



**Springfield College AmeriCorps Member Handbook 2018-2019:
 School Turnaround Initiative - Student Support Specialists**

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Program Staff Contact Information

LaTonia Naylor, Director
lnaylor@springfieldcollege.edu
 413-748-3610

Murielle Georges, Assistant Director
mgeorges4@springfieldcollege.edu
 413-748-3403

Do you know someone who might be interested in serving with AmeriCorps?

Let them know they can visit springfield.edu/AmeriCorps for more information.

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Section 1

What is AmeriCorps?

AmeriCorps engages more than 75,000 people in intensive service each year at more than 21,000 locations including nonprofits, schools, public agencies, and community and faith-based groups across the country. AmeriCorps members help communities tackle pressing problems while mobilizing millions of volunteers for the organizations they serve. Members gain valuable professional, educational, and life benefits, and the experience has a lasting impact on the members and the communities they serve.

AmeriCorps is a program of the **Corporation for National and Community Service (CNCS)**, an independent federal agency created to connect Americans of all ages and backgrounds with opportunities to give back to their communities and their nation. AmeriCorps consists of three main programs: the state and national AmeriCorps program, whose members serve with nonprofit and community groups across the country; AmeriCorps VISTA, through which members serve full-time addressing poverty and building the capacity of nonprofit organizations; and AmeriCorps NCCC (National Civilian Community Corps), a team-based residential program for young adults 18-24 who serve in public safety, the environment, youth development, and disaster relief and preparedness.

- **AmeriCorps*State and National:** AmeriCorps*State and National supports a broad range of local service programs that engage thousands of Americans in intensive service to meet critical community needs.
- **AmeriCorps*VISTA:** AmeriCorps*VISTA provides full-time members to community organizations and public agencies to create and expand programs that build capacity and ultimately bring low-income individuals and communities out of poverty.
- **AmeriCorps*NCCC:** The AmeriCorps*National Civilian Community Corps is a full-time residential program for people, ages 18 to 24, that strengthens communities while developing leaders through direct, team-based national and community service.

AmeriCorps opens the door for citizens to serve in a variety of ways. Through their service and the volunteers they mobilize, AmeriCorps members address critical needs in communities throughout America, including:

- tutoring and mentoring disadvantaged youth
- fighting illiteracy
- improving health services
- building affordable housing
- teaching computer skills
- cleaning parks and streams
- managing or operating after-school programs
- helping communities respond to disasters
- building organizational capacity

AmeriCorps History

In 1993, President Bill Clinton signed the National and Community Service Trust Act, which established the Corporation for National and Community Service and brought the full range of domestic community service programs under the umbrella of one central organization. This legislation built on the first National Service Act signed by President H. W. Bush in 1990. It also formally launched AmeriCorps, a network of national service programs that engage Americans in intensive service to meet the nation's critical needs in education, public safety, health, and the environment.

The newly created AmeriCorps incorporated two existing national service programs: the longstanding VISTA (Volunteers in Service to America) program, created by President Lyndon Johnson in 1964 and the National Civilian Community Corps (NCCC).

"Service is a spark to rekindle the spirit of democracy in an age of uncertainty. When it is all said and done, it comes down to three simple questions: What is right? What is wrong? And what are we going to do about it?" — President Bill Clinton, upon swearing in the first class of AmeriCorps members

In September 1994, the first class of AmeriCorps members—20,000 strong—began serving in more than 1,000 communities. On July 3, 2003, President Bush signed the Strengthen AmeriCorps Program Act, which nearly doubled the number of AmeriCorps members. By establishing new accounting guidelines for making Segal AmeriCorps Education Awards from the National Service Trust, the Corporation can now authorize approximately twice as many AmeriCorps positions in all categories. The legislation was the product of extensive, cooperative discussions with the Administration and a sign of the strong bipartisan support for AmeriCorps.

On April 21, 2009, President Barack Obama signed the Edward M. Kennedy Serve America Act at an elementary school in Washington, DC. The Serve America Act reauthorizes and expands national service programs administered by the Corporation for National and Community Service (CNCS) by amending the National and Community Service Act of 1990 and the Domestic Volunteer Service Act of 1973. Since the Act's signing, volunteering is up, momentum is strong, and a new vision for service is taking effect. At a time of great need, Americans are answering President Obama's call to serve. This landmark law is making America stronger by focusing service on key national issues; by expanding opportunities to serve; by building the capacity of individuals, nonprofits, and communities; and by encouraging innovative approaches to solving problems.

For more, visit nationalservice.gov and search [Fact Sheets](#).

Learning the AmeriCorps Language

The Corporation for National and Community Service has strict guidelines on how to refer to AmeriCorps members and their service:

- AmeriCorps members should not be referred to as **volunteers, students, employees, or graduate assistants**, but as **members** or **participants**.
- AmeriCorps members don't **work**, they **serve**. It's not a **job**, it's **service**.
- Members aren't **paid**, they **receive a living allowance**.
- Members don't get a **scholarship**, they **receive an education award**.

Other AmeriCorps Terms

AmeriCorps — An umbrella term that refers to programs that are designated by the Corporation as national service programs and the participants in them. AmeriCorps includes AmeriCorps*State/National, AmeriCorps*VISTA (Volunteers in Service to America), and AmeriCorps*NCCC (National Civilian Community Corps).

AmeriCorps State and National — Used only when referring to grants or funding. AmeriCorps*State grants are distributed through the state commissions; AmeriCorps*National grants are distributed to organizations directly from the national office of the Corporation for National Service.

CNCS — Corporation for National and Community Service. The independent federal agency that encompasses the work and staff of two previously existing agencies, the Commission on National and Community Service and ACTION. The Corporation was created by the National and Community Service Trust Act of 1993.

Education Award — A post-service benefit earned by all AmeriCorps members after successfully completing a term of service. The award is paid directly to a lending or educational institution and may be used to pay off education loans or to finance college, graduate school, or approved vocational training.

In-kind — Contributions and donations made in services and projects, not cash.

Living Allowance — AmeriCorps members receive a modest living allowance during their term of service. This is a benefit in addition to the education award available to members who successfully complete their term of service. Springfield College AmeriCorps members receive a living allowance of \$12,530 (full-time) or \$6,050 (part-time) during their term of service.

Massachusetts Service Alliance (MSA) — (Our state commission.) Duties of a State Commission include development of a comprehensive Unified State Plan for service and volunteering in the state; submission of the state's application to the Corporation for AmeriCorps and community-based Learn and Serve funding; administration of the competition for AmeriCorps*State programs; oversight and monitoring of funded AmeriCorps and community-based Learn and Serve programs, and reporting accomplishments to the Corporation.

Members — Participants in AmeriCorps (including AmeriCorps NCCC, AmeriCorps VISTA, and AmeriCorps State and National programs) are referred to as members — not volunteers.

MSY — Member Service Year.

National Service — Results-oriented service by an individual or group of individuals that helps meet the nation's needs in the areas of education, public safety, the environment, and other human needs.

Participant — The generic term used to describe any individual enrolled in a program funded by the Corporation, as opposed to the more specific term *member*, which refers to individuals enrolled in an AmeriCorps program.

Program Start Date — The beginning date of the Budget or Member Enrollment Period. For our program that date is August 12.

Progress Report — Report filed quarterly or semi-annually by subgrantees.

Massachusetts Service Alliance Introduction



The Massachusetts Service Alliance (MSA), established in 1991, is a private, nonprofit organization that serves as the state commission on service and volunteerism. MSA promotes and supports service and volunteerism by investing public and private resources in community-based organizations that rely upon volunteers and people engaged in service to meet their community's needs.

We administer the AmeriCorps program for Massachusetts, the Governor's Commonwealth Corps program, and grants for Mentoring programs, as well as support for community service learning, and volunteer generation initiatives. We provide training and technical assistance to organizations to support their volunteer and service member management through one-on-one technical assistance, trainings and workshops throughout the year, and a bi-annual statewide conference on service and volunteerism.

MSA Mission Statement

The Massachusetts Service Alliance, established in 1991, is a private, nonprofit organization that serves as the state commission on community service and volunteerism. Its mission is to catalyze the innovation and growth of service and volunteerism by creating partnerships that maximize resources, expertise, capacity, and impact.

In support of our mission, MSA invests public and private funds in institutions and organizations; convenes and mobilizes individuals, nonprofits, corporations and government entities to link strategies related to service and volunteerism; builds capacity of programs and agencies through training and technical assistance; and advocates for the development and promotion of public policies and private initiatives that incorporate service and volunteerism as effective strategies to address community needs.



Section 2

School Turnaround Initiative

Number of ½ time Members (900 hours minimum): 43

Term of Service: Mid-August through June (10.5 months)

Service Sites

Chestnut Academy
Impact Prep Academy
Chestnut TAG
Forest Park Middle
German Gerena Community School
High School of Commerce
Indian Orchard Elementary
UP Academy Kennedy
John J Duggan Academy
M Marcus Kiley Middle
Milton Bradley School
Roger L. Putnam Vocational Technical
Academy
Springfield Central High
Van Sickle IB
Washington Elementary
Thomas M Balliet Elementary
Van Sickle Academy
Springfield Science and Technology

Member Benefits

Living Allowance, 900 hours: \$6,050 over
10 months
Education Award, 900 hours minimum:
\$2,887.50
Total Benefit: \$8,937.50

Member Requirements

Service and Training Hours: 900 (minimum)
Member Orientation
Monthly Member Meetings
Mid-year Training
Two Service Projects
Weekly Reflection
AmeriCorps Opening Day
Data Collection

What is the School Turnaround Initiative?

The **Springfield College School Turnaround Initiative** engages 43 AmeriCorps members in service that meets the critical educational and social-emotional needs of Springfield youth in its highest need schools. Members serve part-time (900 hours minimum) in Springfield elementary, middle, and high schools from September–June, where they facilitate interventions and identify resources that target risk factors for dropping out, including low attendance, behavioral problems, and course failure in English and math.

Program Model: Background and Development

The School Turnaround Initiative is designed to strengthen and accelerate interventions in our nation's lowest-performing schools. Teams of AmeriCorps members help students, teachers, and principals to transform struggling schools by providing opportunities for academic enrichment, extended learning time, and individual supports for students. These interventions will lead to increased academic achievement and improved high school graduation rates and college readiness among Springfield's most disadvantaged students.

Increasing Academic Engagement and Preventing Dropout

Major predictors for students dropping out of school are poor attendance, behavior problems, and course failure, especially in core courses like English and math. These have been identified as the “ABCs of disengagement” (MacIver, 2009) or the “ABCs of dropout prevention,” as cited in research from Johns Hopkins University, America's Promise Alliance, and the Alliance for Excellent Education (Balfanz, 2009).

To address these risk factors, members address the ABCs of dropout prevention at each school, building relationships with students and implementing basic and intensive interventions depending on the identified risk factors. One high school AmeriCorps team will include one additional LACES Coach who work specifically with at-risk student-athletes.

Members act as student advocates, implement targeted interventions, and continually monitor progress in attendance, behavior, and course performance. At high schools, they could provide assistance regarding financial aid, PSAT/SAT prep, college applications, and career readiness. Members meet regularly with their site supervisors, including attendance officers, teachers, graduation coaches, and guidance staff, as well as with a designated Program Coordinator, to discuss strategies and resources. Each team of members at a school also develops a service project for at-risk students, geared toward increasing student engagement. Additionally, Members engage parents/guardians through regular communications, meetings, and information on finding appropriate services and resources. Some Members are graduate students in school guidance, social work, or other counseling programs. These Members work with at-risk students on social, emotional, and behavioral issues that affect school success, providing one-on-one and/or group counseling options.

Program Goals: Performance Measures

Increased Academic Engagement and Academic Performance

ED27A & ED27B

Members will use student data to identify and implement appropriate interventions for 500 at-risk students in grades K-12. Approximately 350 of these at-risk students will complete the program by receiving 10 or more hours of intervention. Attitudinal Interventions target outcomes for social-emotional health and academic engagement, and Behavioral Interventions target outcomes to improve attendance, academic achievement in literacy and math, and other indicators of behavioral health such as fewer disciplinary actions.

ED27A: Number of students with improved academic engagement (attitudes)

Interventions

For ED27A, our members will administer a pre-post student engagement survey, adapted from the Student School Engagement Survey, National Center for School Engagement (NCSE). The tool measures academic engagement in all of the measures of student attitude for ED27A including, increased interest in school, improved perspective on school climate, increased attachment to school, and increased educational aspirations. Based on the last two full years of School Turnaround AmeriCorps in the Springfield Public Schools, this amount of change is significant, and the level of improvement is ambitious and meaningful. We have not previously separated out attitudinal from behavioral measures in assessing improved academic

engagement, but we expect these individual attitudinal goals to be achievable. At the beginning and end of the school year, students receiving AmeriCorps interventions complete a pre-post survey to assess their academic engagement as it pertains to attitudes. Students in 4th-12th grades rate their level of agreement with statements on a five-point Likert scale from Strongly Agree to Strongly Disagree. Students in Kindergarten through 3rd grade are assessed with a more age-appropriate survey. The attitudinal measures are: interest in school, school climate, attachment to school, and educational aspirations. Pre-post changes on the measures are calculated, averaged, and the percent change of attitudinal improvement is tabulated for each of the four areas referenced above.

Goals

From pre-test to post-test, 228 students (65%) will improve by the percentages below in one or more of the four following factors, without any other factor worsening, in order to show increased academic engagement in terms of attitude: - Interest in school: 15%, - School climate: 18%. - Attachment to school: 19%, - Educational aspirations: 12%. Based on the last few full years of School Turnaround AmeriCorps in the Springfield Public Schools, this amount of change is significant, and the level of improvement is ambitious and meaningful.

ED27B: Number of students with improved academic engagement (behaviors)

Interventions

For ED27B, members and AmeriCorps program staff have access to the Springfield Public Schools' Data Warehouse, a tool that provides data on measures of behavioral academic engagement, specifically increased attendance, decreased disciplinary referrals, and decreased suspensions. Our program most closely aligns with these behavioral factors of academic engagement. With the average amount of student absences in 2014 and 2015 being exactly 13 days of school, being able to report that a majority of students served will increase their attendance by 9 days shows a significant increase in attendance. Additionally, AmeriCorps behavioral interventions specifically support those students who are chronically absent (80% attendance rate or below), thus a greater increase in attendance is expected for those students. This goal for improvement in attendance is a significant behavioral change, and the level of improvement is ambitious and meaningful. We have found that of those students who have suspensions, the average amount of suspensions was 7 in 2013-2014 and 5 in 2014-2015. Across all students, the average number of suspensions for the 2013-2014 year was 2, while in 2014-2015, the average number of suspensions was 1. For those students who have been suspended, we will be looking for them to have at least one less suspension during the academic year. For those who have not been suspended in the previous academic year, we will be looking for them to maintain that during the program year. This is significant because as mentioned in a previous clarification, 11.9% of students across the entire district receiving in or out-of-school suspension in 2015 (doe.mass.edu).

Goals

Of the 500 students served, 228 students (65%) will increase their attendance by an average of 5% or 9 days. For those students who have been suspended, we will be looking for them to have at least one less suspension during the academic year. For those who have not been suspended in the previous academic year, we will be looking for them to maintain that during the program year.

Section 3

AmeriCorps and SPS Calendar

The AmeriCorps service year begins August 15, 2018. The earliest start date for our members is August 15, 2018. Service ends on June 20, 2018.

Please note that members are required to attend one member meeting per month. These meetings will generally occur on the first Thursday of the month, from 2:00 to 3:30 p.m., and the first Friday of the month, from 9:00 to 10:30 a.m. Members should attend the meeting that best fits their schedule.



August 2018	September 2018	October 2018	November 2018
20 th – 24 th : Member Orientation 27 th : Official Service Start Date	3 rd : Labor Day (Schools Closed) 6 th : Member Meeting 7 th : Member Meeting 11 th : National Day of Service and Remembrance 15 th : United Way Day of Caring (corps service project)	4 th : Member Meeting 5 th : Member Meeting 8 th : Columbus Day (Schools Closed)	2 nd : AmeriCorps Opening Day 6 th : Teacher PD (Schools Closed) 8 th : Member Meeting 9 th : Member Meeting 12 th : Veteran's Day (Schools Closed) 21-23: Thanksgiving Break (Schools Closed)
December 2018	January 2019	February 2019	March 2019
6 th : Member Meeting 7 th : Member Meeting 22-31: Christmas Break (Schools Closed) Submit Service Project Ideas	1 st : New Year's Day (Schools Closed) 11 th : Teacher PD (Schools Closed) 11 th : Mid-year Training 21 st : Dr. MLK Day of Service (corps service project, Schools Closed) Submit Service Project Plan	7 th : Member Meeting 8 th : Member Meeting 18 th : Presidents' Day (Schools Closed) 19-22: School Vacation (Schools Closed)	7 th : Member Meeting 8 th : Member Meeting 10 th -16 th : AmeriCorps Week 15 th : Teacher PD (Schools Closed)
April 2019	May 2019	June 2019	July 2019
4 th : Member Meeting 5 th : Member Meeting 7 th – 13 th : National Volunteer Week 15 th : Patriot's Day (Schools Closed) 16-19 : School Vacation (Schools Closed)	2 nd : Member Meeting 3 rd : Member Meeting 27 th : Memorial Day (Schools Closed) Member Banquet – Date TBD	6 th : Member Meeting 7 th : Member Meeting 19 th : Last Day of School (includes 5 days for inclement weather)	



SPRINGFIELD PUBLIC SCHOOLS

School Calendar

2018 – 2019

Aug. 20-23 - Teacher Work Days (PD)
Aug. 24 - Convocation
Aug. 27 - School begins – Grades 1 - 12
 Aug. 27 – Aug. 31 Kindergarten Screening

August 2018				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

Feb. 18 – Schools Closed – Presidents Day
 Central Office is also closed
Feb. 19 - 22 - Schools closed for Mid-Winter Vacation
Feb. 25 – Schools reopen.

February 2019				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	

Sept. 3 - Schools Closed – Labor Day
 Central Office is also closed.
Sept. 4 – Kindergarten students begin
Sept. 5 – Preschool students begin

September 2018				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

March 15 – Schools Closed – Teacher Professional Day

March 2019				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

October 8 - Schools Closed – Columbus Day
 Central Office is also closed.

October 2018				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

Apr. 15 – Schools Closed – Patriots Day
 Central Office is also closed.
Apr. 16 – 19 - Schools Closed for Spring Vacation.
April 19 - Good Friday—Central Office is also closed.
April 22 – Schools reopen

April 2019				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

Nov. 6 - Schools Closed – Teacher Professional Day (Election Day)
Nov. 12 – Schools Closed – Observance of Veterans Day – Central Office is also closed.
Nov. 21 - 23 Schools Closed for Thanksgiving vacation
 Central Office is also closed Nov. 22 and 23.
Nov. 26 Schools Reopen

November 2018				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

May 27 – Schools Closed – Memorial Day
 Central Office is also closed.

May 2019				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

Dec. 21 – ½ Day - Last school day before the holiday vacation. Dismissal will be covered by bulletin.
Dec. 24 – Dec. 31 - Schools Closed Holiday Vacation
Dec. 25 - Central Office is also closed.

December 2018				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

June 19 - ½ Day - *Tentative
 End of school year. Dismissal will be covered by bulletin.

June 2019				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

Jan. 1 Schools Closed – New Years Day
 Central Office is also closed.
Jan. 2 – Schools reopen.
Jan. 11 -Schools closed –Teacher Professional Day
Jan. 21 – Schools closed – Dr. Martin Luther King, Jr.'s Birthday
 Central Office is also closed.

January 2019				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

*Calendar includes five (5) pupil school days for inclement weather. Schools will close after they have been in session for 180 pupil school days. Official end date and dismissal will be covered by bulletin.

Yellow = Schools Closed (pupils only)
Green = Schools and District Offices Closed (pupils and staff)

Section 4

Identifying AmeriCorps Member Caseloads

Either before AmeriCorps members arrive or soon after, Site Supervisors decide which students would benefit from AmeriCorps services. **Referrals are based on the student's DEWS rating or on observed risk factors. AmeriCorps members work with students who are identified as At-Risk or Borderline; High Risk students may be assigned to AmeriCorps members as they gain skills and confidence; Very High Risk students are not assigned to AmeriCorps Members.** It is our belief that AmeriCorps members can have the most impact on students who may be struggling but are not receiving additional support services. Very High Risk students may have issues that AmeriCorps members are not yet equipped to handle; please keep in mind that many of these members are students and are still learning the skills they need to practice as a professional.

Members should be assigned a caseload of 10 to 15 students; ideally, caseloads should be solidified by September 30, 2018. Members then spend the next three to four weeks reviewing student data from the Data Warehouse and simply getting to know the students through weekly meetings, observation (in and out of the classroom), and regular check-ins. It is important for the members to develop a trusting and comfortable relationship before beginning to implement interventions. Once both the member and student are comfortable, the member administers the Student Engagement Pre-Survey to determine the student's current level of engagement and pinpoint any problem areas that are not apparent in attendance, disciplinary, and academic data. The member then consults with the Site Supervisor around setting SMART goals with students, as well as crafting an intervention and monitoring plan that will help the student achieve these goals.

Example: Referral, Relationship-Building, Intervention, Progress Monitoring

1. Site Supervisor refers a student who is considered at-risk according to DEWS data and has especially struggled with attendance.
2. The Member starts a file for the student, accesses Data Warehouse to review the student's Performance Profile, then enters current and previous year's data into the online data system.
3. The Member schedules a meeting with the student to introduce themselves and explain what they will be doing in the school during the year and what they can offer in terms of support. The Member sends a letter and permission form to the student's family, introducing themselves and the AmeriCorps Program.
4. The Member begins building a relationship with the student, checking in with them regularly and getting to know their habits, likes, dislikes, and style of interaction. The Member introduces themselves to the student's teachers and asks for feedback on the student's in-class behavior and performance. The Member speaks with the attendance officer to get their feedback on the student.
5. Once the Member believes the student is comfortable enough in the relationship, the member administers the Student Engagement Survey and reviews the results.
6. The Member then drafts a preliminary intervention and progress monitoring plan based on their observations, available data, and student needs, and meets with the Site Supervisor to review it.

7. Once the plan is finalized, the Member meets with the student to set SMART goals and begins implementing the interventions.
8. The Member keeps track of interventions performed and time spent with the student, as well as student progress, monitoring improvements in attendance, any disciplinary issues, and grades.
9. The Member continually communicates with parents/guardians, teachers, and the Site Supervisor about the student's progress.
10. If the student doesn't seem to be making progress, the member reevaluates the intervention and monitoring plan, consults with the Site Supervisor, and makes changes.

Confidentiality and File Security

- Members are trained in confidentiality and file security.
- All student files will be kept in a locked office or filing cabinet and will not be taken off school property.
- Any data reported externally (such as to the Massachusetts Service Alliance/MSA or the Corporation for National and Community Service/CNCS) will not include identifying information.

Section 5

Supervision Model

Each member has a Site Supervisor who is responsible for day-to-day direction and supervision, as well as verifying timesheets. The Site Supervisor ensures that

- Students receiving AmeriCorps services are being referred to the School Turnaround AmeriCorps members based on the appropriate risk factors
- Members are engaging in appropriate interventions and consistently checking in with their students
- Members have access to and are collecting appropriate data
- Members are conducting themselves professionally
- Members are properly utilizing their resources
- Data is shared with school administration

Service-Specific Supervision

General members will work with at-risk students to remediate risk factors for dropping out and to increase academic engagement; they can be placed with graduation coaches, teachers, guidance counselors, attendance officers, or other appropriate school staff depending on the needs of the school. They will be focused on two risk factors in particular: course failure and attendance, and it is up to the Site Supervisor to refer students to the member for basic and intense interventions. They can also support transition issues and college/career readiness.

Members who are students in Guidance/Adjustment Counseling, Social Work, or another counseling field may be combining their AmeriCorps service with their fieldwork. It is important that these members receive appropriate supervision and learn the skills necessary for their profession; however, they must also keep the goals of the School Turnaround Initiative in mind and be assigned at-risk students. The program defines at-risk students as those who exhibit one or more of the following risk factors: poor attendance; course failure, especially in core courses like English or math; and behavioral, social-emotional, or disciplinary issues. will focus mainly on behavioral, social-emotional, and disciplinary problems, as well as transition and college/career readiness.

To receive fieldwork credit, members combining internship requirements with AmeriCorps service may need to be supervised by someone who meets the requirements outlined in the member's program of study. Program staff will try to place members with appropriate supervisors, however, with so many placements, program staff cannot guarantee placement that will coincide with the requirements of a members' academic program.

Section 6

Rules, Regulations, and Reporting Requirements

All AmeriCorps supervisors should be aware of the following rules, regulations, and guidelines regarding AmeriCorps service.

Acceptable Service, Displacement, and Employment

Supervisors are responsible for ensuring that AmeriCorps members are performing appropriate service. An AmeriCorps member's service must not displace services, duties, or activities performed by an employee who recently resigned or was discharged; an employee who is subject to a reduction in force; or an employee who is temporarily absent or is on leave. Members should not be doing clerical work, research, or fundraising activities *unless* such activities are incidental to or supportive of the direct service activities. **Members should not be covering classrooms, lunch duty, or caseloads for teachers or counselors on leave, absent from school, or are not available.**

We ask that school administrators refrain from offering paid employment to AmeriCorps members at the school until after they have completed their 900 hours minimum of service. Members are prohibited from working and serving in a school at the same time. In addition, continued funding for our program (i.e., AmeriCorps services at your school) is dependent upon many things, including retention rates. When a member fails to complete their commitment of 900 hours minimum, it negatively affects our chances of continued funding, no matter what the reason.

Another negative consequence may be the inability of the member to continue working with students on their caseload because of a change in role. We cannot have a positive impact without consistency in the relationships between our students and members, and a sudden end to the relationship can be detrimental to student progress and development.

Members also cannot engage in:

- activities that pose a significant risk to themselves or other participants,
- internships with for-profit businesses as part of the education, and
- any of the Prohibited Activities (see below).

Prohibited Activities

While charging time to the AmeriCorps program, accumulating service or training hours, or otherwise performing activities supported by the AmeriCorps program or CNCS, staff and members may not engage in the following activities:

- a. Attempting to influence legislation;
- b. Organizing or engaging in protests, petitions, boycotts, or strikes;
- c. Assisting, promoting, or deterring union organizing;
- d. Impairing existing contracts for services or collective bargaining agreements;
- e. Engaging in partisan political activities, or other activities designed to influence the outcome of an election to any public office;
- f. Participating in, or endorsing, events or activities that are likely to include advocacy for or against political parties, political platforms, political candidates, proposed legislation, or elected officials;
- g. Engaging in religious instruction, conducting worship services, providing instruction as part of a program that includes mandatory religious instruction or worship, constructing or operating facilities devoted to religious instruction or worship, maintaining facilities primarily or inherently devoted to religious instruction or worship, or engaging in any form of religious proselytization;
- h. Providing a direct benefit to—
 - i. A business organized for profit;
 - ii. A labor union;
 - iii. A partisan political organization;
 - iv. A nonprofit organization that fails to comply with the restrictions contained in section 501(c)(3) of the Internal Revenue Code of 1986 related to engaging in political activities or substantial amount of lobbying except that nothing in these 9 provisions shall be construed to prevent participants from engaging in advocacy activities undertaken at their own initiative; and
 - v. An organization engaged in the religious activities described in paragraph 3.g. above, unless CNCS assistance is not used to support those religious activities;
- i. Conducting a voter registration drive or using CNCS funds to conduct a voter registration drive;
- j. Providing abortion services or referrals for receipt of such services; and
- k. Such other activities as CNCS may prohibit.

AmeriCorps members may not engage in the above activities directly or indirectly by recruiting, training, or managing others for the primary purpose of engaging in one of the activities listed above. Individuals may exercise their rights as private citizens and may participate in the activities listed above on their initiative, on non-AmeriCorps time, and using non- CNCS funds. Individuals should not wear the AmeriCorps logo while doing so. Engaging in any of the above-described activities on AmeriCorps time may lead to suspension and/or termination.

Fundraising

AmeriCorps members may raise resources directly in support of their service activities. However, no more than 10 percent of their originally agreed-upon term of service may be spent on fundraising activities.

Examples of fundraising activities AmeriCorps members may perform include, but are not limited to, the following:

- (1) seeking donations of books from companies and individuals for a program in which volunteers teach children to read;
- (2) writing a grant proposal to a foundation to secure resources to support the training of volunteers;
- (3) securing supplies and equipment from the community to enable volunteers to help build houses for low-income individuals;
- (4) securing financial resources from the community to assist in launching or expanding a program that provides social services to the members of the community and is delivered, in whole or in part, through the members of a community-based organization; and
- (5) seeking donations from alumni of the program for specific service projects being performed by current members.

AmeriCorps members may NOT:

- (1) raise funds for an organization's general (as opposed to project) operating expenses or endowment.
- (2) write a grant application to the Corporation or to any other federal agency.

Policy on Criminal Background and Sex Offender Registry Checks

Members

The Corporation for National and Community Service and the Massachusetts Service Alliance require that all members receive a criminal history background check in Massachusetts (CORI), a background check in the state of residence at the time of application, an FBI fingerprint background check, and a National Sex Offender Registry check. Any member serving at a school will also be CORI checked through Springfield School Volunteers.

Springfield College AmeriCorps members may begin their service at their host site while the results of their background checks are pending, provided that they are accompanied. As soon as one background check has cleared (either the MA, state of residence, or FBI), members no longer need to be accompanied at the site.

Additionally, all members are run through the National Sex Offender Registry by AmeriCorps Program staff before service begins.

Site Supervisors

All Site Supervisors must undergo a criminal background check. Because all of our sites provide services to vulnerable populations, all of our Site Supervisors will have undergone a background check that follows the current Corporation guidelines.

In addition, site supervisors, programs, coordinators, and principal must sign a document allowing the program access to background check results in the event of an audit.

Reasonable Accommodations Policy

All applicants to the Springfield College AmeriCorps Program are informed both verbally and in writing of the College's Reasonable Accommodations Policy as outlined below:

Springfield College is committed to providing equal educational opportunity and full participation in college programs and activities for persons with disabilities. Reasonable accommodations are provided for persons with documented disabilities on the basis of need. Reasonable accommodations are available for applicants during the interview process and for members at their service sites.

Service Gear/AmeriCorps Site Sign

AmeriCorps members should be designated as such while performing their service. Service gear includes but is not limited to AmeriCorps T-shirts, jackets, polo shirts, buttons, vests, and badges. **Supervisors should ensure that members are wearing service gear that identifies them as an AmeriCorps member at all times.** In addition, all AmeriCorps service sites should publicly display an AmeriCorps sign. An AmeriCorps site sign is provided by Program Staff.

Site Visits

Throughout the year, the Springfield College AmeriCorps staff will visit sites where our members are serving to discuss member progress, gauge member and site satisfaction, ensure compliance with AmeriCorps rules and regulations, and strengthen connections with members and community agencies. AmeriCorps Program staff will conduct two formal site visits per year, one in the fall and one in the spring. AmeriCorps staff may also visit the site to resolve any issues that come up during the year.

The Massachusetts Service Alliance (MSA) also conducts yearly site visits to each state program office. During a site visit, MSA will visit one or more sites where our members are serving. MSA staff also feel strongly about making a connection in the community and invite direct feedback about program experience from members and community partners. Again, while the MSA may not visit each site, if your site is selected, you are asked to consider sharing your experiences.

Reporting Requirements

Timesheets

Members submit electronic timesheets in an online system called OnCorps every two weeks. See [Timesheets and Service Hours](#) for more.

Data Collection

The Springfield College School Turnaround Initiative has very targeted performance measures to meet relative to the categories of service that our members perform. The performance measures and their assigned outputs and outcomes are listed in the Performance Measures section of this handbook. Members will access data on students who participate in the School Turnaround Initiative to measure their improvement and performance related to the following areas:

- Attendance
- Disciplinary referrals
- Student Engagement

Members will track the type of interventions performed and time spent with each student on their caseload. Students who receive 10 hours or more of intervention during the year will be included in School Turnaround Initiative data regarding improvements in attitude and behavior.

Great Stories

Members share with us at least two Great Stories as part of their participation in the program. This story is about a positive experience that occurred while serving.

Midyear and End-of-Year Evaluations

All members complete a Midyear Evaluation (December/January) and an End-of-Year Evaluation (May/June) with AmeriCorps program staff and their site supervisor. AmeriCorps program staff will provide an assessment tool for site supervisors to complete during evaluations.

Mandated Reporting

Springfield College AmeriCorps members are considered mandated reporters. When a member of the Springfield College AmeriCorps Program serving at a host agency suspects that *“a child under the age of eighteen is suffering physical or emotional injury resulting from abuse inflicted upon him which causes harm or substantial risk of harm to the child's health or welfare”* they are required to report it to either their immediate supervisor or the person at that agency who handles such incidents.

Please see the following state-mandated reporting regulations.

Section 51A: Reporting of suspected abuse or neglect; mandated reporters; collection of physical evidence; penalties; content of reports; liability; privileged communication

Section 51A. (a) A mandated reporter who, in his professional capacity, has reasonable cause to believe that a child is suffering physical or emotional injury resulting from: (i) abuse inflicted upon him which causes harm or substantial risk of harm to the child's health or welfare, including sexual abuse; (ii) neglect, including malnutrition; (iii) physical dependence upon an addictive drug at birth, shall immediately communicate with the department orally and, within 48 hours, shall file a written report with the department detailing the suspected abuse or neglect; or (iv) being a sexually exploited child; or (v) being a human trafficking victim as defined by section 20M of chapter 233.

If a mandated reporter is a member of the staff of a medical or other public or private institution, school or facility, the mandated reporter may instead notify the person or designated agent in charge of such institution, school or facility who shall become responsible for notifying the department in the manner required by this section.

A mandated reporter may, in addition to filing a report under this section, contact local law enforcement authorities or the child advocate about the suspected abuse or neglect.

(b) For the purpose of reporting under this section, hospital personnel may have photographs taken of the areas of trauma visible on the child without the consent of the child's parents or guardians. These photographs or copies thereof shall be sent to the department with the report.

If hospital personnel collect physical evidence of abuse or neglect of the child, the local district attorney, local law enforcement authorities, and the department shall be immediately notified. The physical evidence shall be processed immediately so that the department may make an informed determination within the time limits in section 51B. If there is a delay in processing, the department shall seek a waiver under subsection (d) of section 51B.

(c) Notwithstanding subsection (g), whoever violates this section shall be punished by a fine of not more than \$1,000. Whoever knowingly and willfully files a frivolous report of child abuse or neglect under this section shall be punished by: (i) a fine of not more than \$2,000 for the first offense; (ii) imprisonment in a house of correction for not more than 6 months and a fine of not more than \$2,000 for the second offense; and (iii) imprisonment in a house of correction for not more than 2 1/2 years and a fine of not more than \$2,000 for the third and subsequent offenses.

Any mandated reporter who has knowledge of child abuse or neglect that resulted in serious bodily injury to or death of a child and willfully fails to report such abuse or neglect shall be punished by a fine of up to \$5,000 or imprisonment in the house of correction for not more than 2 1/2 years or by both such fine and imprisonment; and, upon a guilty finding or a continuance without a finding, the court shall notify any appropriate professional licensing authority of the mandated reporter's violation of this paragraph.

(d) A report filed under this section shall contain: (i) the names and addresses of the child and the child's parents or other person responsible for the child's care, if known; (ii) the child's age; (iii) the child's sex; (iv) the nature and extent of the child's injuries, abuse, maltreatment or neglect, including any evidence of prior injuries, abuse, maltreatment or neglect; (v) the circumstances under which the person required to report first became aware of the child's injuries, abuse, maltreatment or neglect; (vi) whatever action, if any, was taken to treat, shelter or otherwise assist the child; (vii) the name of the person or persons making the report; (viii) any other information that the person reporting believes might be helpful in establishing the cause of the injuries; (ix) the identity of the person or persons responsible for the neglect or injuries; and (x) other information required by the department.

(e) A mandated reporter who has reasonable cause to believe that a child has died as a result of any of the conditions listed in subsection (a) shall report the death to the district attorney for the county in which the death occurred and the office of the chief medical examiner as required by clause (16) of section 3 of chapter 38. Any person who fails to file a report under this subsection shall be punished by a fine of not more than \$1,000.

(f) Any person may file a report under this section if that person has reasonable cause to believe that a child is suffering from or has died as a result of abuse or neglect.

(g) No mandated reporter shall be liable in any civil or criminal action for filing a report under this section or for contacting local law enforcement authorities or the child advocate, if the report or contact was made in good faith, was not frivolous, and the reporter did not cause the abuse or neglect. No other person filing a report under this section shall be liable in any civil or criminal action by reason of the report if it was made in good faith and if that person did not perpetrate or inflict the reported abuse or cause the reported neglect. Any person filing a report under this section may be liable in a civil or criminal action if the department or a district attorney determines that the person filing the report may have perpetrated or inflicted the abuse or caused the neglect.

(h) No employer shall discharge, discriminate or retaliate against a mandated reporter who, in good faith, files a report under this section, testifies or is about to testify in any proceeding involving child abuse or neglect. Any employer who discharges, discriminates or retaliates against that mandated reporter shall be liable to the mandated reporter for treble damages, costs and attorney's fees.

(i) Within 30 days of receiving a report from a mandated reporter, the department shall notify the mandated reporter, in writing, of its determination of the nature, extent and cause or causes of the injuries to the child and the services that the department intends to provide to the child or the child's family.

(j) Any privilege relating to confidential communications, established by sections 135 to 135B, inclusive, of chapter 112 or by sections 20A and 20B of chapter 233, shall not prohibit the filing of a report under this section or a care and protection petition under section 24, except that a priest, rabbi, clergy member, ordained or licensed minister, leader of a church or religious body or accredited Christian Science practitioner need not report information solely gained in a confession or similarly confidential communication in other religious faiths. Nothing in the general laws shall modify or limit the duty of a priest, rabbi, clergy member, ordained or licensed minister, leader of a church or religious body or accredited Christian Science practitioner to report suspected child abuse or neglect under this section when the priest, rabbi, clergy member, ordained or licensed minister, leader of a church or religious body or accredited Christian Science practitioner is acting in some other capacity that would otherwise make him a mandated reporter.

(k) A mandated reporter who is professionally licensed by the commonwealth shall complete training to recognize and report suspected child abuse or neglect.

Section 7

Member Expectations and the Disciplinary Process

Members of the AmeriCorps School Turnaround Initiative are required to follow the Springfield College code of conduct at all times. It is also expected that all members will follow the rules, regulations, and expected standards of behavior and professionalism of the placement site

throughout the term of service. Further, at no time while accruing service hours toward their AmeriCorps commitment can members engage in any of the prohibited activities.

Whenever possible, we encourage Site Supervisors and Members to address issues of concerns with each other directly. If necessary, however, the program staff is always available to help mediate any conflicts. We encourage you to communicate with the program staff if you have any concerns. **Because of the large number of members we manage, it is impossible for us to know if members and supervisors are fulfilling site expectations unless we hear from you directly. We want feedback sooner rather than later!**

Members who demonstrate a pattern of unprofessional behavior, including but not limited to the following, will be subject to disciplinary procedures:

- excessive tardiness
- unexcused absences from the service site, member meetings, or other mandatory events
- inability to work within the expected standards of behavior and professionalism
- not following the site-specific policies and procedures
- any behavior that puts the students, clients, or staff at risk of physical or emotional harm
- having timesheets more than 4 weeks past due

The consequences of such actions include:

- **First Offense:** a verbal warning from the Program Director. Notice of verbal warning will be recorded in the Member file.
- **Second Offense:** written warning from the Program Director.
- **Third Offense:** Member may be released for cause.

Anyone proven to have falsified timesheets will be subject to immediate release for cause.

Terms for Release or Suspension

The Springfield College AmeriCorps Program Director and/or Executive Director have the authority to release members in approved AmeriCorps positions from completing a term of service for two reasons: (A) compelling personal circumstances as demonstrated by the member, and (B) for cause.

The Springfield College AmeriCorps Program Director and/or Executive Director have the authority to release a member for compelling circumstances if:

- the member has a serious injury or illness that makes completing the term impossible.
- there is a serious injury, illness, or death of an immediate family member and the corps member is needed to care for, or take over the duties of, that family member.

- the member is drafted into the Armed Services of the United States.
- circumstances occur that make it impossible for the member to complete the term and the circumstances are deemed compelling.

The Springfield College AmeriCorps Program Director has the authority to release members for cause for violating the program's behavioral expectations. In addition, the AmeriCorps Director is required to suspend any member who is charged with a felony or the possession or distribution of a controlled substance during the term of service. During the term of suspension, members may not accrue hours or receive a living allowance. Members may resume service if found not guilty.

Grievance Procedures

The AmeriCorps Regulations provide that an AmeriCorps participant released for cause may contest the program's decision by filing a grievance. Pending the resolution of a grievance procedure, the individual's service is considered to be suspended. Participants who are suspended from the program may not accrue hours toward their service commitment or receive a living allowance.

Any AmeriCorps participant wishing to contest a program's ruling of unsatisfactory performance may file a grievance. If that grievance procedure or subsequent binding arbitration procedure finds that the participant did in fact satisfactorily complete a term of service, then that individual will be eligible to receive an Education Award and/or be eligible to serve a second term of service.

AmeriCorps Member Grievance Procedures 2018–2019

If a grievant has any problems or concerns relating to their service with the Springfield College AmeriCorps Program he or she is encouraged first to discuss the issue formally or informally with the Program Director. A grievant, however, is not required to engage in discussion and may file a request for a grievance hearing at any time.

A. The Member understands that the program has a grievance procedure to resolve disputes concerning the Member's suspension, dismissal, service evaluation, or proposed service assignment.

B. The Member understands that as a participant of the program he or she may file a grievance in accordance with the program's grievance procedure.

The following grievance procedures have been established by the Springfield College AmeriCorps Program to deal with grievances from participants and other interested individuals.

Step 1 of the grievance process should be the filing of a written grievance by the affected party seeking personal relief in a matter of concern or dissatisfaction relating to any AmeriCorps Program issues, such as assignments, evaluations, suspension, or release for cause. Should the affected party decide to file a grievance, the following options are available for settling a grievance:

Option 1: Resolution through the Executive Program Director and/or Program Director or Immediate Supervisor. Prior to initiating the formal written grievance procedure, the aggrieved Member should refer the complaint to their Executive Program Director and/or Program Director or Immediate Supervisor, who will attempt to resolve the complaint by mediation.

Option 2: Optional Alternative Dispute Resolution (ADR). As a first option, a Member may choose to have Springfield College designate a neutral party to resolve the complaint. Please read the ADR section regarding specific guidance and time limits for the ADR process.

Option 3: Grievance Hearing. A Member may choose a grievance hearing to resolve the complaint. A written request for such a hearing must be made in writing to the Executive Program Director and/or Program Director. Please read the Grievance Hearing section regarding specific guidance and time limits for the grievance hearing and the grievance hearing decision.

Option 4: Binding Arbitration. Binding Arbitration is available to the affected party only if a grievance hearing decision is adverse or if no decision is made within 60 days of the filing of the initial grievance. Please read the Binding Arbitration section regarding specific guidance and time limits for arbitration proceedings.

Optional Alternative Dispute Resolution (ADR)

ADR must be selected within 45 days of the underlying dispute. If a Member chooses ADR as a first option, a neutral party designated by Springfield College will attempt to facilitate a mutually agreeable resolution. The neutral party must not have participated in any previous decisions concerning the issue in dispute. ADR is confidential, nonbinding, and informal. No communications or proceedings of ADR may be referred to at the grievance hearing or arbitration stages. The neutral party may not participate in subsequent proceedings.

If ADR is chosen by the Member, the deadlines for convening a hearing and for a hearing decision, 30 and 60 days respectively, are held in abeyance until the conclusion of ADR. At the initial session of ADR, the neutral party must provide written notice to the aggrieved party of their right to request a hearing. If ADR does not resolve the matter within 30 calendar days, the neutral party must again notify the aggrieved party of their right to request a hearing. At any time, the aggrieved party may decline ADR and proceed directly to the hearing process.

Grievance Hearing

A Member may request a grievance hearing without participating in ADR or if the ADR process fails to facilitate a mutually agreeable resolution. The Member should make a written request for a hearing to the Executive Program Director and/or Program Director. Except for a grievance that alleges fraud or criminal activity, a request for a grievance hearing must be made within one year after the date of the alleged occurrence. At the time a request for a hearing is made, the program should make available to the Member information that it relied upon in its disciplinary decision.

A person assigned by Springfield College will conduct the grievance hearing. The person conducting the hearing may not have participated in any previous decisions concerning the issue in dispute. A hearing must be held no later than 30 calendar days after the filing of the grievance, and a written decision must be made no later than 60 calendar days after filing.

Binding Arbitration

An aggrieved party may request binding arbitration if a grievance hearing decision is adverse or if no decision is made within 60 days of the filing of the grievance. The arbitrator must be independent and selected by agreement of both parties. If the parties cannot agree on an arbitrator, the Corporation for National and Community Service's Chief Executive Officer (CEO) will appoint an arbitrator from a list of qualified arbitrators within 15 business days after receiving a request from either party.

An arbitration proceeding must be held no later than 45 calendar days after the request for arbitration or no later than 30 calendar days after the appointment of an arbitrator by Springfield College. An arbitration decision will be made no later than 30 calendar days after the commencement of the arbitration proceeding.

The cost of arbitration will be divided evenly between the parties, unless the aggrieved party prevails, in which case the program will pay the total cost of the proceeding as well as the prevailing party's attorney's fees.

If dealing with an academic matter, please refer to the Academic Grievance Policy in the Springfield College Student Handbook.

If a member files a grievance, information pertaining to the grievance will be shared with the Massachusetts Service Alliance (MSA). Members can also contact the MSA Director of Programs, Beth McGuinness, directly regarding a grievance at 617-542-2544, extension 217.

Section 8

Timesheets and Service Hours

Timesheets

Members are responsible for submitting timesheets electronically every two weeks. Timesheets will be recorded in an online management system called OnCorps. After members complete and submit their timesheets, site supervisors will receive an e-mail prompting them to verify the timesheet. Please note that site supervisors verify direct service hours only. Once the timesheet has been verified, it will come to the program staff for verification of the training and development hours and approval.

Members who are more than 4 weeks behind on their timesheets receive an automatic warning, so it is important that you submit timesheets on or before the due date.

The 80/20 Rule

Training is a critical element of the Springfield College AmeriCorps Program. Site supervisors and program staff provide the training members need to perform service activities effectively; however, AmeriCorps limits the number of service hours allotted for member training. At least 80 percent of a member's service hours must be direct service on-site, and no more than 20 percent should be spent on member education, training, and other non-direct service activities. For part-time members, this means 720 hours of direct service and 180 hours of training; for full-time members, this means 1,360 hours of direct service and 340 hours of training.

Our program is monitored as a whole for compliance with the 80/20 rule. This means that all member hours in aggregate must comply with the 80/20 rule. Sometimes individual member hours will vary, and the program staff will monitor and address concerns with individual members as they arise.

Sick/Personal Time

Members are required to document any absence from their regular schedule on their weekly timesheet. Members do not receive credited hours for any time they are not in service, such as personal or sick time, and are responsible for making up the missed time. Sick days will include serious illness and family emergencies. Personal days could include special business, funerals, and other appointments that cannot be resolved outside of school hours. Personal days, when practical, must be scheduled one week in advance and approved by the site supervisor.

Jury Duty

Serving on a jury is an important responsibility of citizenship. Members must not be penalized for doing so. While serving as a juror, members should continue to receive credit for normal service hours. Members may keep any reimbursements for incidental expenses received from the court. Documentation signed by a court official documenting dates and times of jury duty must be provided.

Voting

All eligible members are encouraged to vote during their term of service and should be allowed time to vote during their service hours.

Members who are unable to vote before or after service hours should be allowed to do so during their service hours without incurring any penalties. Supervisors should determine an appropriate length of absence needed to vote and clearly communicate this to their member (s). Remember, AmeriCorps members may not participate in voter registration drives as part of their service activities.

Submitting Timesheets in OnCorps

AmeriCorps members are responsible for completing and submitting a timesheet in the OnCorps system every two weeks (please see the Timesheet Schedule for due dates). **Timesheets must be turned in even if you record zero hours.**

Instructions

1. Go to <http://mass.oncorpsreports.com/>: Bookmark this site in your browser!
2. Under "Log In to Your Account" select 2018-2019 from the drop-down menu.
3. Select "Submit."
4. Under "Springfield College AmeriCorps," select "AmeriCorps member."
5. Enter your username and password. *****Your current username and password are the first letter of your first name, followed by your last name. For example, Clark Kent's username and password would be ckent.*****
6. Once logged in, you will be prompted to change your password.

7. Mouse over "Time Tracking" and select "Enter Timesheets."
8. Select the appropriate time period from the drop-down menu. Select "Choose." Each timesheet covers two weeks of service.
9. At the top of the timesheet, under "Select the Person(s) Who Supervised You During This Period," select your Site Supervisor **AND** the AmeriCorps Program staff member.
10. In the timesheet, for each day, select the time you began and ended service and/or training. Select your direct service category: Student Support Specialist. Or select your Training Category: Coursework, Member Meeting, Reflection Logs (Journals), or Other.
11. Select "Authorize and Submit."

If you want to input your hours on a daily basis, you can also select "Save" and come back to the timesheet later. Once a timesheet has been submitted, the site supervisor receives an e-mail prompting them to approve the timesheet in OnCorps.

Note that whenever you log in to OnCorps, you will have a notice on your homepage telling you when your next timesheet is due. In addition, you can check the status of your hours, including hours completed and average hours per week to finish by the service end date. **IMPORTANT:** Pending hours will not be factored in to the average hours per week needed to finish; therefore, the average per week shown in OnCorps will appear higher than it should be if you have timesheets that have not yet been approved. To calculate your average per week, add the approved and pending hours, then divide that number by the number of weeks remaining in the service year.

Also note that once a timesheet is submitted to the site supervisor for changes, it is locked and cannot be revised.

Service versus Training Hours

- Any hours spent doing direct service at your site or inputting data should be recorded under Service in the timesheet. For example, meeting with students, entering data, researching resources, etc.
- Any hours spent going to Member Meetings, the approved class, or reflection logs should be recorded under Training.

Rejected Timesheets

If a supervisor rejects your timesheet, you will receive a notice and an explanation as to why it was rejected. The timesheet will then be unlocked so you can make appropriate changes.

Reflection Logs (Journals)

During your AmeriCorps experience, you will face both challenges and triumphs, and with each of these comes a wealth of information that can help you grow as a civically engaged member of the community. The only way to fully access this information is to reflect upon these experiences in a thoughtful manner.

Journaling is an avenue well-suited for reflection. Keeping a written record of activities, observations, feelings, ideas, and insights helps process the information from your experiences more efficiently. Journaling also encourages you to heighten your observational skills, explore feelings, assess progress and growth, improve communication skills, increase writing skills, and build citizenship.

Reflection logs also help the AmeriCorps staff gauge member progress and assess how members are adjusting to their service site.

Submitting Your Reflection Logs

- Members should reflect on their service experience every week using the Reflection Logs feature in OnCorps.
- Members can count up to 30 minutes per week (1 hour per timesheet) on their timesheet under Training: Journaling for time spent writing their reflection logs!

Reflection Log Prompts

This section includes a list of reflection log prompts for each week of your service, as well as several service-related quotes. You can choose to reflect on the prompt or a quote, or to simply reflect on your week or whatever is on your mind. This section of your handbook also includes some guidelines for reflection.

Entering Your Reflection Logs in OnCorps

1. Log in to OnCorps.
2. Mouse over “Reporting,” select “Submit Reports,” then “Reflection Logs.”
3. Select “Add New Reflection Log Entry.”
4. Enter the date in the appropriate box.
5. Enter your reflection in the text box.
6. Select “Save.”

Reflection Log Prompts

Week 1: Describe in detail your school or organization, the setting, the people, the location, and the general surroundings. What are your first impressions? What are your general duties/responsibilities?

Week 2: What were your most vivid first impressions of the school or organization? Describe settings, people, actions, and positive and negative feelings you are having.

Week 3: Describe who you serve with, their lives, their views, and their goals in life. Include some personal reaction to the individual or individuals you are serving with.

Week 4: How is this organization or school valuable to its community and our society? What role does it play in the community?

Week 5: After being at your school or organization for a couple of weeks, what expectations do you have about your service experience?

Week 6: Choose a Service Quote from the list below and reflect on it.

Week 7: This week I learned . . .

Week 8: After being in the community for several weeks now, how have your initial impressions been altered?

Week 9: What criticisms have you received and how did you respond to them? What compliments were you given and what did they mean to you?

Week 10: What new skill did you learn this week?

Week 11: What did you do in your service that was fun or satisfying?

Week 12: What do you do on a typical day at your school or organization? How has this changed since the beginning?

Week 13: Choose a Service Quote from below and reflect on it.

Week 14: What thing did you dislike most this week? Why?

Week 15: What do you feel was your main contribution this week?

Week 16: What new thing did you learn about your service site this week?

Week 17: What new thing did you learn about a person you are serving with this week?

Week 18: What did you do this week that made you feel proud?

Week 19: What personal qualities have you developed through this experience thus far?

What qualities do you want to improve upon to make your service more effective?

Week 20: What happened this week? What did you do? What were the effects of what you did? How do you feel about that?

Week 21: Choose a Service Quote and reflect on it.

Week 22: What are the biggest challenges faced by your school or organization?

Week 23: What were the biggest challenges/frustrations that you faced this week?

Week 24: What new task did you learn to perform?

Week 25: What did you discover, or rediscover, about a person(s) this week?

Week 26: What is the most important/valuable thing I learned this week?

Week 27: What is happening that is positive about your experience? What does this tell you about yourself or about the site?

Week 28: At your school or organization, what are you learning about the people you are serving?

Week 29: What do you suggest as strategies, policies, and programs that should be implemented?

Week 30: Describe how your presence in the community is having an impact on the persons you are serving with.

Week 31: Describe a relationship that is of meaning to you.

Week 32: What did you observe this week that was different/unique?

Week 33: Choose a Service Quote and reflect on it.

Week 34: What personal qualities have you developed through this experience?

Week 35: What is different than you expected?

Week 36: What have you been able to accomplish in your service?

Week 37: How does this experience connect to your long-term goals, and what knowledge from your service activity will you utilize to reach these goals?

Week 38: How would you motivate other students to become involved in service experiences?

Week 39: How have you changed as a result of this service experience? How will these changes influence your future behaviors?

Service Quotes

“Faced with apathy, I will take action.” —The AmeriCorps Pledge

“When it comes to getting things done, we need fewer architects and more bricklayers.” —
Colleen C. Barrett

“Individual commitment to a group effort — that is what makes a team work, a company work, a society work, a civilization work.” —Vince Lombardi

“There is no greater calling than to serve your fellow men (and women). There is no greater contribution than to help the weak. There is no greater satisfaction than to have done it well.” —
Walter Reuther

“Faced with conflict, I will seek common ground.” —The AmeriCorps Pledge

“Thought is the blossom; language the bud; action the fruit behind it.” —Ralph Waldo Emerson

“Never doubt that a small, group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.” —Margaret Mead

“The pessimist sees difficulty in every opportunity. The optimist sees the opportunity in every difficulty.” —Winston Churchill

“Genius is one percent inspiration and ninety-nine percent perspiration.” —Thomas Alva Edison

“Think of giving not as a duty but as a privilege.” —John D. Rockefeller, Jr.

“Nothing great was ever achieved without enthusiasm.” —Ralph Waldo Emerson

Service Projects

AmeriCorps members are required to complete two service projects during the service year.

Service Project #1

The first service project is United Way Day of Caring on Friday September 14, 2018. United Way of Pioneer Valley has hosted this regional day of service for over 20 years. Members will volunteer at a local nonprofit to assist with the furthering of its mission. We will provide more information on specific member roles as it becomes available.

- Site supervisors will be informed that you will not be at your site on this date. However, please ensure that they are aware in advance that you will be absent.

Service Project #2

Before the second service project can be implemented, a Service Project Proposal must be completed and submitted to the Program Staff on the assigned date (see calendar). AmeriCorps Program Staff will review the proposal, and it will be approved, approved with revisions, or not approved. Once members have been notified of approval, they can begin moving forward with the project. If several members are working together on a project, they should **submit one proposal** with all participating members' names.

When the project is complete, members are required to facilitate an evaluation/reflection with the students or parents who participated. In addition, **each Member** should submit a **Service Project Evaluation** after the project is complete. More training around planning and implementing your service projects, as well as reflection and evaluation, will take place at a Member Meeting during the fall semester.

Members will engage the students on their caseload in planning and implementing a service project that benefits their school or their community. In many cases, members work as a team to create a project. Some tips on planning and implementing a project that is meaningful and meets a critical need:

- Use the fall semester, before the Service Project Proposal is due, to ask your students what the needs are in their school or in their community. Develop a survey or use informal data collection. Use observation to find needs and themes.
- Be sure to include your students in brainstorming around possible projects, in planning the project, and in implementing the project. Every student should have a role!
- Be sure the project meets an actual need. The service will not be meaningful if it does not address a real problem. You can also utilize school staff, school administrators, AmeriCorps program staff, and the office of Student Volunteer Programs to help identify community needs.
- Try to connect the project to lessons your students are learning in school. Let them use their skills from inside and outside the classroom to contribute.

- Recruit additional volunteers if you need them. Do not wait! If you think you need volunteers for your project utilize school staff, school administrators, AmeriCorps program staff, and the office of Student Volunteer Programs to help recruit volunteers. You should start doing that at least 4 to 6 weeks before the project date.
- Examples of Service Projects include a school-wide career fair; Rebuilding Together neighborhood build; college/career awareness day; school-wide sock/food/clothing drive.
- Additional training on planning and implementing your Service project will be provided by program staff at a Member Meeting in the fall.

Service Project Proposal

Service Project Proposal

You are expected to complete and submit this proposal by its due date (see calendar).

1. Please list the AmeriCorps members who will participate in this project.

2. Describe the service project.

3. Why was this project selected? What need is it addressing?

4. What role did students on your caseload play in choosing this project?

5. When will the service project take place (date and time)?

6. What role will students on your caseload play in the planning and implementation of this project?

7. Where will the project take place? Will you be working with a school or other community agency?

8. How many non-AmeriCorps volunteers will be recruited to help with this project?

9. Will this project involve children? Keep in mind that anyone working with children will need to have a CORI done. _____

10. Will any fundraising be required as part of this project? If so, how do you plan to raise funds?

Approved

Approved with the Following Revisions

Not Approved

AmeriCorps Program Staff Name: _____

AmeriCorps Program Staff Signature: _____

Date _____

Optional Service Projects - Service projects will be made available by AmeriCorps Program Staff or discovered by members to receive credit for hours served on:

- MLK Jr. National Day of Service on January 21, 2019.
- National Volunteer Week – April 7-13, 2019 (opportunities available throughout the week)
- AmeriCorps Week – March 10-16, 2019 (opportunities available throughout the week)
- Springfield Public School Vacations and Professional Development Days

Section 9

Segal AmeriCorps Education Award

The Basics

- The amount is \$5,730 for a full-time award for AmeriCorps state and national members; \$2,865 for half-time members.
- Use at specific types of schools (Title IV).
- Use to repay eligible loans (mostly federal) for school (not private loans or credit cards).
- Expires seven years after you receive it (you might be able to receive an extension).
- You can't give the award to someone else (with an exception; see below).
- You can give the award to someone else if you are 55 or older and certain conditions are met.
- You are eligible to receive up to the dollar equivalent of two full-time education awards, currently up to \$24,200. So, for example, you could serve in the Springfield College AmeriCorps Program up to four times, receiving 4 half-time awards, which equals two full-time awards. If you only serve two terms with the Springfield College Program, you would be eligible for the equivalent of one more full-time award.
- Use all at once or in partial amounts.
- Subject to taxes when you use it.

Going to school?

- You can use your award to pay for tuition, books, and cost of attendance items (which can include a computer and equipment needed for coursework, depending on school policy).
- Your national service income (living allowance, education award, interest paid on student loans) does not count against you when applying for federal student financial aid. Make sure you fill out the item marked "Additional Financial Information" that relates to AmeriCorps on the FAFSA. You might just get a better financial aid package than you hoped!

- You can use the award for degree or enrichment coursework. You can use it at any school listed as Title IV, including trade schools (beauty, massage, auto repair, etc.) and schools overseas. You can find a full list of Title IV schools in the U.S. and abroad through Finaid.org.
- Learn as much as you can about the financial aid process and work closely with a school adviser. The main idea you want to express in working with an advisor is, "I have an AmeriCorps education award but don't want to use it if it will cause me to lose aid." From there, the advisor should be able to help you.
- Some schools offer scholarships and other incentives to alums. You can find the list here: http://www.americorps.gov/for_individuals/benefits/ed_award_match.asp.

Repaying loans?

- You can make loan payments from your *MyAmeriCorps* (<https://my.americorps.gov> account) after you receive your award.
- Different loans have different policies when repaying with a lump sum, like your education award. Some lenders will advance payments for you, buying you time before you need to start paying, though you'll pay more over the life of the loan. Other companies will apply the lump sum toward the loan's principal, meaning you'll pay less overall but your payments will start right away. Still other companies will disburse your lump sum into 12 equal all-at-once payments to cover your loan for a year. In many cases, you are able to express in writing how you'd like your lender to apply your award toward your loan to fit your preferences.
- You may want to put your qualified federal student loans into forbearance while you are serving. You won't be required to make payments while you serve. Though interest will accumulate while you serve, the National Service Trust will pay off the accumulated interest after you complete your term. The interest the Trust pays is taxable income. See your national service program director for more information.
- If you are considering the Public Service Loan Forgiveness program, you might want to consolidate your loans into Direct Loans (unless, of course, you are already a borrower through Direct Loans). You might also wish to make minimal payments (as low as \$0-5 per month) through the [Income Based Repayment program](#) while you serve.

Thinking taxes?

- While you do pay taxes on your award, taxes are not withheld from your award.
- If you spent more than \$600 from your award, in the following January, you'll receive a 1099 form providing the information you need to complete your taxes. You can also download the form from your MyAmeriCorps account.
- Education tax credits are available for students. These will reduce the overall taxes you pay. To learn more go to <http://www.irs.gov> and search for "education credits." To take advantage of these credits, you can use Form 1040, not the EZ form.
- Student loan interest paid is often tax deductible.

- If you are concerned about taxes, try splitting using your award in at least two different calendar years. This will help you avoid bumping yourself into a higher tax bracket, particularly if your post-national service job pays in the \$30,000/year range.

My AmeriCorps FAQs and Registration

My AmeriCorps – FAQs and Registration

Once fully enrolled in AmeriCorps all members should register at My AmeriCorps. The Trust does not automatically send out the Ed Award Notification and Guidance unless specifically requested by the member, they expect everyone to use My AmeriCorps. If you need to contact the Trust, call 1-888-507-5962.

What is My AmeriCorps?

- **My AmeriCorps** is an online space designed to help members manage their AmeriCorps experience. It provides an easy way for individuals to get and give important information – before, during and after their service. This site makes it easy to search and apply for AmeriCorps service opportunities in all three AmeriCorps programs. After registering and creating a profile, potential applicants can apply and allow programs to offer service opportunities to them as well.
- For those who apply to a program, **My AmeriCorps** makes frequently used and requested forms available online, any time. Examples include the application, reference forms, tax forms, earnings statements, and Segal AmeriCorps Education Award requests. The site is tailored to members and alumni from all three AmeriCorps programs, showing them what they need, when they need it. In addition, **My AmeriCorps** includes comprehensive online help, frequently asked questions and an enhanced customer service feature, “Contact My AmeriCorps,” to get you the answers you need about the programs or the system.
- How is My AmeriCorps different from the AmeriCorps website?
 - While the AmeriCorps website provides information to the general public, **My AmeriCorps** is a space just for those who serve or have served. **My AmeriCorps** provides interactive tools and customized information for every point in the AmeriCorps experience.
- How do I access My AmeriCorps for the first time?
 - For those who wish to use My AmeriCorps to search for service opportunities or apply online, [click here](#). If you are a current member or alumni, and this is your first time using the **My AmeriCorps** system, you will need to complete a simple registration process in order to be granted access. From the AmeriCorps website (www.AmeriCorps.gov), click on the “**My AmeriCorps**” link on the homepage. You can also access a link to **My AmeriCorps** by going to my.americorps.gov. Follow the instructions provided on the log-in page to create a new account. Simply enter in the required information to register and you are ready to begin.
- I’m already registered for the AmeriCorps Online Payment System. Can I use my same user name and password?
 - Yes. The Online Payment System is now part of the **My AmeriCorps** portal. Existing users and participating institutions will log into **My AmeriCorps** and access the Online Payment System features as they did before using the same user name and

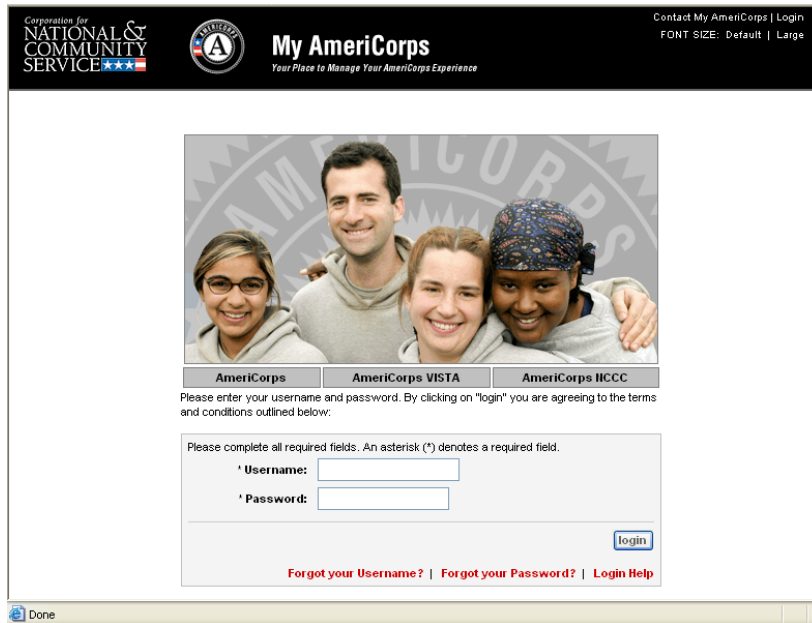
password. Only now, members and alumni will be able to access additional features available to **My AmeriCorps** users. Everything will be in one place, in one portal.

- If I've elected to receive a Segal AmeriCorps Education Award, what can My AmeriCorps do for me?
By logging into **My AmeriCorps** and clicking on "My Education Award," Members and Alumni can use **My AmeriCorps** to:
 - Update your contact information
 - Access, create, and submit forms to:
 - Have your student loans deferred during your term of service (Forbearance Request)
 - Request payment of the interest that accrued on your student loans during your term of service
 - (Interest Accrual Benefit Request)
 - Request payment of qualified student loans (Education Award Payment Request)
 - Request payment of current Educational Expenses (Education Award Payment Request)
 - Extend the date of expiration of your Segal AmeriCorps Education Award (Award Extension Request)
 - View the status of your pending requests
 - Check your Segal AmeriCorps Education Award balance
 - View your account history
- Why use My AmeriCorps to manage your Segal AmeriCorps Education Award account?
 - No more paper. The new system eliminates the current paper forms required by the Trust, as well as enhance traceability through use of the online site.
 - Track the status of your requests. You can track the status of your requests, eliminating the worry of whether your request got lost or misplaced.
 - Receive payments in less time. The new online system will allow for quicker turn-around of payments. Your Education or Financial Institution will receive your money much sooner than with a paper-based process.
- Easy access to help and information. The system reduces the need to call the Trust because most questions can be answered by visiting the online site. FAQ's and online help are available throughout the system.
- Manage your account online. You can view up to date account balance and information from your homepage. You also have the capability to update your contact information.

Step 1.

Go to <https://my.americorps.gov/>

Scroll down and click on the link: “**Register to create a new Member/Alum account**” - not shown on this screen but is an option below the what you see here.



Corporation for NATIONAL & COMMUNITY SERVICE

My AmeriCorps
Your Place to Manage Your AmeriCorps Experience

Contact My AmeriCorps | Login
FONT SIZE: Default | Large

AmeriCorps AmeriCorps VISTA AmeriCorps NCCC

Please enter your username and password. By clicking on "login" you are agreeing to the terms and conditions outlined below.

Please complete all required fields. An asterisk (*) denotes a required field.

* Username:

* Password:

login

[Forgot your Username?](#) | [Forgot your Password?](#) | [Login Help](#)

Choose AmeriCorps if you have an option (not VISTA or NCCC).

• Information Needed for Next Screen

- Last Name
 - Date of Birth
 - Social Security Number
 - Email Address
- If you do not have your own email address, you may obtain a free email account. Click on the Help button for assistance in creating an email account.

Once the information is submitted, an email will be sent to the designated email address Will be from: epayments@americorps.gov **WATCH OUT – MAY GO INTO JUNK MAIL FOLDER**

To: janecorpsmember@hotmail.com From: epayments@americorps.gov **Subject: My AmeriCorps Registration** Date: ... 12:13:40 -0500 ***PLEASE DO NOT REPLY TO THIS MESSAGE***

Welcome to the My AmeriCorps website. You are now able to complete your registration by clicking on the link below within the next 72 hours to create your user name and password.
<https://my.americorps.gov/mp/member/validateRegistration.do?id=536664&pin=jy6h82rxe1>

Please do not reply to this message. If you have any questions or need further assistance please click on "Contact Us" on the My AmeriCorps website or call 1-800-942-2677.

Sincerely, The My AmeriCorps Staff

Next Steps - I'm registered- now what? Click on the provided link

Follow the instructions to create a user name and password

Once you have registered, you're set! You can use this site

To get tax forms, To complete your interest accrual request for your student loans, To submit payments to your loan lender or to the school of your choosing.

My AmeriCorps

- Applicant Home
- My Tax Statements
- My Education Award**
 - Create Forbearance Request
 - Create Interest Accrual Request
- My Service Letter
- Contact My AmeriCorps

My Education Award

From this page, you can manage your Segal AmeriCorps Education Award requests, view your award balances, and view any previous payments that were made on your behalf. To create new requests, use the links to the left or click on the picture to the right.

[Click here for help.](#)

Member Functions: Forbearance
 Alumni Functions: Interest Accrual, Educational Award
 6 Years After Service Term: Award Extension

My Requests

Request	Status	Modified Date	Creation Date
Interest Accrual	Accepted by Institution	12/04/2006 11:08	11/30/2006 23:06
Education Award - Loan	Accepted by Institution	12/04/2006 11:08	11/30/2006 23:10
Education Award - Loan	Accepted by Institution	05/02/2007 12:47	04/26/2007 10:53

Account Statement

Award Information

Award ID	Award Type	Amount	Amount Disbursed	Balance	Approval Date
	Education	\$4,725.00	\$4,725.00	\$0.00	07/21/2006
	Interest Forbearance	\$249.40	\$249.40	\$0.00	12/04/2006

Payment Information

Payment ID	Amount	Schedule Date	Request ID	Cancel Date	Institution Name	City/State
	\$2,725.00	05/03/2007				
	\$2,000.00	12/07/2006				
	\$249.40	12/07/2006				

Total Payments: \$4,974.40

My Information

Name: Teal Rose Featherston-Wilkinson
HSPIID: 536664
SSID: *****6728

Date of Birth: 11/12/1981
Username: rose111281
E-mail: trose@hotmail.com

Mailing Address: 218 South 5th Street Apt C, Springfield, IL 62701
Home Phone Number: 217-544-9878
Work or Other Phone Number:

Permanent Address: 218 South 5th Street Apt C, Springfield, IL 62701
Home Phone Number: 217-544-9878
Work or Other Phone Number:

[Change Password](#)
[Edit My Contact Information](#)

Service Information

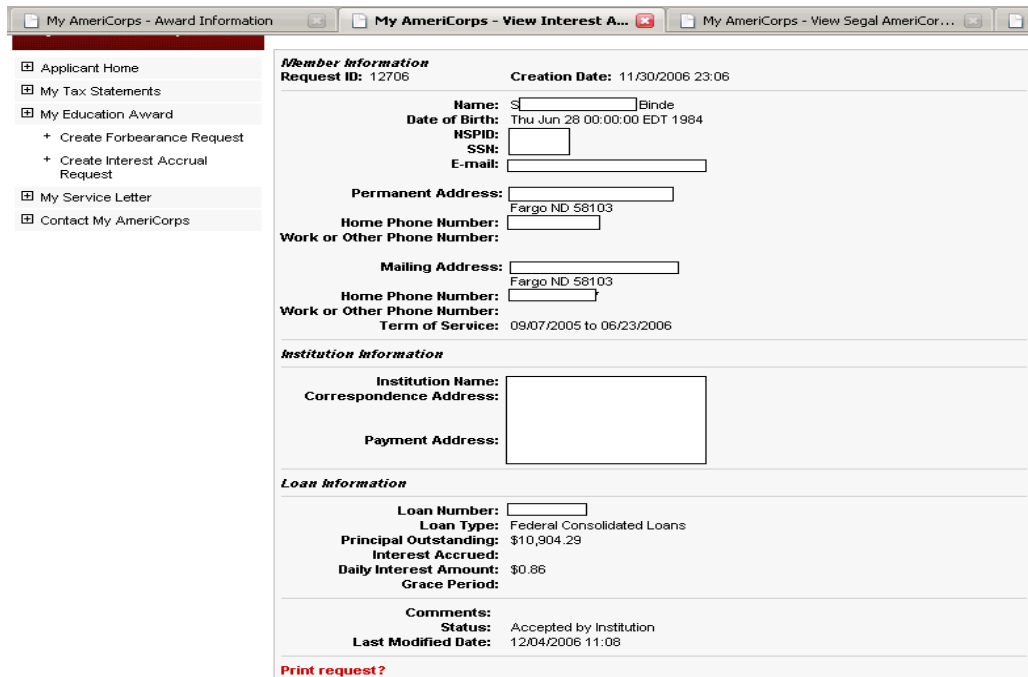
Program	Organization	City/State	Assignment Date	Expected Completion	Actual Completion
AmeriCorps*State	Illinois Public Health Association	Springfield, IL	09/04/2007	08/01/2008	

Contact Us | Newsletters | Site Map | Site Index | Office of Inspector General | FirstGov | Privacy | Accessibility

Once you have earned your first education award - Focusing on “My Requests”:

This section identifies payments that you have made through AmeriCorps. You can track if your school or loan has received payments. You also can review the process of your interest accrual form.

The next two pages show samples of My AmeriCorps screens with award/payment information.



My AmeriCorps - Award Information | My AmeriCorps - View Interest Accrual Request | My AmeriCorps - View Segal AmeriCorps...

Applicant Home | My Tax Statements | My Education Award | Create Forbearance Request | Create Interest Accrual Request | My Service Letter | Contact My AmeriCorps

Member Information
Request ID: 12706 | Creation Date: 11/30/2006 23:06

Name: S [redacted] Binde
Date of Birth: Thu Jun 28 00:00:00 EDT 1984
NSPID: [redacted]
SSN: [redacted]
E-mail: [redacted]

Permanent Address: [redacted]
Home Phone Number: Fargo ND 58103
Work or Other Phone Number: [redacted]

Mailing Address: [redacted]
Home Phone Number: Fargo ND 58103
Work or Other Phone Number: [redacted]
Term of Service: 09/07/2005 to 06/23/2006

Institution Information

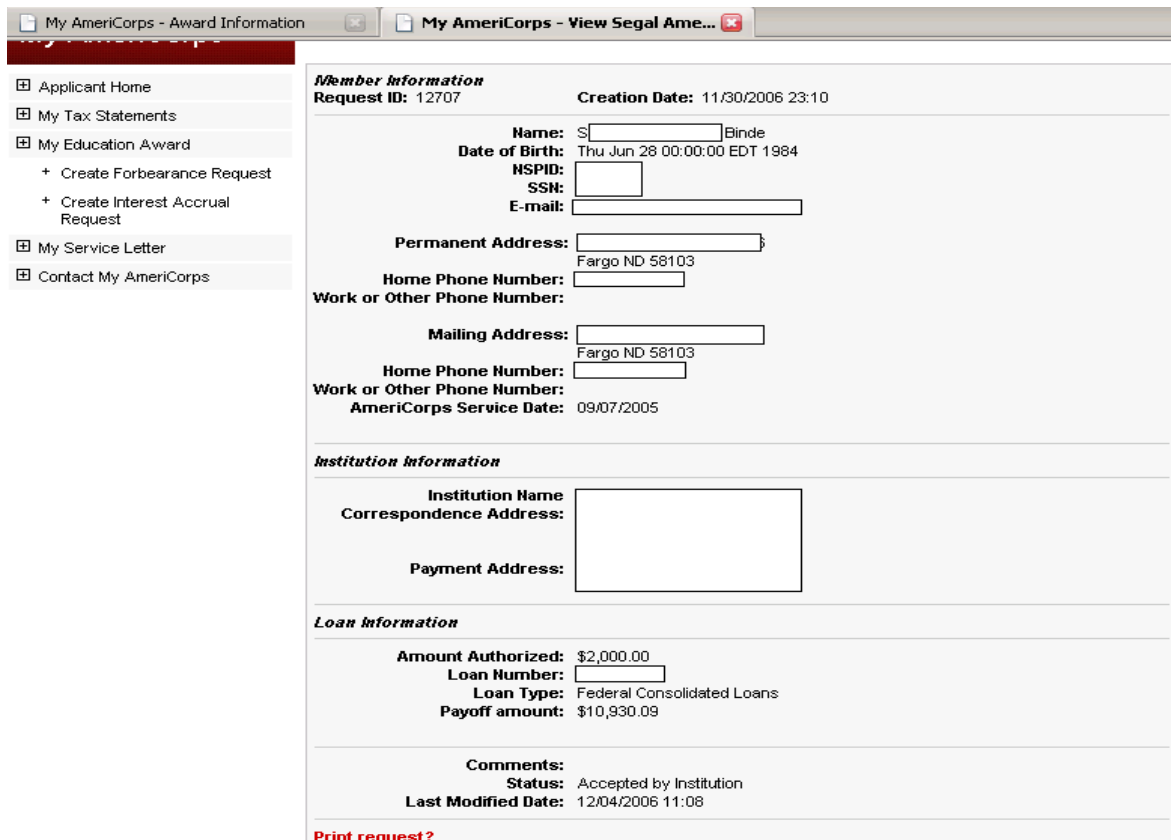
Institution Name: [redacted]
Correspondence Address: [redacted]
Payment Address: [redacted]

Loan Information

Loan Number: [redacted]
Loan Type: Federal Consolidated Loans
Principal Outstanding: \$10,904.29
Interest Accrued: \$0.86
Daily Interest Amount: \$0.86
Grace Period: [redacted]

Comments:
Status: Accepted by Institution
Last Modified Date: 12/04/2006 11:08

[Print request?](#)



My AmeriCorps - Award Information | My AmeriCorps - View Segal AmeriCorps Award

Applicant Home | My Tax Statements | My Education Award | Create Forbearance Request | Create Interest Accrual Request | My Service Letter | Contact My AmeriCorps

Member Information
Request ID: 12707 | Creation Date: 11/30/2006 23:10

Name: S [redacted] Binde
Date of Birth: Thu Jun 28 00:00:00 EDT 1984
NSPID: [redacted]
SSN: [redacted]
E-mail: [redacted]

Permanent Address: [redacted]
Home Phone Number: Fargo ND 58103
Work or Other Phone Number: [redacted]

Mailing Address: [redacted]
Home Phone Number: Fargo ND 58103
Work or Other Phone Number: [redacted]
AmeriCorps Service Date: 09/07/2005

Institution Information

Institution Name: [redacted]
Correspondence Address: [redacted]
Payment Address: [redacted]

Loan Information

Amount Authorized: \$2,000.00
Loan Number: [redacted]
Loan Type: Federal Consolidated Loans
Payoff amount: \$10,930.09

Comments:
Status: Accepted by Institution
Last Modified Date: 12/04/2006 11:08

[Print request?](#)

Making payments from My AmeriCorps

- Create a forbearance request
- Create an interest accrual request You must have your loan information on hand. You'll need the name, address, and zip code of your lender. **Using the Education Award**
- After you have created your Interest Accrual request (if applicable), you'll have access to your Education Award.
- You can create an account with your school or lender, then choose the amount you would like used at that time. Your school can register to access the payments.

The screenshot shows the 'Interest Accrual Benefit Request' page. At the top, there are three navigation arrows: 'Forbearance', 'Interest Accrual', and 'Award Extension'. The 'Interest Accrual' arrow is highlighted. Below the navigation is a red sidebar with the 'My AmeriCorps' logo and a menu of options: 'Applicant Home', 'My Tax Statements', 'My Education Award', '+ Create Forbearance Request', '+ Create Interest Accrual Request' (highlighted with a red box), 'My Service Letter', and 'Contact My AmeriCorps'. The main content area is titled 'Interest Accrual Benefit Request' and contains instructions: 'To complete your Interest Accrual request, please verify that your personal information is correct, select the term of service for which you are requesting your Interest Accrual benefit, and select your lending institution. Upon completing the form, click the "submit" button to forward your request.' Below the instructions is a 'Click here for help.' link. The form is divided into three sections: 'My Information', 'Institution Information', and 'Certify and Submit'. The 'My Information' section includes fields for Name, Date of Birth, NSPID, SSN, E-mail, Permanent Address, Home Phone Number, Work or Other Phone Number, Mailing Address, and Home Phone Number. The 'Term of service' is set to '09/07/2005 to 06/23/2006'. The 'Institution Information' section has a 'Search for Institutions' link. The 'Certify and Submit' section includes a checkbox for authorizing the release of loan information to the National Service Trust and a certification statement.

The screenshot shows the 'Search Institutions' page. At the top, there are three navigation arrows: 'Forbearance', 'Interest Accrual', and 'Award Extension'. The 'Interest Accrual' arrow is highlighted. Below the navigation is a red sidebar with the 'My AmeriCorps' logo and a menu of options: 'Applicant Home', 'My Tax Statements', 'My Education Award', '+ Create Forbearance Request', '+ Create Interest Accrual Request' (highlighted with a red box), 'My Service Letter', and 'Contact My AmeriCorps'. The main content area is titled 'Search Institutions' and contains instructions: 'To search for an institution use any or all of the fields below and click the search button. Hints:'. Below the instructions are three bullet points: 'When searching for a school, try searching by state first for best results, but try more than one possibility if nothing comes up.', 'When searching for a loan holder, enter the first letter of the name (there may be more than one version of it, for example, AES and American Educational Service). Loan holders may have multiple addresses but they have only one payment address in this system (for example, Sallie Mae has one payment address, which happens to be in Pennsylvania).', and 'For US Dept. of Education loans, please search under Direct Loans.' Below the hints is a 'Click here for help.' link. The search form includes fields for Name, City, State, and Zip. The 'Name' field is filled with 'US Department of Education'. The 'State' dropdown is set to 'TEXAS'. There is a 'search' button at the bottom right.

Section 10

Student Support Specialist Service Agreement 2018–2019

Service Agreement 2018–2019 Student Support Specialist

AmeriCorps Member: _____ **Supervisor:** _____
Placement Title: Student Support Specialist **Supervisor E-mail:** _____
Placement Site: _____ **Supervisor Phone:** _____

In addition to the requirements of the AmeriCorps Member Contract, the undersigned agree to the service placement roles outlined in the agreement. During the first week of service, members and site supervisors should discuss expectations and record member responsibilities below. They should agree on a weekly schedule and record it in the space provided on page 2 of the Service Agreement. They should also discuss the role of the site supervisor and determine a plan for feedback and evaluation. Both the member and the site supervisor should then sign the Service Agreement. **Members are required to return the Service Agreement to the Program Office by the first member meeting.**

Site-Specific Responsibilities:

The AmeriCorps Member placed at this site will complete the following responsibilities:

- _____
- _____
- _____
- Provide counseling, advisement, and outreach to students identified as at-risk based on poor attendance, course failure, and behavioral/social-emotional issues under the direct supervision of school adjustment counselor, school guidance counselor, or licensed clinician.
- Provide academic coaching, mentoring, and related classroom assistance to students identified as at-risk based on poor attendance, course failure, and behavioral/social-emotional issues.
- Check in with all students on their caseload on a regular basis, at least once per week.
- Provide both basic and intensive interventions based on individual student needs.
- Monitor student progress based on data regarding attendance, disciplinary referrals, and academic performance.
- Communicate with teachers, parents or guardians, and other appropriate school faculty and staff regarding student progress.
- Facilitate a service project for students on their caseload
- Demonstrate professional behavior at all times.
- Meet with the Program Coordinator and AmeriCorps team members on a monthly basis.
- Adhere to the agreed-upon schedule, as noted on page 2 of this Service Agreement.

Site-Specific Supervision:

The AmeriCorps Supervisor at this site will complete the following responsibilities:

- Complete the AmeriCorps Site Supervisor Orientation.
- Orient the Member to the site rules and regulations as well as any other information necessary to perform their service.
- Clarify the role of AmeriCorps members at the site with teachers and other school staff.
- Outline Member responsibilities and provide any necessary site-specific training.
- Be available to assist with any on-site placement-related issues.
- Verify the biweekly timesheet.

- Ensure that the Member is wearing their service gear at all times while on-site.
- Share appropriate data with members.
- Post the site sign (provided by Springfield College AmeriCorps) designating the site as an AmeriCorps/Massachusetts Service Alliance site.
- Provide appropriate space and administrative support.
- Allow the Member time to attend required AmeriCorps Program meetings and events.
- Make every reasonable effort to ensure that the health and safety of the Member is protected during the performance of their assigned duties.
- Immediately inform the program staff of any conduct by the Member which undermines their effectiveness or interferes with their ability to perform, such as resignations, arrests, excessive or unexcused absences, hospitalizations, poor service performance, or being under the influence of alcohol and drugs.
- Perform a mid-year member evaluation.
- Attend Site Supervisor Meetings.
- Ensure that all members are accompanied (i.e., are in the presence of another school staff member) when serving vulnerable populations until all background checks (CORI, FBI) have cleared.
- Ensure that the Member does not participate in any of the Prohibited Activities, listed below.

Prohibited Activities

While charging time to the AmeriCorps program, accumulating service or training hours, or otherwise performing activities supported by the AmeriCorps program or CNCS, staff and members may not engage in the following activities:

- Attempting to influence legislation;
- Organizing or engaging in protests, petitions, boycotts, or strikes;
- Assisting, promoting, or deterring union organizing;
- Impairing existing contracts for services or collective bargaining agreements;
- Engaging in partisan political activities, or other activities designed to influence the outcome of an election to any public office;
- Participating in, or endorsing, events or activities that are likely to include advocacy for or against political parties, political platforms, political candidates, proposed legislation, or elected officials;
- Engaging in religious instruction, conducting worship services, providing instruction as part of a program that includes mandatory religious instruction or worship, constructing or operating facilities devoted to religious instruction or worship, maintaining facilities primarily or inherently devoted to religious instruction or worship, or engaging in any form of religious proselytization;
- Providing a direct benefit to—
 - A business organized for profit;
 - A labor union;
 - A partisan political organization;
 - A nonprofit organization that fails to comply with the restrictions contained in section 501(c)(3) of the Internal Revenue Code of 1986 related to engaging in political activities or substantial amount of lobbying except that nothing in these 9 provisions shall be construed to prevent participants from engaging in advocacy activities undertaken at their own initiative; and
 - An organization engaged in the religious activities described in paragraph 3.g. above, unless CNCS assistance is not used to support those religious activities;
- Conducting a voter registration drive or using CNCS funds to conduct a voter registration drive;
- Providing abortion services or referrals for receipt of such services; and
- Such other activities as CNCS may prohibit.

AmeriCorps members may not engage in the above activities directly or indirectly by recruiting, training, or managing others for the primary purpose of engaging in one of the activities listed above. Individuals may exercise their rights as private citizens and may participate in the activities listed above on their initiative, on non-AmeriCorps time, and using non- CNCS funds. Individuals should not wear the AmeriCorps logo while doing so. Engaging in any of the above-described activities on AmeriCorps time may lead to suspension and/or termination.

Member's Weekly Schedule:

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>

By signing this agreement, the Member and Site Supervisor agree to the responsibilities outlined in this Service Agreement.

Member Signature

Date

Placement Site Supervisor Signature

Date

Program Director Signature

Date

Section 11
Resources and Getting Started

Below is a list of activities to engage in when you get to your school. Remember, it may take some time to establish a caseload and begin facilitating interventions regularly. Use your time wisely!

- At the professional development week, your principal should schedule a time for you to speak about AmeriCorps. Find out when this has been scheduled and practice your delivery!
- Develop a letter to send home to parents/guardians of students on your caseload.
- Review the SPS website (www.springfieldpublicschools.com). Familiarize yourself with plans and policies, latest news and developments, and access your school's website.
- Request a copy of your school's Turnaround Plan for review.

- Review this handbook and training materials for additional resources and interventions. You can find information on SPS; information on specific interventions for various risk factors; and tools to help students with goal-setting, academics, mentoring, SATs, and college prep.
- Get to know the students and staff! Be present and engaged: walk around, help students who seem to be struggling, and observe. If you have an office in the building, don't hide there! Be sure you are out in the hallways during class changes. Make yourself seen and assist students in getting to class. Talk to students in the lunch room.
- Ask for your school's handbook or employee manual so that you can familiarize yourself with rules and regulations.
- Work on your elevator speech! Be able to explain who you are and what you do!
- Collaborate with the City Connects Coordinator (if available) in your building to learn more about community resources available to students.
- Build relationships with students, staff, teachers, and administrators!
- Become familiar with the Student Engagement Survey and the Data Sheets.
- Explore the Community Data Warehouse.
- As students are referred, create files for them.

General Tips for Success at Your School

1. During your first week of service, be sure to ask questions and become oriented to your school. Some questions you may want to ask are listed below.

- What is the background, mission, structure, and history of the school or organization?
- What role does the school or organization play in the community?
- What should I know about the population served by the school or organization?
- What are my specific responsibilities?
- Do I need to obtain an ID, a parking pass, or office keys, etc.?
- Where is the bathroom?
- Who are the other staff members/faculty and what are their roles and responsibilities?
- What is your site supervisor's preferred communication and work style?
- What is the best way to get a hold of your site supervisor?
- What is your office culture (lunch, etiquette, communication, etc.) and dress code?

- What are expectations on hours, lunch break, process for personal time off, sick days?
- What are the procedures for the mailroom, making copies, fax machine, phone, voice mail, and e-mail?
- What are critical goals/priorities, and where is there room for flexibility and creativity on my part?
- How does your department interact with the rest of the school or organization?
- How do I know if there's a snow closing or emergency?

2. Use the Service Agreement as a tool to establish your responsibilities, to make sure you understand your supervisor's expectations, and to establish your weekly schedule.

3. Once you've established a weekly schedule, be sure to stick to it. If you are going to be late or cannot make it to your site due to illness or emergency, be sure to communicate with your site supervisor or someone else at the organization. Although this is service and not a job, you should treat it as such.

4. Schedule a recurring meeting with your supervisor to check in.

5. If you are unsure of something, ask your supervisor for clarification.

6. If you feel things aren't working out at your school, or you have any concerns, we encourage you to speak to your supervisor immediately. However, remember that the program staff is always available for advice and support on how to approach your supervisor with problems or concerns.

7. Remind your supervisor of upcoming AmeriCorps events that may conflict with your service, e.g., Opening Day, Day of Caring, member meetings, etc.

8. If you need to ask for time off, be sure to speak with your supervisor and the program office well in advance.

9. Be safe and be smart! If something doesn't feel right, go with your gut and speak to your supervisor or the AmeriCorps program director immediately.

Springfield College Resources

The extension numbers below are Springfield College Main Campus Numbers (besides East Campus)

that begin with 413-748 - _ _ _ _

Academic Affairs - 3959	Center for Service and Leadership - 3394
Academic Success Center - 3747	Counseling Center - 3345
Alcohol and Drug Education - 3037	<i>East Campus</i> - 750-5011
AmeriCorps Office - 3403	Health Center - 3175
Learning Commons Information Desk - 3315	Multicultural Affairs - 3249
Business Office: General - 3183	Registrar - 3401
Campus Safety - 5555	Residence Life - 3102
Campus Recreation - 3284	Special Programs - 5287
Career Center - 3222	Student Activities - 3141
	Student Health Center - 3175

Emergency, Safety, and Crime Prevention

On-Campus Emergencies

All members who are Springfield College students are required to sign up for **SC Alert**. Go to the PrideNet homepage (www.springfield.edu), select SC Alert, and follow the instructions. SC Alert will keep you informed of any on-campus or weather-related emergencies.

In the event of an on-campus emergency, please follow the instructions disseminated through SC Alert.

AmeriCorps staff will follow up with all Members via e-mail to ensure awareness and safety.

In the event of an on-campus emergency, call Campus Safety at 413-748-5555.

Emergencies at Your Site:

Your site supervisor should make you aware on emergency procedures at your site. If this is not part of your on-site training, please ask your supervisor to give you information of emergency protocol and inform AmeriCorps Program staff.

Please follow up with AmeriCorps Program staff if there is an emergency at your site.

Bringing Groups to Campus:

AmeriCorps program staff must be informed well in advance if you plan to bring a group to campus.

AmeriCorps staff will work with you to plan and implement group visits and to ensure all the proper departments are informed of group activities.

Members must provide a detailed schedule of group activities to program staff. Members must supervise groups at all times. In the event of an on-campus emergency during a group visit, please follow instructions received through the SC Alert system. If there is an emergency within the group, immediately call Campus Safety at 413-748-5555.

Crime Prevention:

Crime prevention is the responsibility of everyone, not just the police. Everyone must assume responsibility for their own personal safety and the security of their personal belongings by taking simple, common sense precautions. Most crimes are crimes of opportunity, and if the opportunity is eliminated, the crime will not occur.

1. Never lend out your car/house/school/room keys/ID.
2. Report any suspicious persons or activity immediately.
3. Do not leave valuables in the open, and do not carry a lot of cash.
4. Keep personal items such as coats, purses, laptops, etc. in a locked cabinet or drawer.
5. Always lock your doors, even if you only leave for a few minutes.
6. Never prop exterior doors to schools or let strangers in.
7. Avoid serving alone into the evening.
8. If you're on campus, avoid working in a building late at night. If you must, notify the police where you are, and when you leave. You can request an escort from Campus Safety 24 hours a day at 413-748-5555.
9. Be aware of your surroundings. If something or someone looks suspicious, report it immediately.

Street/Parking Lot/Site Crime Prevention:

1. Park in a well-lit parking lot.
2. Do not leave valuables in plain view in your car.
3. Walk in groups after dark. If you are alone, ask someone from your site to walk you to your car.
If
you are on campus, call for an escort.
4. Use your alarm system and/or club.
5. Lock your doors and keep your windows rolled up.
6. Always have your keys ready and in hand. Immediately lock all your doors.
7. Always be aware of your surroundings. Report any suspicious persons or activity immediately.

Additional Resources

Check and Connect

www.checkandconnect.org

Dropout

Alliance for Excellent Education

www.all4ed.org

National Dropout Prevention Center

<http://www.dropoutprevention.org/>

National High School Center: Approaches to Dropout Prevention

http://www.betterhighschools.org/docs/nhsc_approachestodropoutprevention.pdf

Parent Engagement: Springfield Parent Academy

<http://www.springfieldparentacademy.com/resourceslinks.htm>

Springfield Public Schools

<http://www.sps.springfield.ma.us/>

Study Skills

Helpful Study Links (University of St. Thomas)

Links to academic resources on note-taking, test-taking, and reading skills, as well as how to pass subjects such as chemistry and psychology.

<http://www.stthomas.edu/academicssupport/handouts/default.html>

Learning Strategies: Maximizing Your Academic Experience (Dartmouth College)

How to read textbooks, take notes, study, and manage stress. Video links on these topics also available.

<http://www.dartmouth.edu/~acskills/success/index.html>

Study Skills (Sweet Briar College)

Learn how to take notes and tests more effectively and be a better reader.

<http://www.arc.sbc.edu/study.html>

The Study Skills Resource Page

<http://www.business-training-schools.com/bus/the-study-skills-resource-page.php>

Virginia Tech's Cook Counseling Center

Study Skills Inventory

<http://www.ucc.vt.edu/stryhlp.html>

Time Management Resources

Bowling Green State University

Nine tips to help manage your time.

<http://www.bgsu.edu/offices/sa/firstyear/connections/page74107.html>

California Polytechnic State University

Time management strategies from the Study Skills Library.

<http://www.sas.calpoly.edu/asc/ssl/time.mgt.strategies.html>

CollegeBoard.com

Time management tips for high school students.

<http://www.collegeboard.com/student/plan/college-success/116.html>

CollegeBoard.com -- The Personal Time Management Tool

Provides an online form to help track where your hours go.
<http://www.collegeboard.com/student/plan/college-success/118.html>

Joe Landsberger's Study Guides and Strategies Web Site.
Includes "Time Management" tips and a helpful exercise.
<http://www.studygs.net/timman.htm>

Prentice Hall's Student Success Web Site.
"Time Management" tips and strategies.
<http://www.prenhall.com/success/StudySk1/timmanage.html>

Transition to Middle School

http://tutoring.sylvanlearning.com/learning_tips_for_parents_transitions.cfm

<http://www.nea.org/tools/16657.htm>

<http://www.scholastic.com/resources/article/making-the-transition>

http://www.ascaschoolcounselor.org/article_content.asp?article=1196

http://www.amle.org/portals/0/pdf/publications/on_target/transitioning_ms/transitioning_ms_7.pdf

http://educationnorthwest.org/webfm_send/207

Transition to High School

<http://www.amle.org/Publications/OnTarget/TransitioningtoHighSchool/tabid/312/Default.aspx>

<http://www.breakthroughcollaborative.org/sites/default/files/Feb%202011%20Research%20Brief-9th%20grade%20transition.pdf>

<http://smhp.psych.ucla.edu/pdfdocs/practicenotes/transitionsninthgrade.pdf>

http://www.betterhighschools.org/docs/NHSC_TransitionsReport.pdf

http://tutoring.sylvanlearning.com/learning_tips_for_parents_transitions.cfm

Transition to College

College Is Possible (American Council on Education)
<http://www.acenet.edu/AM/Template.cfm?Section=Clp1>

High School Students: College Transition
<http://www.mstc.edu/highschooltransition.htm>

KnowHow2GO (American Council on Education)
<http://www.knowhow2go.org/>

Transitioning from High School to College Academics
<http://www.collegeview.com/articles/CV/campuslife/transitioning.html>

Plan for College: College Success
<http://www.collegeboard.com/student/plan/college-success/index.html>

How Is College Different Than High School? (Southern Methodist University)
<http://www.smu.edu/alec/transition.asp>

Ten Steps to College with the Greenes (Indiana University)
http://www.pbs.org/tenstepstocollege/tensteps_main.html

<http://www.collegeboard.org/>

<http://www.azed.gov/special-education/deputy-associate-superintendent/documents/transition/>

Section 14

Member Contract

School Turnaround Initiative Member Contract 2018–2019

I. Program Description

In the spring of 2013, the Corporation for National and Community Service and the U.S. Department of Education released a request for proposals for AmeriCorps School Turnaround funding. Springfield College partnered with the Springfield Public Schools to create a targeted and comprehensive proposal and was awarded a School Turnaround grant, allowing expansion of AmeriCorps services to the highest-need public schools in Springfield. Forty-three AmeriCorps members from the School Turnaround Initiative serve in teams as Student Support Specialists in chronically low-performing elementary, middle, and high schools. Members support each school's Turnaround Plan by serving as caring adult advocates, mentors, coaches, and counselors for students struggling with attendance, academics, and social-emotional issues.

II. Minimum Qualifications

The Member certifies, and will provide documentation at or before the start of the program, that they: are a U.S. Citizen, a U.S. National, or a Lawful Permanent Resident Alien of the United States; at least 17 years of age at the start of the program; and have a high school diploma or equivalent.

III. Term of Service

Each half-time AmeriCorps Member will complete a minimum of 900 service hours during the program year. This includes a minimum of **720 hours (80%)** direct service at the assigned school and a maximum of **180 (20%)** Member training and development hours.

A. The standard term of service begins **August 15, 2018**, and ends on **June 20, 2019**.

- If you are a Springfield College student, please note that the standard service year extends beyond the Springfield College academic year.
- This represents a period of 40 weeks (less school vacations, holidays), averaging 22.5 hours per week for a 900-hour commitment, and does not include the following weeks:
 - November 22, 2018–November 23, 2018: SPS Thanksgiving Vacation
 - December 25, 2018–January 1, 2019: SPS Holiday Vacation
 - February 18, 2019–February 22, 2019: SPS Winter Vacation
 - April 15, 2019–April 19, 2019: SPS Spring Vacation
- Any additional requests for time off for extended winter break, spring break, or other reasons must be coordinated with the site supervisor and the program staff. Taking additional time off will also require an adjustment to the minimum service hours per week to ensure that the hour commitment will be met.
- If you are a Springfield College student, please note that you should plan on returning to service after winter break on **January 2, 2019** (before the start of spring classes). ***In addition, you are expected to serve over the Springfield College spring break week.***

- B. A term of service may be extended through August 10, 2019, for the following reasons:
- The Member has not completed their service hours by this date and has received permission from the program staff and the site supervisor to extend their service.
 - The Member was suspended due to compelling personal circumstances.
 - The Member's service was terminated, but a grievance procedure resulted in reinstatement.

IV. **Member Development**

The Member understands that in order to successfully complete the term of service (as defined by the Springfield College AmeriCorps Program and consistent with the regulations of the Corporation for National and Community Service) he or she must also complete the following Member development service requirements:

- **Orientation and Training:** Participate in general program orientation and training as well as site- and activity-specific training. The orientation is scheduled for August 20–24, 2018, and includes but is not limited to the following topics: Member requirements and expectations, AmeriCorps 101, Civic Engagement, Diversity, Mentoring, What It Means to Be an AmeriCorps Member, Navigating the Springfield Public Schools, Social-Emotional Interventions, Volunteer Recruitment, Data Collection, Confidentiality, etc. Springfield College reserves the right to change some aspects of the training due to changes in the demands of the placement sites.
- **Monthly Member Meeting:** Monthly member meetings will **generally** take place on Thursday of each month from 2:00 p.m. to 3:30 p.m. and on the third Friday of the month from 9:00 a.m. to 10:30 a.m. (Room locations will be provided to members in advance of the meetings and posted in the OnCorps portal). Members should check calendars and OnCorps to confirm dates and locations each month.
 - Attendance at one monthly team meeting per month is **MANDATORY**. Choose the date and time that works best for you. **Acceptable reasons for missing a member meeting include illness, emergency, or class. The program staff should be informed in advance if you will be missing a meeting. Please note that all members are allowed to miss one member meeting without consequence; however, you must still inform program staff you will not be in attendance.**
- **Service Projects:** Complete two service projects during the service year.
 1. **Mandatory Service Projects:**
 1. United Way Day of Caring on **Friday, September 14, 2018**.
 2. A service project developed by the members at their service site.
 - Members will be required to complete the Service Project Proposal Form and submit it to the program office no later than **February 16, 2019**. *All service projects must be approved by AmeriCorps staff.*

2. **Optional Service Projects made available by AmeriCorps program staff or discovered by members:**

- MLK Jr. National Day of Service on January 21, 2019.
- National Volunteer Week – April 7-13, 2019 (opportunities available throughout the week)
- AmeriCorps Week – March 10-16, 2019 (opportunities available throughout the week)
- Springfield Public School Vacations and Professional Development Days
- **Opening Day:** Attend Opening Day, scheduled for **Friday, November 2, 2018**. It is the kickoff to the year of service in the Commonwealth of Massachusetts and is hosted by the Massachusetts Service Alliance.
- **Midyear Training:** The Midyear Training will take place on **Friday, January 11, 2019**.
- **Timesheets:** Submit timesheets in OnCorps every two weeks.
 - Timesheets are due on Wednesday for the previous two-week period.
 - A schedule of due dates is included in the Member Handbook.
 - Members whose timesheets fall more than 4 weeks past due will automatically receive a verbal warning (see Disciplinary Policy, Section XI).
- **Weekly Journal/Reflection:** Complete a weekly journal/reflection entry in OnCorps to document the service experience and demonstrate commitment to being an engaged citizen.
- **Course Work:** Members completing 900 hours minimum of service can count 2 college courses, one from the fall and one from the spring, as training/development hours, provided the course chosen provides education and training relevant to the service being performed. **In order to count the hours spent in the classroom, the Member must submit a copy of the syllabus to the program staff for approval.**
- **Data Collection:** Members must keep detailed student records and enter data into the Data Collection system on a weekly basis.

Members may be assigned other duties to fulfill the program mission and/or direct service requirements.

V. **AmeriCorps School Turnaround Initiative Service Agreement**

The Member's direct supervisor, category of service, service placement site, and weekly schedule are outlined in the **School Turnaround Initiative Service Agreement**, which will be included as an addendum to this contract. During the first week of service Members are

I understand my responsibility in completing the **School Support Specialist Service Agreement** and agree to submit the completed form by the **first member meeting**.

Initial & Date _____

required to meet with their site supervisor, outline their weekly schedule, and complete the School Turnaround Initiative Service Agreement. This form must be submitted to the program office by the **first member meeting**.

Members do not receive credited hours for any time they are not in service, such as personal or sick time, and are responsible for making up the missed time. Sick days will include serious illness and family emergencies. Personal days could include special business, funerals, and other appointments that cannot be resolved outside of school hours. Personal days, when practical, must be scheduled one week in advance and approved by the placement site supervisor.

Jury Duty: Members do receive credited hours for performing jury duty, but documentation signed by a court official documenting dates and times must be provided.

Voting: All eligible members are encouraged to vote during their term of service and should be allowed time to vote during their service hours. Members who are unable to vote before or after service hours should be allowed up to 2 hours to do so during their service hours without incurring any penalties. Remember, AmeriCorps members may not participate in voter registration drives as part of their service activities.

VI. **Member Benefits**

All members of the Springfield College AmeriCorps School Turnaround Initiative in good standing are eligible for the following benefits:

- **Living Allowance:** Part-time Members will receive a living allowance of \$6,050 (before taxes) paid over ten months at \$605 per month. The living allowance will be distributed via check or direct deposit on the 28th of each month. If the 28th falls on a weekend, the living allowance will be available on the Friday immediately before.
- **Education Award:** Upon successful completion of 900 hours minimum of service, part-time Members will receive a \$2,887.50 Education Award from the Corporation for National and Community Service.
 - The Education Award can be used to repay qualified student loans, to pay the cost of attending a qualified institution of higher education, or to pay the expenses incurred in participating in an approved school-to-work program as defined by the U.S. Departments of Education and Labor. This benefit is paid directly to the loan holder, an institution of higher education, or a school/work program of the Member's choosing.
 - The Member will have up to seven years from their last day of service to utilize the Education Award.
 - **The award is subject to taxes in the tax year(s) in which it is used.**
- **Worker's Compensation Insurance**
- **Loan Forbearance:** AmeriCorps Members may request forbearance on qualified student loans, postponing their loan payments during the term of service. If you wish to request forbearance and take advantage of the Interest Accrual benefit (see below) you must complete a Forbearance Request for National Service Form for each of your lenders. Forbearance forms can be completed online, in the My AmeriCorps Portal. Once enrolled, all members should create a My AmeriCorps account.

Interest Accrual: If the Member has received forbearance on a qualified student loan(s) during their term of service, and the Member successfully completes her/his term of service, the National Service Trust will repay a portion of the interest that accrued on the loan(s) during the term of service. It is the Member's responsibility to complete the interest accrual form upon successful completion of their term of service.

I have been made aware of the opportunity to request a forbearance of qualified student loans during the term of service. I understand that it is my responsibility to complete the appropriate forms in the My AmeriCorps Portal at my.americorps.gov.

Initial & Date _____

VII. Basic Expectations and Service Responsibilities

It is expected that all Members of the Springfield College AmeriCorps School Turnaround Initiative will follow the rules, regulations, and expected standards of behavior and professionalism of the program and placement site throughout the term of service. Members are required to wear appropriate service gear at all times while accruing hours and while representing the School Turnaround Initiative and Springfield College.

Members will receive a *Springfield College AmeriCorps Member Handbook* at orientation detailing policies and procedures, including Member responsibilities and applicable forms. Supplemental information will be added to the handbook throughout the year. Members will be given time to read and discuss the contents of the handbook and are required to sign an acknowledgment of receipt.

It is also expected that Members will follow the rules, regulations, and expected standards of behavior and professionalism of Springfield College. Such rules, regulations, and expected standards of behavior and professionalism can be found in *the **Springfield College Student Handbook and the AmeriCorps Member Handbook***. The Springfield College Student Handbook can be accessed on the Springfield College Web site, at springfield.edu/studenthandbook

I have received the *2018-2019 Springfield College AmeriCorps Member Handbook* and have been informed of the location of the *2018-19 Springfield College Student Handbook* on the Springfield College AmeriCorps website and office. If I have further questions about the policies or any other information as outlined in the Handbook, I understand that I can speak with the Program Director or the Assistant Program Director.

Initial & Date _____

VIII. Prohibited Activities

While charging time to the AmeriCorps program, accumulating service or training hours, or otherwise performing activities supported by the AmeriCorps program or CNCS, staff and members may not engage in the following activities:

- a. Attempting to influence legislation;
- b. Organizing or engaging in protests, petitions, boycotts, or strikes;
- c. Assisting, promoting, or deterring union organizing;
- d. Impairing existing contracts for services or collective bargaining agreements;
- e. Engaging in partisan political activities, or other activities designed to influence the outcome of an election to any public office;

- f. Participating in, or endorsing, events or activities that are likely to include advocacy for or against political parties, political platforms, political candidates, proposed legislation, or elected officials;
- g. Engaging in religious instruction, conducting worship services, providing instruction as part of a program that includes mandatory religious instruction or worship, constructing or operating facilities devoted to religious instruction or worship, maintaining facilities primarily or inherently devoted to religious instruction or worship, or engaging in any form of religious proselytization;
- h. Providing a direct benefit to—
 - i. A business organized for profit;
 - ii. A labor union;
 - iii. A partisan political organization;
 - iv. A nonprofit organization that fails to comply with the restrictions contained in section 501(c)(3) of the Internal Revenue Code of 1986 related to engaging in political activities or substantial amount of lobbying except that nothing in these 9 provisions shall be construed to prevent participants from engaging in advocacy activities undertaken at their own initiative; and
 - v. An organization engaged in the religious activities described in paragraph 3.g. above, unless CNCS assistance is not used to support those religious activities;
- i. Conducting a voter registration drive or using CNCS funds to conduct a voter registration drive;
- j. Providing abortion services or referrals for receipt of such services; and
- k. Such other activities as CNCS may prohibit.

AmeriCorps members may not engage in the above activities directly or indirectly by recruiting, training, or managing others for the primary purpose of engaging in one of the activities listed above. Individuals may exercise their rights as private citizens and may participate in the activities listed above on their initiative, on non-AmeriCorps time, and using non- CNCS funds. Individuals should not wear the AmeriCorps logo while doing so. Engaging in any of the above-described activities on AmeriCorps time may lead to suspension and/or termination.

IX. Fundraising

AmeriCorps members may raise resources directly in support of your program's service activities.

Examples of fundraising activities AmeriCorps members may perform include, but are not limited to, the following:

- seeking donations of books from companies and individuals for a program in which volunteers teach children to read;

- writing a grant proposal to a foundation to secure resources to support the training of volunteers;
- securing supplies and equipment from the community to enable volunteers to help build houses for low-income individuals;
- securing financial resources from the community to assist in launching or expanding a program that provides social services to the members of the community and is delivered, in whole or in part, through the members of a community-based organization;
- seeking donations from alumni of the program for specific service projects being performed by current members.

AmeriCorps members may not:

- raise funds for living allowances or for an organization's general (as opposed to project) operating expenses or endowment;
- write a grant application to the Corporation to any other Federal agency.

X. Non-Duplication/Displacement

Corporation assistance may not be used to duplicate an activity that is already available in the locality of a program. And, unless the requirements of paragraph (a) of this section are met, Corporation assistance will not be provided to a private nonprofit entity to conduct activities that are the same or substantially equivalent to activities provided by a State or local government agency in which such entity resides.

(a) Nondisplacement

1. An employer may not displace an employee or position, including partial displacement such as reduction in hours, wages, or employment benefits, as a result of the use by such employer of a participant in a program receiving Corporation assistance.
2. An organization may not displace a volunteer by using a participant in a program receiving Corporation assistance.
3. A service opportunity will not be created under this chapter that will infringe in any manner on the promotional opportunity of an employed individual.
4. A participant in a program receiving Corporation assistance may not perform any services or duties or engage in activities that would otherwise be performed by an employee as part of the assigned duties of such employee.
5. A participant in any program receiving assistance under this chapter may not perform any services or duties, or engage in activities, that—
 - i. Will supplant the hiring of employed workers; or
 - ii. Are services, duties, or activities with respect to which an individual has recall rights pursuant to a collective bargaining agreement or applicable personnel procedures. (i) Presently employed worker;

6. A participant in any program receiving assistance under this chapter may not perform services or duties that have been performed by or were assigned to any—
 - i. Employee who recently resigned or was discharged;
 - ii. Employee who is subject to a reduction in force or who has recall rights pursuant to a collective bargaining agreement or applicable personnel procedures;
 - iii. Employee who is on leave (terminal, temporary, vacation, emergency, or sick); or
 - iv. Employee who is on strike or who is being locked out.

XI. Disciplinary Policy

Whenever possible, we encourage Members and site supervisors to address issues of concern directly. The program staff is available to help mediate any conflicts as necessary.

Members who demonstrate a pattern of unprofessional behavior, including but not limited to:

- excessive tardiness
- unexcused absences from the service site, member meetings, or other mandatory events
- inability to work within the expected standards of behavior and professionalism
- not following the site-specific policies and procedures
- any behavior that puts the students, clients, or staff at risk of physical or emotional harm
- having timesheets more than 4 weeks past due
- violating the Prohibited Activities

will be subject to disciplinary procedures.

Acceptable reasons for missing a mandatory event include illness, emergency, or class. The program staff should be informed in advance if you will be missing a mandatory meeting or event. Please note that all members are allowed to miss one member meeting without consequence; however, you must still inform program staff you will not be in attendance.

The consequences of such actions include:

- **First Offense:** a verbal warning from the Program Director. Notice of verbal warning will be recorded in the Member file.
- **Second Offense:** written warning from the Program Director.
- **Third Offense:** Member may be released for cause.

Anyone proven to have falsified timesheets will be subject to immediate release for cause.

XII. Release from Term of Service

- A. The Springfield College AmeriCorps Program Director has the authority to release Members in approved AmeriCorps positions from completing a term of service for two reasons:
1. compelling personal circumstances as demonstrated by the Member, and
 2. for cause.

Release/Suspension for Compelling Personal Circumstances

3. The Springfield College AmeriCorps Program Director has the authority to release a Member for compelling personal circumstances if the Member documents that:
 - the Member has a disability, serious injury, or illness that makes completing the term impossible;
 - there is a serious injury, illness, or death of an immediate family member that makes completing the term of service unreasonably difficult or impossible for the Member;
 - the Member has military service obligations;
 - some other unforeseeable circumstance beyond the Member's control makes it impossible or unreasonably difficult for the Member to complete their term of service.
4. The Massachusetts Service Alliance must authorize the release from service for compelling personal circumstances.
5. If a Member exits the program early for compelling personal circumstances:
 - he or she may earn a partial Education Award, pro-rated based on the number of hours served with the Springfield College AmeriCorps Program if the Member has completed at least 15% of the service requirement (135 hours).
 - her/his benefits will terminate;
 - the term of service and the Education Award received will count toward the total of two Education Awards he or she may receive through service with AmeriCorps programs;
 - the term of service will count toward the total of three opportunities to enroll in an AmeriCorps program.

Release/Suspension for Cause

1. The Springfield College AmeriCorps Program Director has the authority to release or suspend a Member for cause for the following reasons:
 - the Member fails to perform their roles and responsibilities as outlined in the Member Contract and addendums to a satisfactory level;
 - the Member has violated the program's behavioral expectations;
 - the Member drops out of the program without obtaining a release for compelling personal circumstances;
 - the Member is officially charged with a violent felony or with the sale or distribution of a controlled substance. A Member who is officially charged with a violent felony or with the sale or distribution of a controlled substance will be immediately suspended. The Member may be reinstated if he or she is found not guilty.

- the Member is found guilty and convicted of a violent felony or the sale or distribution of a controlled substance during the term of service.
2. Members who have been suspended may not accrue hours toward their service commitment or receive a living allowance, or any other payments from the National Service Trust.
 3. A Member who is terminated for cause will lose their benefits upon termination.
 4. A Member who is terminated for cause will earn no portion of the Education Award.
 5. The incomplete term of service of a Member who is terminated will count toward the total of two opportunities to enroll in an AmeriCorps State program and to earn an Education Award.
 6. Members released for cause are required to disclose that fact in any subsequent applications to participate in an AmeriCorps program.

XIII. Policy on Maintaining Adequate Progress Toward Completion of Hours Requirement

- A. The Members must take personal responsibility for ensuring adequate progress toward completion of their hours requirements within the term of service.
 - Members must complete a *Work Plan / Time Management* form to identify their plan for completing service hour requirements.
 - Members must log in to OnCorps bi-weekly to check their accumulated hours as well as the number of hours they need to complete per week to finish by June 19, 2019. Program staff will also monitor hour completion.
 - During the midyear evaluation with program staff, Members are required to discuss a completion plan.
 - Members failing to meet their completion plan will be required to meet with the Program Director.
 - If the Program Director determines that the Member is not demonstrating sufficient commitment to the AmeriCorps Program, the Member may be subject to suspension or dismissal without further payment.
- B. Catch-up Plan
 - If, as documented in OnCorps, the forecasted “expected number of hours required per week” *exceeds 30 hours*, the Member will be required to meet with the Program Director and work out a written catch-up plan. Any additional service hours should be completed at the Member’s assigned service site or other approved placement.

XIV. Problem Solving and Grievance Procedures

If a grievant has any problems or concerns relating to their service with the Springfield College AmeriCorps Program he or she is encouraged first to discuss the issue formally or informally with the Program Director. A grievant, however, is not required to engage in discussion and may file a request for a grievance hearing at any time.

- A. The Member understands that the program has a grievance procedure to resolve disputes concerning the Member's suspension, dismissal, service evaluation, or proposed service assignment.
- B. The Member understands that as a participant of the program he or she may file a grievance in accordance with the program's grievance procedure.

The following grievance procedures have been established by the Springfield College AmeriCorps Program to deal with grievances from participants and other interested individuals.

Step 1 of the grievance process should be the filing of a written grievance by the affected party seeking personal relief in a matter of concern or dissatisfaction relating to any AmeriCorps Program issues, such as assignments, evaluations, suspension, or release for cause. Should the affected party decide to file a grievance, the following options are available for settling a grievance:

- **Option 1:** Resolution through the Program Director and/or Executive Director or Immediate Supervisor. Prior to initiating the formal written grievance procedure, the aggrieved Member should refer the complaint to their Program Director and/or Executive Director or Immediate Supervisor, who will attempt to resolve the complaint by mediation.
- **Option 2:** Optional Alternative Dispute Resolution (ADR). As a first option, a Member may choose to have Springfield College designate a neutral party to resolve the complaint. Please read the ADR section regarding specific guidance and time limits for the ADR process.
- **Option 3:** Grievance Hearing. A Member may choose a grievance hearing to resolve the complaint. A written request for such a hearing must be made in writing to the Program Director and/or Executive Director. Please read the Grievance Hearing section regarding specific guidance and time limits for the grievance hearing and the grievance hearing decision.
- **Option 4:** Binding Arbitration. Binding Arbitration is available to the affected party only if a grievance hearing decision is adverse or if no decision is made within 60 days of the filing of the initial grievance. Please read the Binding Arbitration section regarding specific guidance and time limits for arbitration proceedings.

Optional Alternative Dispute Resolution (ADR)

ADR must be selected within 45 days of the underlying dispute. If a Member chooses ADR as a first option, a neutral party designated by Springfield College will attempt to facilitate a mutually agreeable resolution. The neutral party must not have participated in any previous decisions concerning the issue in dispute. ADR is confidential, nonbinding, and informal. No communications or proceedings of ADR may be referred to at the grievance hearing or arbitration stages. The neutral party may not participate in subsequent proceedings.

If ADR is chosen by the Member, the deadlines for convening a hearing and for a hearing decision, 30 and 60 days respectively, are held in abeyance until the conclusion of ADR. At the initial session of ADR, the neutral party must provide written notice to the aggrieved party of their right to request a hearing. If ADR does not resolve the matter within 30 calendar days, the neutral party must again notify the aggrieved party of their right to request a hearing. At any time, the aggrieved party may decline ADR and proceed directly to the hearing process.

Grievance Hearing

A Member may request a grievance hearing without participating in ADR or if the ADR process fails to facilitate a mutually agreeable resolution. The Member should make a written request for a hearing to the Program Director and/or Executive Director. Except for a grievance that alleges fraud or criminal activity, a request for a grievance hearing must be made within one year after the date of the alleged occurrence. At the time a request for a hearing is made, the program should make available to the Member information that it relied upon in its disciplinary decision.

A person assigned by Springfield College will conduct the grievance hearing. The person conducting the hearing may not have participated in any previous decisions concerning the issue in dispute. A hearing must be held no later than 30 calendar days after the filing of the grievance, and a written decision must be made no later than 60 calendar days after filing.

Binding Arbitration

An aggrieved party may request binding arbitration if a grievance hearing decision is adverse or if no decision is made within 60 days of the filing of the grievance. The arbitrator must be independent and selected by agreement of both parties. If the parties cannot agree on an arbitrator, the Corporation for National and Community Service's Chief Executive Officer (CEO) will appoint an arbitrator from a list of qualified arbitrators within 15 business days after receiving a request from either party.

An arbitration proceeding must be held no later than 45 calendar days after the request for arbitration or no later than 30 calendar days after the appointment of an arbitrator by Springfield College. An arbitration decision will be made no later than 30 calendar days after the commencement of the arbitration proceeding.

The cost of arbitration will be divided evenly between the parties, unless the aggrieved party prevails, in which case the program will pay the total cost of the proceeding as well as the prevailing party's attorney's fees.

If dealing with an academic matter, please refer to the Academic Grievance Policy in the *Springfield College Student Handbook*.

I have read and understand the Springfield College AmeriCorps Program Grievance Procedure as outlined above. I understand that if I file a grievance, information pertaining to the grievance will be shared with the Massachusetts Service Alliance (MSA). I also understand that I can contact the MSA Director of Programs, Beth McGuinness, directly regarding a grievance at 617-542-2544, extension 217.

Initial & Date _____

XV. Policy on Use of Corps Member Information in Publications

The Springfield College AmeriCorps School Turnaround Initiative is committed to furthering the discussion and growth of national service in the public realm. As such, "identifying information" (information that can be used to identify a particular AmeriCorps Member or alumni, e.g., name, photograph, and/or likeness) or statements attributed to a specific AmeriCorps Member and alumni may be used in newspapers, television, and Springfield College publications and publicity materials in print or on the Internet.

Please select one:

I agree to allow the Springfield College AmeriCorps School Turnaround Initiative, and any other organization authorized by Springfield College, to use my name, quotes, file material, a story about my experiences, and any photograph and/or likeness of me at any time during my AmeriCorps year or thereafter, without prior approval. I acknowledge that I will not receive compensation for the use of such materials, and I hereby waive any and all claim to such compensation.

I refuse to allow Springfield College AmeriCorps School Turnaround Initiative to use my name, quotes, file material, a story about my experiences, and any photograph and/or likeness of me at any time during my AmeriCorps year or thereafter, without prior approval. I acknowledge that it is my responsibility to avoid appearing in any photograph taken during my term of service.

XVI. Drug-Free Workplace

In accordance with the Drug-Free Workplace Act, the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited. "Release from service with cause" will be the result of the noncompliance.

XVII. Equal Employment Policy

Springfield College does not discriminate in admissions or employment policies and practices on the basis of race, sex, sexual orientation, age, color, religion, national origin, disability, or status as a veteran.

In accordance with the spirit and intent of the federal legislation and regulations governing national service AmeriCorps Members are defined as "participants" not "employees." In the interest of fair and equitable treatment, the Springfield College AmeriCorps Program aligns its admissions and deployment policies and practices with the overall equal employment policy of the College.

XVIII. Reasonable Accommodations Policy

Springfield College is committed to providing equal educational opportunity and full participation in College programs and activities for persons with disabilities. Reasonable accommodations are provided for persons with documented disabilities on the basis of need. Reasonable accommodations are available for applicants during the interview process and for members at their service sites.

Members wishing to request accommodations should contact the Academic Success Center, Hickory Hall, Room 109, 413.748.3389.

XVI. Discrimination/Harassment

Springfield College and the Springfield College AmeriCorps Program do not discriminate in their admissions or employment policies and practices on the basis of race, sex, sexual orientation, age, color, religion, national origin, disability, or status as a veteran.

Harassment is defined as verbal or physical conduct interfering with an individual's work performance or creating an intimidating, hostile, or offensive work, education, or living environment. Springfield College PROHIBITS harassment and discrimination of any kind.

Harassment includes slurs and verbal or physical conduct related to a person's race, color, age, gender, sexual orientation, disability, religion, or national origin. Sexual harassment is defined as sexual advances, requests for sexual favors, or other verbal or physical conduct of sexual nature when:

- submission to such conduct is made either explicitly or implicitly a condition of the individual's employment or academic performance,
- submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individuals, or
- such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working, academic, or living environment.

Any type of harassment that hinders access to either employment or educational services, opportunities, or programs is covered by this policy. Details of the Harassment/Discrimination Policy or information about filing a grievance can be obtained from the Office of Human Resources (2nd floor, Administration Building).

XIX. Authorization

By signing below, the Springfield College AmeriCorps School Turnaround Initiative Member and the AmeriCorps Program Director agree that they have read this document and understand and agree to the terms and conditions of this agreement.

Name of AmeriCorps Member (please print)

AmeriCorps Member Signature **Date**

Springfield College AmeriCorps Program Director **Date**