

**SPRINGFIELD BOARD OF EDUCATION
REGULAR PUBLIC MEETING MINUTES**

May 13, 2024

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: 7:40 PM

A. CALL TO ORDER AND STATEMENT- President Meredith Murphy

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, 2024 and revised on February 16, 2024. 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 Laura Gamarekian
Mr. Jerry Fernandez- *Absent*
Mr. Hector Munoz
Mrs. Kristy Rubin
Mrs. Paula Saha

Mrs. Adriana Silva
Mrs. Hilary Turnbull
Mrs. Yelena Zolotarsky
President Meredith Murphy

C. 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. Student Matters- The Board participated in a HIB hearing.
2. Personnel Matters- The Superintendent updated the Board on personnel matters.
3. Attorney/ Client Privilege- Insurance attorney updated the Board on pending litigation.

It is anticipated that the executive session will take approximately 90 minutes; the Board may take action during public session. The Board shall return to public session, following executive session, at approximately 7 p.m. 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: Vice President Gamarekina

Seconded: Mrs. Saha

Time: 5:47 PM

Voice Vote: AYE- 8 NAY-0

Motion to return to public session:

Moved: Mrs. Saha

Seconded: Mrs. Rubin

Time: 7:40 PM

Voice Vote: AYE- NAY-

D. PLEDGE OF ALLEGIANCE

E. COMMUNICATIONS

The Board received articles on the following topics: librarians as literacy partners, tackling school avoidance, fixing outdated school buildings, assembly education committee decisions, new USDA school meal standards. NJSBA has released their fall workshop for October 21-24.

F. MINUTES

The Superintendent recommends:

1. To approve the following minutes:

Executive Meeting – April 29, 2024

Regular Meeting – April 29, 2024

Approval of the Minutes

Motion to Approve: Vice President Gamarekian

Seconded: Mrs. Saha

Voice Vote: AYE-7 NAY-0

(Abstention- Mrs. Zolotarsky)

G. SUPERINTENDENT'S REPORT

1. Student Representative Report
2. Staff/ Student Recognitions
3. Community Updates
4. HIB Report (The Board will go into closed session at the end of the meeting if specific clarification is needed.)
5. Building Use Request
6. Fundraiser Request
7. Anti Bullying Bill of Rights Act/ HIB Grades

- Mr. Potito presented the student representative report and school happenings: Prom, field day, Senior class trip, state testing, AP testing.
- Athletic updates were provided by Mr. Potito.
- Mrs. Boehm presented the HIB grade summary for the 2022-2023 school year.
- Dr. Goldberg highlighted some agenda resolutions.
- Referendum funded security upgrades were discussed.
- Sandy Hook Promise Partnership was reviewed.
- Educator Appreciation week was the first week of May. Thanks to the PTA/ PTSO for coordinating multiple festivities.
- Lions Club recognized the JDHS top 20 academic students.
- Four students participated with the NJ Elementary All- State chorus.
- Multiple performances throughout the District occurred.
- Districtwide happenings were discussed: FMG annual Expo, Caldwell Dialed Action BMX Team.

- Community events and calendar updates were provided.
- May is Mental Health Awareness Month.

Approval of the Superintendent's Report, as presented

Motion to Approve: Vice President Gamarekian

Seconded: Mrs. Turnbull

Voice Vote: AYE-8 NAY-0

H. PUBLIC SESSION ON AGENDA ITEMS

None

I. BOARD GOVERNANCE, POLICY, AND COMMUNICATIONS COMMITTEE- *Mrs. Saha*

Items 1 through 10

The Superintendent recommends:

1. Staff List 2024-2025

To approve the Springfield Education Association, Springfield Principals' Association, and Springfield Supervisory Association certified and non-certified staff appointments for the 2024-2025 school year. All such contracts being subject to future action of potential reductions in State School Aid. (Attachment A, A1)

**Subject to Negotiations, Employee Eligibility, and Correction of Errors*

2. Staff Appointment

To approve the following staff appointments:

- Tracy Ruitenber*, Biology Teacher, JDHS, September 1, 2024 - June 30, 2025 at \$60,647.00, Step 3-BA.

Account Number: 11-140-100-101-00-10

- Melissa Lebron*, Autism Teacher (K-3), EVW, September 1, 2024- June 30, 2025 at \$78,406.00, Step 13-MA

Account Number: 11-214-100-101-00-09

- Gregory Ducore*, Math Teacher, FMG, September 1, 2024 - June 30, 2025 at \$65,381.00, Step 3-MA.

Account Number: 11-130-100-101-00-10

**Pending Criminal History Background Check Clearance*

3. Staff Retirement

To accept the following retirement:

- Maria Quintana-Martin, Teacher, JDHS, effective July 1, 2024.
- Amy Herrington, Teacher, FMG, effective July 1, 2024.

4. Change of Assignment/Transfer

To approve the following change of assignment/transfer:

Name	From Position	To Position
Geena Anderson	Instructional Aide 5.95 Hours/ day Rate*: \$20.62/hr	Instructional Aide-Autism Program 5.95 Hours/ day Rate*: \$20.62/hr + \$1,250 (annual stipend) Effective: April 22, 202

Account: 11-214-100-106-00-09

5. District Substitutes

To approve additional substitutes for the 2023-2024 school year. NJ Certified Teachers- \$135/day, Sub Certified- \$125/day, Paraprofessionals- \$20/hr., Secretary- \$20/hr., Custodian- \$20/hr., Nurse- \$190/day, Bus Driver- \$25/hr.

AIDES

Nicole Graham

Genesis Felipe

Mary Jo Campos

6. Leave of Absence Request

To approve the following leave of absence and revised leave of absence requests:

a.

Name	Leave Request	Dates From	Dates To	Rate
Lauren Gigante	FMLA/NJFLA	9/1/2024 – 10/28/2024	9/1/2024 – 11/26/2024	Unpaid

b.

Name	Leave Request	Dates From	Dates To	Rate
Dori Torino	Pre Disability Leave/FMLA	3/4/2024 – 5/4/2024	3/4/2024 - 4/20/2024	Full salary; accumulated sick days
	Post Disability Leave/FMLA	5/5/2024 – 6/3/2024	4/21/2024 - 6/24/2024	Full salary; accumulated sick days
	FMLA/NJFLA	9/1/2024 – 11/3/2024	9/1/2024 - 11/26/2024	Unpaid

c.

Name	Leave Request	Date	Rate
Chelsea Wilson	Post Disability Leave/FMLA	8/20/2024 – 9/17/2024	Full Salary; accumulated sick days
	FMLA/NJFLA	9/18/2024 – 12/9/2024	Unpaid

d.

ID #	Leave Request	Date	Rate
1607	Medical/FMLA	5/7/2024 – 6/8/2024	Full Salary; accumulated sick days

e.

ID #	Leave Request	Date	Rate
3094	Medical/FMLA	5/8/2024 – 5/28/2024	Full Salary; accumulated sick days

7. Harassment/ Intimidation/ Bullying Incident

To affirm the following harassment/intimidation/bullying incidents:

- 010-2324-05
- 090-2324-07
- 070-2324-01

8. Extended School Year/ Summer Program

To approve the following staff for the following programs at their contractual rate:

Name	Program	Hours	Dates	Rate/HR*	Cost not to exceed	Account
Lisa Schoch	Grade 1 Transition	Up to 12 hours	6/24/2024 – 6/28/2024	\$59.93	\$719.16	20-490-100-100-31-12
Lisa Schoch	Grade 1 Transition	Up to 68 hours	7/1/2024- 7/25/2024	\$59.93	\$4,075.24	11-422-100-101-40-12
David Falk	Grade 2 Transition	Up to 12 hours	6/24/2024 – 6/28/2024	\$59.93	\$719.16	20-490-100-100-31-12
David Falk	Grade 2 Transition	Up to 68 hours	7/1/2024- 7/25/2024	\$59.93	\$4,075.24	20-231-100-100-31-12
Kathleen Frankhouser	Grade 3 Transition	Up to 12 hours	6/24/2024 – 6/28/2024	\$59.93	\$719.16	20-490-100-100-31-12

Kathleen Frankhouser	Grade 3 Transition	Up to 68 hours	7/1/2024- 7/25/2024	\$59.93	\$4,075.24	20-231-100-100-31-12
Kevin Schultz	Grade 4 Transition	Up to 12 hours	6/24/2024 – 6/28/2024	\$59.93	\$719.16	20-490-100-100-31-12
Kevin Schultz	Grade 4 Transition	Up to 68 hours	7/1/2024- 7/25/2024	\$59.93	\$4,075.24	20-231-100-100-31-12
Christopher Ceci	Grade 4 Transition	Up to 12 hours	6/24/2024 – 6/28/2024	\$59.93	\$719.16	20-490-100-100-31-12
Christopher Ceci	Grade 4 Transition	Up to 68 hours	7/1/2024- 7/25/2024	\$59.93	\$4,075.24	20-231-100-100-31-12
Alyssa Grobarz	Grade 5 Transition	Up to 12 hours	6/24/2024 – 6/28/2024	\$59.93	\$719.16	20-490-100-100-31-12
Alyssa Grobarz	Grade 5 Transition	Up to 68 hours	7/1/2024- 7/25/2024	\$59.93	\$4,075.24	20-231-100-100-31-12
Jillian Rose	ESL	Up to 12 hours	6/24/2024 – 6/28/2024	\$59.93	\$719.16	20-490-100-100-31-12
Jillian Rose	ESL	Up to 68 hours	7/1/2024- 7/25/2024	\$59.93	\$4,075.24	20-241-100-100-36-12
Lindsey Stearns	SEL	Up to 12 hours	6/24/2024 – 6/28/2024	\$59.93	\$719.16	20-491-100-100-31-12
Lindsey Stearns	SEL	Up to 68 hours	7/1/2024- 7/25/2024	\$59.93	\$4,075.24	20-280-100-100-31-12
Christina Marchese	SEL	Up to 12 hours	6/24/2024 – 6/28/2024	\$59.93	\$719.16	20-491-100-100-31-12
Christina Marchese	SEL	Up to 68 hours	7/1/2024- 7/25/2024	\$59.93	\$4,075.24	20-231-100-100-31-12
Sarah David	6-8 Transition	Up to 12 hours	6/24/2024 – 6/28/2024	\$59.93	\$719.16	20-490-100-100-31-12
Sarah David	6-8 Transition	Up to 68 hours	7/1/2024- 7/25/2024	\$59.93	\$4,075.24	20-231-100-100-31-12
David Dougherty	6-8 Transition	Up to 12 hours	6/24/2024 – 6/28/2024	\$59.93	\$719.16	20-490-100-100-31-12
David Dougherty	6-8 Transition	Up to 68 hours	7/1/2024- 7/25/2024	\$59.93	\$4,075.24	20-231-100-100-31-12
Crystal Best	6-8 Transition	Up to 12 hours	6/24/2024 – 6/28/2024	\$59.93	\$719.16	20-490-100-100-31-12
Crystal Best	6-8 Transition	Up to 68 hours	7/1/2024- 7/25/2024	\$59.93	\$4,075.24	20-231-100-100-31-12
Alexis Mojka	6-8 Transition	Up to 12 hours	6/24/2024 – 6/28/2024	\$59.93	\$719.16	20-490-100-100-31-12
Alexis Mojka	6-8 Transition	Up to 68 hours	7/1/2024- 7/25/2024	\$59.93	\$4,075.24	20-231-100-100-31-12
Erica Moore	9-12 Transition	Up to 12 hours	6/24/2024 – 6/28/2024	\$59.93	\$719.16	20-490-100-100-31-12
Erica Moore	9-12 Transition	Up to 68 hours	7/1/2024- 7/25/2024	\$59.93	\$4,075.24	20-231-100-100-31-12
Susan Breen	9-12 Transition	Up to 12 hours	6/24/2024 – 6/28/2024	\$59.93	\$719.16	20-490-100-100-31-12
Susan Breen	9-12 Transition	Up to 68 hours	7/1/2024- 7/25/2024	\$59.93	\$4,075.24	20-231-100-100-31-12
Regine Jules	Nurse	Up to 12 hours	6/24/2024 – 6/28/2024	\$59.93	\$719.16	20-490-100-100-31-12
Regine Jules	Nurse	Up to 68 hours	7/1/2024- 7/25/2024	\$59.93	\$4,075.24	20-231-100-100-31-12
Anthony Denicolo	DCA Transition	Up to 12 hours	6/24/2024 – 6/28/2024	\$59.93	\$719.16	20-490-100-100-31-12
Anthony Denicolo	DCA Transition	Up to 68 hours	7/1/2024- 7/25/2024	\$59.93	\$4,075.24	11-422-100-101-40-12

9. Before/ After Care

To approve the following Before and After School Program appointments:

Name	Position	Pay Rate Revision	Effective
Ashyah Lee	Group Leader	\$25.01/hr	May 10, 2024

10. Professional Development

To approve the following personnel to participate in professional development:

Attendee	Training Course	Location	Date	Cost
Bryan Balletto	AP Summer Institute AP Economics Macro & Micro	Online	June 24-27, 2024	\$800.00
Matthew Van Deursen	AP Government & Politics	Online – Rutgers APSI	July 22-25, 2024	\$900.00
Jennifer Beal	AP Chemistry	Online – Taft Educational Center	July 15-19, 2024	\$900.00
Kendra Newman	AP Calculus AB & BC	PWISTA	August 12-15, 2024	\$799.99
Samantha Ally	AP Psychology	Online - La Salle University	July 15-18, 2024	\$895.00

Account: 20-270-200-300-41-12

11. District Policies – 1st Reading

To approve the following district policies and regulations for first reading:

- P 2411 - Guidance Counseling (M)
- P 2417 – Student Intervention and Referral Services (M)
- P 2423 - Bilingual Education (M)
- R 2423 - Bilingual Education (M)
- P 2431.4 - Prevention and Treatment of Sports-Related Concussions and Head Injuries (M)
- R 2431.4 - Prevention and Treatment of Sports-Related Concussions and Head Injuries (M)
- P 5305 – Health Services Personnel (M)

- h. P 5308 - Student Health Records
- i. R 5308 - Student Health Records
- j. P 5310 - Health Services
- k. R 5310 - Health Services

- Mrs. Zolotarsky asked about the bilingual education policy.
- Dr. Goldberg commented.

Approval of Board Governance, Policy, and Communications Items 1 through 11

Motion to Approve: Mrs. Saha

Seconded: Mrs. Turnbull

Roll Call

Vice President Laura Gamaekian	Yes	Adriana Silva	Yes
Jerry Fernandez	Absent	Hilary Turnbull	Yes
Hector Munoz	Yes	Yelena Zolotarsky	Yes
Kristy Rubin	Yes	President Meredith Murphy	Yes
Paula Saha	Yes		

J. SCHOOL ADMINISTRATION, ACADEMIC PROGRAMS, AND ATHLETICS COMMITTEE-

Vice President Gamarekian

Items 12 through 18

The Superintendent recommends:

12. Education Programs

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

Student(s)	Vendor	Services	Dates	Cost not to Exceed
0202	Brookfield School/For KEEPS	Home Instruction	4/25/2024 – Approx. 5/wks.	\$2,000.00
0316	LearnWell	Home Instruction	5/2/2024 - approx. 5/wks	\$4,300
0102	LearnWell	Home Instruction	5/09/2024 - approx. 5/wks	\$2,200

Account Number: 11-150-100-320-63-11

13. Professional Services

To approve the following professional services contracts for the 2023-2024 school year:

Vendor	Services	Cost Not to Exceed
Dr. Mae Balaban and Associates, LLC.	Evaluations	\$4,200
Well Being Therapy Center LLC	Mental Health Services	\$3,750
Therapeutic Learning Connections LLC	Mental Health Services	\$11,350
Brookfield Schools/For KEEPS Program	Home Instruction	\$2,000

14. Grant Amendment - Revisions

a. IDEA

To approve authorizing the Springfield Board of Education to submit its amended application for the 2024 Every Student Succeeds Act (ESSA) grant. Budget accounts including carryover are reflected in Amendment III.

b. ARP Homeless II

To approve authorizing the Springfield Board of Education to submit its amended application for the 2022 ARP Homeless II grant. Budget accounts are reflected in Amendment II.

c. ESEA

To approve authorizing the Springfield Board of Education to submit its amended application for the 2024 Every Student Succeeds Act (ESSA) grant. Budget accounts including carryover are reflected in Amendment III.

15. Field Trips/ Class Trips

To approve the following out-of-state/in state field trip destinations for the 2023-2024 school year:

Date of Trip	Destination	School
June 5, 2024	Ellis Island and Liberty Island	Caldwell

16. Summer Curriculum Writing

To approve the following staff for Summer Curriculum Writing
Staff shall be paid in accordance with SEA agreement.

Teacher Rate \$46.62

Name	Position	Course	Hours
Mary Ellen Powers	Curriculum Writer	Mathematics Strategies	Up to 15
Mary Ellen Powers	Curriculum Writer	English and Language Arts Strategies	Up to 15

Account Number: 11-140-100-101-80-04

17. NJSIAA

To approve membership in the New Jersey Interscholastic Athletic Association (NJSIAA) for the 2024-2025 School Year.

18. Curriculum Adoption

To adopt the following curriculum and courses at JDHS for the 2024-2025 school year:

- Mathematic Strategies (*New Course*)
- English and Language Arts Strategies (*New Course*)

Approval of the School Administration, Academic Programs, and Athletics Items 12 through 18

Motion to Approve: Vice President Gamarekian

Seconded: Mr. Munoz

Roll Call

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

K. FINANCE, FACILITIES, AND SECURITY COMMITTEE- Mrs. Zolotarsky

Items 19 through 27

The Superintendent recommends:

19. Bills List

To approve the check numbers 055038 through 055104 and wire transfers 889051 through 889058, 999973 in the amount of \$1,596,586.58.

20. Budget Transfers

To approve budget transfers for the 2023-2024 school year. (Attachment B)

21. Delta Dental Coverage

To authorize the Business Administrator/Board Secretary to sign a contract with Delta Dental to provide dental coverage per the Springfield Education Association Agreement, Article VII A, Insurance Protection for the 2024-2025 school year, the broker of record for the medical program to be Arthur J Gallagher & Co., Gallagher O'Gorman & Young.

22. Horizon Blue Cross & Blue Shield Medical Coverage

To authorize the Business Administrator/Board Secretary to sign a contract with Horizon Blue Cross/Blue Shield of New Jersey to provide medical coverage per the Springfield Education Association Agreement, Article VII A, Insurance Protection for the 2024-2025 school year, the broker of record for the medical program to be Arthur J Gallagher & Co., Gallagher O'Gorman & Young.

23. Horizon Blue Cross & Blue Shield Prescription Coverage

To authorize the Business Administrator/Board Secretary to sign a contract with Horizon Blue Cross/Blue Shield of New Jersey to provide prescription coverage per the Springfield Education Association Agreement, Article VII C, Insurance Protection for the 2024-2025 school year, the broker of record for the prescription program to be Arthur J Gallagher & Co., Gallagher O'Gorman & Young. The prescription plan is capped at \$184,154.00 for SEA members pursuant to Article VII C.

24. Extraordinary Unspecifiable Services

To approve the following extraordinary unspecifiable services contracts:

Vendor	Services	Rate	Term
Arthur J. Gallagher Risk Management Services Inc	Insurance Brokerage Services	Pre-set commission paid by insurance carrier	SY 24-25
Phoenix Advisors, LLC	Financial Advisor/ Continuing Disclosure Services	\$1,350 Base	SY 24-25

25. Security Upgrades

To enter into contract with JCT Solutions, for districtwide video surveillance and JDHS athletic field access control upgrades project at a cost of \$802,471.00. Contract# HCESC-Tech-R22-02. This project is part of the approved referendum project list and shall be bond-funded.

26. Sandy Hook Promise

To enter into a Memorandum of Understanding between Sandy Hook Promise Foundation and Springfield Public Schools.

27. 2024-2025 Food Service Management

That the Board of Education approve the following resolution –

Be it resolved that the Springfield Board of Education “SFA” approves the renewal of the Food Service Management contract with The Pomptonian, Inc. “FSMC” for the food service operation for 2024-2025.

1. The FSMC shall receive, in addition to the costs of operation, an administrative/management fee of \$0.2591 per reimbursable meal and meal equivalent to compensate the FSMC for administrative and management costs. This fee shall be billed monthly as a cost of operation. The SFA guarantees the payment of such costs and fee to the FSMC.

Total meals are calculated by adding reimbursable meal pattern meals served and meal equivalents. The number of reimbursable meals served to the children shall be determined by actual count. Cash receipts, other than from sales of reimbursable program meals served to the children, shall be divided by \$4.70 to arrive at an equivalent meal count.

The per meal administrative/management fee of \$0.2591 will be multiplied by total meals.

2. There is no guaranteed financial performance.

3. Total Estimated Cost of Contract: Total estimated expenses (cost) include food, labor, supplies, other expenses, and FSMC management fee. The Total Estimated Cost of Contract is \$1,094,681.88

- Mrs. Zolotarsky discussed that the committee met the security vendor presented the security camera solutions.
- Mrs. Zolotarsky asked about healthcare. Mrs. Calas explained that it is a renewal.
- Mrs. Zolotarsky asked if Sandy Hook Promise can be postponed. Dr. Goldberg commented.

Approval of Finance, Facilities, and Security Items 19 through 27

Motion to Approve: Mrs. Zolotarsky

Seconded: Mrs. Saha

Roll Call

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

L. OPEN PUBLIC SESSION

None

M. NEW BUSINESS

Based upon the investigation and after careful consideration, the Board of Education affirms the HIB Report 070-2324-01 previously presented at the board meeting on April 29, 2024.

Motion to Approve: Vice President Gamarekian

Seconded: Mrs. Saha

Roll Call

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

N. OLD BUSINESS

- Mrs. Zolotarsky discussed the NJSBA Delegate Assembly.

O. ADJOURNMENT

Moved: Vice President Gamarekian

Seconded: Mrs. Saha

Time: 8:27 PM

Voice Vote: AYE- 8 NAY-0

Upcoming Meeting

1. Regular Meeting– June 3, 2024 at 7:00PM in the JDHS IMC

LAST NAME	FIRST NAME	TITLE/ CATEGORY	TEACHING CERTIFICATE	LOCATION	GUIDE	STEP
ABBATE	MICHAEL	TEACHER	ELEMENTARY	CALDWELL	MA+30	18
ADAMS	CHRISTOPHER	TEACHER	MATH	JDHS	BA	7
ALLY	SAMANTHA	TEACHER	SOCIAL STUDIES	JDHS	MA	2
ALTMAN	RENEE	PSYCHOLOGIST		ITINERANT	MA+30	18
ALVARADO	ISMAEL	CUSTODIAN		ITINERANT	CUSTODIAN	06.0
ARANGUREN	MARC	TEACHER	PHYSICS	JDHS	MA+30	17
BAHOOSHIAN	BROOKE	TEACHER	ELEMENTARY/ SPECIAL EDUCATION	CALDWELL	MA	2
BAKER	ERIN	TEACHER	ELEMENTARY	CALDWELL	MA	10
BALKE	THEODORE	MAINTENANCE		ITINERANT	Off Guide	
BALLETTO	BRYAN	TEACHER	SOCIAL STUDIES	JDHS	BA	10
BAUERS	ASHLEY	TEACHER	MUSIC	ITINERANT	MA	14
BEAL	JENNIFER	TEACHER	CHEMISTRY	JDHS	BA	10
BECKER	GIANNA	OCCUPATIONAL THERAPIST		ITINERANT	MA	6
BELGROD	TATIANA	TEACHER	MATH	JDHS	MA+30	19
BELLAROSA	MANDEE	TEACHER	SOCIAL STUDIES	JDHS	MA	18
BEST	CRYSTAL	TEACHER	ENGLISH	FMG	MA	7
BIERLY	LISA	TEACHER	ELEMENTARY/ SPECIAL EDUCATION	CALDWELL	MA+30	19
BIRKMANN	NICOLE	TEACHER	SPANISH	FMG	MA	4
BLAZQUEZ	MICHELLE	TEACHER	ELEMENTARY	WALTON	BA	9
BREEN	SUSAN	TEACHER	ENGLISH	JDHS	MA	17
BRITO	MEGAN	TEACHER	ELEMENTARY/ SPECIAL EDUCATION	WALTON	BA	2
BRYAN	RICARDO	CUSTODIAN		ITINERANT	CUSTODIAN	01.0
BYNUM	STEPHANIE	CUSTODIAN		ITINERANT	CUSTODIAN	01.0
CAMPBELL	DAVID	TEACHER	ELEMENTARY	CALDWELL	MA+30	19
CARIELLO	JAMES	TEACHER	PHYSICAL EDUCATION	WALTON	MA	4
CARLSON	STEPHANIE	TEACHER	ENGLISH	JDHS	MA+30	13
CARTER	EDDIE	MAINTENANCE		ITINERANT	MAINT	06.0
CECI	CHRISTOPHER	TEACHER	ELEMENTARY	WALTON	MA	2
CESPEDES	YOSVANI	TEACHER	SPANISH	ITINERANT	MA+30	16
CHI	NING	TEACHER	PHYSICAL SCIENCE	JDHS	MA+30	17
CHOMKO	KARYN	TEACHER	ENGLISH	JDHS	MA	19
CHOU	LILLIAN	GUIDANCE COUNSELOR		FMG	MA+30	19
CICCHINO	ASHLEY	GUIDANCE COUNSELOR		WALTON	MA	9
CIERI	KIM	SECRETARY		JDHS	GEN/SEC/12	06.0

CIFELLI	KARI	TEACHER	ELEMENTARY	WALTON	MA	6
CIOFFI	JOSEPHINE	TEACHER	SPANISH/ ITALIAN	ITINERANT	MA	19
COCCO	DANIEL	SUPERVISOR/GUIDANCE		ADMINISTRATION	Off Guide	
COKEING	MARY	TEACHER	SOCIAL STUDIES	JDHS	MA+30	19
COLLINS	TRISH	TEACHER	MATH	FMG	MA	10
CONDON	EILEEN	TEACHER	PHYSICAL EDUCATION	FMG	MA	16
CORREIA	KELLY	TEACHER	ELEMENTARY	SANDMEIER	MA	1
COSTA	DIANA	TEACHER	ESL/ ELEMENTARY	ITINERANT	MA+30	12
COWARD	GREGORY	TEACHER	TV PRODUCTION	JDHS	MA	15
CRUZ	MARIA	TEACHER	P-3	SANDMEIER	MA	4
CUFF	SHANNON	TEACHER	ART	WALTON	BA	11
CUGLIARI	MARK	TEACHER	PHYSICAL EDUCATION	JDHS	MA	10
CUSICK	COLLEEN	TEACHER	ENGLISH	JDHS	MA+30	4
D'ANGELO	LAURE	TEACHER	FRENCH	ITINERANT	BA	11
DAUBERT	KELSEY	TEACHER	ELEMENTARY	CALDWELL	MA	9
DAVID	JOSEPH	TEACHER	SOCIAL STUDIES	FMG	MA	16
DAVID	SARAH	TEACHER	SOCIAL STUDIES	FMG	MA	17
DE LA LLAVE	PAMELA	TEACHER	ELEMENTARY/ SPECIAL EDUCATION	SANDMEIER	MA+30	11
DENICOLO	ANTHONY	TEACHER	ENGLISH	JDHS	MA+30	12
DICARLO	JENNA	TEACHER	ELEMENTARY	WALTON	BA	6
DIEZ	SANDRA	TEACHER	SPANISH	JDHS	MA+30	14
DILLARD	GILLIAN	TEACHER	ELEMENTARY/ SPECIAL EDUCATION	SANDMEIER	MA	19
DISKO	MAURA	TEACHER	ELEMENTARY/ SPECIAL EDUCATION	SANDMEIER	MA	10
DORING	WILLIAM	TEACHER	CULINARY ARTS/ BAKING	JDHS	BA	16
DOUGHERTY	DAVID	TEACHER	MATH	FMG	MA	2
DOUMA	WILLIAM	GUIDANCE COUNSELOR		FMG	MA	12
DUGGAN	MURPHY	TEACHER	ELEMENTARY/ SPECIAL EDUCATION	CALDWELL	MA+30	19
DUNLAP	ALI	CUSTODIAN		ITINERANT	CUSTODIAN	09.0
DUSHECK	MARISSA	TEACHER	PHYSICAL EDUCATION	WALTON	BA	4
EARLEY	MARISA	TEACHER	ELEMENTARY	SANDMEIER	MA	9
ELIA	DANIELLE	TEACHER	ELEMENTARY	CALDWELL	MA	8
ELIJAH	ROBERT	CUSTODIAN		ITINERANT	CUSTODIAN	06.0
ERICKSON	GREGG	TEACHER	ELEMENTARY	SANDMEIER	MA+30	17
FAIGENBAUM	JAY	TEACHER	ELEMENTARY	ITINERANT	MA	15

FALK	DAVID	TEACHER	ELEMENTARY	SANDMEIER	BA	1
FELDMAN	STEWART	HEAD CUSTODIAN		ITINERANT	CUSTODIAN	17.0
FELLER	DANIELLE	TEACHER	ELEMENTARY	SANDMEIER	MA	10
FELTER	SUSAN	TEACHER	ELEMENTARY	Walton	MA	19
FERREIRA	SUSAN	SECRETARY		SANDMEIER	PR.SEC10.5	10.0
FERREIRA	TINA	SECRETARY		JDHS	GEN/SEC/12	01.0
FERRETTI	CINDY	SECRETARY		JDHS	PR.SEC-12	08.0
FIAMINGO	JENEVA	TEACHER	ELEMENTARY	SANDMEIER	BA	2
FIORILLI	CHERISH	TEACHER	SPECIAL EDUCATION	WALTON	BA	18
FITZPATRICK	ERIN	TEACHER	SPECIAL EDUCATION	JDHS	BA	5
FORTNA	VICTORIA	TEACHER	MUSIC	WALTON	BA	19
FRANCIS	NORMAN	PRINCIPAL		JDHS	Off Guide	
FRANK	JULIE	SECRETARY		SPECIAL SERVICES	SUP/CST12	08.0
FRANKHOUSER	KATHERINE	TEACHER	ELEMENTARY	CALDWELL	MA+30	19
FRETZ	DANA	TEACHER	ELEMENTARY/ SPECIAL EDUCATION	WALTON	MA	11
FRIEDMAN	JILL	TEACHER	ENGLISH	FMG	MA+30	14
FUNK	COLLEEN	TEACHER	ELEMENTARY	ITINERANT	MA	18
GAMBUZZA	CARMELO	MAINTENANCE		ITINERANT	MAINT	14.0
GARROD	WENDY	TEACHER	MATH	JDHS	BA	16
GAUGHAN	GINA	TEACHER	ELEMENTARY/ SPECIAL EDUCATION	WALTON	BA	12
GAUGHAN	JAIME	TEACHER	ENGLISH	FMG	BA	4
GIBSON	CAITLIN	TEACHER	SPECIAL EDUCATION/ ELEMENTARY	FMG	MA	2
GIGANTE	LAUREN	SPEECH THERAPIST		ITINERANT	MA+30	9
GILLEN	ALISON	TEACHER	SCIENCE	FMG	MA	0
GING	JESSICA	TEACHER	ELEMENTARY	ITINERANT	MA+30	19
GIULIANO	ALISON	TEACHER	ELEMENTARY	SANDMEIER	BA	17
GLAZNER	TRACI	SPEECH THERAPIST		ITINERANT	MA	16
GOERGE	MICHAEL	TEACHER	PHYSICAL EDUCATION	FMG	BA	13
GONCALVES	MARIA	CUSTODIAN		ITINERANT	CUSTODIAN	04.0
GRAHAM	TIA	SECRETARY		CALDWELL	PR.SEC10.5	02.0
GRIFFIN	MEGAN	TEACHER	ELEMENTARY	ITINERANT	MA+30	16
GRIFFITHS	STEVEN	TEACHER	PHYSICAL EDUCATION	CALDWELL	MA+30	19
GROBARZ	ALYSSA	TEACHER	ELEMENTARY	CALDWELL	BA	8
GUTIERREZ	TAMARA	TEACHER	ELEMENTARY/ SPECIAL EDUCATION	FMG	BA	14

HAGGERTY	DEVIN	TEACHER	SOCIAL STUDIES	FMG	MA	16
HERNANDEZ	STEPHANIE	TEACHER	ENGLISH	FMG	MA	16
HILDEBRAND	ROBERT	TEACHER	SCIENCE	FMG	MA+30	15
HILL	DARLENE	GUIDANCE COUNSELOR		JDHS	MA+30	7
HILSER	KATHLEEN	TEACHER	SPECIAL EDUCATION	FMG	MA	6
HILTON	DAVID	TEACHER	MUSIC	ITINERANT	BA	19
HINTON	MARY	HEAD CUSTODIAN		ITINERANT	CUSTODIAN	07.0
HOFMAN	VERONICA	TEACHER	SPECIAL EDUCATION	JDHS	MA+30	15
HOUGH	RACHEL	TEACHER	ENGLISH	JDHS	MA	2
IANNACONE	NICHOLAS	TEACHER	SPECIAL EDUCATION	JDHS	BA	4
JONES	MARISSA	TEACHER	ELEMENTARY	WALTON	BA	12
JULES	REGINA	NURSE		WALTON	BA	12
KELLY	MEGAN	TEACHER	ELEMENTARY	ITINERANT	MA	19
KERZELIS	MELISSA	TEACHER	P-3/ SPECIAL EDUCATION	WALTON	BA	14
KIELTY	TIMOTHY	PRINCIPAL		SANDMEIER	Off Guide	
KINNEY	KENDRA	TEACHER	ELEMENTARY	WALTON	MA	19
KRUPIT	BENJAMIN	TEACHER	MUSIC	ITINERANT	MA	11
LAGEMANN	MELISSA	TEACHER	SPECIAL EDUCATION	JDHS	BA	19
LAM	ANA	CUSTODIAN		ITINERANT	CUSTODIAN	1
LAURENCELLE	LAURA	TEACHER	SPECIAL EDUCATION/ ELEMENTARY	FMG	BA	13
LAZAR	NATHANIEL	TEACHER	BIOLOGY/ CHEMISTRY	JDHS	MA+30	4
LEONARDIS	DEANNA	TEACHER	ELEMENTARY	WALTON	MA+30	12
LEVINE	PHOEBE	TEACHER	ELEMENTARY	WALTON	MA+30	19
LICATESE	FRANCESCO	MAINTENANCE		ITINERANT	MAINT	16.0
LICO	ADELINA	TEACHER	SPECIAL EDUCATION	JDHS	MA	4
LIES	SUSAN	SECRETARY		ADMINISTRATION	SUP/CST12	11.0
LIVESEY	AMANDA	TEACHER	MUSIC	ITINERANT	BA	6
LOWE	CAITLIN	TEACHER	ELEMENTARY	WALTON	MA+30	7
LUZURIAGA	REBECCA	TEACHER	SOCIAL STUDIES	FMG	MA	10
LYNCH	JAIME	TEACHER	ELEMENTARY	WALTON	MA	10
LYNCH	MATTHEW	ASSISTANT PRINCIPAL		FMG	Off Guide	
MAGED	JILLIAN	TEACHER	ESL/ SPANISH	ITINERANT	MA	6
MALINO	JUDITH	TEACHER	SPECIAL EDUCATION	JDHS	MA	17
MARCHESE-VELAZQUEZ	CHRISTINA	GUIDANCE COUNSELOR		SANDMEIER	MA	5
MARSHALL	SIOBHAN	SECRETARY		SPECIAL SERVICES	SUP/CST105	08.0
MARTIN	BRIAN	TEACHER	PHYSICAL EDUCATION	FMG	BA	1

MARTIN	ROBERT	TEACHER	PHYSICAL EDUCATION	JDHS	BA	19
MASTERSON	KIMBERLY ANN	TEACHER	SCIENCE	FMG	MA+30	19
MASTRELLA	LORRAINE	TEACHER	P-3	CALDWELL	BA	1
MATT	PAIGE	TEACHER	ELEMENTARY	Walton	BA	5
MAUL	THERESA	TEACHER	ELEMENTARY/ SPECIAL EDUCATION	WALTON	BA	19
MAZARIEGO DIAZ	ERICK	HEAD CUSTODIAN		ITINERANT	CUSTODIAN	01.0
MC NANNA	DAVID	CUSTODIAN		ITINERANT	CUSTODIAN	17.0
MITCHELL	ROBERT	CUSTODIAN		ITINERANT	CUSTODIAN	01.0
MOJKA	ALEXIS	TEACHER	ENGLISH	JDHS	MA	8
MOORE	ERICA	TEACHER	BUSINESS	JDHS	MA	10
MOORE	CHRISTOPHER	TEACHER	PHYSICS	JDHS	BA	8
MORRISON	GILLIAN	TEACHER	MATH	FMG	MA	4
MORTENSEN	JENNIFER	TEACHER	BIOLOGY/ SPECIAL EDUCATION	FMG	MA	16
MOWCZAN	RENEE	NURSE		FMG	BA	4
MULLOOLY	KAYLEY	TEACHER	ELEMENTARY	CALDWELL	BA	2
MURRAY PLENT	KRISTINE	TEACHER	ELEMENTARY	SANDMEIER	MA+30	19
Nath	Nilofer	TEACHER	ELEMENTARY/ SPECIAL EDUCATION	SANDMEIER	MA	10
NEWMAN	KENDRA	TEACHER	MATH	JDHS	MA	9
NOTO	KIMBERLY	TEACHER	ART	ITINERANT	MA+30	17
O'BRIEN	MICHAEL	TEACHER	SPECIAL EDUCATION	JDHS	MA+30	6
OLIVEIRA	ADRIANNA	GUIDANCE COUNSELOR		CALDWELL	MA	2
PALUMBO	LeETTA	TEACHER	ELEMENTARY	SANDMEIER	MA+30	17
PAOLINO	CHERYL	TEACHER	SPECIAL EDUCATION	JDHS	MA	8
PAOLINO	CAMILLE	SPEECH THERAPIST		ITINERANT	MA	Q
PAZ	KIMBERLY	LDTC		ITINERANT	MA	14
PENTZ	JEANINE	NURSE		JDHS	BA	15
PERDOMO	MARY SANCHEZ	TEACHER	ELEMENTARY/ SPECIAL EDUCATION	WALTON	MA+30	19
PEREZ	FELIX	CUSTODIAN		ITINERANT	CUSTODIAN	17.0
PERONE	REBECCA	TEACHER	ELEMENTARY	SANDMEIER	MA	17
PERONE	JASON	TEACHER	SCIENCE	FMG	BA	14
PETRELLA	RACHEL	SECRETARY		JDHS	GEN/SEC/12	01.0
POUGH	SAMUEL	CUSTODIAN		ITINERANT	CUSTODIAN	07.0
POWERS	MARY ELLEN	TEACHER	MATH	JDHS	MA+30	U
PYTLOWANY	DEANA	TEACHER	ELEMENTARY	SANDMEIER	MA	2
QUAGLIATO	ANNAMARIE	TEACHER	P-3	WALTON	MA	2

RANDOLPH	MEGAN	TEACHER	SOCIAL STUDIES	JDHS	MA	8
REILLY	DONNA	TEACHER	P-3	WALTON	BA	11
RENELLE	STEPHANIE	GUIDANCE COUNSELOR		JDHS	MA+30	16
RENNIE	DAVID	PRINCIPAL		CALDWELL	Off Guide	
RESTE-MINEO	DINA	SECRETARY		WALTON	BKR/AT/DP	10.0
REYNDERS	ALISON	TEACHER	SOCIAL STUDIES	FMG	BA	5
REYNOLDS	BARBARA	MEDIA SPECIALIST		ITINERANT	MA	10
RICARDO	DEBORAH	TEACHER	ELEMENTARY	WALTON	MA+30	19
RITTER	JACQUELINE	GUIDANCE COUNSELOR		JDHS	MA+30	19
ROCHA	MARIA	HEAD CUSTODIAN		ITINERANT	CUSTODIAN	08.0
RODRIGUEZ	CHRISTINA	TEACHER	MATH	FMG	BA	7
ROUSSO	REGINE	PSYCHOLOGIST		ITINERANT	MA+30	14
SALADINO	TRACEYELLEN	TEACHER	PHYSICAL EDUCATION	JDHS	BA	15
SALCEDO	STEPHANIE	SECRETARY		WALTON	CLERK/12	01.0
SALMON	KATHERINE	TEACHER	PHYSICAL EDUCATION	JDHS	MA+30	11
SALMON	GREGORY	SUPERVISOR/STEM		ADMINISTRATION	Off Guide	
SALOMON	REBECCA	TEACHER	ELEMENTARY	WALTON	MA+30	16
SANDFORD	ROSALBA	TEACHER	SPECIAL EDUCATION	FMG	MA+30	18
SCARPELLI	ANTHONY	TEACHER	SPECIAL EDUCATION/ ELEMENTARY	FMG	MA+30	19
SCHECKMAN	SHARI	TEACHER	MATH	FMG	MA+30	19
SCHIANO	CANDICE	SUPERVISOR/ HUMANITIES		ADMINISTRATION	Off Guide	
SCHOCH	LISA	TEACHER	ELEMENTARY	Walton	BA	19
SCHULTZ	KEVIN	TEACHER	ELEMENTARY	CALDWELL	BA	7
SEHULSTER	KELLY	SOCIAL WORKER		ITINERANT	MA	5
SIGNORELLI	KATHY	SECRETARY		ADMINISTRATION	BKR/AT/DP	11.0
SILBERTO-GRAHAM	ROXANNE	NURSE		CALDWELL	MA+30	19
SIMON	DANIELLE	SPEECH THERAPIST		ITINERANT	MA	13
SINCLAIR	JOLENE	TEACHER	ELEMENTARY/ SPECIAL EDUCATION	WALTON	BA	2
SISTA	MARIA	SAC/ GUIDANCE COUNSELOR		ITINERANT	MA+30	18
SLATE	RONALD	PRINCIPAL		FMG	Off Guide	
SOCCODATO	PETER	HEAD CUSTODIAN		ITINERANT	CUSTODIAN	11.0
SOMMO	SAMANTHA	TEACHER	ELEMENTARY	SANDMEIER	BA	6
STEARNS	LINDSAY	TEACHER	PHYSICAL EDUCATION	SANDMEIER	BA	9
STEINMAN	DAVID	TEACHER	PHYSICAL EDUCATION	JDHS	MA	9
STEWART	DARUS	TEACHER	P-3	CALDWELL	BA	4
STOLLER	JACQUELINE	TEACHER	SPECIAL EDUCATION	JDHS	MA+30	8

TARNACKI	MARY	TEACHER	ART	JDHS	BA	2
TELESCA	JONATHAN	ASSISTANT PRINCIPAL		JDHS	Off Guide	
THEOBALD	MEGAN	TEACHER	DANCE	ITINERANT	BA	3
THORBURN	KERRY	TEACHER	SOCIAL STUDIES/ ENGLISH	JDHS	MA+30	2
TORINO	DORI	TEACHER	ELEMENTARY	WALTON	MA	11
TRIANO	BRIANNE	ATHLETIC TRAINER		ITINERANT	BA	5
TROCHEZ	DIGNA	CUSTODIAN		ITINERANT	CUSTODIAN	01.0
TURNER	DARREL	CUSTODIAN		ITINERANT	CUSTODIAN	09.0
TURNER	LAUREN	TEACHER	P-3/ SPECIAL EDUCATION	SANDMEIER	MA	13
TUTTLE	KIMBERLY	TEACHER	ENGLISH	FMG	MA	10
VACCARELLA	LUCY	SECRETARY		FMG	BKR/AT/DP	11.0
VAN DEURSEN	MATTHEW	TEACHER	SOCIAL STUDIES	JDHS	MA	11
VOGAS	ALYSSA	BCBA		ITINERANT	MA	13
WEBER	MEGAN	TEACHER	P-3/ SPECIAL EDUCATION	WALTON	MA+30	1
WEISS	STACY	PSYCHOLOGIST		ITINERANT	MA+30	10
WEISS	MELANIE	TEACHER	ELEMENTARY/ SPECIAL EDUCATION	WALTON	MA+30	19
WETZEL	JENNIFER	SECRETARY		FMG	PR.SEC-12	05.0
WHITE	CHRISTOPHER	TEACHER	MATH	JDHS	MA+30	17
WILLIAMS	FREDDIE	CUSTODIAN		ITINERANT	CUSTODIAN	11.0
WILSON	CHELSEA	TEACHER	ART	FMG	BA	6
ZALE	ALLISON	TEACHER	MATH	JDHS	MA	5
ZAVOCKI	CRISTIN	TEACHER	ELEMENTARY	CALDWELL	MA	5
ZIKA	DANA	TEACHER	ELEMENTARY	CALDWELL	BA	19
ZIMMER	DANIEL	TEACHER	MUSIC	ITINERANT	BA	7

**Subject to Negotiations, Employee Eligibility, and Correction of Errors*

LAST NAME	FIRST NAME	POSITION	LOCATION
ALGENE	FABIENNE	INSTRUCTIONAL AIDE	ITINERANT
ANDERSON	GEENA	INSTRUCTIONAL AIDE	ITINERANT
ARAGON PRIETO	CECILIA	NON-INSTRUCTIONAL AIDE	ITINERANT
ARAUJO	VIVIAN	BUS DRIVER	ITINERANT
AZUBUIKE	LOISE	INSTRUCTIONAL AIDE	ITINERANT
BAGLEY	SHARICE	INSTRUCTIONAL AIDE	ITINERANT
BALKE	AMANDA	NON-INSTRUCTIONAL AIDE	ITINERANT
BHUJLE	BHADRESHA	INSTRUCTIONAL AIDE	ITINERANT
BIBBO	FILOMENA	NON-INSTRUCTIONAL AIDE	ITINERANT
BLACKLEY	ERICA	INSTRUCTIONAL AIDE	ITINERANT
BOHRER	LISA	INSTRUCTIONAL AIDE	ITINERANT
BRANCH	ALYSSA	NON-INSTRUCTIONAL AIDE	ITINERANT
CACERES BRITO	LEIDY	NON-INSTRUCTIONAL AIDE	ITINERANT
CEPEDA	LYNETTE	BUS DRIVER	ITINERANT
COLLAZOS MARTINEZ	MARTHA	INSTRUCTIONAL AIDE	ITINERANT
CURIEL	LANIA	BUS DRIVER	ITINERANT
DAVID	PATRICIA	INSTRUCTIONAL AIDE	ITINERANT
DAZIEL	LINDELL	NON-INSTRUCTIONAL AIDE	ITINERANT
DESSEL	LORI	INSTRUCTIONAL AIDE	ITINERANT
DRISCOLL	KAREN	INSTRUCTIONAL AIDE	ITINERANT
ESCALANTE	NICOLE	INSTRUCTIONAL AIDE	ITINERANT
ESCOBAR	DORIS	BUS DRIVER	ITINERANT
FEDER	MICHELLE	INSTRUCTIONAL AIDE	ITINERANT
FRANCIS	HEATHER	INSTRUCTIONAL AIDE	ITINERANT
GALVIS	MARIA	BUS DRIVER	ITINERANT
GANDHI	SANDRA LEE	INSTRUCTIONAL AIDE	ITINERANT
GENOVESE	DONNA	INSTRUCTIONAL AIDE	ITINERANT
GESIOR	MICHELLE	INSTRUCTIONAL AIDE	ITINERANT
GLOWACKI	SATTIE	INSTRUCTIONAL AIDE	ITINERANT
GRYWALSKI	MARIE	INSTRUCTIONAL AIDE	ITINERANT
GUERRA	MARISOL	BUS DRIVER	ITINERANT
GUZMAN	CARLOS	BUS DRIVER	ITINERANT
HARRIS	ISAIAH	INSTRUCTIONAL AIDE	ITINERANT
HARRISON	IRENE	INSTRUCTIONAL AIDE	ITINERANT
KAMINSKI	JOANNA	INSTRUCTIONAL AIDE	ITINERANT
KNIERIM	KATIE	INSTRUCTIONAL AIDE	ITINERANT
KOZYRA-HALAWA	CAROLINE	INSTRUCTIONAL AIDE	ITINERANT
LAMBERTSON	LINDA	INSTRUCTIONAL AIDE	ITINERANT
LEMONS LUGO	SANDRA LEE	BUS DRIVER	ITINERANT
LOPEZ	MARTA	INSTRUCTIONAL AIDE	ITINERANT
LOUIS	CANS	BUS DRIVER	ITINERANT
LUCARELLO	MICHELE	NON-INSTRUCTIONAL AIDE	ITINERANT
LYNCH	DEBRA	INSTRUCTIONAL AIDE	ITINERANT
MAGALLANES	MELANIE	INSTRUCTIONAL AIDE	ITINERANT
MANGER	GABRIELLE	INSTRUCTIONAL AIDE	ITINERANT
MATTI	RITZE	INSTRUCTIONAL AIDE	ITINERANT

MC CLAIN	JESSICA	INSTRUCTIONAL AIDE	ITINERANT
MEDINA	SUZANNE	INSTRUCTIONAL AIDE	ITINERANT
MONGIELLO	MICHELLE	INSTRUCTIONAL AIDE	ITINERANT
MURRAY	SHANE	INSTRUCTIONAL AIDE	ITINERANT
OKSENIUK	MONICA	INSTRUCTIONAL AIDE	ITINERANT
ORTIZ	TRACY	INSTRUCTIONAL AIDE	ITINERANT
PANGO	ALBANA	INSTRUCTIONAL AIDE	ITINERANT
PETRELA	RUDINA	INSTRUCTIONAL AIDE	ITINERANT
POZOLANTE	AMY	INSTRUCTIONAL AIDE	ITINERANT
RAMIREZ ARAGON	CAROLINA	BUS DRIVER	ITINERANT
RODRIGUEZ	TIFFANY	INSTRUCTIONAL AIDE	ITINERANT
RODRIGUEZ	ALEXIS	INSTRUCTIONAL AIDE	ITINERANT
ROSENSTOCK	STACI	INSTRUCTIONAL AIDE	ITINERANT
SALADINO	LINDA	NON-INSTRUCTIONAL AIDE	ITINERANT
SALCEDO	SUSAN	NON-INSTRUCTIONAL AIDE	ITINERANT
SALORT	BARBARA	INSTRUCTIONAL AIDE	ITINERANT
SANTANGELO	GINA	NON-INSTRUCTIONAL AIDE	ITINERANT
SAYKI	LINDA	MEDIA AIDE	ITINERANT
SCUDERI	JENNIFER	INSTRUCTIONAL AIDE	ITINERANT
SERRATELLI	JULIANNE	INSTRUCTIONAL AIDE	ITINERANT
SHEAHAN	APRIL	INSTRUCTIONAL AIDE	ITINERANT
SHIELDS	DEBORAH	INSTRUCTIONAL AIDE	ITINERANT
SILANCE	KATHLEEN	MEDIA AIDE	ITINERANT
SILVESTRO	CARMELA	NON-INSTRUCTIONAL AIDE	ITINERANT
SONGALIA	ALEJANDRA	INSTRUCTIONAL AIDE	ITINERANT
STEVENS	GEORGE	INSTRUCTIONAL AIDE	ITINERANT
STEWART	JUSTIN	INSTRUCTIONAL AIDE	ITINERANT
STUMPF	JANET	INSTRUCTIONAL AIDE	ITINERANT
TAUB	LISA	INSTRUCTIONAL AIDE	ITINERANT
TAUB	MARIA	INSTRUCTIONAL AIDE	ITINERANT
THOMPSON	ROBIN	INSTRUCTIONAL AIDE	ITINERANT
VANDERGROEF	COLLEEN	INSTRUCTIONAL AIDE	ITINERANT
VASSALLO	DIANNE	INSTRUCTIONAL AIDE	ITINERANT
WOOD	ELLEN	INSTRUCTIONAL AIDE	ITINERANT

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Policy

2411 GUIDANCE COUNSELING

The Board of Education requires that a planned program of guidance and counseling be an integral part of the educational program of the schools to assist students in making and implementing informed educational and occupational choices including academic, career, and personal/social development.

A program of guidance and counseling, including developmental career guidance and exploration, shall be offered to all students in this school district and shall involve the coordinated efforts of all teaching staff members under the leadership of certified guidance and counseling personnel.

The Superintendent is directed to implement a guidance program that carries out the purposes of this Policy and:

1. Involves teaching staff members at all appropriate levels;
2. Honors the individuality of each student;
3. Is integrated with the total educational program;
4. Is coordinated with available resources of the community;
5. Provides for cooperation of school staff with parents and shares parents' concern for the development of their children;
6. Provides for the means of sharing information among appropriate staff members in the student's interest;
7. Ensures all students have access to adequate and appropriate counseling services, pursuant to N.J.A.C. 6A:7-1.7(c).
 - a. When informing students about possible careers or professional or vocational opportunities, the Board shall not restrict or limit the options presented to students on the basis of the protected categories listed at N.J.A.C. 6A:7-1.1(a).
 - b. The Board shall not use tests or guidance or counseling materials that are biased or stereotyped on the basis of the protected categories listed at N.J.A.C. 6A:7-1.1(a); and
8. Establishes a referral system that utilizes all the aid the schools and community offer, guards the privacy of the student, and monitors the efficacy of such referrals.

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N.J.A.C. 6A:19-1.2; 6A:8-2.2

N.J.A.C. 6A:7-1.1; 6A:7-1.3; 6A:7-1.7; 6A:8-3.2

Adopted: March 18, 2019

First Reading: May 13, 2024

Readopted:

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P2417 STUDENT INTERVENTION AND REFERRAL SERVICES

The Board of Education directs the establishment and implementation in each school building in which general education students are served, a coordinated system for planning and delivering intervention and referral services designed to assist students who are experiencing learning, behavior, or health difficulties, and to assist staff who have difficulties in addressing students' learning, behavior, or health needs in accordance with the requirements of N.J.A.C. 6A:16-8.1 and 6A:16-8.2. The Board of Education shall choose the appropriate multidisciplinary team approach, such as the Response to Intervention (RTI) or a Multi-Tiered System of Support (MTSS) model for planning and delivering the services required under N.J.A.C. 6A:16-8.

Students who are experiencing learning, behavior, or health difficulties shall be referred to the school's Intervention and Referral Services (I&RS) Team.

The intervention and referral services shall be provided to support students in the general education program and may be provided for students who have been determined to need special education programs and services pursuant to N.J.A.C.6A:16-8.1(a). The intervention and referral services provided for students who have been determined to need special education programs and services shall be coordinated with the student's Individualized Education Program Team, as appropriate. Child Study Team members and, to the extent appropriate, specialists in the area of disability may participate on intervention and referral services teams, pursuant to N.J.A.C. 6A:14-3.1(d)6.

The functions of the system of intervention and referral services in each school building which general education students are served shall be pursuant to N.J.A.C. 6A:16-8.2(a) and as outlined in Regulation 2417.

Records of all requests for assistance, all intervention and referral services action plans, and all related student information shall be maintained in accordance with Federal and State laws and regulations and New Jersey administrative code pursuant to N.J.A.C. 6A:16-8.2(a)9.

The I&RS Team in each school building shall review and assess the effectiveness of each intervention and referral services action plan in achieving the identified outcomes, and modify each action plan to achieve the outcomes, as appropriate.

At a minimum, the I&RS Team shall annually review the intervention and referral services action plans and the actions taken as a result of the building's system of intervention and referral services, and make recommendations to the Principal for improving school programs and services, as appropriate.

At the end of the school year, the Principal shall, in consultation with the I&RS Team, develop a report on the concerns and issues identified by the I&RS Team and the effectiveness of the

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services provided in achieving the outcomes identified in the intervention and referral services action plans. This report shall be provided to the Superintendent of Schools.

N.J.A.C. 6A:14; 6A:16-8.1; 6A:16-8.2

Adopted: March 18, 2019

First Reading: May 13, 2024

Readopted:

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P2423 BILINGUAL EDUCATION

The Board of Education will provide programs of bilingual education, English as a second language (ESL), and culturally and linguistically responsive, researched-based, and effective language instruction educational programs (LIEP) to all multilingual learners (ML) as required by law and rules of the New Jersey State Board of Education. MLs are those students whose primary language is not English and who have varying degrees of English language proficiency in any one of the domains of speaking, reading, writing, or listening and is synonymous with limited English-speaking ability pursuant to N.J.S.A. 18A:35-15 through 18A:35-26.1 and N.J.A.C. 6A:15-1.1 et seq.

The school district shall use, at the time of enrollment, the multi-step process to identify MLs enrolled in the district in accordance with N.J.A.C. 6A:15-1.3. The district shall administer to each student enrolled in the district the Statewide home-language survey (HLS) to determine which students in preschool to twelfth-grade have a primary language(s) other than English and, therefore, may be a ML.

The district shall then determine the English language proficiency of all Kindergarten to twelfth-grade students who are found eligible through N.J.A.C. 6A:15-1.3(a)1 or (a)2 and whose primary language is other than English by administering an English language proficiency (ELP) assessment. Students who do not meet the New Jersey Department of Education (Department)-established cut score standard on the ELP assessment shall be considered MLs and shall be offered entry into the district's LIEP. Preschool students who are identified as having a primary language other than English shall be identified as MLs. Prior to the start of their Kindergarten year, the district shall administer an ELP assessment to preschool MLs as part of the screener process to determine the ML's English language proficiency level. The district shall also use age-appropriate methodologies to identify preschool MLs to determine their individual language development needs.

The district shall provide to all preschool to twelfth-grade MLs enrolled in the district pursuant to N.J.S.A. 18A:7F-46 and N.J.S.A. 18A:7F-54 with equal educational opportunities and all educational activities and programs in accordance with the provisions of N.J.A.C. 6A:15-1.4.

The school district providing a LIEP shall submit a plan every three years to the Department in accordance with the provisions of N.J.A.C. 6A:15-1.5.

Students enrolled in a LIEP shall have equal educational opportunities, including full access to educational opportunities and services available to other students in the school district pursuant to N.J.A.C. 6A:15-1.6.

As part of the district- and school-level plans for professional development requirements pursuant to N.J.A.C. 6A:9C-4.2, the Board shall describe professional learning for bilingual, ESL, and academic content teaching staff members whose classroom instruction is in English;

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administrators who supervise bilingual/ESL programs; and administrators and any personnel who observe and evaluate teaching staff members of MLs in accordance with the provisions of N.J.A.C. 6A:15-1.7.

All teachers of bilingual programs shall hold a valid New Jersey instructional certificate with an endorsement for the appropriate grade level and/or academic content area and a standard certificate with a bilingual/bicultural education endorsement, pursuant to N.J.S.A. 18A:6-38 et seq., N.J.S.A. 18A:35-15 to 26, and N.J.A.C. 6A:9B-11.5 in accordance with the provisions of N.J.A.C. 6A:15-1.8.

Students identified as MLs shall be assessed annually using English Language Placement (ELP) assessments to measure the progress toward English language proficiency and to determine readiness for exiting the LIEP in accordance with the provisions of N.J.A.C. 6A:15-1.9. Students who meet the criteria for Statewide alternate assessments, pursuant to N.J.A.C. 6A:14-4.10(a)2., shall be assessed annually using an alternate ELP assessment. Every student participating in a bilingual, ESL, or English language services program established pursuant to N.J.S.A. 18A:35-15 et seq. shall be entitled to continue such participation for a period of three years pursuant to N.J.S.A. 18A:35-19.

MLs enrolled in the LIEP shall be placed in a classroom(s) where the primary language of instruction is English when the ML has demonstrated readiness to exit a LIEP first by achieving the Department-established cut score on an ELP or alternate ELP assessment. The student's readiness shall be further assessed by the use of a Department-established English language observation form that considers, at a minimum: classroom performance; the student's reading level in English; the observations of the teaching staff members responsible for the educational program of the student; and performance on achievement tests in English.

In accordance with the provisions of N.J.S.A. 18A:35-22.1, a parent may remove a student who is enrolled in a bilingual education program at any time; except that during the first three years of a student's participation in a bilingual education program, a parent may only remove the student at the end of each school year.

If a parent wishes to remove the student prior to the end of each school year, the removal shall be approved by the Executive County Superintendent. If the Executive County Superintendent determines the student should remain in the bilingual education program until the end of the school year, the parent may appeal the Executive County Superintendent's decision to the Commissioner of Education or designee pursuant to the provisions of N.J.S.A. 18A:35-19.2.

Newly exited students who are not academically progressing in classes where English is the primary language of instruction may be considered for reentry to a LIEP in accordance with the provisions of N.J.A.C. 6A:15-1.9(g)1 through (g)5.

All MLs shall satisfy requirements for high school graduation pursuant to N.J.A.C. 6A:8-5.1(a) and Policy 5460 in accordance with the provisions of N.J.A.C. 6A:15-1.10.

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All Kindergarten through twelfth-grade LIEPs shall be conducted within classrooms within the school district pursuant to N.J.S.A. 18A:35-20 in accordance with the provisions of N.J.A.C. 6A:15-1.11.

The parent of a ML shall be notified in accordance with the provisions of N.J.A.C. 6A:15-1.12 that their child has been identified as eligible for placement in a LIEP. Notice shall be in writing and in the language in which the parent possesses a primary speaking ability, and in English.

The notice must also include the provisions detailed at N.J.A.C. 6A:15-1.12(b). Progress reports shall be written in English and in the primary language spoken by the parent of students enrolled in the LIEP.

Pursuant to N.J.A.C. 6A:15-1.13, with approval of the Executive County Superintendent on a case-by-case basis, the Board may join with another district Board to provide a LIEP and an individualized learning opportunity, pursuant to N.J.A.C. 6A:8-5.1(a)2, to a ML who chooses to utilize it to meet the 120-credit graduation requirement, in whole or in part.

The Superintendent or designee shall provide for the maximum practicable engagement of the parent of MLs in the development and review of program objectives and dissemination of information to and from the Boards and communities served by the LIEP in accordance with the provisions of N.J.A.C. 6A:15-1.14. With the exception of a Board implementing an English language services or ESL program, each Board implementing a LIEP shall establish a parent advisory committee on bilingual education of which the majority membership shall be the parents of MLs.

N.J.S.A. 18A:35-15 through 18A:35-26.1

N.J.A.C. 6A:14-4.10; 6A:15-1.1 et seq.

Adopted: March 18, 2019

First Reading: May 13, 2024

Readopted:

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P2431.4 PREVENTION AND TREATMENT OF SPORTS-RELATED

CONCUSSIONS AND HEAD INJURIES

A concussion is a traumatic brain injury caused by a blow or motion to the head or body that disrupts the normal functioning of the brain and can cause significant and sustained neuropsychological impairments including, but not limited to, problem solving, planning, memory, and behavioral problems. In order to ensure safety, it is imperative that student-athletes participating in a program of athletic competition, coaches, and parents are educated about the nature and treatment of sports-related concussions and other head injuries. Allowing a student-athlete to return to a program of athletic competition before recovering from a concussion increases the chance of a more serious brain injury.

This Policy and Regulation 2431.4 are consistent with the requirements of N.J.S.A. 18A:40-41.1 et seq., the New Jersey Department of Education Model Policy and Guidance for Districts on the Prevention and Treatment of Sports-Related Head Injuries and Concussions, and the recommendations developed by the Center for Disease Control and Prevention (CDC).

For the purpose this Policy and Regulation 2431.4, “program of athletic competition” shall include any competition or practice in high school interscholastic athletic programs, middle school interscholastic athletic programs where school teams or squads play teams or squads from other school districts, intramural athletic programs within a school or among schools in the district, and any cheerleading program or activity in the school district.

For the purpose of this Policy and Regulation 2431.4, “student-athlete” shall mean any student enrolled in a public or nonpublic school in New Jersey who is a participant in a program of athletic competition organized by the school district.

The staff member supervising the program of athletic competition shall take steps to prevent concussions and head injuries; ensure student-athletes have appropriate supervision and safety equipment; and ensure student-athletes avoid unsafe conditions.

School staff members supervising programs of athletic competition; licensed athletic trainers; nurses; and school/team physicians shall be trained on the possible signs or symptoms of a concussion. Any possible signs or symptoms of a concussion shall be reported by the student-athlete or an observer to the staff member supervising the program of athletic competition; athletic trainer; school/team physician; school nurse; and/or parent.

The district will adopt an Interscholastic Head Injury Training Program to be completed by the school/team physician, licensed athletic trainer, coaches, and other appropriate district personnel pursuant to N.J.S.A. 18A:40-41.2.

Pursuant to N.J.S.A. 18A:40-41.4, a student-athlete who participates in a program of athletic competition and who sustains or is suspected of having sustained a concussion or other head injury while engaged in a program of athletic competition shall be immediately removed from the

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program of athletic competition by the staff member supervising the program or athletic competition. A student-athlete who was removed from a program of athletic competition shall not participate in further programs of athletic competition until the student-athlete: is examined by a physician or other licensed healthcare provider trained in the evaluation and management of concussions; receives written medical clearance from a physician trained in the evaluation and management of concussions to return to a program of athletic competition; and progresses through the steps outlined in the CDC's Six-Step Return to Play Progression. The student-athlete's written medical clearance shall be reviewed and approved by the school physician.

School personnel shall contact the parent of a student-athlete to inform them of a suspected sports-related concussion or head injury as soon as possible after the incident. School personnel shall provide the parent with a checklist or copy of the return to play protocols outlined in this Policy and Regulation 2431.4.

The student-athlete may not begin the CDC's Six-Step Return to Play Progression until the student-athlete receives a medical examination, provides the required written medical clearance, and the medical clearance is approved by the school physician.

Some symptoms may require immediate medical treatment. Emergency medical responders (911) shall be called if the student-athlete is experiencing a deterioration of symptoms; loss of consciousness; direct neck pain associated with the injury; or any other symptom that may require immediate medical treatment.

The district will provide temporary supports to a student-athlete that has sustained a concussion or other head injury.

The Commissioner of Education and Commissioner of Health educational fact sheet that provides information concerning the use and misuse of opioid drugs in the event a student-athlete is prescribed an opioid for a sports-related injury shall be provided to the parents of student-athletes. The district shall obtain a signed acknowledgement of receipt by the student-athlete and their parent in accordance with the provisions of N.J.S.A. 18A:40-41.10.

The Board shall review this Policy and Regulation 2431.4 annually and update as necessary to ensure it reflects the most current information available on the prevention, risk, and treatment of sports-related concussions and head injuries pursuant to N.J.S.A. 18A:40-41.3.

The district shall provide a copy of this Policy and Regulation 2431.4 to all youth sports team organizations that operate on school grounds. In accordance with the provisions of N.J.S.A. 18A:40-41.5, the district shall not be liable for the injury or death of a person due to the action or inaction of persons employed by, or under contract with, a youth sports team organization that operates on school grounds, if the youth sports team organization provides the school district proof of an insurance policy of an amount of not less than \$50,000 per person, per occurrence insuring the youth sports team organization against liability for any bodily injury suffered by a person and a statement of compliance with this Policy and Regulation 2431.4.

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Pursuant to N.J.S.A. 18A:40-41.5 and for the purpose of this Policy, a “youth sports team organization” means one or more sports teams organized pursuant to a nonprofit or similar charter or which are member teams in a league organized by or affiliated with a county or municipal recreation department.

New Jersey Department of Education Model Policy and Guidance for Districts on the Prevention and Treatment of Sports-Related Head Injuries and Concussions – August 2023

N.J.S.A. 18A:40-41.1; 18A:40-41.2; 18A:40-41.2a;

18A:40-41.3; 18A:40-41.3a; 18A:40-41.4;

18A:40-41.5

Adopted: March 18, 2019

Readopted: January 30, 2023

First Reading: May 13, 2024

Readopted:

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5305 HEALTH SERVICES PERSONNEL

The Board of Education shall appoint at least one school physician pursuant to N.J.S.A. 18A:40-1. The Board may appoint a lead school physician to serve as health services director if more than one school physician is contracted by the Board. The school physician(s) shall be currently licensed by the New Jersey Board of Medical Examiners in medicine or osteopathy and shall have a training and scope of practice that includes child and adolescent health and development. The contract between the Board and the school physician(s) appointed pursuant to N.J.S.A. 18A:40-1 shall include a statement of assurance that the school physician(s) has completed the Student-Athlete Cardiac Screening professional development module developed pursuant to N.J.S.A. 18A:40-41d and has read the sudden cardiac arrest pamphlet developed pursuant to N.J.S.A. 18A:40-41. The school district shall conduct a criminal history background check on any physician before entering into an agreement for delivery of services pursuant to N.J.A.C. 6A:16-2.3.

The school physician(s) shall provide, at a minimum, the following services:

1. Consultation in the development and implementation of school district policies, procedures, and mechanisms related to health, safety, and medical emergencies, pursuant to N.J.A.C. 6A:16-2.1(a) and Policy and Regulation 5310;
2. Consultation to school district medical staff regarding the delivery of school health services, which includes special health care needs of technology-supported and medically fragile children, including students covered by 20 U.S.C. §1400 et seq., Individuals with Disabilities Education Act;
3. Physical examinations conducted in the school physician's office or other comparably equipped facility for students who do not have a medical home;
4. Provision of written notification to the parent stating approval or disapproval of the student's participation in athletics based upon the medical report;
5. Direction for professional duties of other medical staff;
6. Written standing orders that shall be reviewed and re-issued before the beginning of each school year;
7. Establishment of standards of care for emergency situations and medically-related care involving students and school staff;
8. Assistance to the certified school nurse or non-certified nurse in conducting health screenings of students and staff and assistance with the delivery of school health services;

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9. Review, as needed, of reports and orders from a student's medical home regarding student health concerns;
10. Authorization of tuberculin testing for conditions outlined in N.J.A.C. 6A:16-2.2(c) and Policy and Regulation 5310;
11. Review, approval, or denial with reasons of a medical home determination of a student's anticipated confinement and resulting need for home instruction; and
12. Consultation with the school district certified school nurse(s) to obtain input for the development of the school nursing services plan, pursuant to N.J.A.C. 6A:16-2.1(b) and Policy and Regulation 5310.

The Board shall employ a certified school nurse to provide nursing services while school is in session pursuant to N.J.S.A. 18A:40-1 and 3.3. The certified school nurse shall work under the direction of the school physician and Superintendent of Schools.

The certified school nurse shall possess a standard educational services certificate with a school nurse endorsement or school nurse/non-instructional endorsement pursuant to N.J.A.C. 6A:9B-14.3 or 14.4. The certified school nurse shall possess a current New Jersey registered professional nurse license issued by the New Jersey State Board of Nursing; a bachelor's degree from a regionally accredited college or university; a current Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillators (AED) certification as issued by the American Heart Association, the American Red Cross, the National Safety Council, or other entities determined by the Department of Health to comply with the American Heart Association's CPR guidelines; and complete training in airway management and in the use of nebulizers and inhalers consistent with nationally recognized standards including, but not limited to, those of the National Institutes of Health and the American Academy of Allergy, Asthma, and Immunology.

The role of the certified school nurse shall include, but not be limited to:

1. Carrying out written orders of the medical home and standing orders of the school physician;
2. Conducting health screenings which include height, weight, blood pressure, hearing, vision, and scoliosis pursuant to N.J.A.C. 6A:16-2.2 and Policy and Regulation 5310 and monitoring vital signs and general health status for emergent issues for students suspected of being under the influence of alcohol and controlled dangerous substances, pursuant to N.J.S.A. 18A:40-4 and 18A:40A-12 and Policy and Regulation 5530;
3. Maintaining student health records, pursuant to N.J.S.A. 18A:40-4 and N.J.A.C. 6A:16-2.4, and Policy and Regulation 5308;
4. Recommending to the Principal students who shall not be admitted to or retained in the school building based on a parent's failure to provide evidence of the child's immunization according to the schedules specified in N.J.A.C. 8:57-4;

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5. Annually reviewing student immunization records to confirm with the medical home that the medical condition for the exemption from immunization continues to be applicable, pursuant to N.J.A.C. 8:57-4.3;
6. Recommending to the Principal exclusion of students who show evidence of communicable disease, pursuant to N.J.S.A. 18A:40-7, 8, and 10;
7. Directing and supervising the emergency administration of epinephrine and glucagon, and training school staff designated to serve as delegates, pursuant to N.J.S.A. 18A:40-12.6 and 12.14 and Policy and Regulation 5330;
8. Administering asthma medication through use of a nebulizer;
9. Directing and supervising the health services activities of any school staff to whom the certified school nurse has delegated a nursing task;
10. Classroom instruction in areas related to health education, pursuant to N.J.A.C. 6A:9B-14.3;
11. Reviewing and summarizing available health and medical information regarding the student and transmitting a summary of relevant health and medical information to the Child Study Team, pursuant to N.J.A.C. 6A:14-3.4(h);
12. Writing and updating, at least annually, the individualized health care plans and the individualized emergency healthcare plans for students' medical needs, and instructing staff as appropriate;
13. Writing and updating, at least annually, any written healthcare provisions required under Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §794(a), for any student who requires them;
14. Assisting in the development of and implementing healthcare procedures for students in the event of an emergency;
15. Instructing teachers on communicable disease and other health concerns, pursuant to N.J.S.A. 18A:40-3;
16. Reviewing completed health history update questionnaires and sharing with the school athletic trainer for review, if applicable, pursuant to N.J.S.A. 18A:40-41.7; and
17. Providing other nursing services consistent with the nurse's educational services certification endorsement as a school nurse issued by the State Board of Examiners and current license approved by the State Board of Nursing.

A certified school nurse who possesses the school nurse/non-instructional certificate is not authorized to teach in areas related to health, pursuant to N.J.A.C. 6A:9B-14.4.

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The Board may appoint a non-certified nurse under the supervision of a certified school nurse to supplement the services of a certified school nurse provided a non-certified nurse shall be assigned to the same school building or complex as the certified school nurse pursuant to N.J.S.A. 18A:40-3.3.a. and a noncertified nurse is limited to providing services only as permitted under a non-certified nurse's license issued by the State Board of Nursing in accordance with N.J.A.C. 6A:16-2.3(c).

N.J.S.A. 18A:40-1; 18A:40-3.3; 18A:40-4; 18A:40-7;

18A:40-8; 18A:40-10; 18A:40-12; 18A:40-12.6;

18A:40-12.14; 18A:40-41.7

N.J.A.C. 6A:9B-14.3; 6A:9B-14.4; 6A:14-3.4; 6A:16-2.1;

6A:16-2.2; 6A:16-2.3

Adopted: March 18, 2019

First Reading: May 13, 2024

Readopted:

Springfield Public Schools Policy

5308 STUDENT HEALTH RECORDS (M)

The school district shall maintain mandated student health records for each student pursuant to N.J.A.C. 6A:16-2.4 and N.J.A.C. 6A:32-7. The district will document student health records using a form approved by the Commissioner of Education.

The maintenance and security of student health records shall be in accordance with N.J.A.C. 6A:32-7 and 6A:16-2.4. Student health records, whether stored on paper or electronically, shall be maintained in accordance with N.J.A.C. 6A:32-7. Student health records shall be maintained separately from other student records. Student health records also shall be maintained according to the requirements of N.J.A.C. 6A:32-7 until such time as graduation or termination from the school district, whereupon the health history and immunization record shall be removed from the student's health record and placed in the student's mandated record. The school district of last enrollment, graduation, or permanent departure of the student shall keep, for 100 years, a mandated record of a student's health history and immunization in accordance with N.J.A.C. 6A:32-7.8(f). No additions shall be made to the record after graduation or permanent departure without prior written consent of the parent or adult student pursuant to N.J.A.C. 6A:32-7.8(e).

The transfer of student health records when a student transfers to or from a school district shall be in accordance with N.J.A.C. 6A:16-7.9 and N.J.A.C. 6A:32-7.5.

Any Board of Education employee with knowledge of, or access to, the following health information shall comply with restrictions for sharing information as required by Federal and State statutes and regulations: information that identifies a student as having HIV infection or AIDS shall be shared only with prior written informed consent of the student age twelve or greater, or of the student's parent as required by N.J.S.A. 26:5C-1 et seq. and only for the purpose of determining an appropriate educational program for the student; information obtained by the school's alcohol and other drug program that would identify the student as an alcohol or other drug user may be disclosed only for those purposes and under conditions permitted by 42 CFR Part 2; information provided by a secondary school student while participating in a school-based alcohol or other drug counseling program that indicates that a parent or other person residing in the student's household is dependent upon or illegally using a substance shall be shared only for those purposes and conditions permitted by N.J.S.A. 18A:40A-7.1.

Access to and disclosure of information in a student health record shall meet the requirements of the Family Educational Rights and Privacy Act (FERPA), 20 USC §1232g, and 34 CFR Part 99, incorporated herein by reference, as amended and supplemented, and N.J.A.C. 6A:32-7 - Student Records.

The school district shall provide access to the student health record to licensed medical personnel not holding educational certification who are working under contract with, or as employees of, the school district only to the extent necessary to enable the licensed medical personnel to perform their duties. Secretarial or clerical personnel under the supervision of the certified school nurse shall be permitted access to those portions of the student health record necessary for

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entry and recording of data and for conducting routine clerical tasks as outlined in N.J.S.A. 18A:40-3.4 and N.J.A.C. 6A:32-7.5.

Nothing in N.J.A.C. 6A:16-2.4 or in this Policy and Regulation 5308 shall be construed to prohibit school personnel from disclosing to students or adults in connection with an emergency the information contained in the student health record if the release is necessary to protect the immediate health or safety of the student or other persons pursuant to N.J.A.C. 6A:32-7.5.

N.J.S.A. 18A:40-3.4

N.J.A.C. 6A:16-2.4; 6A:32-7.1; 6A:32-7.4;
6A:32-7.5; 6A:32-7.8

Adopted: March 18, 2019

First Reading: May 13, 2024

Readopted:

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5310 HEALTH SERVICES (M)

The Board of Education shall develop and adopt the following written policies, procedures, and mechanisms in accordance with N.J.A.C. 6A:16-2.1(a) for the provision of health, safety, and medical emergency services, and shall ensure staff are informed as appropriate:

1. The review of immunization records for completeness, pursuant to N.J.A.C. 8:57-4.1 through 4.20 (Policy and Regulation 5320);
2. The administration of medication to students in the school setting by the following authorized individuals (Policy and Regulation 5330):
 - a. The school physician;
 - b. A certified school nurse or noncertified nurse;
 - c. A substitute school nurse employed by the school district;
 - d. The student's parent;
 - e. A student approved to self-administer medication, pursuant to N.J.A.C. 6A:16-2.1(a)5.iii. and 6A:16-2.1(a)9. and N.J.S.A. 18A:40-12.3 and 12.4;
 - f. Other school employees who volunteer to be trained and designated by the certified school nurse to administer epinephrine in an emergency, pursuant to N.J.S.A. 18A:40-12.5 and 12.6; and
 - g. Other employees who volunteer to be designated as a delegate and trained to administer glucagon, pursuant to N.J.S.A. 18A:40-12.14.
3. The review of Do Not Resuscitate (DNR) orders received from the student's parent or medical home (Policy 5332);
4. The provision of health services in emergency situations, including:
 - a. The emergency administration of epinephrine via an epinephrine auto-injector, pursuant to N.J.S.A. 18A:40-12.5 (Policy and Regulation 5330);
 - b. The emergency administration of glucagon, pursuant to N.J.S.A. 18A:40-12.14 (Policy and Regulation 5338);
 - c. The care of any student who becomes injured or ill while at school or participating in school-sponsored functions (Policy and Regulation 8441);

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- d. The transportation and supervision of any student determined to be in need of immediate care (Policy and Regulation 8441);
 - e. The notification to parents of any student determined to be in need of immediate medical care (Policy and Regulation 8441); and
 - f. The establishment and implementation of an emergency action plan for responding to a sudden cardiac event, including the use of an automated external defibrillator (AED), pursuant to N.J.S.A. 18A:40-41b. (Policy and Regulation 5300).
- 5. The treatment of asthma in the school setting in accordance with the provisions of N.J.A.C. 6A:16-2.1(a)5. (Policy 5335);
 - 6. Administration of student medical examinations, pursuant to N.J.S.A. 18A:40-4, N.J.S.A. 18A:35-4.8, and N.J.A.C. 6A:16-2.2 (Policy and Regulation 5310);
 - 7. Utilization of sanitation and hygiene when handling blood and bodily fluids pursuant to N.J.A.C. 12:100-4.2, Safety and Health Standards for Public Employees, and in compliance with 29 CFR §1910.1030, Occupational Safety and Health Bloodborne Pathogens Standards (Policy and Regulation 7420);
 - 8. Provision of nursing services to nonpublic schools located in the school district as required by N.J.S.A. 18A:40-23 et seq. and N.J.A.C. 6A:16-2.5 (Policy and Regulation 5306);
 - 9. Self-administration of medication by a student for asthma or other potentially life-threatening illness or life-threatening allergic reaction pursuant to N.J.S.A. 18A:40-12.3, 12.5, and 12.6, and the self-management and care of a student's diabetes as needed, pursuant to N.J.S.A. 18A:40-12.15 (Policy and Regulation 5330);
 - 10. Development of an individualized healthcare plan and individualized emergency healthcare plan for students with chronic medical conditions, including diabetes, asthma, and life-threatening allergies requiring special health services in accordance with N.J.S.A. 18A:40-12.11.c, 12.12, 12.13, and 12.15; and N.J.A.C. 6A:16-2.3(b)3.xii. (Policies and Regulations 5331 and 5338 and Policy 5335); and
 - 11. Management of food allergies in the school setting and the emergency administration of epinephrine to students for anaphylaxis, pursuant to N.J.S.A. 18A:40-12.6a through 12.6d (Policy and Regulation 5331).

The Board of Education shall annually adopt the school district's nursing services plan at a regular meeting, pursuant to N.J.A.C. 6A:16-2.1(b) and Policy 5307.

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N.J.S.A. 18A:35-4.8; 18A:40-4; 18A:40-12;
18A:40-12.3; 18A:40-12.5; 18A:40-12.6;
18A:40-12.6a; 18A:40-12.6b; 18A:40-12.6c;
18A:40-12.6d; 18A:40-12.7; 18A:40-12.11;
18A:40-12.15; 18A:40-16; 18A:40-23 et seq.;
18A:40-41.a.; 18A:40-41.b.
N.J.A.C. 6A:16-1.3; 6A:16-2.1; 6A:16-2.2

Adopted: March 18, 2019

First Reading: May 13, 2024

Readopted:

Springfield Public Schools

Regulation

R 5308 STUDENT HEALTH RECORDS (M)

Student health records shall be maintained for each student pursuant to N.J.A.C. 6A:16-2.4. Maintenance and security of student health records shall be in accordance with N.J.A.C. 6A:32-7.4.

A. Mandated Student Health Records

1. The district shall maintain for each student, pursuant to N.J.A.C. 6A:32, a student health record that includes the following mandated records:
 - a. Findings of health histories, medical examinations, and health screenings pursuant to N.J.A.C. 6A:16-2.2 and 4.3; and
 - b. Documentation of immunizations against communicable diseases or exemption from these immunizations pursuant to N.J.A.C. 8:57-4.1, 4.3, and 4.4.
2. The district will document the findings of student health histories, health screenings, and required medical examinations that are relevant to school participation on the student's health record using a form approved by the Commissioner of Education.

B. Maintenance and Security of Student Health Records

1. The school district shall maintain student health records in accordance with N.J.A.C. 6A:32-7.4 as follows:
 - a. Student health records may be stored electronically or in paper format.
 - (1) When student health records are stored electronically, proper security and backup procedures shall be administered;
 - b. Student health records, whether stored on paper or electronically, shall be maintained in accordance with N.J.A.C. 6A:32-7.1(l).
 - (1) Student health records shall be maintained separately from other student records. Student health records also shall be maintained in accordance with the requirements of N.J.A.C. 6A:32-7 until such time as graduation or termination from the district, whereupon the health history and immunization record shall be removed from the student's health record and placed in the student's mandated record.

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- c. Student health records shall be accessible during the hours in which the school program is in operation.

C. Transferring Student Health Records

The school district shall ensure compliance with the requirements of N.J.A.C. 6A:32-7 – Student Records and Policy and Regulation 8330 when transferring student health records.

D. Restrictions for Sharing Student Health Information

- 1. Any Board of Education employee with knowledge of, or access to, the following health information shall comply with restrictions for sharing information as required by Federal and State statutes and regulations.
 - a. Information that identifies a student as having HIV infection or AIDS shall be shared only with prior written informed consent of the student age twelve or greater, or of the student's parent as required by N.J.S.A. 26:5C-1 et seq. and only for the purpose of determining an appropriate educational program for the student.
 - b. Information obtained by the school's alcohol and other drug program that would identify the student as an alcohol or other drug user may be disclosed only for those purposes and under conditions permitted by 42 CFR Part 2.
 - c. Information provided by a secondary school student while participating in a school-based alcohol or other drug counseling program that indicates a parent or other person residing in the student's household is dependent upon or illegally using a substance shall be shared only for those purposes and conditions permitted by N.J.S.A. 18A:40A-7.1.

E. Access to Student Health Records

- 1. Access to and disclosure of information in the student health record shall meet the requirements of the Family Educational Rights and Privacy Act (FERPA), 20 USC §1232g and 34 CFR Part 99 as amended and supplemented, and N.J.A.C. 6A:32-7 – Student Records.
- 2. The school district shall provide access to the student health record to licensed medical personnel not holding educational certification who are working under contract with, or as employees of, the school district only to the extent necessary to enable the licensed medical personnel to perform their duties.

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- a. Secretarial or clerical personnel under the supervision of the certified school nurse shall be permitted access to portions of the student health record necessary for entry and recording of data and for conducting routine clerical tasks as outlined in N.J.S.A. 18A:40-3.4 and N.J.A.C. 6A:32-7.5.
3. Nothing in N.J.A.C. 6A:16-2.4 or in Policy 5308 and this Regulation shall be construed to prohibit school personnel from disclosing to students or adults in connection with an emergency the information contained in the student health record if the release is necessary to protect the immediate health or safety of the student or other persons pursuant to N.J.A.C. 6A:32-7.5.

Adopted: March 18, 2019
First Reading: May 13, 2024
Readopted:

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R 2423 BILINGUAL EDUCATION (M)

A. Definitions – N.J.A.C. 6A:15-1.2

1. “Alternate English language proficiency assessment” (alternate ELP assessment) means a New Jersey Department of Education (Department)-approved assessment for students with the most significant cognitive disabilities that assesses a student’s English language proficiency (ELP) on the four domains of listening, speaking, reading, and writing, and that is aligned with the English Language Development (ELD) standards and the Individuals with Disabilities Education Act (IDEA).
2. “Bilingual education program” means a full-time language instruction educational program (LIEP) in all courses or subjects provided in accordance with N.J.S.A. 18A:35-18. Students in a bilingual education program receive instruction in the primary language of multilingual learners (ML) enrolled in the program and in English, while also receiving English as a second language (ESL) instruction. Educators use the primary language of instruction to enhance literacy in the primary language and as a support in the development of listening, speaking, reading, and writing skills in English. Students also receive instruction in the history and culture of the country, territory, or geographic area that is the native land of the parents and families of MLs enrolled in the program, and in the history and culture of the United States.
3. “Bilingual part-time program” means an instructional program alternative in which students receive their academic content area classes in English language arts (ELA) and mathematics instruction with a certified bilingual teacher who provides instruction in the primary language of the MLs in the program, as well as ESL instruction.
4. “Bilingual resource program” means an instructional program alternative in which students receive instruction and resources that are individualized for each student, daily instruction from a certified bilingual teacher in academic content areas as identified by the school district, as well as ESL instruction.
5. “Bilingual tutorial program” means an instructional program alternative in which students receive one period of instruction from a certified bilingual teacher in an academic content area required for graduation, a second period of tutoring in another required content area, as well as ESL instruction.
6. “Class period” means the time allocated for instruction in academic content areas as part of the regular school schedule for each day in session as set forth at N.J.A.C. 6A:32-8.3. In a block schedule, weekly instruction is equivalent to one class period for each day of school in a given week.

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7. “Cut score” means the same as that term is defined pursuant to N.J.A.C. 6A:8-1.3.
8. “Dual language immersion program” means, for the purpose of meeting the LIEP requirements at N.J.S.A. 18A:35-18 and N.J.A.C. 6A:15, a full-time LIEP that provides students structured English language instruction and instruction in a second language in all academic content areas. MLs in the program receive instruction in their primary language, as well as ESL instruction. A dual language immersion program provides daily instruction in English and a minimum of fifty percent of instruction in the primary language of enrolled MLs. A dual language immersion program that is designed to support MLs is sometimes referred to as a two-way bilingual education program.
9. “Early Language Development Standards” means the preschool English language development standards for preschool students developed by WIDA. The standards correspond to five domains of children’s development and learning: approaches to learning, language and communication development, cognition and general knowledge, physical well-being and motor development, and social and emotional development. The standards incorporated herein by reference, are published by the Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium and are available at <https://wida.wisc.edu/teach/early>.
10. “Educational activities and programs” means the same as that term is defined pursuant to N.J.A.C. 6A:7-1.3.
11. “Educational equity” means the same as that term is defined pursuant to N.J.A.C. 6A:7-1.3.
12. “Educational needs” means the particular educational requirements of MLs; the fulfillment of which will provide them with equal educational opportunities.
13. “English as a second language (ESL) program” means a daily class period of second-language acquisition instruction within a LIEP and based on a student’s English language proficiency that teaches the English language development standards and incorporates the cultural aspects of the students’ experiences in their ESL instruction.
14. “English language development standards” or “ELD standards” means the 2020 Amplification of the English Language Development Standards, Kindergarten – Grade 12 incorporated herein by reference, as amended and supplemented, developed by WIDA. They are the standards and language competencies in listening, speaking, reading, and writing that MLs in preschool programs, and elementary and secondary schools, need to become fully proficient in English and to have unrestricted access to grade-appropriate instruction in challenging academic content areas. The standards are a version of ELA that have been crafted to address the specific developmental stages of students learning English.

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The standards are published by the Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium (www.wida.us) and are available for review at

<https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf>.

15. “English language proficiency assessment” or “ELP assessment” means a Department-approved assessment that evaluates a student’s English language proficiency on the four domains of listening, speaking, reading, and writing, and that is aligned with the ELD standards.
16. “English language services” means services designed to improve the English language skills of MLs. The services, provided in school districts with less than ten MLs in Kindergarten through twelfth-grade, are part of the regular school program and are designed to develop proficiency in the ELD standards.
17. “Equal educational opportunity” means the same as that term is defined pursuant to N.J.A.C. 6A:7-1.3.
18. “Exit criteria” means the criteria that must be applied before a student may be exited from a LIEP.
19. “High-intensity ESL program” means an instructional program alternative in which students receive two or more class periods each day in session of ESL instruction. One period is the standard ESL class, and the other period is a tutorial or ESL reading class.
20. “Instructional program alternative” means a LIEP, other than bilingual education and/or dual language immersion, that may be established by the Board of Education in consultation with, and approval of, the New Jersey Department of Education through a waiver request pursuant to N.J.S.A. 18A:35-18. All students in an instructional program alternative receive an ESL class period each day in session.
21. “Language instruction educational program” or “LIEP” means the program of services in which a ML receives instruction and support to develop and attain English language proficiency while meeting or exceeding the New Jersey Student Learning Standards (NJSLS) in academic content areas. MLs in a LIEP develop proficiency in the English language while they develop skills and knowledge within the academic content areas. A LIEP includes the services that all MLs are entitled to receive, pursuant to N.J.S.A. 18A:35-16 and N.J.A.C. 6A:15. LIEP includes “programs of bilingual education,” pursuant to N.J.S.A. 18A:35-16, and “instructional alternative programs,” pursuant to N.J.S.A. 18A:35-18.

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22. “Multicultural curriculum” means the same as that term is defined pursuant to N.J.A.C. 6A:7.
23. “Multilingual learner” or “ML” means a student whose primary language is not English, who is identified through the process set forth in N.J.A.C. 6A:15, and who is developing proficiency in multiple languages (e.g., English and a primary language). The term is synonymous with “English learner” or “English language learner.”
24. “Newcomer” means any student born outside of the United States who has recently arrived in the United States. Newcomer is an umbrella term that includes a heterogeneous group of immigrants; some newcomers may also be MLs or students with interrupted formal education (SIFE).
25. “NJSLS” means the New Jersey Student Learning Standards as defined at N.J.A.C. 6A:8-1.3.
26. “Parent(s)” means the natural or adoptive parent, legal guardian, surrogate parent appointed pursuant to N.J.A.C. 6A:14-2.2, or a person acting in the place of a parent (such as a grandparent or stepparent with whom the student lives or a person legally responsible for the student’s welfare). Unless parental rights have been terminated by a court of appropriate jurisdiction, the parent retains all rights pursuant to N.J.A.C. 6A:32. In addition, a resource family parent may act as a parent pursuant to N.J.A.C. 6A:32 if the parent’s authority to make education decisions on the student’s behalf has been terminated by a court of appropriate jurisdiction.
27. “Primary language” means the language or mode of communication in which a ML is most fluent or speaks more regularly than any other language. In the case of a student, the primary language is the language normally used by the student’s parent.
28. “Sheltered English instruction” means an instructional program alternative to make academic instruction in English understandable to MLs. Sheltered English classes are taught by classroom teachers who deliver instruction in English, may not hold a bilingual/ESL endorsement, but have received training on strategies for instructional adaptation, pursuant to N.J.A.C. 6A:8-1.3, to make academic content areas comprehensible for MLs.
29. “State Seal of Biliteracy” means a recognition awarded pursuant to N.J.A.C. 6A:8-5.3.
30. “Statewide home-language survey” or “Statewide HLS” means a standardized questionnaire developed by the Department for school districts to use to help identify which students are potential MLs and which students will require a record

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review and an ELP assessment to determine whether they are eligible for placement in a LIEP.

31. “Student with interrupted formal education” or “SIFE” means a ML in grades four to twelve who has experienced disruptions in their formal education that took place outside of the United States.

B. Identification of Eligible Multilingual Learners – N.J.A.C. 6A:15-1.3

1. The school district shall use, at the time of enrollment, the multi-step process set forth at N.J.A.C. 6A:15-1.3(a)1 through (a)3 and B.1.a. through B.1.c. below to identify MLs enrolled in the school district.
 - a. The district shall administer to each student enrolled in the school district the Statewide HLS. The district shall use the Statewide HLS to determine which students in preschool to twelfth-grade have a primary language(s) other than English and, therefore, may be a ML. The Statewide HLS shall be completed, in writing, or by verbal interview by an individual with knowledge of the student, such as a parent(s), trained school district personnel, or a bilingual or ESL teacher;
 - b. Following the administration of the Statewide HLS, the district shall conduct a records review process to determine whether the student is a ML.
 - (1) The records review process may include, but is not limited to, reviewing available information about the student’s overall academic performance from current or prior years; observations of teaching staff members who have worked with the student; interviews with the student or the student’s parent or family in their primary language; and/or additional school records as needed in compliance with State and Federal student privacy laws; and
 - c. The district shall then determine the English language proficiency of all Kindergarten to twelfth-grade students who are found eligible through N.J.A.C. 6A:15-1.3(a)1 or (a)2 and B.1.a. or B.1.b. above and whose primary language is other than English by administering an ELP assessment. Students who do not meet the Department-established cut score on the ELP assessment shall be considered MLs and shall be offered entry into the district’s LIEP.
 - (1) Preschool students who are identified, pursuant to the processes set forth at N.J.A.C. 6A:15-1.3(a)1 and (a)2 and B.1.a. and B.1.b. above, as having a primary language other than English shall be identified as MLs. Prior to the start of their Kindergarten year, the district shall administer an ELP assessment to preschool MLs as

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part of the screener process to determine the ML's English language proficiency level.

- (2) The district shall also use age-appropriate methodologies to identify preschool MLs to determine their individual language development needs.
 2. The district shall maintain a roster indicating all identified students whose primary language is other than English and who are MLs.
- C. Board Requirements, Including Language Instruction Educational Programs for Multilingual Learners – N.J.A.C. 6A:15-1.4
1. The district shall provide all preschool to twelfth-grade MLs enrolled in the school district pursuant to N.J.S.A. 18A:7F-46 and 18A:7F-54 with equal educational opportunities and all educational activities and programs, including required courses and support services defined at N.J.A.C. 6A:15-1.4(b) through (e) and C.2. through C.5. below to prepare MLs to meet or exceed the NJSLs for high school graduation. The instructional opportunities shall be designed to assist MLs to fully comprehend all subject matter and demonstrate their mastery of all NJSLs academic content areas.
 - a. Instructional opportunities may also include individualized and targeted supports, as needed by MLs.
 - b. The district shall ensure that all educational services, activities, and programs incorporate a linguistically and culturally responsive, multicultural curriculum in accordance with N.J.S.A. 18A:35-4.35, 18A:35-4.36, and 18A:35-4.36a. to ensure educational equity aligned to the Board of Education's Comprehensive Equity Plan, pursuant to N.J.A.C. 6A:7.
 2. The Board shall provide all MLs with a LIEP.
 - a. The Board shall provide appropriate instructional programs to preschool MLs pursuant to N.J.A.C. 6A:15-1.4(c) and C.3. below.
 - b. Whenever there are twenty or more MLs in Kindergarten through twelfth-grade in any one language classification enrolled in the school district, a LIEP shall include bilingual education or dual language immersion programs pursuant to N.J.A.C. 6A:15-1.4(e) and C.5. below, unless waived pursuant to N.J.A.C. 6A:15-1.15 and N. below.
 - c. Whenever there are ten or more MLs in Kindergarten through twelfth-grade enrolled in the school district, an ESL program shall be provided.

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- d. Whenever there are at least one, but fewer than ten MLs in Kindergarten through twelfth-grade enrolled in the school district, the Board shall provide the MLs with English language services. English language services shall be provided as part of the regular school program.
 - e. Instructional program alternatives may be implemented pursuant to N.J.A.C. 6A:15-1.15 and N. below.
- 3. The Board shall provide appropriate instructional programs to eligible preschool MLs based on the New Jersey Preschool Program Implementation Guidelines and the New Jersey Preschool Teaching and Learning Standards of Quality, pursuant to N.J.A.C. 6A:13A – Elements of High-Quality Preschool Programs.
 - a. A program that meets the New Jersey Preschool Teaching and Learning Standards of Quality and is approved, pursuant to N.J.A.C. 6A:13A, will be considered a preschool LIEP.
- 4. The Board shall establish bilingual education or dual language immersion programs whenever there are twenty or more MLs in any one language classification enrolled in the school district in Kindergarten through twelfth-grade, pursuant to N.J.S.A. 18A:35-18. Bilingual education or dual language immersion programs shall:
 - a. Be designed to prepare MLs to acquire sufficient English knowledge and skills to meet the NJSLS. All MLs participating in bilingual and dual language immersion programs shall also receive a class period of ESL instruction each day in session;
 - b. Include a curriculum that is aligned to the NJSLS and the ELD standards and includes primary language instruction delivered to further master literacy in the primary language and as a support in the development of English proficiency;
 - c. Include the full range of required courses and activities offered on the same basis and under the same rules that apply to all students within the school district; and
 - d. Utilize a curriculum for bilingual education programs that is adopted by the Board.
- 5. The Board shall provide at least one class period of ESL instruction each day in session based on a student's English language level to all MLs placed in a LIEP.
 - a. The Board shall develop and adopt an ESL curriculum that addresses the ELD standards to address the instructional needs of MLs.

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- b. The ESL curriculum shall be cross-referenced to the school district's bilingual education and academic content area curricula to ensure that ESL instruction is correlated to all academic content areas taught.
- 6. The Board may establish dual language immersion programs to meet the requirement at N.J.A.C. 6A:15-1.4(b)2. and C.2.b. above and N.J.S.A. 18A:35-15 through 18A:35-26.
 - a. Dual language immersion programs shall be designed to help students achieve proficiency in English and in a second language while mastering academic content area skills.
 - b. Instruction shall be in all courses or subjects of study that allow students to meet all grade promotion and graduation standards.
 - c. Classes in dual language immersion programs shall be comprised of at least fifty percent MLs.
 - d. The program may be coordinated with the school district's world languages program.
 - e. Dual language immersion programs that are not established to provide the LIEP services required pursuant to N.J.S.A. 18A:35-15 through 18A:35-26 do not have to comply with the requirements of N.J.A.C. 6A:15, Policy 2423, and this Regulation.
- 7. The Board may establish a newcomer program for a limited duration in time to address the needs of recent immigrant students, particularly SIFEs, before the students transition to a general education classroom. A high-quality newcomer program shall:
 - a. Be age-appropriate;
 - b. Include content that relates to the NJSLS;
 - c. Include social-emotional learning; and
 - d. Include courses that are credit-bearing and count toward graduation pursuant to N.J.A.C. 6A:8, or promotion requirements to allow students to meet grade-level standards within a reasonable period of time.
- 8. The Board shall offer sufficient courses and other relevant supplemental instructional opportunities in grades nine through twelve to enable MLs to meet or exceed the NJSLS for graduation. When sufficient numbers of students are not available to form a bilingual class in an academic content area, the Board shall

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develop, in consultation with and approved by the Department, plans to meet the needs of the students.

9. In addition to N.J.A.C. 6A:15-1.4(a) through (h) and C.1. through C.8. above, the Board shall design additional programs and services to meet the special needs of eligible MLs. The additional programs and services shall include, but not be limited to, individualized and targeted supports through Title I programs; special education; career and technical education programs; gifted and talented education services; supports to help MLs earn a State Seal of Biliteracy pursuant to N.J.A.C. 6A:8-5.3; and individualized learning opportunities pursuant to N.J.A.C. 6A:8-5.1.
10. The Board may establish a program in bilingual education or dual language immersion for any language classification with fewer than twenty students.
11. The Board shall establish a process for how MLs in high school may meet the world language or ELA course graduation requirements, pursuant to N.J.A.C. 6A:8-5.1, by applying credits earned in an ESL course. The Board shall verify on a student's record that the applicable ESL credits meet or exceed the NJSLs at the high school level.

D. Approval Procedures – N.J.A.C. 6A:15-1.5

1. The school district providing a LIEP shall submit a plan every three years to the Department for approval.
2. The Board of Education's LIEP plan shall demonstrate that:
 - a. For Kindergarten through twelfth-grade, LIEP curricula include or are aligned with:
 - (1) The NJSLs;
 - (2) The ELD standards; and
 - (3) A multicultural curriculum, pursuant to N.J.S.A. 18A:35-4.36a and N.J.A.C. 6A:7.
 - b. For preschool, the ML instruction and support meets the language instruction requirements in the New Jersey Preschool Program Implementation Guidelines and the New Jersey Preschool Teaching and Learning Standards of Quality, pursuant to N.J.A.C. 6A:13A and the curricula include or are aligned with:
 - (1) The NJSLs;

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- (2) The ELD standards for preschool; and
 - (3) A multicultural curriculum, pursuant to N.J.S.A. 18A:35-4.36a and N.J.A.C. 6A:7.
 - c. MLs have equitable access to educational activities and programs in a manner aligned to the Board's Comprehensive Equity Plan, pursuant to N.J.A.C. 6A:7.
 - d. School district staff engage in ongoing and continuous program evaluations that shall include regular reviews of student performance data (for example, graduation rates and assessment results) and other measures (for example, absenteeism, disciplinary records, and course enrollment) to evaluate whether MLs in the district have equitable access to educational opportunities, including, but not limited to, gifted and talented programs; advanced coursework and dual enrollment; work-based learning opportunities; extra-curricular activities; and career counseling.
 - e. Preschool students participate in instructional activities pursuant to N.J.A.C. 6A:13A.
 - f. Bilingual and dual language immersion programs promote bilingualism, biliteracy, cross-cultural competency, high levels of academic achievement in both languages, and a path, if available, toward attaining the State Seal of Biliteracy.
3. The Board's LIEP plan submitted to the Department for approval shall include information on the following:
- a. Identification of MLs in preschool through twelfth-grade;
 - b. LIEP description;
 - c. The number of staff hired for the LIEP by certificate type;
 - d. Bilingual and ESL curriculum;
 - e. Evaluation design;
 - f. Review process for a student's exit from ML status; and
 - g. A budget for all components of the LIEP.
4. The Department will review the plan to ensure the Board has a system of support for all MLs that is aligned to N.J.A.C. 6A:15, Policy 2423, and this Regulation.

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The Department may request modifications of the plan, as appropriate, and shall determine whether to approve the Board's plan.

E. Supportive Services – N.J.A.C. 6A:15-1.6

1. Students enrolled in a LIEP shall have equal educational opportunities, including full access to educational opportunities and services available to other students in the district.
2. The school district shall provide MLs with linguistically and culturally responsive supportive services, such as academic counseling; tutoring; career guidance; and mental health counseling. Bilingual personnel who are trained in social-emotional learning and are familiar with and knowledgeable about the unique assets and needs of the MLs, including newcomers and SIFEs, and their parents, shall provide the services.

F. Professional Development – N.J.A.C. 6A:15-1.7

1. As part of the district- and school-level plans for professional development requirements at N.J.A.C. 6A:9C-4.2, the Board of Education shall describe professional learning for bilingual, ESL, and academic content teachers whose classroom instruction is in English; administrators who supervise bilingual/ESL programs; and administrators and any personnel who observe and evaluate teachers of MLs.
2. The district- and school-level professional development plan shall:
 - a. Include instructional adaptational strategies, pursuant to N.J.A.C. 6A:8-3.1, and training on appropriate assessments to help MLs meet the NJSLs and the ELD standards;
 - b. Address the needs of bilingual and ESL teachers, who shall receive training in the use of the ESL curriculum and the ELD standards; and
 - c. Ensure all teachers receive training on the ELD standards and how to provide linguistically and culturally accessible instruction and appropriate modifications and accommodations for MLs.

G. Certification – N.J.A.C. 6A:15-1.8

1. All teachers of bilingual programs shall hold a valid New Jersey instructional certificate with an endorsement for the appropriate grade level and/or academic content area and a standard certificate with a bilingual/bicultural education endorsement, pursuant to N.J.S.A. 18A:6-38 et seq., N.J.S.A. 18A:35-15 to 26, and N.J.A.C. 6A:9B-11.5.

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2. Dual language immersion programs, for the purpose of meeting the LIEP requirements at N.J.S.A. 18A:35-18; N.J.A.C. 6A:15; Policy 2423; and this Regulation may be taught by one or more teaching staff members. In these dual language immersion programs, the following endorsements to an instructional certificate shall be fulfilled by one or more teaching staff members:
 - a. An endorsement for the appropriate grade level and/or academic content area being taught; and
 - b. An endorsement in bilingual/bicultural education or world languages.
 - (1) A teaching staff member of a language other than English has demonstrated linguistic competence in the language of their instruction, pursuant to N.J.A.C. 6A:9B-10.5 or 11.5(a)2.
 3. All teaching staff members of ESL classes shall hold a valid New Jersey instructional certificate with an ESL endorsement, pursuant to N.J.S.A. 18A:6-38 et seq. and N.J.A.C. 6A:9B-11.6.
 4. All teaching staff members providing English language services shall hold a valid New Jersey instructional certificate.
- H. Language Instruction Educational Program Placement, Assessment, Exit, and Reentry – N.J.A.C. 6A:15-1.9
1. All MLs from Kindergarten through twelfth-grade shall be enrolled in a LIEP established by the Board of Education in accordance with N.J.A.C. 6A:15-1.4(b) through (f) and C.2. through C.6. above, N.J.A.C. 6A:15-1.15(a) and N.1. below, and N.J.S.A. 18A:35-18 and N.J.S.A. 18A:35-22.
 2. Students identified as MLs shall be assessed annually using ELP assessments to measure the progress toward English language proficiency and to determine readiness for exiting the LIEP. Students who meet the criteria for Statewide alternate assessments, pursuant to N.J.A.C. 6A:14-4.10(a)2, shall be assessed annually using an alternate ELP assessment.
 3. A ML enrolled in the LIEP shall be placed in a classroom(s) where the primary language of instruction is English when the ML has demonstrated readiness to exit a LIEP first by achieving the Department-established cut score on an ELP or alternate ELP assessment. The student's readiness shall be further assessed by the use of a Department-established English language observation form that considers, at a minimum: classroom performance; the student's reading level in English; the observations of the teaching staff members responsible for the educational program of the student; and performance on achievement tests in English.

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- a. Pursuant to 34 CFR §200.6(h)(4)(ii), a ML with a disability whose disability makes it impossible for the student to be assessed in a particular domain because there are no appropriate accommodations for assessing the student in that domain may be exited from ML status based on the student meeting the Department-determined cut score on the remaining domains in which the student was assessed.
4. When the review process for exiting a student from a LIEP has been completed, the district shall notify, by written communication, the student's parent of the placement determination. If the parent or a teaching staff member disagrees with the student's placement, the parent or teaching staff member may appeal the placement to the Commissioner of Education, pursuant to N.J.S.A. 18A:6-9 and N.J.A.C. 6A:3, after exhausting the school district's appeal process.
5. A parent may remove a student who is enrolled in a LIEP pursuant to N.J.S.A. 18A:35-22.1.
 - a. A student who is identified as a ML and whose parent refuses placement in a LIEP shall still access and meet the academic expectations of the NJSLS. Pursuant to N.J.A.C. 6A:8, N.J.A.C. 6A:15-1.6, and E. above, the district shall ensure that students whose parents refuse placement are provided the appropriate instructional adaptations and appropriate assessment modifications and accommodations for Statewide assessments.
6. The district shall monitor, for a minimum of two years, the academic progress of students who are exited from a LIEP to ensure that the students are continually meeting or exceeding the NJSLS when the curriculum and instruction are delivered in English.
7. Newly exited students who are not academically progressing in classes where English is the primary language of instruction may be considered for reentry to a LIEP as follows:
 - a. After a minimum of one-half an academic year and within two years of exit, the teaching staff member delivering instruction in English may recommend retesting with the approval of the Principal.
 - b. A waiver of the minimum time limitation may be approved by the Executive County Superintendent upon request of the Superintendent if the student is experiencing extreme difficulty in adjusting to classes where English is the primary language of instruction.
 - c. The recommendation for retesting shall be based on the teaching staff member's documented observation of a student's academic performance and data-based determination that the student is experiencing difficulties due to problems in using the English language to communicate effectively

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with peers and adults; understand directions given by the teaching staff member; and/or comprehend basic verbal and written materials.

- d. The student shall be tested using a different form of the English language proficiency assessment than the one used to exit the student from the LIEP.
- e. If the student scores below the Department-determined cut score on the English language proficiency assessment, the student shall be reenrolled into a LIEP.

I. Graduation Requirements for Multilingual Learners – N.J.A.C. 6A:15-1.10

All MLs shall satisfy requirements for high school graduation pursuant to N.J.A.C. 6A:8-5.1(a).

J. Location – N.J.A.C. 6A:15-1.11

- 1. All Kindergarten through twelfth-grade LIEPs shall be conducted within classrooms within the school district pursuant to N.J.S.A. 18A:35-20, except under the following circumstances:
 - a. A LIEP is conducted in another school district as part of a joint program, pursuant to N.J.A.C. 6A:15-1.13 and L. below; or
 - b. A ML's individualized learning opportunity, pursuant to N.J.A.C. 6A:8-5.1(a)2, occurs outside of the school district's classrooms.

K. Notification – N.J.A.C. 6A:15-1.12

- 1. The district shall notify, by written communication, the parent of a ML of the fact that their child has been identified as eligible for placement in a LIEP.
 - a. The district shall issue the notification within thirty calendar days of the start of the school year.
 - b. For a student who enrolls after the beginning of the school year, the district shall issue the notification within fourteen calendar days of the student being placed in a LIEP.
- 2. The notice shall be in writing and in the language in which the parent possesses a primary speaking ability, and in English, and shall include the following information:
 - a. Why the student was identified as a ML;

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- b. Why the school district determined the student needs to be placed in a LIEP that will help the student develop and attain English proficiency and meet the NJSLS;
 - c. The student's level of English language proficiency, how the level of English language proficiency was assessed, and the student's performance in academic content areas;
 - d. The method of instruction the school district will use to serve the student, including a description of other instruction methods available and how those methods differ in content, instructional goals, and the use of English and a primary language, if applicable;
 - e. How the program will meet the student's specific needs in attaining English language proficiency and meeting or exceeding the NJSLS;
 - f. The program's exit requirements, the expected amount of time that the ML will need to successfully achieve in classrooms where the language of instruction is English, and, in the case of high school students, the expected rate of graduation;
 - g. How the LIEP will meet the objectives of the individualized education program of a student with a disability; and
 - h. A statement that the parent may decline the child's enrollment in a LIEP, and that the parent shall be given an opportunity to do so or to select a different type of LIEP service available at the child's school.
- 3. The district shall send progress reports to the parents of students enrolled in a LIEP in the same manner and frequency as progress reports are sent to the parent of other students enrolled in the school district.
 - 4. Progress reports shall be written in English and in the primary language spoken by the parent of students enrolled in the LIEP.
 - 5. The district shall notify the parent when the student meets the exit criteria and is placed in a monolingual English program. The notice shall be in English and in the language in which the parent possesses a primary speaking ability.

L. Joint Programs – N.J.A.C. 6A:15-1.13

- 1. With approval of the Executive County Superintendent on a case-by-case basis, the Board of Education may join with another district Board to provide:
 - a. A LIEP; and

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- b. An individualized learning opportunity, pursuant to N.J.A.C. 6A:8-5.1(a)2, to a ML who chooses to utilize it to meet the 120-credit graduation requirement, in whole or in part.

M. Parental and Family Engagement – N.J.A.C. 6A:15-1.14

- 1. The Superintendent or designee shall provide for the maximum practicable engagement of the parent of MLs in the development and review of program objectives and dissemination of information to and from the Boards of Education and communities served by the LIEP.
 - a. This duty includes ensuring all information regarding a ML's educational experience is available in the language in which the parent possesses a primary speaking ability, and in English. This information includes, but it not limited to: district- and school-level policies; invitational letters regarding school or district programs; information regarding student discipline policies and procedures; registration and enrollment; report cards; requests for parent permission for student participation in district or school activities; parent-teacher conferences; parent handbooks; and gifted and talented programs.
- 2. With the exception of a Board implementing an English language services or ESL program, each Board implementing a LIEP shall establish a parent advisory committee on bilingual education of which the majority membership shall be the parents of MLs.

N. Waiver Process Provided by Statute – N.J.A.C. 6A:15-1.15

- 1. A school district that has twenty or more students eligible for the bilingual education program in Kindergarten through twelfth-grade may request annual approval from the Department to waive the requirement at N.J.A.C. 6A:15-1.4(d) and C.4. above and, instead, to establish an instructional program alternative if the school district is able to demonstrate that it would be impractical to provide a full-time bilingual program due to the age range, grade span, and/or geographic location of eligible students.
 - a. Instructional program alternatives that shall be established include, but are not limited to: the bilingual part-time program; the bilingual resource program; the bilingual tutorial program; the sheltered English instruction program; and the high-intensity ESL program.
 - b. All instructional program alternatives shall be designed to assist MLs to develop English language proficiency while learning the knowledge and skills for academic content areas to meet or exceed the NJSLs.

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- c. Instructional program alternatives shall be developed in consultation with the Department based on student enrollment and achievement data.
- d. A Board of Education implementing instructional program alternatives annually shall submit to the Department student enrollment and achievement data that demonstrate the continued need for the programs.
- e. Instructional program alternatives shall be approved annually by the Department based on the Department's review of student enrollment and achievement data.

Adopted: March 18, 2019
First Reading: May 13, 2024
Readopted:

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R 2431.4 PREVENTION AND TREATMENT OF SPORTS-RELATED

CONCUSSIONS AND HEAD INJURIES

The following procedures shall be followed to implement N.J.S.A. 18A:40-41.1 et seq., the New Jersey Department of Education Model Policy and Guidance for Districts on the Prevention and Treatment of Sports-Related Head Injuries and Concussions, and Policy 2431.4.

A. Prevention

1. The following steps may be taken to prevent concussions and head injuries and ensure the safety of student-athletes:
 - a. Limit the number of stunts during cheerleading practice.
 - (1) When stunting is performed, spotters shall be used and the surface shall be soft and in good condition; and
 - (2) Safe stunting techniques shall be taught and student-athletes shall not be permitted to attempt new or difficult stunts without proper instruction and a coach on hand.
 - b. Ensure student-athletes have appropriate supervision during practices and a designated safe practice facility in good condition for the activity.
 - c. Ensure the use of appropriate fitted and maintained safety equipment.
 - d. Ensure student-athletes avoid unsafe actions such as:
 - (1) Hitting another student-athlete in the head;
 - (2) Using their head to contact another student-athlete;
 - (3) Making illegal contacts; and
 - (4) Trying to injure or put another student-athlete at risk for injury.
 - e. Limit the amount of contact during practices. This may include:
 - (1) Limiting the amount of practice time that includes scrimmages or full-speed drills.
 - f. Teach student-athletes proper techniques and ways to avoid hits to the head.

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- g. Keep a close eye on student-athletes in positions that are at increased risk for concussion to help spot a potential concussion.

B. Possible Signs or Symptoms of Concussion

1. Some mild traumatic brain injuries and concussion symptoms may appear right away, while others may not appear for hours or days after the injury. These symptoms may be observed by coaches, licensed athletic trainers, school/team physicians, school nurses, teachers, parents, or a teammate. Below are a few examples of possible signs and symptoms of a concussion:
 - a. The student-athlete grabs or holds head after a play or hit - “Hands to Head”;
 - b. The student-athlete appears to be “shaking it off”;
 - c. The student-athlete appears dazed or “foggy”;
 - d. The student-athlete forgets plays or demonstrates short term memory difficulty;
 - e. The student-athlete cannot recall injury or events just before or just after the injury;
 - f. The student-athlete answers questions slowly or inaccurately;
 - g. The student-athlete has a headache;
 - h. The student-athlete is nauseous or is vomiting;
 - i. The student-athlete is experiencing balance problems or dizziness;
 - j. The student-athlete is experiencing double vision or changes in vision;
 - k. The student-athlete is experiencing sensitivity to light or sound/noise;
 - l. The student-athlete is feeling sluggish or foggy;
 - m. The student-athlete is having difficulty with concentration and short-term memory;
 - n. The student-athlete is experiencing sleep disturbance; and
 - o. The student-athlete is experiencing irritability and/or mood changes.
2. Any possible signs or symptoms of a concussion shall be reported by the student-athlete participating in a program of athletic competition to the coach(es), athletic trainer, school or team physician, school nurse, and/or parent.

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C. Treatment

1. Pursuant to N.J.S.A. 18A:40-41.4, a student-athlete who participates in a program of athletic competition and who sustains or is suspected of having sustained a concussion or other head injury while engaged in a program of athletic competition shall be immediately removed from the program of athletic competition by the staff member supervising the program of athletic competition.
2. The staff member supervising the student-athlete during the program of athletic competition shall immediately contact the school physician, athletic trainer, or school nurse to examine the student-athlete.
3. Emergency medical responders (911) shall be called if the student-athlete is experiencing a deterioration of symptoms, loss of consciousness, or direct neck pain associated with the injury pursuant to D. below.
4. A student-athlete who is removed from a program of athletic competition shall not participate in further programs of athletic competition until:
 - a. The student-athlete is evaluated by a physician or other licensed healthcare provider trained in the evaluation and management of concussions and receives written clearance from a physician trained in the evaluation and management of concussions to return to the program of athletic competition; and
 - (1) The student-athlete's written medical clearance from a physician must indicate a medical examination has determined:
 - (a) The student-athlete's injury was not a concussion or other head injury, the student-athlete is asymptomatic at rest, and the student-athlete may return to regular school activities and is no longer experiencing symptoms of the injury while conducting those activities; or
 - (b) The student-athlete's injury was a concussion or other head injury and the student-athlete's physician will monitor the student-athlete to determine when the student-athlete is asymptomatic at rest and when the student-athlete may return to regular school activities and is no longer experiencing symptoms of the injury while conducting those activities.

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- (2) The student-athlete's written medical clearance shall be reviewed and approved by the school physician.
 - (3) A student-athlete who has suffered a concussion or other head injury may not begin the CDC's Six-Step Return to Play Progression as outlined in E. below until the student-athlete receives a medical examination and provides the required written medical clearance to the Principal or designee.
 - (4) A written medical clearance not in compliance with the provisions of C.4.a. above will not be accepted.
- b. A student-athlete who has suffered a concussion or other head injury returns to regular school activities without the need for additional support and is no longer experiencing symptoms of the injury when conducting those activities.
 - (1) If school is in session, a student-athlete who has suffered a concussion or other head injury must return to regular school activities without symptoms or need for additional support before returning to a program of athletic competition as part of the CDC's Six-Step Return to Play Progression.
 - (2) If school is not in session, a student-athlete who has suffered a concussion or other head injury must return to their normal daily activities without symptoms as part of the CDC's Six-Step Return to Play Progression.

D. Symptoms Requiring Immediate Medical Assessment (911/Emergency Evaluation)

- 1. The following symptoms requiring immediate medical assessment include, but are not limited to:
 - a. The student-athlete loses consciousness;
 - b. The student-athlete has a headache that gets worse and does not go away;
 - c. The student-athlete is experiencing weakness, numbness, decreased coordination, convulsions, or seizure;
 - d. The student-athlete is experiencing repeated vomiting and/or intractable retching;
 - e. The student-athlete is slurring speech or exhibiting unusual behavior (disoriented);

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- f. The student-athlete has one pupil (the black part in the middle of the eye) larger than the other; and
 - g. The student-athlete cannot recognize people or places and/or gets confused, restless, or agitated.
 - E. CDC's Six-Step Return to Play Progression for Students Who Have Suffered a Concussion or Other Head Injury
 - 1. The return of a student-athlete to a program of athletic competition shall be in accordance with the CDC's Six-Step Return to Play Progression recommendations and any subsequent changes or other updates to those recommendations as developed by the CDC. Recovery is individual.
 - a. As applicable, the student-athlete's treating healthcare provider may guide the student-athlete through the return to play protocol while experiencing mild symptoms as part of the treatment.
 - b. In addition, the student-athlete's treating healthcare provider may adjust the treatment plan prior to Step Six, full return to competition.
 - c. Clearance from a student-athlete's physician trained in the evaluation and management of concussions is required before returning to full competition.
 - 2. Six-Step Return to Play Progression
 - a. Step 1: Back to Regular Activities

The student-athlete is back to their regular activities (such as school).
 - b. Step 2: Light Aerobic Activity

The student-athlete shall begin with light aerobic exercise only to increase a student-athlete's heart rate. This means about five to ten minutes on an exercise bike, walking, or light jogging. No weightlifting at this point.
 - c. Step 3: Moderate Activity

The student-athlete shall continue with activities to increase a student-athlete's heart rate with body or head movement. This includes moderate jogging, brief running, moderate-intensity stationary biking, or moderate-intensity weightlifting (less time and/or less weight from their typical routine).
 - d. Step 4: Heavy, Non-Contact Activity

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The student-athlete shall add heavy, non-contact physical activity, such as sprinting/running, high-intensity stationary biking, regular weightlifting routine, or non-contact sport-specific drills (in three planes of movement).

e. Step 5: Practice & Full Contact

The student-athlete may return to practice and full contact (if appropriate for the sport) in controlled practice.

f. Step 6: Competition

The student-athlete may return to competition.

3. It is important for a student-athlete's parent(s), coach(es), and teachers to watch for concussion symptoms after each day's Six-Step Return to Play Progression activity.
4. A student-athlete should only move to the next step if they do not exhibit any new symptoms at the current step.
5. If a student-athlete's symptoms return or if they develop new symptoms, this could be a sign the student-athlete is overexerting. The student-athlete shall stop these activities and the student-athlete's medical provider shall be contacted. After more rest and no concussion symptoms, the student-athlete can start at the previous step.

F. Temporary Supports for Student-Athletes with Sports-Related Head Injuries or Concussions

1. Initial rest followed by a gradual return to activity during healing is recommended. Accordingly, consideration of the cognitive effects in returning to the classroom is also an important part of the treatment of sports-related concussions and head injuries.
2. Mental exertion increases the symptoms from concussions and affects recovery. To recover, cognitive rest is just as important as physical rest. Reading, studying, computer usage, texting, even watching movies if a student-athlete is sensitive to light/sound, can slow a student-athlete's recovery. Managing the symptoms through a balance of rest and activity is the key to recovery.
 - a. The district will provide support for student-athletes diagnosed with a concussion.
 - b. The student-athlete's health care provider will handle short-term medical accommodations.

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3. Collaboration between the student-athlete's health care provider and the school may be necessary. If accommodations are needed for an extended time, the district may want to consider implementing accommodations via a formalized 504 plan.
4. The Principal or designee may address the student-athlete's cognitive needs in the following ways:
 - a. Limit the student-athlete's screen time;
 - b. Have the student-athlete take rest breaks as needed;
 - c. Have the student-athlete spend fewer hours at school;
 - d. Provide the student-athlete more time to take tests or complete assignments. (All courses should be considered);
 - e. Provide the student-athlete help with schoolwork;
 - f. Reduce the student-athlete's time spent on the computer, reading, and writing;
 - g. Provide or grant the student-athlete early passing time to avoid crowded hallways; and/or
 - h. Allow the student-athlete extra time to complete tests or coursework.
5. These supports and/or short-term medical accommodations may be addressed in an individualized healthcare plan for a student-athlete who has suffered a concussion or other head injury.
6. Concussions affect several aspects of brain function, including cognition, balance and coordination, visual tracking and processing, behavior, and others. The symptoms experienced, difficulties faced, and timeline for recovery will vary for each individual.
7. A brief period of relative rest followed by a gradual return to lighter activities is generally considered the best "medicine" for healing concussions or other head injuries. This may include relative rest from both physical and cognitive activities. Each injury, and therefore each treatment plan, is different. School personnel, in collaboration with the student-athlete, parents, and the student-athlete's health care provider, are in the best position to create flexible, temporary supports to meet the needs of each student-athlete.

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G. Education

1. The CDC offers tips for health professionals and educators on their website. Interscholastic Head Injury Training Programs are available via the CDC website or the National Federation of State High School Associations.
2. This training shall be completed by the school/team physician, licensed athletic trainer, school nurses, coaches, and other relevant school personnel.

H. Other Considerations

1. Educational information for student-athletes on the prevention of concussions shall be reviewed.
2. The importance of early identification and treatment of concussions to improve recovery shall be reinforced.
3. School personnel shall contact the student-athlete's parent and inform them of the suspected sports-related concussion or head injury before allowing the student-athlete to go home after a program of athletic competition.
4. School personnel shall provide the parent of the student-athlete with a checklist or copy of the return to play protocols including the requirement of written clearance from a physician trained in the evaluation and management of concussions before the student-athlete is able to return to a program of athletic competition.

I. Interscholastic Head Injury Training Program

1. The district will adopt an Interscholastic Head Injury Training Program to be completed by the school/team physician, licensed athletic trainer, coaches, and other appropriate district personnel pursuant to N.J.S.A. 18A:40-41.2. The training program shall include:
 - a. The recognition of the signs of head and neck injuries, concussions, and second impact syndrome; and
 - (1) Pursuant to N.J.S.A. 18A:40-41.1.d., if a student-athlete sustains a second concussion while still having symptoms of a previous concussion, it can lead to the severe impairment and even the death of the student-athlete, and is referred to as second-impact syndrome.
 - b. The CDC's Six-Step Return to Play Progression or any subsequent changes or other updates developed by the CDC.

J. "Return to Play Progressions" vs. "Therapeutic Progressions"

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1. In many cases, after the initial rest period, concussed individuals may be encouraged to resume limited activities, including light physical and cognitive activities, even in the presence of some continued symptoms. This may be referred to as "therapeutic progressions," and while some of the activities may overlap with the CDC's Six-Step Return to Play Progression, it is different in the goals and intent from "return to play."
 - a. "Return to play" progressions are intended to test the concussed individual's readiness to perform the activity correctly, and to do so with no symptoms.
 - b. "Therapeutic" progressions are intended to help the individual recover and to help them improve their performance and tolerance to those activities. This may take several days, or longer, at any given step.
 - c. "Therapeutic progressions" should be recommended and supervised by a health care provider familiar with the evaluation and management of concussions, and monitored by a team including the student-athlete, parents, health care provider, and school personnel. Adjustments to the program should be in response to the student-athlete's overall symptom load and progress. It should be remembered that student-athletes may progress at different rates for various aspects of their injury, such as tolerating light to moderate aerobic activity before tolerating being in the classroom, or tolerating schoolwork done at home before tolerating the classroom and school environment. Of note, progressions in one aspect of the treatment plan can have a positive effect on other areas as the brain is returning to a more typical overall level of function. A successful treatment plan is one that can adapt appropriately for each student-athlete.
- K. Educating the Community on the District Sports-Related Concussions and Head Injuries Policy
1. The Board shall review Policy 2431.4 and this Regulation annually, and update as necessary to ensure Policy 2431.4 and this Regulation reflect the most current information available on the prevention, risk, and treatment of sports-related concussions and head injuries.
 2. The district may provide regular education and training for staff including administrators, teachers, paraprofessionals, and school counselors regarding concussions and other head injuries as head injuries can happen at any time during the school day or outside of school.

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3. The district is in a unique position to promote healthy behaviors. The district can embed education related to the prevention and treatment of concussions and head injuries through the New Jersey Student Learning Standards Comprehensive Health and Physical Education Standard 2.3 – Safety. In addition, N.J.S.A. 18A:6-2 requires education in accident and fire prevention and N.J.S.A. 18A:35-5 requires education in injury or illness emergencies.

Adopted: March 18, 2019
Readopted: January 30, 2023
First Reading: May 13, 2024
Readopted:

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R 5310 HEALTH SERVICES

A. Definitions – (N.J.A.C. 6A:16-1.3)

1. Advanced practice nurse (APN) – means a person who holds a current license as either an advanced practice nurse or a nurse practitioner/clinical nurse specialist from the State Board of Nursing.
2. Certified school nurse – means a person who holds a current license as a registered professional nurse from the State Board of Nursing and an educational services certificate, school nurse, or school nurse/non-instructional endorsement from the Department of Education, pursuant to N.J.A.C. 6A:9B-14.3 and 14.4.
3. Medical home – means a health care provider, including New Jersey FamilyCare providers as defined by N.J.S.A. 30:4J-12 and the provider’s practice site chosen by the student’s parent for the provision of health care.
4. Non-certified nurse – means a person who holds a current license as a professional nurse from the State Board of Nursing and is employed by a Board of Education and who is not certified as a school nurse by the Department of Education.
5. Parent – means the natural parent(s), adoptive parent(s), legal guardian(s), resource family parent(s), or surrogate parent(s) of a student. When parents are separated or divorced, “parent” means the person or agency who has legal custody of the student, as well as the natural or adoptive parent(s) of the student, provided parental rights have not been terminated by a court of appropriate jurisdiction.
6. Physical examination – means the examination of the body by a professional licensed to practice medicine or osteopathy, or an advanced practice nurse, or physician assistant. The term includes specific procedures required by statute as stated in N.J.A.C. 6A:16-2.2.
7. Physician assistant (PA) – means a health care professional licensed to practice medicine with physician supervision.
8. School physician – means a physician currently licensed by the New Jersey Board of Medical Examiners in medicine or osteopathy whose training and scope of practice includes child and adolescent health and development. The physician is also referred to as the medical inspector as per N.J.S.A. 18A:40-1.

B. Medical Examinations – General Conditions (N.J.A.C. 6A:16-2.2)

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1. Each student medical examination shall be conducted at the medical home of the student. If a student does not have a medical home, the school district shall provide the examination at the school physician's office or other comparably equipped facility, pursuant to N.J.S.A. 18A:40-4.
 2. The findings of required examinations under N.J.A.C.6A:16-2.2(h)2. through (h)5. and D. through G. below shall include the following components:
 - a. Immunizations, pursuant to N.J.A.C. 8:57-4.1 through 4.24;
 - b. Medical history, including allergies, past serious illnesses, injuries, operations, medications, and current health problems;
 - c. Health screenings including height, weight, hearing, blood pressure, and vision; and
 - d. Physical examinations.
 3. Each school shall have available and maintain an automated external defibrillator (AED), pursuant to N.J.S.A. 18A:40-41a.a.(1) and (3), that is:
 - a. In an unlocked location on school property, with an appropriate identifying sign;
 - b. Accessible during the school day and any other time when a school-sponsored athletic event or team practice is taking place in which students of the school district or nonpublic school are participating; and
 - c. Within a reasonable proximity of the school athletic field or gymnasium, as applicable.
 4. The Board of Education shall make accessible information regarding the NJ FamilyCare Program to ~~for~~ students who are knowingly without medical coverage, pursuant to N.J.S.A. 18A:40-34.
 5. Information concerning a student's HIV/AIDS status shall not be required as part of the medical examination or health history, pursuant to N.J.S.A. 26:5C-1 et seq.
 6. Pursuant to N.J.S.A. 18A:40-4.4, a student who presents a statement signed by their parents that such required examinations interfere with the free exercise of their religious beliefs shall be examined only to the extent necessary to determine whether the student is ill or infected with a communicable disease or to determine their fitness to participate in any health, safety, or physical education course required by law.
- C. Medical Examinations - Prior to Participation on a School-Sponsored Interscholastic or Intramural Athletic Team or Squad for Students Enrolled in Any Grades Six to Twelve (N.J.A.C. 6A:16-2.2(h)1.)

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1. The school district shall ensure that students receive medical examinations in accordance with N.J.A.C. 6A:16-2.2(f) and B.1. above and prior to participation on a school-sponsored interscholastic or intramural athletic team or squad for students enrolled in any grades six to twelve.
 - a. The examination shall be conducted within 365 days prior to the first day of official practice in an athletic season and shall be conducted by a licensed physician, APN, or PA.
 - b. The physical examination shall be documented using the Preparticipation Physical Evaluation (PPE) form developed jointly by the American Academy of Family Physicians, American Academy of Pediatrics, American College of Sports Medicine, American Medical Society for Sports Medicine, American Orthopaedic Society for Sports Medicine, and American Osteopathic Academy of Sports Medicine and is available online at <http://www.state.nj.us/education/students/safety/health/records/athleticphysicalsform.pdf>, in accordance with N.J.S.A. 18A:40-41.7.
 - (1) Prior to performing a preparticipation physical examination, the licensed physician, APN, or PA who performs the student-athlete's physical examination shall complete the Student-Athlete Cardiac Screening professional development module and shall sign the certification statement on the PPE form attesting to the completion, pursuant to N.J.S.A. 18A:40-41d.
 - (a) If the PPE form is submitted without the signed certification statement and the school district has confirmed that the licensed physician, APN, or PA from the medical home did not complete the module, the student-athlete's parent may obtain a physical examination from a physician who can certify completion of the module or request that the school physician provides the examination.
 - (2) The medical report shall indicate if a student is allowed or not allowed to participate in the required sports categories and shall be completed and signed by the original examining physician, APN, or PA.
 - (3) An incomplete form shall be returned to the student's medical home for completion unless the school nurse can provide documentation to the school physician that the missing information is available from screenings completed by the school nurse or physician within the prior 365 days.

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- c. Each student whose medical examination was completed more than ninety days prior to the first day of official practice in an athletic season shall provide a health history update questionnaire completed and signed by the student's parent. The completed health history update questionnaire shall include information listed below as required by N.J.S.A. 18A:40-41.7.b.

The completed health history update questionnaire shall be reviewed by the school nurse and, if applicable, the school athletic trainer and shall include information as to whether, in the time period since the date of the student's last preparticipation physical examination, the student has:

- (1) Been advised by a licensed physician, APN, or PA not to participate in a sport;
- (2) Sustained a concussion, been unconscious, or lost memory from a blow to the head;
- (3) Broken a bone or sprained, strained, or dislocated any muscles or joints;
- (4) Fainted or blacked out;
- (5) Experienced chest pains, shortness of breath, or heart racing;
- (6) Had a recent history of fatigue and unusual tiredness;
- (7) Been hospitalized, visited an emergency room, or had a significant medical illness;
- (8) Started or stopped taking any over the counter or prescribed medications; or
- (9) Had a sudden death in the family, or whether any member of the student's family under the age of fifty has had a heart attack or heart trouble.

- d. The school district shall provide to the parent written notification signed by the school physician stating approval of the student's participation in athletics based upon the medical report or the reasons for the school physician's disapproval of the student's participation.

- e. The Board shall not permit a student enrolled in grades six to twelve to participate on a school-sponsored interscholastic or intramural athletic team or squad unless the student submits a PPE form signed by the licensed physician, APN, or PA who performed the physical examination and, if applicable, a completed health history update questionnaire, pursuant to N.J.S.A. 18A:40-41.7.c.

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- f. The school district shall distribute to a student-athlete and the student-athlete's parent the sudden cardiac arrest pamphlet developed by the Commissioner of Education, in consultation with the Commissioner of Health, the American Heart Association, and the American Academy of Pediatrics, pursuant to N.J.S.A. 18A:40-41.
 - (1) A student-athlete and the student-athlete's parent annually shall sign the Commissioner-developed form that they received and reviewed the pamphlet, and shall return it, to the student's school, pursuant to N.J.S.A. 18A:40-41.d.
 - (2) The Commissioner shall update the pamphlet, as necessary, pursuant to N.J.S.A. 18A:40-41.b.
 - (3) The Commissioner shall distribute the pamphlet, at no charge, to the school district, pursuant to N.J.S.A. 18A:40-41.b.

D. Medical Examinations - Upon Enrollment in School (N.J.A.C. 6A:16-2.2(h)2.)

- 1. The school district shall ensure that students receive medical examinations in accordance with N.J.A.C. 6A:16-2.2(f) and B.1. above and upon enrollment in school
 - a. The school district shall require parents to provide within thirty days of enrollment entry-examination documentation for each student.
 - b2. When a student transfers to another school, the sending school district shall ensure the entry-examination documentation is forwarded to the receiving school district, pursuant to N.J.A.C. 6A:16-2.4(d).
 - c3. Students transferring into this school district from out-of-State or out-of-country may be allowed a thirty-day period to obtain entry-examination documentation.
 - d4. The school district shall notify parents through its website or other means about the importance of obtaining subsequent medical examinations of the student at least once during each developmental stage: at early childhood (pre-school through grade three), pre-adolescence (grades four through six), and adolescence (grades seven through twelve).

E. Medical Examinations - When Students Apply for Working Papers (N.J.A.C. 6A:16-2.2(h)3.)

- 1. The school district shall ensure that students receive medical examinations in accordance with N.J.A.C. 6A:16-2.2(f) and B.1. above and when applying for working papers.

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2. The school district may provide for the administration of a medical examination for a student pursuing a certificate of employment.
 3. The school district shall not be held responsible for the costs for examinations at the student's medical home or other medical provider(s).
- F. Medical Examinations - For the Purposes of the Comprehensive Child Study Team Evaluation Pursuant to N.J.A.C. 6A:14-3.4 (N.J.A.C. 6A:16-2.2(h)4.)
1. The school district shall ensure that students receive medical examinations in accordance with N.J.A.C. 6A:16-2.2(f) and B.1. above and for the purposes of the comprehensive child study team evaluation, pursuant to N.J.A.C. 6A:14-3.4.
- G. Medical Examinations - When a Student is Suspected of Being Under the Influence of Alcohol or Controlled Dangerous Substances, pursuant to N.J.S.A. 18A:40A-12 and N.J.A.C. 6A:16-4.3 (N.J.A.C. 6A:16-2.2(h)5.)
1. The school district shall ensure that students receive medical examinations in accordance with N.J.A.C. 6A:16-2.2(f) and B.1. above and when a student is suspected of being under the influence of alcohol or controlled dangerous substances, pursuant to N.J.S.A. 18A:40A-12 and N.J.A.C. 6A:16-4.3.
 2. If a student who is suspected of being under the influence of alcohol or controlled dangerous substances is reported to the certified school nurse, the certified school nurse shall monitor the student's vital signs and general health status for emergent issues and take appropriate action pending the medical examination, pursuant to N.J.A.C. 6A:16-4.3.
 32. No school staff shall interfere with a student receiving a medical examination for suspicion of being under the influence of alcohol or controlled dangerous substances, pursuant to N.J.A.C. 6A:16-4.3.
- H. Health Screenings (N.J.A.C. 6A:16-2.2(l))
- The Board of Education shall ensure that students receive health screenings in accordance with N.J.A.C. 6A:16-2.2(l).
1. Screening for height, weight, and blood pressure shall be conducted annually for each student in Kindergarten through grade twelve.
 2. Screening for visual acuity shall be conducted biennially for students in Kindergarten through grade ten.
 3. Screening for auditory acuity shall be conducted annually for students in Kindergarten through grade three and in grades seven and eleven, pursuant to N.J.S.A. 18A:40-4.

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4. Screening for scoliosis shall be conducted biennially for students between the ages of ten and eighteen, pursuant to N.J.S.A. 18A:40-4.3.
5. Screenings shall be conducted by a school physician, school nurse, or other school personnel properly trained.
6. The school district shall notify the parent of any student suspected of deviation from the recommended standard.
7. The school nurse or designee shall screen to ensure hearing aids worn by students who are deaf and/or hard of hearing are functioning properly. The school nurse or designee will ensure any FM hearing aid systems in classrooms or any school equipment in the school building used to assist students to hear, are functioning properly.

Adopted: March 18, 2019
First Reading: May 13, 2024
Readopted:

Budget Transfers

Attachment (B)

Account Number	Account Description	To	From
11-000-240-580-820-6	TRAVEL FMG		319.00
11-000-240-800-000-6	MISC EXPENSES	319.00	
11-000-100-566-981-1	TUITION PRIVATE SCHOOLS HANDIC		6,500.00
11-000-219-390-701-1	CST SOFTWARE	6,500.00	
11-000-100-562-981-1	TUITION SPECIAL ED OTHER DISTR		33,500.00
11-000-213-300-001-1	Nursing/ Medical Services	28,000.00	
11-000-216-320-551-1	RELATED SERVICES	5,500.00	
11-000-261-420-001-4	MAINTENANCE SERVICES	40,000.00	
11-000-262-420-701-1	REPAIR/MAINT SPECIAL SERVICES		4,000.00
11-000-262-420-820-6	REPAIR EQUIP OFFICE FMG		5,000.00
11-000-262-420-820-7	REPAIR MAINT OFFICE EQUIP		1,000.00
11-000-262-420-820-8	REPAIR MAINT OFFICE EQUIP		990.00
11-000-262-420-820-9	REPAIR EQUIP OFFICE EVW		2,000.00
11-000-262-420-821-4	REP/MAINT EQUIP OFFICE JDHS		3,000.00
11-000-262-420-931-5	REPAIR/MAINT CONTRACTS TECH		15,000.00
11-000-262-520-970-3	INSURANCE PROPERTY,LIABILITY		3,000.00
11-000-262-626-950-5	VEHICLE FUEL		6,010.00
20-218-200-200-000-0	BENEFITS		88,151.44
20-218-400-732-000-0	Non Instructional Equipment	88,151.44	
11-000-219-300-701-1	PROFESSIONAL SERVICES		500.00
11-000-219-600-701-1	OTHER EXP OFFICE/PROF/TEST BKS	500.00	
11-000-240-600-820-6	OTHER EXP OFF SUPP FMG	1,587.39	
11-000-240-600-820-9	OTHER EXP OFFICE SUPL EVW		1,587.39
11-000-262-100-950-5	SUB CUSTODIANS	3,000.00	
11-000-262-420-820-6	REPAIR EQUIP OFFICE FMG		3,000.00
12-000-400-390-910-3	CAPITAL OUTLAY PROF FEES		35,530.78
12-000-400-450-910-3	CAPITAL OUTLAY BUILDINGS	35,530.78	
11-000-270-518-960-3	CONTRACT.SERV.(SPEC)-ESC		81,497.43
11-190-100-500-000-8	PURCHASED SERVICES JC	4,000.00	
11-190-100-500-000-9	INSTRUCTIONAL PURCH SERV EVW	2,500.00	
11-190-100-500-001-4	INSTRUCTIONAL PURCH SERV JDHS	10,000.00	
11-190-100-500-220-7	INSTRUCTIONAL LICENCES	4,500.00	
12-000-261-730-940-5	EQUIPMENT		10,000.00
12-120-100-730-000-7	Equipment Sandmeier	18,765.00	
12-120-100-730-000-8	Equipment Caldwell	16,680.00	
12-120-100-730-120-9	EQUIPMENT EVW	12,925.00	
12-130-100-730-910-6	EQUIPMENT	20,850.00	
12-140-100-730-821-4	EQUIPMENT JDHS	41,700.00	
12-214-100-730-000-6	AUTISM EQUIPMENT		40,422.57