

**SPRINGFIELD BOARD OF EDUCATION
REGULAR PUBLIC MEETING/ PUBLIC HEARING MINUTES
September 18, 2023**

VISION STATEMENT

Cultivating, compassionate, and extraordinary learners.

MISSION STATEMENT

Springfield Public Schools will challenge every student through meaningful, engaging experiences – empowering all students to flourish and contribute in an evolving world.

Time: 7:06 PM

A. CALL TO ORDER AND STATEMENT- President Paula Saha

President’s Statement: Pursuant to the New Jersey Open Public Meetings Act, Public Law 1975, Chapter 231, the Board Secretary caused notice of the meeting to be given to the public and the press on January 3, 2023 and revised on April 28, 2023, May 22, 2023, July 11, 2023, and August 17, 2023. The public comment format for this meeting is as follows – attendees wishing to comment during the public sessions will state their name and address. The President of the Board of Education will recognize the attendee at the appropriate time. All of the Board's Policies and Regulations related to public participation in board meetings shall remain in effect, including, but not limited to, the presiding officer's ability to limit each statement made by a participant to a 3-minute duration.

B. ROLL CALL

Vice President Meredith Murphy
Mr. Jerry Fernandez- absent
Mrs. Laura Gamarekian
Mr. Marc Miller
Mr. Hector Munoz

Mrs. Kristy Rubin
Mrs. Hilary Turnbull
Mrs. Yelena Zolotarsky
President Paula Saha

C. PLEDGE OF ALLEGIANCE

D. COMMUNICATIONS

Mrs. Calas stated that you received articles on the following topics: Administrative Law Judge decisions on tenure charges, school security, culture/ equity, guidance on discipline disparities, parental rights, NJ CAN reading updates, school construction funding, and school ethics decisions.
There is an addenda for tonight’s meeting.

E. MINUTES

The Superintendent recommends:

1. To approve the following minutes:

Executive Meeting – August 28, 2023
Regular Meeting – August 28, 2023

Approval of the Minutes

Motion to Approve: Vice President Murphy

Seconded: Mr. Munoz

Voice Vote: AYE- 8 NAY-0

F. SUPERINTENDENT'S REPORT

1. NJSLA Spring 2023
2. Graduation Report 2023
3. Student/Staff Recognitions
4. Community Updates
5. HIB Report (The Board will go into closed session at the end of the meeting if specific clarification is needed.)
6. Building Use Request
7. Fundraisers
8. Student Representative Report

- Dr. Goldberg introduced the 2023- 2024 student representative to the Board: Zachary Potito.
- Mr. Potito provided his student representative report.
- The JDHS Boy's Track team was recognized.
- Coach Van Deursen presented the track team their jackets.
- Dr. Goldberg noted that Apple Global Education Team and Dr. Mykee Fowlin presented at the teacher's Welcome Back.
- New staff were welcomed earlier this year.
- Back to School Nights were discussed.
- Dr. Goldberg presented the 2022- 2023 data on: NJSLA ELA, NJSLA Math.
- Dr. Goldberg discussed intervention strategies.
- JDHS AP and graduation data was presented.
- Varsity athletic updates were provided.
- Facilities updates were provided: ROD grant and referendum projects.
- Calendar updates were given.
- Dr. Goldberg will host office hours starting September 27, 2023 at the Chisholm Community Center.
- Monthly celebrations were highlighted.
- Dr. Goldberg addressed some miscommunication: discussed the number of vacancies in the district, leave replacement challenges, ongoing postings and interviews,
- Mr. Miller provided an update with Negotiations with the SEA.
- President Saha asked for an explanation on the hiring process.
- Dr. Goldberg explained the process. Explained that the standard resignation timeframe in contracts is 60 days.

Approval of the Superintendent's Report, as presented

Motion to Approve: Vice President Murphy

Seconded: Mr. Munoz

Voice Vote: AYE- 8 NAY-0

G. PUBLIC SESSION ON AGENDA ITEMS

- Kendra Kinney, Walton teacher, expressed her concerns that the Board is listening to the teachers. She asked for a meeting with the Walton teachers.
- Mrs. Turnbull commented.
- Bruno Mariano, 245 Baltusrol Ave., questioned the timing of the Superintendent's contract renewal. He explained his concerns. He wanted to share his concern of Board Policy. He commented on an article on News 12.
- Christina Rodriguez, FMG teacher, expressed her concerns.
- Edmund Raum, 166 Baltusrol Ave., discussed his concern about renewal of the

Superintendent's contract. He discussed his concerns regarding the cutting of courtesy transportation.

- Chris White, JDHS teacher, discussed his concerns about the class size at the high school. Invitation to meet with the teachers at the high school.
- Trish Collins, FMG teacher, expressed why teachers are leaving and concerns about the superintendent's contract.
- Robert Hildebrand, FMG teacher, expressed his concerns about class size, scheduling and teachers leaving.
- Dori Torino, Walton Teacher, asked the Board for support for the teachers.
- David Anesta, 21 Molter Avenue, asked the Board to meet with the teachers and provide support.
- Phoebe Levine, Walton Teacher, expressed her concerns about lunch aides. She asked for one lunch aide per class. She discussed the contract.
- Sarah David, FMG teacher, discussed her concerns about FMG. She asked the board members and superintendent to continue to come in and work with the teachers.
- Dr. Goldberg responded. She noted that she will follow up with principals about some of the concerns addressed. She addressed challenges with scheduling. She commented on some of the concerns brought upon by the teachers. She noted that their voice is heard.
- President Saha commented.

H. **FINANCE COMMITTEE**- Mrs. Turnbull

Items 1 through 4

The Superintendent recommends:

1. Monthly Certification

a. Board Secretary's Monthly Certification, Budgetary Line Item Status

Pursuant to N.J.A.C. 6:20-2.13 (d), I certify that as of July 31, 2023 no budgetary line item account has obligations and payments (contractual orders) which line item account has obligations and payments (contractual orders) which in total exceed the amount appropriated by the district board of education pursuant to N.J.S.A. 18A:22-8 and 18:22-8.1

Board Secretary

Date

b. Board of Education's Monthly Certification, Budgetary Major Account/Fund Status

Pursuant to N.J.A.C. 6:20-2.13 (e), we certify that as of July 31, 2023 after review of the secretary's monthly financial report (appropriations section) and upon consultation with the appropriate district officials that to the best of our knowledge no major account or fund has been over expended in violation of N.J.A.C. 6:20- 2.13(b) and that sufficient funds are available to meet the district's financial obligations for the remainder of the fiscal year. This certification is solely based on the information provided by the School Business Administrator/Board Secretary and is assumed by the board to be correct.

2. Board Secretary/ Treasurer Reports

To approve the board secretary/ treasurer reports for the period ending July 31, 2023.

3. Bills List

To approve the check numbers 053549 through 053705 and wire transfers 800226, 888958 through 888966 in the amount of \$3,098,454.05 minus voided check 053334 for the grand total of \$3,095,854.05.

4. Budget Transfers

To approve budget transfers for the 2023-2024 school year.

Account Number	Account Name	To	From
11-000-219-390-70-11	CST SOFTWARE	700.00	
11-000-219-600-70-11	OTHER EXP OFFICE/PROF/TEST BKS		700.00
11-000-240-800-00-08	MISC EXPENSES	1,500.00	
11-000-261-199-00-10	UNUSED VAC PAYOUT - CUST/MAINT	5,262.75	
11-000-262-420-00-03	CLEANING REPAIR MAINTENANCE		5,262.75
11-190-100-610-00-08	<i>INSTRUCTIONAL SUPPLIES</i>		1,500.00
12-000-400-334-91-03	PROF FEES CAPITAL OUTLAY		13,696.97
12-000-400-334-91-03	PROF FEES CAPITAL OUTLAY	5,000.00	
12-000-400-334-91-15	PROF FEES TECH		5,000.00
12-000-400-450-91-03	CAPITAL OUTLAY BUILDINGS	13,696.97	
11-000-262-520-97-03	INSURANCE PROPERTY LIABILITY	3,838.00	
11-000-262-610-94-05	CUSTODIAL & GROUNDS SUPPLIES		3,838.00

Approval of Finance Items 1 through 4

Motion to Approve: Mrs. Turnbull

Seconded: Mr. Miller

Roll Call

Vice President Meredith Murphy	Yes	Kristy Rubin	Yes
Jerry Fernandez	Absent	Hilary Turnbull	Yes
Laura Gamarekian	Yes	Yelena Zolotarsky	Yes
Marc Miller	Yes	President Paula Saha	Yes
Hector Munoz	Yes		

I. SCHOOL GOVERNMENT COMMITTEE- Vice President Murphy

Items 5 through 27 and Addenda Items 31 through 34

The Superintendent recommends:

5. Staff Appointment

To approve the following staff appointments/ revisions:

- a. Brian Martin, Physical Education Leave Replacement Teacher, FMG, September 1, 2023 - December 3, 2023 at Step 1- BA, \$60,247.00.
Account: 11-140-100-101-01-10
- b. Jennifer Neuhof, Leave Replacement Teacher, Itinerant, on/or about September 18, 2023 - June 30, 2024 at Step 4- MA, \$65,781.00.
Account: 11-120-100-101-01-07 – 50%/ 11-120-100-101-01-08 – 50%
- c. Cecilia Aragon, Bus Aide/Lunch Aide, Itinerant, on/or about September 13, 2023 - June 30, 2024 at \$20.62/hr.
Account: 11-000-270-107-96-10
- d. Justin Stewart, Instructional Aide - Non-Title I, Itinerant, on/or about September 25, 2023 - June 30, 2024 at \$20.62/hr.

Account: 20-218-100-106-00-00

- e. Sandra Lemos Lugo, Bus Driver, Transportation, effective September 1,2023 through June 30, 2024 an \$30.00/hr.
Account Number: 11-000-270-161-96-10
- f. Iberca Jimenez, Bus Driver, Transportation, effective on/or about October 1, 2023 through June 30, 2024 at \$30.00/hr.
Account Number: 11-000-270-161-96-10
- g. Robert Mitchell, Custodian, Itinerant, effective on/or about October 1, 2023 through June 30, 2024 at \$44,683. +\$1,590 Stipend, Step 1- Custodian.
Account Number: 11-000-270-161-96-10
- h. Theresa Scarabino, Instructional Aide – Non-Title I, Itinerant, on/or about October 1, 2023 – June 30, 2024 at \$20.62/hr.
Account Number: 20-218-100-106-00-00
- i. Veronica Belando, Instructional Aide - Non-Title I, Itinerant, on/or about October 1, 2023 - June 30,2024 at \$20.62/hr.
Account Number: 20-218-100-106-00-00
- j. Diane Vasallo, Instructional Aide- Non- Title I, Itinerant, on/or about October 1, 2023- June 30, 2024 at \$20.62/hr.
Account Number: 20-218-100-106-00-00
- k. Di’Asia Murrell, Instructional Aide - Autism Program, Itinerant, on/or about October 1, 2023 - June 30, 2024 at \$20.62/hr + \$1,250 (Annual Stipend).
Account Number: 11-214-100-106-00-09
**Pending Criminal History Background Clearance*

6. Staff Appointment Rescission

To accept the following rescission of staff appointment:

- a. Bianca Clervil, Instructional Aide, Itinerant

7. Staff Retirement

To accept the following retirement:

- a. Jennie Beck, Bus Driver, effective January 1, 2024.

8. District Substitutes 2023-2024

To approve additional substitutes. NJ Certified Teachers- \$135/day, Sub Certified-\$125/day, Paraprofessionals- \$20/hr., Secretary- \$20/hr., Custodian- \$20/hr., Nurse-\$190/day, Home Instruction- \$44.54/hr., Bus Driver- \$25/hr.

TEACHER

Alyssa Mason

NJ Certified Teacher

N-12

AIDE

Gina Santangelo

CUSTODIAN

Ana Lam

9. Leave of Absence

To approve the following medical leave of absence request and revisions:

Name	Leave Request	Dates	Rate
a. Samantha Sommo	Pre-Disability Leave/FMLA	11/27/2023 – 12/14/2023*	Full Salary; accumulated sick days
	Post Disability Leave/FMLA	12/15/2023 – 1/12/2024*	Full Salary; accumulated sick days

	FMLA/NJFLA	1/13/2024 – 4/12/2024	Unpaid
	Maternity Leave	4/13/2024 – 5/5/2024	Unpaid
Name	Leave Request	Dates	Rate
b. Jenna DiCarlo	Pre-Disability Leave/FMLA	12/28/2023 – 1/25/2024*	Full Salary; accumulated sick days
	Post Disability Leave/FMLA	1/26/2024 – 2/23/2024*	Full Salary; accumulated sick days
	FMLA/NJFLA	2/24/2024 – 5/24/2024	Unpaid
	Maternity Leave	5/25/2024 – 5/29/2024	Unpaid

10. Medical Leave of Absence Request

To approve the following medical leave of absence request:

ID	Leave Request	Dates	Rate
0173	Medical	8/25/2023 – 10/25/2023*	Full Salary; accumulated sick days.
1972	Medical	9/5/2023 – 9/29/2023*	Full Salary; accumulated sick days. <i>Revised</i>
		10/1/2023 – 12/1/2023*	Unpaid. <i>Revised</i>

The employee shall receive health benefits during this period

11. Mentor Teacher

To approve the following staff to work as a mentor teacher as needed for the 2023 – 2024 school year:

Kendra Newman	Linda Schmidt
Anthony Salerno	Susan Breen
Benjamin Krupit	

12. Mentoring Novice Teachers

To approve the following staff member for completion of Mentoring Novice Teachers for the 2023-2024 school year:

Novice Teacher	Mentor Teacher	Rate
Brian Martin	Benjamin Krupit	\$550.00

13. Independent Study

To approve the following personnel staff for Independent Study:

Name	Course	Rate	Dates
Erica Moore	Personal Finance	\$750.00	9/7/2023 – 1/30/2024
Tracy Saladino	Peer Leadership	\$1,500.00	9/7/2023 – 6/18/2024
Josephine Cioffi	Italian 4	\$1,500.00	9/7/2023 – 6/18/2024

Account Number: 11-140-100-101-28-14

14. TVI Training

To approve the following staff to participate in the Teacher of the Visually Impaired Training paid in accordance with SEA agreement, for up to 14 hours.

Names	Rate
George Stevens	\$20.62/hr.

Account Number: 20-250-100-100-66-11 (IDEA) Cost not to exceed \$289

Original agenda resolution appeared on the August 28, 2023, Regular Public Meeting, resolution no. 11

15. High School and Middle School Additional Teachers and Classes 23-24

To approve the following teachers to teach additional class periods for the 2023-2024 school year:

Name	Location	Department	Section/Period	Amount	Account	Effective Date
William Doring	JDHS	Culinary Arts	5 Periods	\$7,942.20	11-140-100-101-28-14	9/1/2023 – 1/30/2024
Megan Theobald	FMG	Dance	5 Periods	\$4,851.76	11-130-100-101-28-06	9/1/2023 – 1/30/2024
Melissa Lagemann*	JDHS	Special Ed.	3 Periods	\$10,430.64	11-140-100-101-28-14	9/1/2023 – 6/20/2024
Anthony Scarpelli	FMG	Special Ed.	5 Periods	\$15,859.36	11-130-100-101-28-06	9/1/2023 – 6/20/2024
Amy Herrington	FMG	Math	5 Periods	\$2,478.56	11-130-100-101-28-06	9/1/2023 – 10/20/2023

*Revision-Original agenda resolution appeared on the August 28, 2023, Regular Public Meeting, resolution no. 17

16. Co-Curricular/ Club Advisors 2023-2024

To approve the following co-curricular/club advisor's appointments at JDHS:

Name	Position	Rate	Dates
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Erin Fitzpatrick (Rep. D. Gabene)	GSA Club Advisor	\$733.00	9/7/2023 – 6/30/2024
Erin Fitzpatrick (Rep. A. Salerno)	Alternatives	\$1,132.00	9/7/2023 – 6/30/2024
Laura D'Angelo	French Club	\$733.00	9/7/2023 – 6/30/2024
Jennifer Mortensen (Rep. A. Zale)	Volunteer Club - Advisor	\$1,132.00	9/7/2023 – 6/30/2024
Ashley Bauers	Coordinating of Visual and Performing Arts	\$6,095.00	9/7/2023 – 6/30/2024

Account Number: 11-401-100-100-00-14

17. CPI Training

To approve the following staff to participate in the Crisis Prevention Institute Training paid in accordance with SEA agreement for up to 28 hours.

Name	Rate
Danielle Tobin	\$59.93/hr.

Account Number: 20-488-100-100-31-12 (ESSER III) Cost not to exceed \$1,678.04

Original agenda resolution appeared on the July 24, 2023, Regular Public Meeting, resolution no. 16

18. Before/ After School Program

To approve the following Before and After School Program appointments:

Name	Position	Rate
Brooke Bahooshian	Substitute Group Leader	\$25.01/hr.
Marta Lopez	Substitute Group Aide	\$16.26/hr.

19. Media Center Preparation

To approve the following hours for the Media Center preparation and opening.

Name	Rate	Hours
Linda Sayki	\$21.42/hr.	8
Kathleen Silance	\$21.42/hr.	4

Account Number: 11-000-222-110-00-10

20. Professional Services

To approve the following professional services contracts:

Vendor	Services	Cost not to exceed	Term
Silver Hill Hospital, Inc.	Bedside Instruction	\$600.00	SY 2022-2023
Educational Services Commission of NJ	Home Instruction	\$5,000.00	SY 2023-2024

21. Special Education Related Services/Placements

To approve the following revised tuition contracts for educational and related service(s) for the 2023-2024 school year.

School	Student(s)	ESY/Tuition Services	ESY Aide	SY Tuition	SY Aide
ECLC of New Jersey	2501	\$7,859.50	\$4,900.00	\$64,301.40	\$44,100.00

22. Education Program

To approve the following education program for 2023-2024 school year:

Bedside Instruction

Student	Vendor	Term	Cost
0814	Educational Services Commission of New Jersey	7/5/2023 – 8/11/2023	\$1,566.00
0901	Saint Claire's Hospital	9/14/2023- 9/22/2023	\$385.00
2313	Actual Solutions	7/3/2023 – 7/17/2023	\$531.25
	Silver Hill Hospital, Inc.	4/25/2023 – 4/27/2023	\$600.00

23. Home Instructors

To approve the following home instructors for the 2023-2024 school year as needed, rate of \$44.54:

Stephanie Carlson	Jillian Maged
Colleen Cusick	Erica Moore
Erin Fitzpatrick	Anthony Salerno
Veronica Hofman	

Account Number: 11-150-100-101-63-11
Cost not to Exceed: \$15,000

24. Settlement Agreement

To approve the settlement agreement(s) between the Springfield Board of Education and parents of student #0207

25. Non Public Purchase

To approve the purchase of technology for the Springfield Genius Academy.
Account Number: 20-510-100-600-00-03 cost not to exceed \$420 (Nonpublic State Aid)

26. Grant Amendments

a. IDEA

To approve authorizing the Springfield Board of Education to submit its amended application for the Individuals with Disabilities Education Act, Part B (IDEA-B) for both FY 2024 Basic and Preschool. Budget accounts including carryover reflected in Amendment I.

b.ESEA

To approve authorizing the Springfield Board of Education to submit its amended application for the 2023 Every Student Succeeds Act (ESSA) grant. Budget accounts including carryover are reflected in Amendment I:

27. Harassment/Intimidation/Bullying Incidents

To affirm the following harassment/intimidation/bullying incidents:

- 060-2324-01

ADDENDA

I. SCHOOL GOVERNMENT COMMITTEE

31. Additional Staff Appointment

To approve the following staff appointments:

- a. Christopher Moore, Physics Teacher, JDHS, on/or about November 18, 2023- June 30, 2024 at Step 8-BA, \$64,697

Account Number: 11-140-100-101-00-14

- b. Shannon Cuff, Art Teacher, EVW, on/or about October 19, 2023- June 30, 2024 at Step 11- BA, \$69,672

Account Number: 11-120-100-101-00-09

32. Staff Resignation

To approve the following resignation:

- a. Amy Kowalski, Instructional Aide, effective September 11, 2023

33. Special Education Related Services/ Placement

To approve the following tuition contracts for educational and related service(s) for the 2023- 2024 school year.

School	Student(s)	SY Tuition	SY Aide
Honor Ridge Academy	1820	\$91,728	

34. Professional Development

To approve the following personnel to participate in professional development:

Name	Course	Location	Date	Cost
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Jessica Hollingsworth	Who's IN? Determining Eligibility	Bridgewater, NJ	10/20/23	\$205.00
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Approval of School Government Items 5 through 27 and Addenda Items 31 through 34

Motion to Approve: Vice President Murphy

Seconded: Mr. Miller

- Mr. Miller noted that all the new hires on the agenda. He noted that they are hiring staff expeditiously.

Roll Call

Vice President Meredith Murphy	Yes	Kristy Rubin	Yes
Jerry Fernandez	Absent	Hilary Turnbull	Yes
Laura Gamarekian	Yes	Yelena Zolotarsky	Yes
Marc Miller	Yes	President Paula Saha	Yes
Hector Munoz	Yes		

J. ~~BUILDING AND GROUNDS COMMITTEE~~-Mr. Munoz

Item 28 and Addenda Item 35

The Superintendent recommends:

28. Certificate of Payment

To approve the Certificate of Payment #2 in the amount of \$71,919.03 to Zenith Construction Services, Inc., Orange, NJ for project number 2023-01. (Edward V Walton School Playground)

ADDENDA

J. ~~BUILDING AND GROUNDS COMMITTEE~~-Mr. Munoz

The Superintendent recommends:

35. Professional Services

- To approve the professional services contract with Pennoni Associates, Inc., to provide environmental services for remedial action protectiveness/ biennial certification for the Tree Top Property at a cost not to exceed \$4,500.

Approval of the Buildings and Grounds Item 28 and Addenda Item 35

Motion to Approve: Mr. Munoz

Seconded: Mr. Miller

Roll Call

Vice President Meredith Murphy	Yes	Kristy Rubin	Yes
Jerry Fernandez	Absent	Hilary Turnbull	Yes
Laura Gamarekian	Yes	Yelena Zolotarsky	Yes
Marc Miller	Yes	President Paula Saha	Yes
Hector Munoz	Yes		

K. ~~POLICY COMMITTEE~~-Mr. Miller

Item 29

The Superintendent recommends:

29. District Policies and Regulations – Adoption

To approve the following district policies and regulations for Second reading and Adoption:

Springfield Board of Education Regular/ Public Hearing Meeting September 18, 2023

- a. P5460 High School Graduation (Revision)
- b. P2419 School Threat Assessment Teams
- c. R2419 School Threat Assessment Teams

Approval of the Policies Item 29

Motion to Approve: Mr. Miller

Seconded: Vice President Murphy

- Mr. Miller provided an overview of the policies.

Roll Call

Vice President Meredith Murphy	Yes	Kristy Rubin	Yes
Jerry Fernandez	Absent	Hilary Turnbull	Yes
Laura Gamarekian	Yes	Yelena Zolotarsky	Yes
Marc Miller	Yes	President Paula Saha	Yes
Hector Munoz	Yes		

Recess: 9:13 PM- 9:23 PM

L. PUBLIC HEARING - CONTRACT OF EMPLOYMENT – Pursuant to N.J.S.A 18A:11

- Phoebe Levine, Walton Teacher, recognized Mrs. Seo-Alfaro. She thanked her for her work and efforts.

M. CLOSED SESSION

RESOLVED, That the Springfield Board of Education meeting hereby convenes to executive session pursuant to P.L. 1975 chapter 231 for discussion of the following subjects:

1. Personnel Matters/ Attorney Client Privilege- The Board attorney provided guidance on an employee matter.

It is anticipated that the executive session will take approximately 15 minutes; the Board may take action during public session. The minutes of the executive session shall be released to the public when the reason for the executive session no longer exists.

Motion to go into executive session:

Moved: Mrs. Gamarekian

Seconded: Mrs. Rubin

Time: 9:29 PM

Voice Vote: AYE-8 NAY-0

Motion to return to public session:

Moved: Vice President Murphy

Seconded: Mr. Miller

Time: 9:52 PM

Voice Vote: AYE- 8 NAY-0

N. CONTRACT OF EMPLOYMENT – SUPERINTENDENT OF SCHOOLS

Item 30

30. Contract of Employment

To approve the Contract of Employment between the Board and the Superintendent of Schools from

the period of July 1, 2023 through June 30, 2028. The Contract of Employment received the prior approval of the Executive County Superintendent of Schools. Public Notice in accordance with N.J.S.A. 18A:11-11 was provided in accordance with law on August 17, 2023, and copies of the Contract of Employment are available at the Board Meeting of September 18, 2023 as well as in the District Business Office.

Motion to Approve: Vice President Murphy
 Seconded: Mr. Munoz

- President Saha asked Board Attorney, Mr. McKeever to discuss the process for approving the Superintendent’s contract.
- Mr. McKeever explained the process.
- Mrs. Zolotarsky asked about the length of the contract.
- Mr. Miller addressed some of the concerns that were given tonight. He expressed the direction he feels is occurring in the district. He indicated that the Board will continue to support the teachers and understands that there is work to be done.
- Mrs. Rubin expressed her empathy and support of teachers. She wanted to reiterate that they are being listened to.
- Mrs. Gamarekian expressed her sentiments about the changes and the direction of the district. She committed to supporting the teachers.
- Mrs. Zolotarsky noted that she believes that seeking a new superintendent is not beneficial. She is committed to supporting the teachers. She asked the public to trust the process.
- Mrs. Murphy expressed that the commitment to the superintendent does not undermine the commitment to the teachers.
- Mrs. Turnbull noted that she has spoken to many teachers. She noted that change takes time. She asked for the community to reach out so that
- Mr. Munoz thanked the staff for everything they do. He reiterated that change takes time. He suggested that the community stay away from social media about information.
- President Saha expressed her sympathy for the teachers. She indicated that hours of conversations have been had with staff. The Board is committed to the Superintendent, the staff, and the community. She expanded on the positive things happening in the district.

Roll Call

Vice President Meredith Murphy	Yes	Kristy Rubin	Yes
Jerry Fernandez	Absent	Hilary Turnbull	Yes
Laura Gamarekian	Yes	Yelena Zolotarsky	Yes
Marc Miller	Yes	President Paula Saha	Yes
Hector Munoz	Yes		

- Dr. Goldberg is appreciative of the staff. She expressed her gratitude. She made a statement. She expressed the accomplishments and progress of the district and discussed some of the major issues in the district. She thanked the board for their trust and will continue to hold herself accountable.

0. OPEN PUBLIC SESSION

- Sarah David, FMG teacher, noted that teachers are not afraid of change. She noted that all the teachers wanted was more time.
- Greg Horne, 54 Springbrook Rd., hopes that the Board and teachers come together. He noted that

the Board should ask the taxpayers for more money if it is needed.

- David Anesta, 21 Molter Ave., hopes that everyone that can come to a common ground. He asked that there be counseling between the teachers and the Board. He noted that he would like to hear about the issues. He made a comment on the car line. He made suggestions about the car line.
- Dr. Goldberg commented on the car line.
- Mrs. Gamarekian expressed that students are happy and the teachers are amazing.
- President Saha reiterated that the students are happy.
- Mrs. Rodriguez, FMG teacher, asked for further clarification about the expiration about the superintendent contract.
- Board attorney provided clarification.

P. NEW BUSINESS

None

Q. OLDBUSINESS

None

R. ADJOURNMENT

Moved: Mr. Munoz

Seconded: Mrs. Rubin

Time: 10:54 PM

Voice Vote: AYE-8 NAY-0

Upcoming Meeting

1. Regular Meeting– October 30, 2023 at 7:00 PM in the JDHS IMC

Springfield Public Schools Policy

5460 HIGH SCHOOL GRADUATION (M)

The Board of Education will recognize the successful completion of the secondary school instructional program by the award of a State-endorsed diploma certifying the student has met all State and local requirements for high school graduation in accordance with N.J.A.C. 6A:8-5.1 et seq. The Board will annually certify to the Executive County Superintendent each student who has been awarded a diploma and has met the requirements for graduation.

As defined in N.J.A.C. 6A:8-1.3, “credit” means the award for the equivalent of a class period of instruction, which meets for a minimum of forty minutes, one time per week during the school year or as approved through N.J.A.C. 6A:8-5.1(a)2 and A.1.b. below.

A. High School Graduation Requirements

For a State-endorsed diploma, the Board shall develop, adopt, and implement graduation requirements that prepare students for success in post-secondary degree programs, careers, and civic life in the 21st century, and that include the following:

- a. A graduating student must have earned a minimum of no fewer than one hundred thirty credits in courses designed to meet all of the New Jersey Student Learning Standards (NJSLS) including, but not limited to, the following credits:
 - (1) At least twenty credits in language arts literacy aligned to grade nine through twelve standards;
 - (2) At least twenty credits in mathematics, including Algebra I or the content equivalent (“content equivalent” is defined at N.J.A.C. 6A:8-1.3) including geometry or the content equivalent; and a third year of mathematics that builds on the concepts and skills of algebra and geometry and that prepares students for college and 21st century careers;
 - (3) At least fifteen credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 18A:35-2; five credits in world history; and the integration of civics, economics, geography, and global content in all course offerings;
 - (4) At least fifteen credits in science, including at least five credits in laboratory biology/life science or the content equivalent; one additional laboratory/inquiry-based science course, which shall include chemistry, environmental science, or physics; and one additional laboratory/inquiry-based science course;
 - (5) At least three and three-quarters credits in health, safety, and physical education during each year of enrollment,

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distributed as one hundred fifty minutes per week, as required by N.J.S.A. 18A:35-5, 7 and 8;

- (6) At least five credits in visual and performing arts;
- (7) At least ten credits in world languages or student demonstration of proficiency as set forth in N.J.A.C. 6A:8-5.1(a)2ii(2);
- (8) At least two and one-half credits in financial, economic, business, and entrepreneurial literacy;
- (9) Technological literacy, consistent with the New Jersey Student Learning Standards, integrated throughout the curriculum;
- (10) At least five credits in 21st century life and careers, or career-technical education; and
- (11) Electives as determined by the high school program sufficient to meet the requirement of 130 credits as set above.

b. The 130-credit requirement as referenced above may be met in whole or in part through program completion of a range of experiences that enable students to pursue a variety of individualized learning opportunities, as follows:

- (1) The school district shall establish a process to approve individualized student learning opportunities that meet or exceed the NJSLs.
 - (a) Individualized student learning opportunities in all NJSLs areas include, but are not limited, to the following:
 - (i) Independent study;
 - (ii) Online learning;
 - (iii) Study abroad programs;
 - (iv) Student exchange programs; and
 - (v) Structured learning experiences, including, but not limited to, work-based programs, internships, apprenticeships, and service learning experiences.
 - (b) Individualized student learning opportunities based upon specific instructional objectives aimed at meeting or exceeding the NJSLs shall:

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- (i) Be based on student interest and career goals as reflected in the Personalized Student Learning Plans;
 - (ii) Include demonstration of student competency;
 - (iii) Be certified for completion based on the school district process adopted according to item (2) below; and
 - (iv) Be on file in the school district and subject to review by the Commissioner or designee.
 - (c) Group programs based upon specific instructional objectives aimed at meeting or exceeding the NJSLs shall be permitted and shall be approved in the same manner as other approved courses.
- (2) The school district shall establish a process for granting of credits through successful completion of assessments that verify student achievement in meeting or exceeding the NJSLs at the high school level, including standards achieved by means of the individualized student learning opportunities enumerated as outlined in N.J.A.C. 6A:8-5.1(a)2. Such programs or assessments may occur all or in part prior to a student's high school enrollment; no such locally administered assessments shall preclude or exempt student participation in applicable Statewide assessments at grades three through twelve.
 - (a) The school district shall choose assessments that are aligned with or exceed the NJSLs and may include locally designed assessments.
 - (b) The school district shall choose from among the following assessment options to determine if students have achieved the level of language proficiency designated as Novice-High as defined by the American Council on the Teaching of Foreign Languages (ACTFL) and recognized as fulfilling the world languages requirement of the NJSLs:
 - (i) The Standards-based Measurement of Proficiency (STAMP) online assessment;

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- (ii) The ACTFL Oral Proficiency Interview (OPI) or Modified Oral Proficiency Interview (MOPI); or
 - (iii) New Jersey Department of Education-approved locally designed competency-based assessments.
 - (3) The school district shall establish a process to approve post-secondary learning opportunities that may consist of: Advanced Placement (AP) courses; the College-Level Examination Program (CLEP); or concurrent/dual enrollment at accredited higher education institutions.
 - (a) The school district shall award credit for successful completion of an approved, accredited college course that assures achievement of knowledge and skills that meets or exceeds the NJSLs.
- c. In order to earn a high school diploma, students are required to complete a minimum of 30 hours of meaningful community service and/or volunteer work each year. Service hours will be reviewed quarterly. Hours in excess of 30 hours, in any given academic year, do not carry over to subsequent years.
- d. Regular attendance is required for the successful completion of a course of study and graduation. Students are expected to be present in every scheduled class except as their attendance is excused in accordance with Board Policy 5200;
- e. Any statutorily mandated requirements for earning a high school diploma; and
- f. The requirement that all students demonstrate proficiency by achieving a passing score on the English Language Arts (ELA) and mathematics components of the State graduation proficiency test or through the alternative means at N.J.A.C. 6A:8-5.1(h) and A.7. below, if applicable, or for students who take the State graduation proficiency test but do not achieve a passing score through the alternative means set forth at N.J.A.C. 6A:8-5.1(g) and (i) and A.6. and A.8. below:
 - (1) Students in the graduating classes of 2019, 2020, 2021, and 2022 shall be required to demonstrate proficiency by achieving a passing score on the high school end-of-course PARCC assessments in ELA 10 and Algebra I

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or through alternative means set forth at N.J.A.C. 6A:8-5.1(f), (h), and (i) and A.5., A.7., and A.8. below.

- g. For students who have not demonstrated proficiency on the ELA and/or mathematics components of the State graduation proficiency test, the opportunity for the following will be provided:
 - (1) Remediation, pursuant to N.J.S.A. 18A:7C-3.; and
 - (2) One or more additional opportunities to demonstrate proficiency on the State graduation proficiency test, pursuant to N.J.S.A. 18A:7C-6; and
 - h. Students graduating from an adult high school shall demonstrate proficiency in the ELA and mathematics components of the State graduation proficiency test, or through alternative means set forth at N.J.A.C. 6A:8-5.1(f) through (i) and A.5. through A.8. below.
2. In the development of Personalized Student Learning Plans according to N.J.A.C. 6A:8-3.2(a), the district shall actively encourage all students who have otherwise met the requirements for high school graduation according to N.J.A.C. 6A:8-5.1(a)1 through 3 and A.1.a. through A.1.c. above, to include in their programs of study the following additional credits:
- a. Five credits in mathematics during each year of enrollment, aimed at preparation for entrance into post-secondary programs or 21st century careers;
 - b. Five credits in a laboratory science during each year of enrollment, aimed at preparation for entrance into post-secondary programs or 21st century careers;
 - c. Five credits in social studies during each year of enrollment, aimed at preparation for entrance into post-secondary programs or 21st century careers; and
 - d. Five credits in world languages during each year of enrollment, aimed at preparation for entrance into post-secondary programs or 21st century careers.
3. The district shall provide to the Executive County Superintendent the district's graduation requirements each year they are evaluated through Quality Single Accountability Continuum (QSAC) and update the district's filed copy each time the graduation policy is revised.
4. The district shall provide each student entering high school and their parents with a copy of the district's requirements for a State-endorsed diploma and the programs available to assist students in attaining a State-endorsed diploma, in accordance with N.J.S.A. 18A:7C-5.
5. For students in the graduating classes of 2023, 2024, and 2025, the alternative means referenced at N.J.A.C. 6A:8-5.1(a)6 and A.1.f. above shall be as follows:

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- a. Achieve a passing score, as determined by the Commissioner of Education and approved by the New Jersey State Board of Education, on a corresponding substitute competency test in English language arts and/or mathematics, as applicable; and/or
 - b. Demonstrate proficiency through the portfolio appeals process, pursuant to N.J.S.A. 18A:7C-3.
 6. All English Language Learners (ELLs) shall satisfy the requirements for high school graduation, except ELLs may demonstrate they have attained State minimum levels of proficiency through passage of the portfolio appeals process in their native language, when available, and passage of a Department of Education-approved English fluency assessment.
 7. Students, including students with disabilities as defined in N.J.A.C. 6A:14-1.3 or eligible under Section 504 of the Rehabilitation Act who participate in the alternative assessment for students with disabilities, are not required to participate in repeated administrations of high school assessment components required at N.J.A.C. 6A:8-4.1(c).
 8. For students in the graduating classes of 2019, 2020, 2021, and 2022, the New Jersey Department of Education (NJDOE) shall consider high school end-of-course State assessments to be equivalent to the corresponding high school end-of-course PARCC assessments.
- B. High School Diplomas – N.J.A.C. 6A:8-5.2**
1. The Board of Education shall award a State-endorsed high school diploma to prospective graduates who have met all of the requirements adopted in accordance with N.J.A.C. 6A:8-5.1(a), (c), or N.J.A.C. 6A:8-5.2(d) and A.1 above, C.1. below, or B.4. below.
 2. The Board shall not issue a high school diploma to any student not meeting the criteria specified in the rule provisions referenced in B.1. above.
 - a. The district shall provide students exiting grade twelve without a diploma the opportunity for continued high school enrollment to age twenty or until the requirements for a State-endorsed diploma have been met, whichever comes first.
 - b. The district shall allow any out-of-school individual to age twenty who has otherwise met all State and local graduation requirements but has failed to pass the State proficiency test to demonstrate proficiency through alternative means as set forth at N.J.A.C. 6A:8-5.1(a)6 through N.J.A.C. 6A:8-5.1(i) and in A.1.f. through A.8. above, as applicable, pursuant to the standards applicable to the

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student's graduating class. Students in graduating classes prior to 2018 shall demonstrate proficiency as set forth for the classes of 2018 through 2022 at N.J.A.C. 6A:8-5.1(f)1 and A.5.a. above. Upon certification of passing the test applicable to the student's class in accordance with N.J.A.C. 6A:8 and this Policy, a State-endorsed diploma shall be granted by the high school of record.

3. Pursuant to N.J.A.C. 6A:20-1.4, the Commissioner of Education shall award a State-issued high school diploma based on achieving the Statewide standard score on the General Education Development test (GED) or other adult education assessments to individuals age sixteen or older who are no longer enrolled in school and have not achieved a high school credential.
4. The Commissioner of Education shall award a State-issued high school diploma to individuals age sixteen or older and no longer enrolled in high school based on official transcripts showing at least thirty general education credits leading to a degree at an accredited institution of higher education. Included in the thirty general education credits must be a minimum of fifteen credits with at least three credits in each of the five general education categories as follows: English; mathematics; science; social science; and the humanities.
5. The Board shall award a State-endorsed high school diploma to any currently enrolled student, regardless of grade level, who:
 - a. Has demonstrated proficiency in the State graduation proficiency test, pursuant to N.J.A.C. 6A:8-5.1(a)6 and A.1.f. above, or as set forth at N.J.A.C. 6A:8-5.1(g) and A.6. above:
 - (1) The Board shall award a State-endorsed high school diploma to any currently enrolled student in the graduating classes of 2019, 2020, 2021, and 2022 who has demonstrated proficiency in the high school end-of-course PARCC assessments in ELA 10 and Algebra I, or as set forth in N.J.A.C. 6A:8-5.1(f) and in A.5. above;
 - b. Has presented official transcripts showing at least thirty general education credits leading to a degree at an accredited institution of higher education; and
 - c. Has formally requested such early award of a State-endorsed high school diploma.
6. Pursuant to N.J.S.A. 18A:7C-7 and 18A:7E-3, the Superintendent shall report annually to the Board at a public meeting not later than September 30, and to the Commissioner of Education:

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- a. The total number of students graduated;
 - b. The number of students graduated under the substitute competency test process;
 - c. The number of students graduated under the portfolio appeals process;
 - d. The number of students receiving State-endorsed high school diplomas as a result of meeting any alternate requirements for graduation as specified in their individualized education programs (IEP);
 - e. The total number of students denied graduation from the twelfth grade class; and
 - f. The number of students denied graduation from the twelfth grade class solely because of failure to pass the State-designated graduation proficiency assessment(s), substitute competency tests, or portfolio appeals process based on the provisions of N.J.A.C. 6A:8.
- C. Students with Disabilities– N.J.A.C. 6A:8-5.1(c) and N.J.A.C. 6A:14-4.11
1. Through the Individualized Educational Plan (IEP) process and pursuant to N.J.A.C. 6A:14-4.11, the school district may specify alternate requirements for a State-endorsed diploma for individual students with disabilities as defined in N.J.A.C. 6A:14-1.3.
 - a. The school district shall specifically address any alternate requirements for graduation in a student’s IEP, in accordance with N.J.A.C. 6A:14-4.11.
 - b. The school district shall develop and implement procedures for assessing whether a student with a disability has met the specified alternate requirements for graduation individually determined in an IEP.
 2. The IEP of a student with a disability who enters a high school program shall specifically address the graduation requirements. The student shall meet the high school graduation requirements pursuant to N.J.A.C. 6A:8-5.1 and A. above, except as specified in the student’s IEP. The IEP shall specify which requirements would qualify the student with a disability for the State-endorsed diploma issued by the Board responsible for the student’s education.
 - a. If a student with a disability attends a school other than that of the school district of residence, which is empowered to grant a diploma, the student shall have the choice of receiving the diploma of the school attended or the diploma of the school district of residence.

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- b. If the school the student is attending declines to issue a diploma to the student, the school district of residence Board of Education shall issue the student a diploma if the student has satisfied all State and local graduation requirements, as specified in the student's IEP.
3. Graduation with a State-endorsed diploma is a change of placement that requires written notice pursuant to N.J.A.C. 6A:14-2.3(f) and (g).
 - a. As part of the written notice, the parent shall be provided with a copy of the procedural safeguards statement published by the NJDOE.
 - b. As with any proposal to change the educational program or placement of a student with a disability, the parent may resolve a disagreement with the proposal to graduate the student by requesting mediation or a due process hearing prior to graduation.
 - c. In accordance with N.J.A.C. 6A:14-3.8(d), a reevaluation shall not be required.
 - d. When a student graduates or exceeds the age of eligibility, the student shall be provided a written summary of their academic achievement and functional performance prior to the date of the student's graduation or the conclusion of the school year in which the student exceeds the age of eligibility. The summary shall include recommendations to assist the student in meeting their postsecondary goals.
4. Students with disabilities who meet the standards for graduation according to N.J.A.C. 6A:14-4.11 and C. of this Policy shall have the opportunity to participate in graduation exercises and related activities on a nondiscriminatory basis.
5. A student with a disability whose IEP prescribes continued special education programs beyond the fourth year of high school shall be permitted to participate in commencement ceremonies with his/her graduating class and shall receive a certificate of attendance, provided the student has attended four years of high school.

D. State Seal of Biliteracy – N.J.A.C. 6A:8-5.3

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1. The Board may award a State Seal of Biliteracy to any student who has met all requirements in N.J.A.C. 6A:8-5.2 and B. above and demonstrates proficiency in the following:
 - a. One or more world languages via an approved assessment pursuant to N.J.A.C. 6A:8-5.3(f) and D.6. below during the student's next to last or final year of high school; and
 - (1) Pursuant to N.J.S.A. 18A:7C-15, a foreign language other than English also shall include, but not be limited to, American Sign Language, Latin, and Native American languages.
 - b. English language arts as set forth in N.J.A.C. 6A:8-5.1(a)6 and A.1.f. above.
2. A Board that chooses to award the State Seal of Biliteracy shall incorporate the process into the developed, adopted, and implemented Policy 5460 – High School Graduation pursuant to N.J.A.C. 6A:8-5.1(a) and A.1. above, denoting participation in the voluntary program. A Board choosing to participate shall submit, in accordance with N.J.A.C. 6A:8-5.1(d) and A.3. above, a copy of Policy 5460 – High School Graduation that reflects the option for students to participate in the State Seal of Biliteracy.
3. The Board of Education shall provide information for families related to any cost(s) the district is unable to support for related assessments and transcript insignias.
4. The Board of Education shall do the following:
 - a. Provide the NJDOE with information regarding students who qualify for the State Seal of Biliteracy pursuant to N.J.A.C. 6A:8-5.3(a) and D.1. above;
 - b. Present each student who qualifies pursuant to D.1. above with a New Jersey Department of Education-issued certificate;
 - c. Include the Commissioner of Education-developed insignia on the student's transcript; and
 - d. Maintain appropriate records to identify students who have earned the State Seal of Biliteracy.
5. The Board shall not award a State Seal of Biliteracy to any student who does not meet the criteria in N.J.A.C. 6A:8-5.3(a) and D.1. above and shall not include the Commissioner of Education-developed insignia on the student's transcript.

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6. A list of New Jersey Department of Education-approved, nationally recognized assessments and the Statewide scores necessary for a student to satisfy requirements for the State Seal of Biliteracy shall be set by a resolution approved by the New Jersey State Board of Education.
 - a. If an approved assessment, pursuant to N.J.A.C. 6A:8-5.3(f) and D.6. above, does not exist for a particular language, the Board may administer a NJDOE-approved, locally designed proficiency-based assessment.]

N.J.S.A. 18A:7C-3; 18A:7C-5; 18A:7C-6, 18A:7C-7; 18A:7C-15; 18A:7E-3

18A:35-1; 18A:35-2; 18A:35-5; 18A:35-7; 18A:35-8

N.J.A.C. 6A:8-1.3; 6A:8-5.1 et seq.; 6A:14-1.3; 6A:14-2.3; 6A:14-3.7

6A:14-3.8; 6A:14-4.11; 6A:20-1.4

Adopted: 18 March 2019

Revised: 8 February 2021

First Reading: 28 August 2023

Readopted: September 18, 2023

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2419 SCHOOL THREAT ASSESSMENT TEAMS (M)

The Board of Education shall establish a threat assessment team at each school in the district pursuant to N.J.S.A. 18A:17-43.4. The purpose of a threat assessment team shall be to provide school teachers, administrators, and other staff with assistance in identifying students of concern, assessing those students' risk for engaging in violence or other harmful activities, and delivering intervention strategies to manage the risk of harm for students who pose a potential safety risk, to prevent targeted violence in the school, and ensure a safe and secure school environment that enhances the learning experience for all members of the school community.

Threat assessment teams established pursuant to N.J.S.A. 18A:17-43.4.a., this Policy, and Regulation 2419 must be multidisciplinary in membership and, to the extent possible, must include the following individuals:

1. A school psychologist, school counselor, school social worker, or other school employee with expertise in student counseling;
2. A teaching staff member;
3. A Principal or other senior school administrator;
4. A safe schools resource officer or school employee who serves as a school liaison to law enforcement; and
5. The school safety specialist designated pursuant to N.J.S.A. 18A:17-43.3. and Policy 7440, in the event that the school safety specialist is not already a school administrator or school employee required to be a part of the threat assessment team pursuant to N.J.S.A. 18A:17-43.4.

Additional school employees may serve as regular members of the threat assessment team or may be consulted during the threat assessment process, as determined to be appropriate by the team.

Nothing contained in N.J.S.A. 18A:17-43.4 shall be construed as affecting the provisions of any collective bargaining agreement or individual contract of employment in effect on the effective date pursuant to N.J.S.A. 18A:17-43.3 (August 1, 2022).

This Policy and Regulation 2419, pursuant to N.J.S.A. 18A:17-43.5, are aligned with the Guidance on the Establishment of Behavioral Threat Assessment and Management Teams (BTAM) 2023 (Guidance) developed by the New Jersey Department of Education (NJDOE) pursuant to N.J.S.A. 18A:17-43.6.

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The school district shall structure the threat assessment teams to best meet the needs and resources available, which may include school-based teams and/or district-level teams.

The Superintendent or designee will build a behavioral threat assessment and management program that will: establish a multi-disciplinary team; define prohibited and concerning behaviors; create a central reporting mechanism; define a threshold for law enforcement intervention; establish threat assessment procedures; develop risk management options; create and promote safe school climates; and conduct training for all stakeholders.

The threat assessment and management process will include: the threat assessment team's actions when first learning of a new report or threat; screening the case; gathering information; organizing and analyzing information; making the assessment; developing and implementing a case management/intervention plan; re-assessing and case monitoring; and documenting and closing the case.

When assessing a student whose behavior may pose a threat to the safety of the school community, in the case of a student with an Individualized Education Program (IEP) or 504 Plan, the threat assessment team shall consult with the IEP team or 504 team to determine whether the aberrant behavior is a threat to school safety and is being properly addressed in a manner that is required by N.J.A.C. 6A:14 and all Federal and State special education laws.

Each member of the threat assessment team must attend training in accordance with N.J.S.A. 18A:17-43.4, this Policy, and Regulation 7440 that is consistent with the Guidance developed by the NJDOE pursuant to N.J.S.A. 18A:17-43.6. Training must be coordinated with the New Jersey Department of Education, Office of School Preparedness and Emergency Planning (OSPEP). The training shall ensure the threat assessment team is able to accurately assess student behavior and to ensure that threat assessment teams do not have a disparate impact on students based on their race, ethnicity, homelessness status, religious belief, gender, gender identity, sexual orientation, or socioeconomic status. The training shall, at a minimum, include training on adverse childhood experiences, childhood trauma, cultural competency, and implicit bias.

Should a threat assessment team become aware of an allegation of HIB when considering or conducting assessments, they must follow Policy 5512 – Harassment, Intimidation, or Bullying for addressing allegations of HIB in alignment with the Anti-Bullying Bill of Rights Act.

Should a threat assessment team become aware of a bias-related act, the team should implement Policy and Regulation 8465 – Bias Crimes and Bias-Related Acts on reporting bias-related acts to law enforcement in accordance with the Memorandum of Agreement Between Education and Law Enforcement Officials and Policy and Regulation 9320 – Cooperation With Law Enforcement Agencies.

Questions and concerns about Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA) protections often arise as part of the threat assessment planning process. The threat assessment teams must understand how to

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balance the safety of the school with the privacy of individual students. These laws should not be an impediment to threat assessment and management.

N.J.S.A. 18A:17-43.3; 18A:17-43.4; 18A:17-43.5; 18A:17-43.6

Guidance on the Establishment of Behavioral Threat Assessment and Management Teams (BTAM) 2023

First Reading: August 28, 2023

Adoption: September 18, 2023

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R 2419 SCHOOL THREAT ASSESSMENT TEAMS (M)

A. Definitions

1. “Aberrant behavior” means behavior atypical for the person or situation and causes concern for the safety or well-being of those involved. Aberrant behavior for an individual involves actions, statements, communications, or responses that are unusual for the person or situation; or actions which could lead to violence toward self or others; or are reasonably perceived as threatening or causing concern for the well-being of the person.
2. “Behavioral Threat Assessment and Management (BTAM)” means a proactive approach to identify, assess, and provide appropriate interventions and resources for individuals who display a behavior that elicits concern for the safety of themselves or others. (U.S. Secret Service National Threat Assessment Center.)
3. “Concerning behavior” means an observable behavior that elicits concerns in bystanders regarding the safety of an individual or those around them. Behaviors that may elicit concern can include unusual interests in violent topics, conflicts between classmates, increased anger, increased substance use, or other noteworthy changes in behavior (e.g., depression or withdrawal from social activities). Some concerning behaviors may be defined as prohibited behaviors and should trigger an immediate response. Prohibited behaviors can include threats, weapons violations, and other aggressive or violent behavior. Concerning behavior does not necessarily imply or predict that an individual or group will become violent. Instead, it serves as an indicator that the student may be in need of intervention or increased supports. Proactive intervention and de-escalation are key and should be part of any approach to violence prevention.
4. “Concerning communication” means unusual, bizarre, threatening, or violent communication made by an individual or a group that elicit concerns for the safety or wellbeing of the individual or others. Concerning communication may allude to violent intentions, violence as a means to solve a problem, justifying violent acts, unusual interest in weapons, personal grievances, or other inappropriate interests. Concerning communications may also allude to hopelessness or suicide. Concerning communications may be made in the form of written or oral statements, gestures, or visual/electronic media. Communications may be considered concerning regardless of whether a direct verbal threat is expressed. Concerning communication does not necessarily imply or predict that an individual or group will become violent. Instead, it serves as an indicator that the student may be in need of intervention or increased supports. Proactive intervention and de-escalation are key and should be part of any approach to violence prevention.

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5. “Multidisciplinary Threat Assessment Team” means a team composed of highly trained school personnel with diverse positions, backgrounds, and experience. The team will receive reports about a concerning person and situations, gather additional information, assess the risk posed to the community, and develop intervention and management strategies to mitigate any risk of harm.
6. “Targeted violence” means a premeditated act of violence directed at a specific individual, group, or location regardless of motivation and generally unrelated to other criminal activity.

B. Multidisciplinary Threat Assessment Team

1. Threat Assessment Team Members

- a. In accordance with N.J.S.A. 18A:17-43.4, the threat assessment team established by the Board of Education shall be multidisciplinary in membership and, to the extent possible, must include the following individuals:
 - (1) A Principal or other senior school administrator;
 - (2) A school psychologist, school counselor, school social worker, or other school employee with expertise in student counseling;
 - (3) A safe-schools resource officer or school employee who serves as a school liaison to law enforcement;
 - (4) The school safety specialist (designated pursuant to N.J.S.A. 18A:17-43.3); and
 - (5) A teaching staff member.
- b. Additional school employees may serve as regular members of the threat assessment team or may be consulted during the threat assessment process, as determined to be appropriate by the team. If a student has an Individualized Education Program (IEP), 504 plan, and/or functional behavioral assessment (FBA) plan, the threat assessment team must consult with the appropriate staff or team to determine whether the reported behavior is already part of known baseline behavior or is already being managed under the student’s IEP, 504 plan, or FBA plan and addressed in a manner that is required by N.J.A.C. 6A:14 and all other Federal and State special education laws.
- c. The district may choose to name the threat assessment team in a manner that suits the school community needs.

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2. Threat Assessment Team Structure

- a. The district can structure the threat assessment teams to best meet the needs and resources available. This may include:
 - (1) School-Based Teams: The district may opt to develop teams for each school comprised of those members fulfilling the assigned roles identified in the law in each of its schools.
 - (2) District-Level Team: The district may choose to develop one central team designated to serve each school in cases where staffing at individual schools is not sufficient to meet the membership requirements of the law. In such cases, the district may choose to operate smaller teams trained in the threat assessment process in each school, which can screen cases to determine which situations to refer to the District-Level Team. If the district uses this model, the district must ensure representation of those staff members from the involved school as identified by the law to the fullest extent possible when conducting an assessment.
 - (3) District-Level Team and School-Based Teams: The district may have one central team that provides oversight, consistency, and accountability for all threat assessment processes including threats impacting the entire district. School-Based Teams address cases in each school building, while ensuring all information is shared with the District-Level Team.

C. Building a K-12 Behavioral Threat Assessment and Management Program

The district shall implement the following steps in developing a Behavioral Threat Assessment and Management Program.

1. Step 1: Establish a Multidisciplinary Team
 - a. Identify team membership pursuant to N.J.S.A. 18A:17-3.4.
 - b. Designate a team leader.
 - c. Establish team procedures and protocols.
 - d. Meet on a regular basis and as needed.
2. Step 2: Define Prohibited and Concerning Behaviors
 - a. Establish policy defining prohibited behaviors

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- (1) These definitions should be included in the code of student conduct policy and shared with staff, parents, and students.
 - b. Identify other behaviors for screening or intervention.
 - c. Define threshold for intervention.
 - (1) The threshold should be relatively low so that teams can identify individuals in distress before the behavior escalates into a violent behavior.
3. Step 3: Create a Central Reporting Mechanism
 - a. Establish one or more anonymous reporting mechanisms.
 - (1) Examples include a mobile application, a dedicated email address or phone number, or on the district website.
 - b. Provide training and guidance to encourage reporting.
 - (1) Students, teachers, staff, school resource officers, and parents should be provided awareness training and guidance on recognizing behaviors of concern, their roles and responsibilities in reporting the behavior, and how to report the information.
 - c. Ensure availability to respond.
 - d. Utilize an Initial Report to collect the threat, concerning behavior, etc.
4. Step 4: Define Threshold for Law Enforcement Intervention
 - a. Most reports can be handled by the School-Based Team.
 - b. Establish which behaviors should be referred for law enforcement intervention (e.g., physical violence, threats of violence, etc.).
5. Step 5: Establish Threat Assessment Procedures
 - a. Decide how to document cases.
 - b. Create procedures to screen reports, gather information, make assessments, and decide on interventions.
 - c. Develop/adapt threat assessment forms to organize information around the 11 Investigative Questions referenced in D.4. below.

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6. Step 6: Develop Risk Management Options
 - a. Identify all available resources for creating individualized management plans.
 - (1) The resources and supports the student needs will differ depending on the information gathered during the assessment.
 - (2) Resources to assist the student could take the form of peer support programs or therapeutic counseling to enhance social learning or emotional competency, life skills classes, tutoring in specific academic subjects, or mental health care. Most programs and supports will be available within the school, but the team may need to also access community resources to assist with the managing the student. Identify resources to assist targets/victims.
 - (3) Make efforts to address the safety of any potential targets by altering or improving security procedures for schools or individuals and providing guidance on how to avoid the concerning person.
 - b. Establish points of contact for all resources.
7. Step 7: Create and Promote Safe School Climates
 - a. Assess current school climate.
 - (1) Anti-Bullying Bill of Rights Act (N.J.S.A. 18A:37-21) requires the school safety team in each school in the district "...to develop, foster, and maintain a positive school climate by focusing on the ongoing, systemic process and practices in the school and to address school climate issues..." and to "review and strengthen school climate and the policies of the school.
 - b. Enhance current school climate.
 - c. Strengthen students' connectedness.
 - (1) Encourage teachers and staff to build positive, trusting relationships with students by actively listening to students and taking an interest in what students say.
 - d. Break down "codes of silence" and help students feel empowered to come forward and share concerns and problems with a trusted adult.

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- e. Identify clubs or teams at school students can join or encourage students to start their own special interest group.
8. Step 8: Conduct Training for all Stakeholders
 - a. The training is for new threat assessment team members, refresher training, and professional development. This includes training on the screening and threat assessment forms and procedures.
 - b. Training must be coordinated with the New Jersey Department of Education (NJDOE), Office of School Preparedness and Emergency Planning (OSPEP) to ensure that the threat assessment team is able to accurately assess student behavior and to ensure that threat assessment teams do not have a disparate impact on students based on their race, ethnicity, homelessness status, religious belief, gender, gender identity, sexual orientation, or socioeconomic status. This training includes training on adverse childhood experiences, childhood trauma, cultural competency, and implicit bias.
 - c. Awareness training for students, teaching staff members, and all school staff members regarding the recognition of concerning or aberrant behavior in an individual that may represent a threat to the school community.
 - (1) Requests for awareness training can be coordinated by the district's School Safety Specialists through the OSPEP.
 - d. Training for parents and other community stakeholders to anonymously report dangerous, violent, or unlawful activity to the district or school.
- D. Threat Assessment and Management Process

The district shall implement the following steps in the threat assessment and management process.

1. Step 1: Receive a Report of Concern
 - a. When the threat assessment team first learns of a new report of a threat or aberrant or concerning behavior, the team (or one member of the team) should collect initial intake information about the behavior, the concerning person (i.e., the person who engaged in the threatening behavior; the person to be assessed), and other information that is readily available.
2. Step 2: Screen the Case

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- a. Screen for imminency (of the threat or concerning behavior) and whether there is a need for a full threat assessment.
 - (1) If the threat assessment team believes the report does present an imminent danger or safety concern, immediately notify law enforcement. Once the emergency has been contained, the team should complete a full threat assessment and make all necessary notifications (i.e., anyone that is or may be directly impacted).
 - b. If the team does not believe the report presents an imminent danger or safety concern, determine if there is a need for full threat assessment. If not, document the initial report and screening.
 - c. If there is a need for a threat assessment, the team shall proceed with a full threat assessment using the steps outlined in D.3. through 8. below.
 - d. The district's Title IX Coordinator must be notified immediately if a report involves sexual harassment, sexual assault, dating violence, stalking, or a domestic violence assault, or if engagement in these actions is uncovered when gathering additional information during the threat assessment process. Notifying the district's Title IX Coordinator is completed parallel to the threat assessment process and does not stop a team from moving forward with gathering information and initiating risk management strategies.
3. Step 3: Gather Information from Multiple Sources
- a. Gather information about the person displaying the concerning behavior and situation from various sources. These sources can include, but are not limited to, teachers, coaches, parents, and peers.
4. Step 4: Organize and Analyze
- a. Organize and analyze information using the 11 Investigative Questions detailed in the U.S. Secret Service and U.S. Department of Education threat assessment guide. The form is comprised of 11 investigative questions adapted from the U.S. Secret Services and U.S. Department of Education Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates and can be found at www.secretservice.gov/nod/2559.
5. Step 5: Make the Assessment
- a. Make an assessment about whether the individual of concern poses a threat of violence or self-harm, or if they are otherwise in need of intervention.

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6. Step 6: Develop and Implement a Case Management/Intervention Plan
 - a. Develop and implement a case management plan to reduce risk.
 - b. As needed, refer individual of concern to the local mental health authority or healthcare provider for evaluation and/or treatment.
 - c. As needed, refer individual of concern for a full and individual evaluation (FIE) for special education services.
 7. Step 7: Re-Assess (Case Monitoring)
 - a. Monitor, re-evaluate, and modify plan as needed to ensure that the identified intervention(s) is effective, and the individual of concern no longer poses a threat of violence or self-harm.
 - b. Re-assessing the person of concern, going through the assessment questions again.
 - c. If there are still concerns, the team shall continue to monitor, adjust plan, and re-assess as needed until there is no longer a concern of harm to self and/or others, and the individual is on a better path.
 8. Step 8: Document and Close the Case
 - a. When the team's assessment is that the concerning person no longer poses a threat of violence or self-harm, the team can close the case or place it on the in-active status.
 - b. The threat assessment team should be sure to document the case, including scheduling any future dates to check-in or follow-up, as needed.
 - c. The documentation should be stored in a confidential file, with only authorized personnel having access.
- E. Training
1. Each member of the threat assessment team must attend training in accordance with N.J.S.A. 18A:17-43.4. The district may also choose to provide awareness training to school community members on the threat assessment process. The awareness training is also outlined as part of one of the steps of the Building a K-12 Behavior Threat Assessment and Management Program.
 2. Threat assessment team membership:

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- a. In accordance with N.J.S.A. 18A:17-43.4, the NJDOE shall provide training through the New Jersey School Safety Specialist Academy. All threat assessment team members must receive training consistent with the training and guidelines provided by the NJDOE. The school safety specialist, is a member of the threat assessment team and will assist in ensuring this training is provided to school staff in coordination with OSPEP.
 - b. Each new threat assessment team member must complete training by the OSPEP, which shall include training sessions as instructed by *Ontic/SIGMA as part of the Bureau of Justice Assistance (BJA) STOP School Violence Grant Program*.
 - c. The district shall determine membership on the threat assessment team in accordance with N.J.S.A. 18A:17-43.4, including adding and ensuring the training of new members, as needed. The district must ensure all threat assessment team members attend the required initial training and refresher training provided by OSPEP to advance their competency in conducting assessments.
 - (1) These trainings will be offered through the OSPEP for both in person and online platforms.
 - (2) Refresher training will be developed and facilitated by the OSPEP and will be made available through in-person and online platforms, as necessary.
3. Awareness Training for Other School Community Stakeholders
 - a. Request for awareness training for school staff members should be directed to the OSPEP email at school.security@doe.nj.gov, which will provide training or coordinate sessions with approved instructors from the U.S. Department of Homeland Security National Threat Evaluation and Reporting Office's Certified Master Training Program.
- F. Other Considerations
1. Individualized Education Program (IEP) or 504 Plans
 - a. The district is required by law to meet the needs of students with special needs, who are afforded disciplinary protections not provided to the general education population, to reduce exclusionary practices for special education students. When assessing a student whose behavior may pose a threat to the safety of the school community, in the case of a student with an IEP or 504 plan, the threat assessment team shall consult with the IEP team or 504 team to determine whether the aberrant or concerning

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behavior is a threat to school safety and is being properly addressed in a manner that is required by N.J.A.C. 6A:14 and all Federal and State special education laws. Working with the IEP team or 504 team, the threat assessment team shall determine if the behavior is part of known baseline behavior, or is already being managed under the student's IEP, 504 plan, or FBA plan. If the behavior is not consistent with baseline behaviors or is not able to be effectively managed through current programming, then a threat assessment would need to be conducted. A special education representative must be part of the team and shall engage throughout the process.

2. Allegations of Harassment, Intimidation, & Bullying (HIB) or Bias-Related Acts
 - a. Should the threat assessment team become aware of an allegation of HIB when considering or conducting assessments, they must follow Policy 5512 for addressing allegations of HIB in alignment with the Anti-Bullying Bill of Rights Act. Additionally, during the threat assessment process, it is important to recognize that the student may need remedial services (e.g., counseling) to address behavior that may have prompted the need for the threat assessment and to ensure their well-being.
 - b. Should a threat assessment team become aware of a bias-related act, they should implement Policy and Regulation 8465 on reporting bias-related acts to law enforcement in accordance with the Memorandum of Agreement Between Education and Law Enforcement Officials and Policy and Regulation 9320.
3. Information Sharing
 - a. The Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA) are two Federal laws protecting the privacy of an individual's personal records. FERPA refers specifically to educational records while HIPAA refers to medical records. Questions and concerns about FERPA and/or the HIPAA protections often arise as part of the threat assessment planning process. It is critical that threat assessment teams understand how to balance the safety of the school with the privacy of individual students. These laws should not be an impediment to threat assessment and management.
 - b. Threat assessment teams should consult with the Board Attorney on these elements as needed.
4. Family Education Rights & Privacy Act (FERPA) – Educational Records
 - a. FERPA is a Federal law that protects the privacy of student education records. FERPA does, however, authorize school officials to disclose

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information without consent in emergency situations where the health and/or safety of students is at risk. Relevant information can be released to law enforcement, public health, and medical officials, as well as other schools in the event a student transfers or matriculates. The U.S. Department of Education would not find a school in violation of FERPA for disclosing FERPA-protected information under the health or safety exception as long as the school had a rational basis, based on the information available at the time, for making its determination that there was an articulable and significant threat to the health or safety of the student or other individuals.

5. Health Insurance Portability and Accountability Act (HIPAA) – Medical and Mental Health Records

a. HIPAA protects the confidentiality of information in health records. Confidentiality is held by the patient, not the mental health provider. In cases where HIPAA applies, the following strategies below may assist threat assessment teams in eliminating potential barriers to critical data collection:

- (1) Ask permission from the student and parent to disclose medical records;
- (2) Provide information to health and mental professionals; and
- (3) Ask about duty to warn or duty to protect.

b. Additionally, medical and mental health providers may disclose protected health information when disclosure:

- (1) Is necessary to prevent or lessen a serious and imminent threat to health or safety of patient or others and is to someone reasonably able to prevent or lessen the threat; and
- (2) May include disclosure to law enforcement, or others who can mitigate the threat and disclosure must be consistent with applicable law and standards of ethical conduct.

6. Record Keeping

All documentation from the threat assessment process must be maintained in a confidential and secure location. Maintaining records and preserving evidence throughout the process, assists in the establishment of a legal and behavioral justification for the intervention. Records may be electronic or paper and must be maintained in accordance with record retention rules established by the Department of Treasury.

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First Reading: August 28, 2023
Adopted: September 18, 2023