141,750	130,000	259,175	855,556		855,556
Renaissance	188,893	43,445	25,200	216,000	50,600	150,000	107,021	781,160		781,160
SCA	142,214	32,709	16,000	48,000	117,400	80,000	84,450	520,773		520,773
Total	1,025,122	235,778	89,000	553,000	349,000	837,981	629,925	3,719,806	130,193	3,850,000
								11,159,420	390,580	11,550,000

3 Year Totals Per School Per Category 2013 - 2016

	District	Central HS	Duggan	Renaissance	SCA	Total
Personnel	814,996	724,662	482,335	550,335	357,935	2,930,262
Fringe	187,449	166,672	110,937	126,577	82,325	673,960
Travel	21,000	50,400	57,600	75,600	29,900	234,500
Equipment	0	720,000	315,000	696,000	96,000	1,827,000
Supplies	19,800	329,450	423,750	138,300	331,600	1,242,900
Contractual	902,481	555,000	390,000	450,000	144,000	2,441,481
Other	62,968	466,860	749,847	343,865	185,776	1,809,316
Direct Cost	2,008,694	3,013,044	2,529,469	2,380,677	1,227,536	11,159,420
Indirect Costs	390,580					390,580
Total	2,399,274	3,013,044	2,529,469	2,380,677	1,227,536	11,550,000

Project Totals 2013 - 2016

	YEAR 1	YEAR 2	YEAR 3	TOTAL
District	669,564	669,565	669,565	2,008,694
Central HS	1,115,943	1,004,348	892,753	3,013,044
Duggan	818,358	855,556	855,556	2,529,469
Renaissance	818,358	781,160	781,160	2,380,677
SCA	297,585	409,179	520,773	1,227,536
Direct Totals	3,719,806	3,719,807	3,719,806	11,159,420
Indirect Total	130,193	130,193	130,193	390,580
Total	3,850,000	3,850,000	3,850,000	11,550,000

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Springfield Public Schools

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	909,876.00	995,264.00	1,025,122.00			2,930,262.00
2. Fringe Benefits	209,272.00	228,911.00	235,779.00			673,962.00
3. Travel	67,300.00	78,200.00	89,000.00			234,500.00
4. Equipment	625,000.00	649,000.00	553,000.00			1,827,000.00
5. Supplies	539,500.00	354,400.00	349,000.00			1,242,900.00
6. Contractual	771,000.00	832,500.00	837,981.00			2,441,481.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	597,859.00	581,532.00	629,925.00			1,809,316.00
9. Total Direct Costs (lines 1-8)	3,719,807.00	3,719,807.00	3,719,807.00			11,159,421.00
10. Indirect Costs*	130,193.00	130,193.00	130,193.00			390,579.00
11. Training Stipends						
12. Total Costs (lines 9-11)	3,850,000.00	3,850,000.00	3,850,000.00			11,550,000.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization Springfield Public Schools	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00			0.00
2. Fringe Benefits	0.00	0.00	0.00			0.00
3. Travel	0.00	0.00	0.00			0.00
4. Equipment	0.00	0.00	0.00			0.00
5. Supplies	0.00	0.00	0.00			0.00
6. Contractual	0.00	0.00	0.00			0.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	0.00	0.00	0.00			0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00			0.00
10. Indirect Costs	0.00	0.00	0.00			0.00
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00			0.00

SECTION C - BUDGET NARRATIVE (see instructions)