

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

August 26, 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: 7:26 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

Mrs. Adriana Silva

Mr. Jerry Fernandez- absent

Mrs. Hilary Turnbull

Mr. Hector Munoz

Mrs. Yelena Zolotarsky

Mrs. Kristy Rubin

President Meredith Murphy

Mrs. Paula Saha

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- The Superintendent updated the Board on a legal matter.

It is anticipated that the executive session will take approximately 45 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 Gamarekian

Seconded: Mrs. Saha

Time: 5:55 PM

Voice Vote: AYE- 8 NAY-0

Motion to return to public session:

Moved: Vice President Gamarekian

Seconded: Mrs. Saha

Time: 7:26 PM

Voice Vote: AYE- 8 NAY-

D. PLEDGE OF ALLEGIANCE

E. COMMUNICATIONS

The Board received articles on the following topics: state and federal decisions affecting NJ schools, cell phones in schools, NJ student mental health program, desegregation lawsuit, state BOE changes, teacher evaluation task force, school ethics decisions. Ms. Calas read in the addenda.

President Murphy indicated that that a memorandum of agreement was signed with the Springfield Education Association. President Murphy noted the next steps with the ratification of the contract.

F. MINUTES

The Superintendent recommends:

1. To approve the following minutes:

Executive Meeting – July 29, 2024

Regular Meeting – July 29, 2024

Approval of the Minutes

Motion to Approve: Vice President Gamarekian

Seconded: Mrs. Rubin

Voice Vote: AYE-5 NAY-0 (Abstentions: Gamarekian, Murphy, Munoz)

G. SUPERINTENDENT'S REPORT

1. Student/ Staff Recognitions
2. Community Updates
3. HIB Report (The Board will go into closed session at the end of the meeting if specific clarification is needed.)
4. Building Use Request
 - Dr. Goldberg reviewed R5500/5600- Expectations for Student Conduct/ Student Code of Conduct and R5511-Dress Code
 - Facilities Updates were provided: Gym Floors, Sandmeier Softball/ Baseballs Fields, New Ceiling at FMG, Field House Exterior, New Classrooms at Caldwell, Interactive Whiteboards across all schools.
 - Re-registration is ongoing and the majority of students have completed the process.
 - New Student Information System: Genesis. Parent Portal Link has been shared.
 - A shift in practices for Walton carline was noted.
 - Calendar reminders were provided.
 - Agenda highlights were given.
 - Mrs. Zolotarky asked about the Code of Conduct.
 - Dr. Goldberg provided feedback on the I& RS process.

Approval of the Superintendent's Report, as presented

Motion to Approve: Vice President Gamarekian

Seconded: Mr. Munoz

Voice Vote: AYE- 8 NAY-0

H. PUBLIC SESSION ON AGENDA ITEMS

None

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

Items 1 -10 and Addenda Items 26- 34

The Superintendent recommends:

1. Staff Appointment

To approve the following staff appointments:

- a. Denise McGowan*, 10.5 Month Secretary, TLS, on/about August 27, 2024 - June 30, 2025 at Step 5- 10.5 PS, \$36,093.
Account:11-000-240-105-00-07
- b. Nicole Escalante*, 12 Month Secretary/Registrar, JDHS, on/about August 27, 2024 - June 30, 2025 at Step 1-SUP CST, \$40,590.
Account:11-000-218-105-00-14
- c. Susan Mansueto*, Elementary Teacher, EVW, on/about September 1, 2024 - June 30, 2025 at Step 3-BA, \$60,647.
Account:11-120-100-101-00-09
- d. Joseph Pawlica*, Social Studies Teacher, JDHS, on/about September 1, 2024 - June 30, 2025 at Step 3-BA, \$60,647.
Account:11-140-100-101-00-10
- e. Samantha Potito*, Instructional Aide, Itinerant, on/about September 1, 2024 - June 30, 2025 at \$20.62/hr.
Account:11-000-217-100-00-11
- f. Marie Purcell*, School Counselor, TLS, on/about September 1, 2024 - June 30, 2025 at Step 12-MA+30, \$82,491.
Account:11-000-218-104-00-07
- g. Gabriella Camiolo*, Music Teacher, Itinerant, on/about October 14, 2024 - June 30, 2025 at Step 3-MA, \$65,381.
Account:11-120-100-101-00-07 (50%)/ 11-120-100-101-00-08 (50%)
- h. Alyssa Krutis*, Elementary Teacher, TLS, on/about September 1, 2024 - June 30, 2025 at Step 2- BA, \$60,647.
Account:11-110-100-101-00-07
- i. Amanda Vansco*, Elementary Teacher, EVW, on/about September 1, 2024 - June 30, 2025 at Step 3-BA, \$60,647.
Account:11-120-100-101-00-09
- j. Heidi Matthews, Leave Replacement Teacher, EVW, September 1, 2024 – December 31, 2024 at Step 1- MA, \$64,980.
Account:11-120-100-101-01-09
- k. Megan Hogge, Leave Replacement Teacher, EVW, September 1, 2024 – December 31, 2024 at Step 2- BA, \$60,647.
Account:11-120-100-101-01-09

**Pending Criminal History Background Clearance*

2. Staff Resignation

To accept the following resignation:

1. Christopher Ceci, Elementary Teacher, effective October 14, 2024.

2. Gregory Coward, TV/Media Production Teacher, effective October 11, 2024.
3. Brandon Young, Assistant Football Coach, effective August 16, 2024.
4. Patricia David, Instructional Aide, effective August 19, 2024.
5. Ivy Lam, Payroll/Benefits Specialist, effective October 18, 2024.
6. Rebecca Luzuriaga, MS Social Studies Teacher, effective August 20, 2024.
7. George Stevens, Instructional Aide, effective August 21, 2024.

3. Staff Appointment Retirement

To accept the following retirement:

1. Francesco Licatase, Grounds, effective January 1, 2025.

4. District Substitutes

To approve additional substitutes for the 2024-2025 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.

TEACHER

Caitlyn Mannino Sub Certified N-12

AIDE

Kristie Peters

5. Leave of Absence Request

To approve the following leave of absence requests:

Name	Leave Request	Dates	Rate
Maria Taub	Personal	9/1/2024 – 11/1/2024	Unpaid
ID#0022	Medical/FMLA	9/1/2024 – 12/1/2024	Full salary; accumulated sick days
ID#2107	Medical	9/1/2024 – 11/30/2024	Full salary; accumulated sick days

6. Athletic Coaches

To approve the following athletic coaches for the 2024-2025 school year:

Position	Staff Name	Rate
Freshman Assistant Football Coach	Brian Cavanagh	\$7,992

7. Athletic Event

To approve the following athletic event staff for the 2024-2025 school year. Event Staff Rate: \$30.63:

Staff Name	Position
Julie Frank	Event Staff

Account Number: 11-401-100-100-45-14

8. Before/ After School & Childcare

To approve the following staff appointment for the 2024-2025 school year:

Name	Position	Rate
Patricia David	Substitute Group Aide	\$16.75/hr.
Tiffany Rodriguez	Substitute Group Leader	\$25.01/hr.
Mary Perdomo	Site Director	\$31.20/hr.

9. Professional Development

To approve the following personnel to participate in professional development:

Attendee	Training Course	Location	Dates	Cost
Gregory Salmon	PLTW Launch Lead Teacher Training	Online	9/10, 9/17, 9/24 & 10/1/2024	\$700

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

10. District Policies – 2nd Reading and Adoption

- To approve the following district policies and regulations for second reading and adoption:
- a. P2419 - Commercial Driver’s License Controlled Substance and Alcohol use Testing (M)
 - b. P5111 – Eligibility of Resident/Nonresident Students (M)
 - c. Reg 5111 – Eligibility of Resident/Nonresident Students (M)
 - d. P6470.01 – Electronic Funds Transfer and Claimant Certification (M)
 - e. Reg 6470.01 – Electronic Funds Transfer and Claimant Certification (M)
 - f. P8600 – Student Transportation (M)

ADDENDA

I. BOARD GOVERNANCE, POLICY, AND COMMUNICATIONS COMMITTEE

26. Staff Appointment

To approve the following staff appointments:

- a. Cynthia Fuentes*, School Counselor, on/about October 26, 2024 - June 30, 2025 at Step 2 - MA, \$65,381.

Account: 11-000-218-104-00-09

- b. Pedro Garrido*, Educational Support Consultant, on/about September 1, 2024- June 30, 2025, at \$350/per diem.

Account Number: 11-000-218-104-00-09

- c. Robert Tompson*, Social Studies Teacher, FMG, on/about September 1, 2024 - June 30, 2025 at Step 1 - BA, \$60,247.

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

**Pending Criminal History Background Clearance*

27. Change of Assignment/ Transfer

To approve the following change of assignment/transfer:

Name	From Position	To Position
Susan Lies	12 Month Technology Secretary	12 Month Athletics/ Transportation Secretary Effective: July 1, 2024
Susan Ferreira	10.5 Month Secretary TLS	10.5 Month Secretary Itinerant Effective: August 27, 2024 Account# 20-218-200-105-00-00

28. Athletic Coaches

To approve the following athletic coaches for the 2024-2025 school year.

Position	Staff Name	Rate
Volunteer Assistant Athletic Trainer	Richard Pagnillo	N/A

29. Summer Guidance Counselor

To approve the following staff for summer hours at their contractual rate of \$61.29/hr:

Name	Hrs./Days	Dates	Rate*	Account
William Douma	An additional 40 Hours; up to 100 total hours	6/25/2024 - 8/31/2024	\$61.29/hr	11-000-218-104-02-06
Lilian Chou		6/25/2024 - 8/31/2024	\$61.29/hr	11-000-218-104-02-06

30. District Policies- 1st Reading

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

- a. R5500/5600 – Expectations for Student Conduct/ Student Code of Conduct
- b. P5511 – Dress Code

31. Job Description

To approve the following job descriptions:
a. Director of Technology and Learning

32. Professional Development

To approve the following personnel to participate in out of state professional development:

Attendee	Training Course	Location	Dates	Cost
Rachel Goldberg	RTM September National Superintendent’s Forum	San Antonio, TX	September 16-18, 2024	\$605

Account Number: 11-000-230-580-09-12

33. High Impact Tutoring

To approve the following staff for the High Impact Tutoring - Summer. Staff shall be paid in accordance with SEA agreement. Acct Number: 20-452-100-100

- Rebecca Perone-substitute

34. Employment Contracts

To approve the Superintendent to offer employment contracts between meetings for the purposes of leave of absence replacements and technology staff, with the Board of Education affirming such employee contracts by public vote at the earliest possible meeting.

Approval of Board Governance, Policy, and Communications Items 1 -10 and Addenda Items 26- 34

Motion to Approve: Mrs. Saha

Seconded: Vice President Gamarekian

- Mrs. Rubin asked a question regarding student code of conduct regarding discipline.
- Dr. Goldberg provided clarification.
- Mrs. Saha commended and commented on the dress code regulation.
- President Murphy commented on the Walton carline and its necessity for the safety of the children and staff.
- Mrs. Turnbull asked how the regulation of student code of conduct will be delivered to the student body.

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		

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

Vice President Gamarekian

Items 11 through 18

The Superintendent recommends:

11. Special Education Related Services/ Placements

To approve the following tuition contracts for educational and related service(s) for the 2024-2025 school year.

School	Student/s	ESY Tuition Services	ESY Aide	SY Tuition	SY Aide	Total
Cornerstone Day School^	1603			\$94,550.00		\$94,550.00

Account Number: ^ 11-000-100-566-98-11

12. Professional Services

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

Vendor	Services	Original	Change	Cost Not to Exceed
Center for Partnership Services*	RBT/Para Services	\$65,000.00	\$44,000.00	\$109,000.00
EI US, LLC dba Learnwell+	Home Instruction	\$10,044.16	\$1,320.00	\$11,364.16
Romana Kulikova #	Evaluations	\$3,000.00	\$2,400.00	\$5,400.00

Account Number: # 11-000-219-300-70-11

* 11-214-100-320-00-11

+ 11-150-100-320-63-11

13. Professional Services

To approve the following professional services contracts for the 2024-2025 school year:

Vendor	Services	Original	Change	Cost Not to Exceed
The Uncommon Thread	ABA Therapy	\$42,000.00		\$42,000.00
Positive Development Medical of New Jersey Professional Corporation	ABA Therapy/Home Based Instruction	\$30,000.00		\$30,000.00
Our House, Inc.	Transition Program	\$40,000.00		\$40,000.00

Account Number: ^ 11-000-216-320-55-11

14. Curriculum Adoption

To approve the following curriculum and courses for the 2024-2025 school year:

1. Revised AP Courses

- a. AP Computer Science A
- b. AP Physics C: Mechanics

2. STEM Courses

- a. Project Lead the Way – Energy and the Environment - *Revised*
- b. Project Lead the Way – Grade 3- *Revised*
- c. Intro to Cybersecurity- *New*
- d. Statistical Concepts and Methods- *Revised*
- e. Essentials of Trigonometry and Statistics- *Revised*

3. Mathematics-*Revised to reflect updated NJSLS-Mathematics*

- a. Mathematics Grades K-5
- b. Math Grade 6
- c. Grade 7 Math – Pre-Algebra
- d. Math 8
- e. Algebra I
- f. Geometry
- g. Geometry Honors
- h. Algebra II
- i. Algebra Honors II
- j. PreCalculus
- k. Calculus
 - l. AP PreCalculus
- m. Financial Algebra
- n. Multivariable Calculus

- 4. **English Courses-Revised to reflect the updated NJSLS-English**
 - a. Accelerated English Grade 7
 - b. Accelerated English Grade 8

15. 2024-2025 Evaluation Instruments

To approve the following evaluation instruments for the 2024-2025 school year.

- Teacher Practice Evaluation Instrument, Charlotte Danielson: The Framework for Teaching (2013 edition).
- Principal and Assistant Principal Evaluation Instrument, New Jersey Principal Evaluation for Professional Learning (NJPEL)

16. 2024-2025 Mentoring Plan

To approve the Mentoring Plan for the 2024-2025 school year.

17. 2024-2025 Professional Development Plan

To approve the Professional Development Plan for the 2024-2025 school year.

18. Settlement Agreement

To enter into an agreement between the Springfield Board of Education and parents of student #1407.

Approval of the School Administration, Academic Programs, and Athletics Items 11 -14 (1d) and 14 (2b)-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		

Approval of the School Administration, Academic Programs, and Athletics Items 14(2a)

Motion to Approve: Vice President Gamarekian

Seconded: Mr. Munoz

- Mrs. Zolotarsky commented on the curriculum.

Roll Call

Vice President Laura Gamarekian	Yes	Adriana Silva	Yes
Jerry Fernandez	Absent	Hilary Turnbull	Yes
Hector Munoz	Yes	Yelena Zolotarsky	No
Kristy Rubin	Yes	President Meredith Murphy	Yes
Paula Saha	Yes		

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

Items 19 through 25

The Superintendent recommends:

19. Bills List

To approve the check numbers 055692 through 055814 and wire transfers 800237, 889081 through 889091 in the amount of \$1,961,293.70 minus voided check 055075 for the grand total of \$1,959,458.70.

20. Budget Transfers

- a. To approve budget transfers for the 2023-2024 school year. (Attachment A)
- b. To approve budget transfers for the 2024-2025 school year.

21. Bus Routes 2024 – 2025 School Year

To approve the following bus routes and hazardous routes for the 2024-2025 school year. (Attachment B)

22. Bus Sale

To approve the inter local provisions, in conjunction with Hunterdon County Educational Services Commission, to sell the 2007 Thomas C2 54 passenger bus to Emmanuel Trans, LLC in the amount of \$6,700. The District has retired the bus because it has reached its allowable service life.

23. Certificate of Payment

To approve the Certificate of Payment for:

- a. Academy Construction, Inc., Pompton Plains, NJ Payment #3 in the amount of \$162,830 for project number 2023.055. (James Caldwell Interior Basement Renovations).

24. Field House Interior Alterations

To authorize LAN Associates, Engineering, Planning, Architecture, Surveying, Inc to prepare submission of schematic application to the State of New Jersey, Department of Education for the following project:

Interior Alterations at High School Field House- DOE Project Number is not yet assigned.

The project was included in a previously approved major LRFPA Amendment which shall satisfy the New Jersey Department of Education’s major amendment requirements for the Long Range Facility Plan. The Board will not be seeking a State Funding for this project, and it is being submitted as Other Capital Project.

25. Professional Services

To approve the professional services contract with:

- a. Lan Associates, Inc., to provide A/E services for renovations of the Music Room at Florence M. Gaudineer Middle School. This project is part of the approved referendum project list and shall be bond-funded.
- b. Lan Associates, Inc., to provide A/E services for conversion of a classroom to a Biology Lab at Jonathan Dayton High School. This project shall be capital reserve funded.

Approval of Finance, Facilities, and Security Items 20 through 25

Motion to Approve: Mrs. Zolotarsky

Seconded: Vice President Gamarekian

- Mrs. Zolotarsky commented on the walkthrough of the buildings and the commended the new renovations.

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

- David Anesta, 21 Molter Ave., asked about the Walton carline and the safety concerns that existed. He asked for more clarification.
- Dr. Goldberg commented on Walton carline and the some of the concerns.
- Mrs. Saha and President Murphy commented on the carline.

M. NEW BUSINESS

- Mrs. Saha commended President Murphy’s efforts on negotiations.

N. OLD BUSINESS

O. ADJOURNMENT

Moved: Mr. Munoz

Seconded: Mrs. Saha

Time: 8:46 PM

Voice Vote: AYE- 8 NAY-0

Upcoming Meeting

1. Regular Meeting– September 23, 2024 at 7:00PM in the JDHS IMC

Springfield Public Schools Policy

4219 COMMERCIAL DRIVER'S LICENSE CONTROLLED SUBSTANCE AND ALCOHOL USE TESTING (M)

The Board of Education is committed to a safe, efficient, alcohol and drug-free workplace that protects the district's students as well as the health and safety of its employees and the general public.

For School Districts That Have School Buses, Bus Drivers, or Employees Who Operate a School Vehicle Requiring a Commercial Driver's License (CDL)

The Board requires all employees of the Board performing any safety-sensitive function to be free of drugs and alcohol and will test those employees who operate a commercial motor vehicle in accordance with 49 CFR 382 et seq and 49 CFR 40 et seq. For the purpose of this Policy "employee" means a person required to have a Commercial Driver's License (CDL) in the performance of their job responsibilities. Safety-sensitive functions as defined by 49 CFR 382.107 means any time from the time an employee begins to work or is required to be in readiness to work until the time the employee is relieved from work and all responsibility for performing work. Safety-sensitive functions shall include:

1. All time at the terminal, facility, other property, or on any public property, waiting to be dispatched, unless relieved from duty;
2. All time inspecting equipment as required by Federal law or otherwise inspecting, servicing, or conditioning any commercial motor vehicle, at any time;
3. All time spent at the driving controls of a commercial motor vehicle in operation;
4. All time, other than driving time, in or upon the commercial motor vehicle except time spent resting in an area defined as a sleeping berth;
5. All time loading or unloading a vehicle, supervising, or assisting in the loading or unloading, attending a vehicle being loaded or unloaded, remaining in readiness to operate the vehicle, or in giving or receiving receipts for shipments loaded and unloaded; and
6. All time repairing, obtaining assistance, or remaining in attendance upon a disabled vehicle.

The Omnibus Transportation Employee Testing Act of 1991 requires all operators of commercial motor vehicles subject to the CDL requirements to be tested for controlled substances and alcohol. Federal regulations of the U.S. Department of Transportation require that any employee using a CDL be required to submit to alcohol and controlled substance testing in accordance with 49 CFR 40.

Springfield Public Schools

Policy

The Board designates the transportation coordinator as the Designated Employer Representative (DER) of the Board of Education. The Board may contract with a service agent to provide the testing services as required by Federal law. In the event the Board contracts with a service provider for transportation, the Board designee will ensure all transportation contractors comply with the drug and alcohol testing requirements of Policy 4219 pursuant to 49 CFR 382 et seq. and 49 CFR 40 et seq.

No employee at any work site will possess, manufacture, use, sell, or distribute any quantity of any controlled substance, lawful or unlawful, which in sufficient quantity could result in impaired performance, with the exception of substances administered by or under the instructions of a physician. No employee shall perform safety-sensitive functions within four hours after using alcohol and the district will not permit an employee that used alcohol within four hours of performing safety-sensitive functions to perform such functions if the district has actual knowledge of the use, in accordance with 49 CFR 392.5.

Violations

Any violation of this Policy may result in discipline, up to and including termination.

Prohibited Substances

The presence of any of the controlled substances, listed in 49 CFR 40.87, in the body, as evidenced by the results of the initial screening and subsequent confirmatory analysis provided in this Policy, is prohibited for any employee assigned to a classification covered by this Policy. All cutoff concentrations shall be in accordance with 49 CFR 40.87. All test results shall be measured against the cutoff concentrations outlined in 49 CFR 40.87.

Testing Procedures

All testing for controlled substances will be conducted in accordance with 49 CFR 40, Subparts A, B, C, D, E, F, G, H and I. The district will only test for drugs or classes of drugs in accordance with 49 CFR 40.85. Testing for alcohol will be conducted in accordance with 49 CFR 40, Subparts J, K, L, M and N.

Definitions

“Alcohol use” means the drinking or swallowing of any beverage, liquid mixture or preparation (including medication), containing alcohol.

“Aliquot” means a fractional part of a specimen used for testing. It is taken as a sample representing the whole specimen.

“Confirmatory drug test” means a second analytical procedure performed on an aliquot of the original specimen to identify and quantify the presence of a specific drug or drug metabolite.

Springfield Public Schools Policy

“Confirmed drug test” means a confirmation test result received by a Medical Review Officer (MRO) from a laboratory.

“Controlled substances” means those substances identified in 49 CFR 40.85.

“CCF” means the Federal Drug Testing Custody and Control Form.

“Designated Employer Representative (DER)” is an employee of the district authorized to take immediate action(s) to remove employees from safety-sensitive duties, or cause employees to be removed from these covered duties, and to make required decisions in the testing and evaluation processes. The DER shall receive test results and other communications for the employer consistent with the requirements of this Policy and 49 CFR 40. Service agents cannot act as a DER.

“FMCSA” means Federal Motor Carrier Safety Administration.

“Initial drug test (also known as a “Screening drug test”)” means the test used to differentiate a negative specimen from one that requires further testing for drugs or drug metabolites.

“Initial specimen validity test” means the first test used to determine if a urine specimen is adulterated, diluted, substituted, or invalid.

“Medical Review Officer (MRO)” is a licensed physician responsible for receiving and reviewing laboratory results generated by the district’s drug testing program and evaluating medical explanations for certain drug test results.

“Possess” includes, but is not limited to, either in or on the driver’s person, personal effects, motor vehicle, or areas substantially entrusted to the control of the driver.

“Service agent” is any person or entity, other than an employee of the Board, who provides services specified under 49 CFR 40 to the Board.

“Substance Abuse Professional (SAP)” is a person who evaluates employees who have violated a Federal or State drug and alcohol regulation and makes recommendations concerning education, treatment, follow-up testing, and aftercare. An individual permitted to act as a SAP must possess the credentials as outlined in 49 CFR 40.281.

“Work Site” means any motor vehicle, office, building, yard, or other location at which the driver is to perform work or any other school district property or at any school district event.

Categories of Testing

For the purpose of this Policy, the occurrence of the following circumstances/instances shall require an employee to submit to a controlled substance and alcohol screening:

1. Pre-Employment Testing

Springfield Public Schools Policy

An individual who has applied for and has been selected to operate a Board vehicle shall, before beginning employment with the Board, submit to a controlled substance screening in conjunction with any required physical examination as per Policy 4160. Such screening shall be conducted in accordance with the procedures set forth in this Policy and 49 CFR 40. No individual receiving a positive confirmed test result will be employed by the Board.

An employer is not required to administer a controlled substances test required by 49 CFR 382.301(a) if:

- a. The employee has participated in a controlled substances testing program that met the requirements of 49 CFR 382 et seq. within the previous thirty days; and
- b. The employee while participating in that program either:
 - (1) Was tested for controlled substances within the past six months (from the date of application with the employer); or
 - (2) Participated in the random controlled substances testing program for the previous twelve months (from the date of application with the employer.)
- c. The DER must ensure that no prior employer, to the DER's knowledge, has records of a violation of a controlled substances testing program within the previous six months.

If an individual is so exempted, the DER shall contact the controlled substances testing programs in which the individual participated and shall obtain and retain from the testing program(s) the following information in accordance with 49 CFR 382.301(c):

- a. Name and address of the program;
- b. Verification of the individual's participation;
- c. Verification that the program conforms to Federal guidelines;
- d. Verification the individual qualified under the law and did not refuse to be tested for controlled substances;
- e. The date the individual was last tested for controlled substances; and
- f. The results of any tests taken within the previous six months and any other violations.

Springfield Public Schools Policy

An employee who has applied for and has been selected to operate a Board vehicle or any existing employee transferring into a new position requiring the employee to operate a Board vehicle, shall submit a written consent authorizing the Board to obtain the following information from other employers who have employed the employee during any period during the two years before the date of the employee's application or transfer into the new position. The written consent from the employee will permit the DER to obtain the following information from previous Division of Transportation (DOT)-regulated employers:

- a. Alcohol tests with a result of 0.04 or higher alcohol concentration;
- b. Verified positive drug tests;
- c. Refusals to be tested (including verified adulterated or substituted drug test results);
- d. Other violations of DOT agency drug and alcohol testing regulations; and
- e. With respect to any employee who violated a DOT drug and alcohol regulation, documentation of the employee's successful completion of DOT return-to-duty requirements (including follow-up tests). If this information is not available from the previous employer, the DER must seek to obtain this information from the employee.

The DER will obtain and review this information before the employee first performs safety-sensitive functions. If this is not feasible, the DER will not permit the employee to perform safety-sensitive functions after thirty days from the date the employee first performed safety-sensitive functions, unless the DER has obtained or made and documented a good faith effort to obtain this information.

2. Random Testing

Every employee shall submit to random alcohol and controlled substance testing on an unannounced and random basis resulting from the selection by a random generation methodology in accordance with 49 CFR 383.305(i). Random testing will be spread reasonably throughout any given calendar year.

The minimum annual percentage rate for random alcohol testing shall be ten percent of the average number of driver positions. The minimum annual percentage rate for random controlled substances testing shall be twenty-five percent of the average number of driver positions. The minimum annual percentage rates may be adjusted as determined by the FMCSA Administrator in accordance with 49 CFR 382.305.

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Employees shall only be random tested when performing safety-sensitive functions or immediately prior to or immediately following the performance of safety-sensitive functions.

3. Post-Accident Testing

The involvement by an employee in a motor vehicle collision while operating a Board vehicle when such accident results in property damage or personal injury, may trigger a post-accident drug and alcohol test.

As soon as practical following an occurrence, the DER will require post-accident alcohol screening for each of the surviving drivers:

- a. Who was performing safety-sensitive functions with respect to a vehicle, if the accident involves the loss of human life; or
- b. Who receives a citation within eight hours of the occurrence under State or local law for a moving traffic violation arising from the accident, if the accident involved:
 - (1) Bodily injury to any person who, as a result of the injury, immediately receives medical treatment away from the scene of the accident; or
 - (2) One or more motor vehicles incurring disabling damage as a result of the accident, requiring the motor vehicle to be transported away from the scene by a tow truck or other motor vehicle.
- c. If the alcohol test is not administered within two hours following the accident, the DER will prepare and maintain on file a record stating the reasons the test was not promptly administered. If the alcohol test is not administered within eight hours following the accident, the DER shall cease attempts to administer the alcohol test and shall prepare and maintain the same record. Records shall be submitted to the FMCSA upon request.

As soon as possible following an occurrence, the district will require post-accident controlled substance screening for each of the surviving drivers:

- a. Who was performing safety-sensitive functions with respect to a vehicle, if the accident involves the loss of human life; or
- b. Who receives a citation within thirty-two hours of the occurrence under State or local law for a moving traffic violation arising from the accident, if the accident involved:

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- (1) Bodily injury to any person who, as a result of the injury, immediately receives medical treatment away from the scene of the accident; or
 - (2) One or more motor vehicles incurring disabling damage as a result of the accident, requiring the motor vehicle to be transported away from the scene by a tow truck or other motor vehicle.
- c. If the controlled substance test is not administered within thirty-two hours following the accident, the DER shall cease attempts to administer the controlled substance test and shall prepare and maintain on file a record stating the reasons the test was not promptly administered. Records shall be submitted to the FMCSA upon request.

An employee who is subject to post-accident testing shall remain readily available for such testing or may be deemed by the employer to have refused to submit for testing. (An employee who is injured in an accident and requires medical care, shall submit to post-accident drug and controlled substance testing by the medical care facility providing the treatment or a designee of the Board if the facility is unable to provide the testing.) Nothing herein shall be construed to prevent the employee from leaving the scene of the accident for the period required to obtain necessary assistance or to obtain emergency medical care.

4. Reasonable Suspicion Testing

The DER shall require an employee to submit to an alcohol and/or controlled substance test when the employee is observed by a supervisor or school official who is trained in accordance with 49 CFR 382.603 and causes the observer to have reasonable suspicion to believe the employee has violated 49 CFR 382 et seq. Reasonable suspicion must exist to require the employee to undergo a test and must be based on specific, contemporaneous, articulable observations concerning the appearance, behavior, speech or body odors of the employee. The observations may include indications of the chronic and withdrawal effects of controlled substances.

Reasonable suspicion alcohol testing is authorized only if the required observations are made during, just preceding, or just after the period of the work day the employee is required to be in compliance with the testing requirements of 49 CFR 382 et seq.

Reasonable suspicion testing may be required of an employee while the employee is performing, just before the employee will perform, or just after the employee has ceased performing safety-sensitive functions.

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If the alcohol test is not administered within two hours following the determination a reasonable suspicion test is required, the DER will prepare and maintain on file a record stating the reasons the test was not promptly administered. If the alcohol test is not administered within eight hours following the determination, the DER shall cease attempts to administer the alcohol test and shall state in the record the reasons for not administering the test.

No employee shall report for duty or remain on duty requiring the performance of safety-sensitive functions while the employee is under the influence of or impaired by alcohol, as shown by the behavioral, speech, and performance indicators of alcohol misuse. The employee will also not be able to perform or continue to perform safety-sensitive functions until an alcohol test is administered and the employee's concentration measures less than 0.02 or twenty-four hours have elapsed following the determination that reasonable suspicion existed to require an alcohol test.

A written record of the observations leading to a reasonable suspicion test shall be made and signed by the supervisor and/or school official that made the observations. This record shall be made within twenty-four hours of the observed behavior or before the results of the test are released, whichever is earlier.

5. Return to Duty Testing

The district is not required to return an employee to a safety-sensitive position upon receipt of a confirmed drug and/or alcohol test.

The DER may recommend to the Superintendent of Schools the employee's employment be terminated depending on the circumstances.

The DER shall ensure that before an employee returns to duty requiring the performance of a safety-sensitive function, the employee shall undergo a return to duty alcohol test indicating a breath alcohol concentration of less than 0.02 and a controlled substances test with a result indicating a verified negative result for controlled substances use as required in 49 CFR 40.305.

Employees permitted to return to duty are required to take return-to-duty tests and shall be evaluated by a SAP. These employees must participate in an assistance program prescribed by the SAP and as required in 49 CFR 40 Subpart O.

The SAP will determine a written follow-up testing plan for any employee who has been permitted to return to work and has successfully complied with the SAP's recommendations for education and/or treatment. Such employees are subject to a minimum of six unannounced, follow-up drug screenings and alcohol tests over the following twelve months. The testing shall not exceed forty-eight additional months. Alcohol follow-up testing shall be performed only when the employee is performing safety-sensitive functions or immediately prior to

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performing or immediately after performing safety-sensitive functions. All follow-up testing will be completed in accordance with 49 CFR 40.307. The SAP will comply with all reporting requirements of 49 CFR 40.311.

The Board shall make the ultimate determination to return or not return an employee to a safety-sensitive position subject to any collective bargaining agreements, if any, or other legal requirements.

Medical Review Officer (MRO) Notifications

The Board shall employ or contract with a MRO who is a licensed physician (M.D. or D.O.) and shall designate the MRO as the individual responsible for receiving laboratory results generated by the testing program. The MRO shall have knowledge of controlled substances abuse disorders and have appropriate medical training to interpret and evaluate the employee's confirmed drug test results together with his/her medical history and other biomedical data. The MRO will perform all functions and responsibilities as required in 49 CFR 40.121.

Employer Notification

The MRO may report controlled substances test results to the DER by any means of communication; however, a signed, written notification must be forwarded within three business days of the completion of the MRO's evaluation. The MRO must report all drug test results to the employer. The MRO may use a signed or stamped and dated legible photocopy of Copy 2 of the CCF to report test results or a written report that must include, at a minimum, the information required in 49 CFR 40.163.

Split Specimen Tests

Split specimen testing will be conducted in accordance with 49 CFR 40 Subpart H. The MRO will notify the Superintendent of Schools or designee if split specimen testing is requested by the employee.

Designated Collection Facility

The Board shall designate the facility to be used for the collection of the specimen; provided, however, that the designated facility shall possess all required licenses and permits. The collection site will take place in a facility meeting the requirements of 49 CFR 40 Subpart D. The DER will ensure the collection site meets the security requirements of 49 CFR 40.43.

Designated Screening Laboratory

The Board shall designate the laboratory to which collected fluid samples will be forwarded for drug/alcohol screening. Drug testing laboratories must be certified by the Department of Health and Human Services (HHS) under the National Laboratory Certification Program (NLCP) for all testing required under 49 CFR 40. The laboratory will perform all responsibilities as required in accordance with 49 CFR 40 Subpart F.

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Specimens

The normal screening methodology for controlled substances shall be urinalysis, collected by a trained representative of the Board with appropriate documentation at a site designated and approved by the Board. The presence of alcohol will be determined by an Alcohol Screening Device (ASD) or an Evidential Breath Testing Device administered by an individual certified in accordance with 49 CFR 40.211 and 49 CFR 40.213.

Refusal to Submit

An employee will be deemed as refusing to take a drug test as described in 49 CFR 40.191. As per 49 CFR 40.191, an employee refuses to take a drug test if he/she:

1. Fails to appear for any test (except a pre-employment test) within a reasonable time, as determined by the DER, consistent with applicable DOT agency regulations, after being directed to do so by the DER;
2. Fails to remain at the testing site until the testing process is complete. An employee who leaves the testing site before the testing process commences for a pre-employment test is not deemed to have refused to test;
3. Fails to provide a urine specimen for any drug test required by this Policy. An employee who does not provide a urine specimen because he or she has left the testing site before the testing process commences for a pre-employment test is not deemed to have refused to test;
4. Fails to permit the observation or monitoring of providing a specimen in the case of a directly observed or monitored collection in a drug test;
5. Fails to provide a sufficient amount of urine when directed, and it has been determined, through a required medical evaluation, that there was no adequate medical explanation for the failure;
6. Fails or declines to take an additional drug test the DER or collector has directed the employee to take;
7. Fails to undergo a medical examination or evaluation, as directed by the MRO as part of the verification process, or as directed by the DER under 49 CFR 40.193(d). In the case of a pre-employment drug test, the employee is deemed to have refused to test on this basis only if the pre-employment test is conducted following a contingent offer of employment;
8. Fails to cooperate with any part of the testing process (e.g., refuses to empty pockets when so directed by the collector, behaves in a confrontational way that

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disrupts the collection process, fails to wash hands after being directed to do so by the collector);

9. Fails to follow the collection observer(s) instructions of which could be used to interfere with the collection process;
10. Possesses or wears a prosthetic or other device that could be used to interfere with the collection process; or
11. Admits to the collector or MRO he/she has adulterated or substituted the specimen.

If the MRO reports the employee had a verified adulterated or substituted test result, the result will be deemed refusal to take a drug test.

If an employee refuses to participate in a part of the testing process, the collector or MRO, must terminate the portion of the testing process, document the refusal on the CCF (including in the case of the collector, printing the employee's name on Copy 2 of the CCF), immediately notify the DER by any means (e.g., telephone or secure fax machine) that ensures that the refusal notification is immediately received. A referral physician (e.g., physician evaluating a "shy bladder" condition or a claim of a legitimate medical explanation in a validity testing situation) must notify the MRO, who in turn will notify the DER. In addition, the collector must note the refusal in the "Remarks" line (Step 2), and sign and date the CCF. The MRO must note the refusal by checking the "Refused to Test" box (Step 6) on Copy 2 of the CCF, and add the reason on the "Remarks" line. The MRO must then sign and date the CCF. When the employee refuses to take a non-DOT test or to sign a non-DOT form, the employee has not refused to take a DOT test. There are no consequences under DOT agency regulations for refusing to take a non-DOT test.

Record of Negative Screening

An employee required to submit to an alcohol and/or controlled substance screening as provided in this Policy and whose screening results are negative may, at their option, have their personnel file documented to reflect the negative result.

Prescription Drugs

All bus drivers shall notify the DER of the use of any prescription drugs. The Board may require certification from the prescribing physician that the use of the prescription drug will not have an adverse effect on the driver's ability to properly perform safety-sensitive functions.

Consequences to Employees Engaging in Prohibited Conduct

An employee whose screening produces a positive result for a prohibited substance who is permitted to return to work:

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1. Shall not be permitted to perform safety-sensitive functions;
2. Shall be advised by the DER of resources available to them in evaluating and resolving problems associated with the misuse of alcohol or the use of controlled substances;
3. Shall be evaluated by a SAP who shall determine what assistance, if any, is needed to resolve problems with alcohol or controlled substance use;
4. Undergo, before returning to duty, a return to duty alcohol test indicating a breath level of less than 0.02 if the conduct involved alcohol or a controlled substance test with a verified negative result;
5. If assistance was required, the employee must be evaluated by a SAP to determine that the employee has followed the rehabilitation program prescribed;
6. Be subject to unannounced follow-up alcohol and/or controlled substance abuse testing; and
7. Be subject to the disciplinary Policy and Regulations of the Board.

Return-to-Work Agreement

An employee who has been permitted to return to work and who fails to comply with any of the terms of a Return to Work Agreement, if provided at the employer's discretion, shall be subject to disciplinary action which may include termination.

Maintenance and Retention of Records

The DER shall maintain and retain all records as required by Federal regulation. Records shall include at least the following:

1. Records Related to the Collection Process
 - a. Collection logbooks (if used);
 - b. Documents related to the random selection process;
 - c. Calibration documentation for Evidential Breath Testing Devices (EBT's);
 - d. Documentation of Breath Alcohol Technician (BAT) training;
 - e. Documentation of reasoning for reasonable suspicion testing;
 - f. Documentation of reasoning for post-accident testing;

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- g. Documents verifying a medical explanation for the inability to provide adequate breath or urine for testing; and
 - h. Consolidated annual calendar year summaries.
- 2. Records Related to the Employee's Test Results
 - a. Employer's copy of the alcohol test form, including results;
 - b. Employer's copy of the controlled substance test chain of custody and control form;
 - c. Documents sent to the employer by the MRO;
 - d. Documentation of any employee's refusal to submit to a required alcohol or controlled substance test; and
 - e. Documents provided by an employee to dispute results of test.
- 3. Documentation of any Other Violations of Controlled Substance Use or Alcohol Misuse Policies
- 4. Records Related to Evaluations and Training
 - a. Records pertaining to the SAP's determination of an employee's need for assistance;
 - b. Records concerning an employee's compliance with the SAP's recommendations, and records related to education and training;
 - c. Materials on drug and alcohol awareness, including a copy of the employer's policy on drug use and alcohol misuse;
 - d. Documentation of compliance with the requirement to provide employees with educational material, including an employee's signed receipt of materials;
 - e. Documentation of supervisor training; and
 - f. Certification that training conducted under this Policy complies with all requirements of the Policy.
- 5. Records Related to Drug Testing
 - a. Agreements with collection site facilities, laboratories, MROs, and consortia;

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- b. Names and positions of officials and their role in the employer's alcohol and controlled substance testing program;
 - c. Monthly statistical summaries of urinalysis; and
 - d. The employer's drug testing policy and procedures.
6. Required Period of Retention

Document to be maintained	Period required to be maintained
Alcohol test results indicating a breath alcohol concentration of 0.02 or greater	5 Years
Verified positive controlled substance test results	5 Years
Documentation of refusals to submit to required alcohol or controlled substance tests	5 Years
Calibration documentation	5 Years
Records related to the administration of the alcohol and controlled substances testing program, including records of all driver violations	5 Years
Driver evaluations and referrals	5 Years
A copy of each annual calendar year summary	5 Years
Records obtained from previous employers concerning alcohol and drug testing	3 Years
Records related to the alcohol and controlled substances collection process (except calibration of evidential breath testing devices)	2 Years
Records related to negative and canceled controlled substance test results	1 Year
Alcohol test results indicating a breath alcohol concentration less than 0.02	1 Year
Records related to the education	Indefinite time

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and training of breath alcohol technicians, screening test technicians, supervisors, and drivers shall be maintained by the employer while the individual performs the functions which require the training and for two years after ceasing to perform those functions	period
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Other specific types of records shall be maintained in accordance with 49 CFR 382.401.

7. Location of Records

All required records shall be maintained in accordance with Policy 8320. Records shall be made available for inspection at the Board Offices within two business days after a request has been made by an authorized representative of the FMCSA.

8. Annual Calendar Year Summary

The DER shall prepare and maintain an annual calendar year summary of the results of its alcohol and substance abuse testing programs. The summary shall be completed no later than March 15 of each year covering the previous calendar year. The DER upon request of the FMCSA will provide the annual summary to that agency in the required format.

9. Employee Information Program

The Board will provide an employee information program. The DER will be responsible for implementing the program and shall ensure that each employee receives information in the manner specified below:

- a. By receiving a copy of this Policy and any subsequent revisions.
- b. The DER will provide written notice to employees of the following information:
 - (1) The identity of the person designated by the employer to answer employee questions about the materials;
 - (2) Which employees are subject to the alcohol misuse and controlled substance requirements;

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- (3) Explanation of what constitutes a safety-sensitive function, so as to make clear what period of the workday the employee is required to be in compliance;
- (4) Specific information concerning employee conduct that is prohibited;
- (5) The circumstances under which an employee will be tested for alcohol and/or controlled substances;
- (6) The procedures that will be used to test for the presence of alcohol and controlled substances;
- (7) The requirement that an employee submit to alcohol and controlled substance tests;
- (8) An explanation of what constitutes a refusal to submit to an alcohol or controlled substance test;
- (9) The consequences for employees found to have violated the prohibitions of this Policy, including the immediate removal of the employee from safety-sensitive functions;
- (10) The consequences for employees found to have an alcohol concentration level of 0.02 or greater but less than 0.04; and
- (11) Information concerning the effects of alcohol and controlled substances use on an individual's health, work, and personal life. Signs and symptoms of an alcohol or controlled substances problem, and available methods of intervening when an alcohol or a control substances problem is suspected, including confrontation, referral to any employee assistance program and/or referral to management.]

Omnibus Transportation Employee Testing Act of 1991
49 CFR 40 et seq.
49 CFR 382 et seq.
49 CFR 395.2

Adopted: 18 March 2019
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5111 ELIGIBILITY OF RESIDENT/NONRESIDENT STUDENTS

The Board of Education shall admit to its schools, free of charge, persons over five and under twenty years of age, pursuant to N.J.S.A. 18A:38-1, or such younger or older student as is otherwise entitled by law to a free public education.

Eligibility to Attend School – N.J.A.C. 6A:22-3.1, 3.2, and 3.3

The Board shall admit students eligible to attend school free of charge that are domiciled within the district as defined in N.J.A.C. 6A:22-3.1 and Regulation 5111 – Section B.

The Board shall also admit any student that is kept in the home of a person other than the student's parent or guardian, and the person is domiciled in the school district and is supporting the student without remuneration as if the student were their own child in accordance with N.J.A.C. 6A:22-3.2 and Regulation 5111 – Section C. Pursuant to N.J.S.A. 18A:38-1.c., any person who fraudulently allows a child of another person to use their residence and is not the primary financial supporter of that child and any person who fraudulently claims to have given up custody of their child to a person in another district commits a disorderly persons offense.

A student is eligible to attend school in this school district free of charge pursuant to N.J.S.A. 18A:38-1.d. if the student's parent or guardian temporarily resides within the school district and elects to have the student attend the school district of temporary residence, notwithstanding the existence of a domicile elsewhere pursuant to N.J.A.C. 6A:22-3.1(a)4. and Regulation 5111 – Section B.

A student is eligible to attend this school district free of charge in accordance with N.J.A.C. 6A:22-3.2 and Regulation 5111 – Section C.

Notwithstanding the provisions of N.J.S.A. 18A:38-1 or any other law, rule, or regulation to the contrary, a student who moves out of the school district as a result of domestic violence, sexual abuse, or other family crises shall be permitted to remain enrolled in the school district for the remainder of the school year pursuant to N.J.S.A. 18A:38-1.1 and in accordance with the provisions of N.J.A.C. 6A:22-3.2(h) and Regulation 5111 – Section C.

Except as set forth in N.J.A.C. 6A:22-3.3(b)1., immigration/visa status shall not affect eligibility to attend school. Any student who is domiciled in the school district or otherwise eligible to attend school in the school district pursuant to N.J.A.C. 6A:22-3.2 shall be enrolled without regard to, or inquiry concerning, immigration status. A student's immigration/visa status and their eligibility to attend school shall be in accordance with N.J.A.C. 6A:22-3.3(b) and Regulation 5111 – Section D.

Proof of Eligibility – N.J.A.C. 6A:22-3.4

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The Board of Education shall accept a combination of forms of documentation from persons attempting to demonstrate a student's eligibility for enrollment in the school district in accordance with the provisions of N.J.A.C. 6A:22-3.4 and Regulation 5111 – Section E.

In the case of a dispute between the school district and the parent of a student in regard to the student's eligibility to enroll in the school district or to remain enrolled in the school district pursuant to the provisions of N.J.S.A. 18A:38-1, the school district may request from the New Jersey Motor Vehicle Commission (NJMVC) the parent or guardian's name and address for use in verifying a student's eligibility for enrollment in the school district in accordance with the provisions of N.J.S.A. 18A:38-1.3.

Registration Forms and Procedures for Initial Assessment – N.J.A.C. 6A:22-4.1

Registration and procedures for initial determinations of eligibility will be in accordance with N.J.A.C. 6A:22-4.1 and Regulation 5111 – Section F.

Initial eligibility determinations shall be made upon presentation of an enrollment application, and enrollment shall take place immediately except in cases of clear, uncontested denials. Enrollment shall take place immediately when an applicant has provided incomplete, unclear, or questionable information, but the applicant shall be notified that the student will be removed from the school district if defects in the application are not corrected, or an appeal is not filed, in accordance with subsequent notice to be provided pursuant to N.J.A.C. 6A:22-4.2 and Regulation 5111 – Section F.

When a student appears ineligible based on the information provided in the initial application, the school district shall issue a preliminary written notice of ineligibility, including an explanation of the right to appeal to the Commissioner of Education in accordance with N.J.A.C. 6A:22-4.1(c)2. and Regulation 5111 – Section F.

When enrollment is denied and no intent to appeal is indicated, applicants shall be advised they shall comply with compulsory education laws in accordance with N.J.A.C. 6A:22-4.1(d) and Regulation 5111 – Section F.

Enrollment or attendance at the school shall not be conditioned or denied pursuant to N.J.A.C. 6A:22-4.1(e) through (i) and Regulation 5111 – Section F.

Notices of Ineligibility – N.J.A.C. 6A:22-4.2

When a student is found ineligible to attend the school district pursuant to N.J.A.C. 6A:22 or the student's initial application is found to be deficient upon subsequent review or investigation, the school district immediately shall provide to the applicant notice that is consistent with Commissioner-provided sample form(s) and meets requirements of N.J.A.C. 6A:22-4.2 and Regulation 5111 – Section G.

Removal of Currently Enrolled Students – N.J.A.C. 6A:22-4.3

Nothing in N.J.A.C. 6A:22-4, this Policy, and Regulation 5111 shall preclude the Board of Education from identifying through further investigation or periodic requests for revalidation of

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eligibility, students enrolled in the school district who may be ineligible for continued attendance due to error in initial assessment, changed circumstances, or newly discovered information pursuant to N.J.A.C. 6A:22-4.3 and Regulation 5111 – Section H.

When a student who is enrolled and attending school based on an initial eligibility determination is later determined to be ineligible for continued attendance, the Superintendent may apply to the Board for the student's removal in accordance with the provisions of N.J.A.C. 6A:22-4.3 and Regulation 5111 – Section H.

Appeal to the Commissioner – N.J.A.C. 6A:22-5.1

An applicant may appeal to the Commissioner of Education the school district's determination that a student is ineligible to attend its schools in accordance with N.J.A.C. 6A:22-5.1 and Regulation 5111 – Section I.

Assessment and Calculation of Tuition – N.J.A.C. 6A:22-6

If no appeal to the Commissioner is filed by the parent, guardian, adult student, or district resident keeping an affidavit student following notice of an ineligibility determination, the Board of Education may assess tuition for up to one year of a student's ineligible attendance, including the twenty-one day period provided by N.J.S.A. 18A:38-1 for appeal to the Commissioner in accordance with N.J.A.C. 6A:22-6.1 and Regulation 5111 – Section J. Tuition will be assessed and calculated in accordance with N.J.A.C. 6A:22-6.3 and Regulation 5111 – Section J.

If an appeal to the Commissioner is filed by the parent, guardian, adult student, or district resident keeping an affidavit student and the petitioner does not sustain the burden of demonstrating the student's right to attend the school district, or the petitioner withdraws the appeal, fails to prosecute, or abandons the appeal by any means other than settlement agreeing to waive or reduce tuition, the Commissioner may assess tuition in accordance with the provisions of N.J.A.C. 6A:22-6.2(a) and Regulation 5111 – Section J. Upon the Commissioner's finding that an appeal has been abandoned, the Board may remove the student from school and seek tuition in accordance with N.J.A.C. 6A:22-6.2(a)1. and Regulation 5111 – Section J.

Nonresident Students – N.J.S.A. 18A:38-3.a.

Any person not resident in the school district, if eligible except for residence, may be admitted to the schools of the district with the consent of the Board of Education upon such terms, and with payment of tuition, as the Board prescribes. The Board of Education, with the approval of the Executive County Superintendent, shall establish a uniform tuition amount for any nonresident student admitted to the schools of the district pursuant to N.J.S.A. 18A:38-3.a. The continued enrollment of any nonresident student shall be contingent upon the student's maintenance of good standards of citizenship, discipline, attendance, and payment of tuition.

The Springfield Board of Education realizes that in certain cases it may be in the best interest of a particular student to grant permission for non-resident status. However, in order to protect the interest and welfare of the student as well as the Springfield School District, the following conditions have been developed:

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1. Each student will be considered for non-resident status on a case-by-case basis.

The following priorities have been set:
 - a. Children of parents employed by the school district;
 - b. Children of parents working in Springfield Township;
 - c. Children with relatives residing in Springfield Township; and
 - d. Other.
2. The placement must receive Board approval upon recommendation from the Superintendent.
3. There must be sufficient classroom space and curricular materials available.
4. School assignment shall be at the discretion of the Superintendent, based upon the best interest of the educational process.
5. If the non-resident status of the student subsequently proves not to be in the best interest of the student or of the Springfield School District, recommendation for termination shall come from the Superintendent for Board approval.
6. Non-resident status shall be granted on a year-to-year basis only.
7. Application for non-resident status shall be made prior to the start of the school year whenever possible.
8. Application for subsequent years shall be made prior to May 15.
9. The Board shall annually determine tuition rates for nonresident students.
10. Tuition payments shall be made monthly in advance if paid by the individual; if paid by another school district, tuition can be paid quarterly.
11. Transportation to and from school shall be the responsibility of the parent or guardian, unless transportation is available under current laws for disabled students.
12. "Non-resident students" shall be defined as those living outside the legal boundaries of Springfield Township.

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Family Residence and Student Enrollment - Tuition

Families Moving from Springfield

If a family moves out of the Springfield Public School District, students may finish the school year under the following conditions. If the family should move:

1. May 15 or later, the student may complete the school year at the request of his/her parents if the class is not oversized, at no tuition charge.
2. After April 1, the child may complete the school year at the request of his/her parents if the class is not oversized, with a two month's tuition charge.
3. Before April 1, the student shall be transferred from the Springfield School District.
4. Such Students will not be eligible for transportation services.

Families Moving into Springfield

If a family moves into the Springfield School District, students may be enrolled in Springfield schools under the following conditions. The family shall enter into a tuition agreement with the Springfield School District:

1. If the family moves during September, the student may be enrolled for the month of September at the request of the parents, with no tuition charge for the month of September, once beginning attendance if the student does not become a resident of the school district during the month of September, tuition will be charged for attendance commencing the first day of attendance until such time as the student becomes a resident or withdraws from the school.
2. On or after October 1, tuition shall be charged at the fixed rate, and shall be paid on or before the first of each month until the family actually moves into Springfield.

Other exceptions

The Board shall charge full tuition for Pre-Kindergarten children of staff and fifty percent tuition (as determined by the Board at its annual budget public hearing meeting for grades Kindergarten through twelve, if there is adequate space.

F-1 Visa Students

The school district is not required to, but may permit the attendance of F-1 Visa students into the school district only with the payment of full tuition and a signed tuition contract.

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The district may require advance payment of full tuition before providing the requested I-20 Form, in accordance with the provisions of Federal regulation 8 CFR 214.3. An F-1 Visa is granted to a foreign student through an application process that must include, but is not limited to, signed approval by the receiving school district exhibiting the receiving school district will accept the foreign student for enrollment and the foreign student's proof of financial means to pay the full tuition to the receiving school district for the academic year. The host family must be domiciled in the school district and shall submit a request to the Superintendent of Schools with supporting documentation as determined by the Superintendent or designee. A student with an F-1 Visa must be approved by the Board for attendance in the school district. The student's continued attendance in the school district shall be conditioned on a satisfactory attendance and disciplinary record.

J-1 Visa Students

The school district is not required to, but may permit the attendance of J-1 Visa students into the school district. The host family must be domiciled in the school district and shall submit a request to the Superintendent of Schools with supporting documentation as determined by the Superintendent or designee. A student with a J-1 Visa must be approved by the Board for attendance in the school district and shall not pay tuition. The student's continued attendance in the school district shall be conditioned on a satisfactory attendance and disciplinary record.

N.J.S.A. 18A:38-1; 18A:38-1.1; 18A:38-1.3; 18A:38-3;

18A:38-3.1; 18A:7B-12

N.J.A.C. 6A:14-3.3; 6A:17-2.1 et seq.; 6A:22-1.1 et seq.

8 CFR 214.3

Adopted: 18 March 2019

First Reading: July 29, 2024

Adoption: August 26, 2024

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Policy

6470.01 ELECTRONIC FUNDS TRANSFER AND CLAIMANT CERTIFICATION (M)

The Board of Education permits the School Business Administrator/Board Secretary to use standard electronic funds transfer (EFT) technologies for EFTs for payment of claims pursuant to N.J.A.C. 5:30-9A.1 et seq. and 5:31-4.1, implementing N.J.S.A. 40A:5-16.5.

“Electronic funds transfer” for the purpose of Policy and Regulation 6470.01 means any approved method of transferring moneys permitted by N.J.A.C. 5:30-9A.1 et seq. that does not involve the physical presentation of a paper check, draft, or similar paper instrument including, but not limited to, wire transfers, e-checks, automated clearing house (ACH) transfers, and transactions initiated by phone or fax.

In accordance with N.J.S.A. 40A:5-16.5.b.(1), the Board of Education authorizes the use of only the forms of standard EFT technologies that are approved to be used by a Board of Education for EFTs for payment of claims. A Board of Education may not utilize procurement cards, charge cards, charge accounts, or any payment services such as PayPal or Venmo.

In accordance with N.J.S.A. 40A:5-16.5.b.(2), the Board designates the School Business Administrator/Board Secretary as being responsible for the oversight and administration of the provisions of N.J.S.A. 40A:5-16.5, N.J.A.C. 5:30-9A.1 et seq.; N.J.A.C. 5:31-4.1, and Policy and Regulation 6470.01.

The Board of Education will only initiate and approve electronic funds in accordance with N.J.A.C. 5:30-9A.1 et seq. Standard EFT technologies shall incorporate, at a minimum, the features and safeguards outlined in N.J.A.C. 5:30-9A.4(a). The Board will only utilize standard EFT technologies upon instituting, at a minimum, the fiscal and operational controls outlined in N.J.A.C. 5:30-9A.4(b).

The School Business Administrator/Board Secretary shall initiate a claim for payment by presenting a claim that has been approved by the Board, to be paid using an EFT technology. The School Business Administrator/Board Secretary shall submit the claim for payment with all supporting documentation to the Superintendent of Schools or a designee who is not under the direct supervision of the School Business Administrator/Board Secretary, who shall review the claim for payment and authorize, in writing, the EFT claim using an EFT method.

The Board of Education shall annually approve the School Business Administrator/Board Secretary as the person authorized to initiate a claim for payment and the Superintendent of Schools or a designee not under the direct supervision of the School Business Administrator/Board Secretary as the person responsible to review a claim for payment presented by the School Business Administrator/Board Secretary and authorize payment using an approved EFT method.

On no less than a weekly basis, activity reports on all transactions utilizing standard EFT technologies shall be reviewed by an individual designated and approved by the Board that is not under the direct supervision of the School Business Administrator/Board Secretary and is not empowered to initiate or authorize EFTs.

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Claimant certification for a Board of Education shall be in accordance with the provisions of N.J.S.A. 18A:19-3 and rules promulgated by the New Jersey Department of Education.

Providers of Automated Clearing House (ACH) and wire transfer services must be financial institutions chartered by a State or Federal agency, with the further requirement that these financial institutions providing ACH and wire transfer services be covered under the Governmental Unit Deposit Protection Act (GUDPA), N.J.S.A. 17:9-41 et seq.

EFTs through ACH must utilize Electronic Data Interchange (EDI) technology, which provide transaction related details including invoice numbers, pay dates, and other identifying information as appropriate for each transaction. The Board must approve an ACH Origination Agreement with the financial institution(s).

N.J.S.A. 18A:19-3

N.J.S.A. 40A:5-16.5

N.J.A.C. 5:30-9A.1 et seq.

First Reading: July 29, 2024

Adopted: August 24, 2024

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P8600 STUDENT TRANSPORTATION (M)

The Board of Education shall transport eligible students to and from school and school related activities in accordance with N.J.S.A. 18A:39-1 et seq., N.J.A.C. 6A:27-1 et seq., and Board policy. Transportation shall be provided only to eligible public and nonpublic school students, authorized school staff members, and adults serving as approved chaperones.

Nonpublic school transportation or aid in lieu of transportation shall be provided for resident students in accordance with N.J.S.A. 18A:39-1 et seq. and N.J.A.C. 6A:27-2.1 et seq. The Board shall request proof of residency in accordance with Board policy and Regulation 511

Charter or renaissance school transportation or aid in lieu of transportation shall be provided for resident students in accordance with N.J.S.A. 18A:39-1 et seq. and N.J.A.C. 6A:27-3.1 et seq. The Board shall request proof of residency in accordance with Board policy and Regulation 511

Students with special needs shall be provided transportation in accordance with N.J.S.A. 18A:39-1 et seq., and with their Individualized Education Program (IEP) pursuant to N.J.A.C. 6A:27-5.1.

The Board will approve all bus routes each school year. Bus routes for all non-remote students who must walk to and from school along hazardous routes will be designated and approved by the Board. The Board may consider, but shall not be limited to, the criteria outlined in N.J.S.A. 18A:39-1.5 in determining “Hazardous Routes.”

The Board will not be responsible for the transportation of nonresident students to or from school, except that transportation to and from school will be provided for homeless students; students residing in group homes; students residing in resource family homes; and students residing in shared custody homes pursuant to N.J.A.C. 6A:27-6.2, 6.3, 6.4, and 6.5.

The Board may require the compilation of a list of the names of students being transported by a school bus to a school-sponsored activity, including but not limited to, field trips or interscholastic sports programs. The staff member(s) supervising the school-sponsored activity shall create a list of students on each school bus and submit it to the Principal or designee, and the Principal or designee shall maintain the list for use in the case of an emergency in accordance with N.J.A.C. 6A:27-11.5.

When the schools of this district are closed for inclement weather or other conditions, no transportation will be provided for students enrolled in any public, nonpublic, charter school, and/or renaissance school.

The Board shall utilize cooperative/coordinated transportation services in accordance with the provisions of N.J.S.A. 18A:39-11.1 et seq. and N.J.A.C. 6A:27-10.1 et seq. The Board shall utilize one of the agencies prior to determining to pay aid in lieu of transportation if in the prior year payments in lieu of

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transportation were provided. The Board will provide to the cooperative/coordinated transportation services any unique limitations or restrictions of the required transportation.

Vehicles used to transport students to and from school or school related activities shall meet standards, registration, and inspection requirements of the New Jersey Department of Education (NJDOE), the New Jersey Motor Vehicle Commission (NJMVC), and any applicable Federal regulations. The operation and fiscal management of the district's transportation system shall be conducted in strict accordance with rules of the New Jersey State Board of Education and the NJDOE.

In addition to the provisions of any State law, rule, or regulation containing more stringent requirements, provided that those requirements are compatible with Federal law, and notwithstanding the provisions of any State law, rule, or regulation to the contrary, school bus operations in the State shall comply with the requirements outlined in N.J.S.A. 39:3B-27.

The district may request proof of residency at any time subsequent to mutual enrollment. Individuals not meeting the residency requirement may be required to reimburse the district for any services or aid on lieu payments made following a change in residency.

N.J.S.A. 18A:18A-1 et seq.; 18A:39-1 et seq.; 18A:39-11.1 et seq.

N.J.S.A. 27:15-16

N.J.S.A. 39:3B-1 et seq.; 39:3B-2.1; 39:3B-10; 39:3B-27

N.J.A.C. 6A:27-1.1 et seq.; 6A:27-2.1 et seq.; 6A:27-3.1 et seq.;

6A:27-4.1 et seq.; 6A:27-5.1; 6A:27-6.2 through 6.5;

6A:27-7.1 et seq.; 6A:27-9.1 et seq.; 6A:27-10.1 et seq.;

6A:27-11.1 et seq.; 6A:27-12.1 et seq.

Adopted: 18 March 2019

Readopted: January 30, 2023

First Reading: July 29, 2024

Adoption: August 26, 2024

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Reg 5111 ELIGIBILITY OF RESIDENT/NONRESIDENT STUDENTS

A. Definitions - N.J.A.C. 6A:22-1.2

1. “Affidavit student” means a student attending, or seeking to attend, school in a district pursuant to N.J.S.A. 18A:38-1.b and N.J.A.C. 6A:22-3.2(a).
2. “Appeal” means contested case proceedings before the Commissioner of Education pursuant to N.J.A.C. 6A:3, Controversies and Disputes.
3. “Applicant” means a parent, guardian, or a resident supporting an affidavit student who seeks to enroll a student in a school district; or an unaccompanied homeless youth or adult student who seeks to enroll in a school district.
4. “Commissioner” means the Commissioner of Education or their designee.
5. “Guardian” means a person to whom a court of competent jurisdiction has awarded guardianship or custody of a child, provided that a residential custody order shall entitle a child to attend school in the residential custodian’s school district unless it can be proven that the child does not actually live with the custodian. “Guardian” also means the Department of Children and Families for purposes of N.J.S.A. 18A:38-1.e.

B. Students Domiciled in the District – N.J.A.C. 6A:22-3.1

1. A student over five and under twenty years of age pursuant to N.J.S.A. 18A:38-1, or such younger or older student as is otherwise entitled by law to a free public education, is eligible to attend school in this school district if the student is domiciled within the district:
 - a. A student is domiciled in the school district when the student is the child of a parent or guardian whose domicile is located within the school district.
 - (1) When a student’s parents or guardians are domiciled within different school districts and there is no court order or written agreement between the parents designating the school district of attendance, the student’s domicile is the school district of the parent or guardian with whom the student lives for the majority of the school year. N.J.A.C. 6A:22-3.1(a)1. and B.1.a. above shall apply regardless of which parent has legal custody.

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- (2) When a student's physical custody is shared on an equal-time, alternating week/month, or other similar basis so the student is not living with one parent or guardian for a majority of the school year and there is no court order or written agreement between the parents designating the school district of attendance, the student's domicile is the present domicile of the parent or guardian with whom the student resided on the last school day prior to October 16 preceding the application date.
 - (a) When a student resided with both parents or guardians, or with neither parent or guardian, on the last school day prior to the preceding October 16, the student's domicile is the domicile of the parent or guardian with whom the parents or guardians indicate the student will be residing on the last school day prior to the ensuing October 16. When the parents or guardians do not designate or cannot agree upon the student's likely residence as of that date, or if on that date the student is not residing with the parent or guardian previously indicated, the student shall attend school in the school district of domicile of the parent or guardian with whom the student actually lives as of the last school day prior to October 16.
 - (b) When the domicile of a student with disabilities as defined in N.J.A.C. 6A:14 cannot be determined pursuant to N.J.A.C. 6A:22-3.1, nothing shall preclude an equitable determination of shared responsibility for the cost of such student's out-of-district placement.
- (3) When a student is living with a person other than a parent or guardian, nothing in N.J.A.C. 6A:22-3.1 is intended to limit the student's right to attend school in the parent or guardian's school district of domicile pursuant to the provisions of N.J.A.C. 6A:22, Policy 5111, and this Regulation.
- (4) No school district shall be required to provide transportation for a student residing outside the school district for all or part of the school year unless transportation or aid in lieu of transportation is based upon the home of the parent or guardian domiciled within the school district or otherwise required by law.

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- b. A student is domiciled in the school district when the student has reached the age of eighteen or is emancipated from the care and custody of a parent or guardian and has established a domicile within the school district.
 - c. A student is domiciled in the school district when the student has come from outside the State and is living with a person domiciled in the school district who will be applying for guardianship of the student upon expiration of the six-month “waiting period” of State residency required pursuant to N.J.S.A. 2A:34-54 (“home state” definition) and 2A:34-65.a(1). However, a student may later be subject to removal proceedings if application for guardianship is not made within a reasonable period of time following expiration of the mandatory waiting period or if guardianship is applied for and denied.
 - d. A student is domiciled in the school district when the student’s parent or guardian resides within the school district on an all-year-round basis for one year or more, notwithstanding the existence of a domicile elsewhere.
 - e. A student is domiciled in the school district if the Department of Children and Families is acting as the student’s guardian and has placed the student in the school district.
2. When a student’s dwelling is located within two or more school districts, or bears a mailing address that does not reflect the dwelling’s physical location within a municipality, the school district of domicile for school attendance purposes shall be the municipality to which the majority of the dwelling’s or unit’s property tax is paid.
- a. When property tax is paid in equal amounts to two or more municipalities and there is no established assignment for students residing in the affected dwellings, the school district of domicile for school attendance purposes shall be determined through assessment of individual proofs of eligibility provided pursuant to N.J.A.C. 6A:22-3.4 and E. below.
 - b. N.J.A.C. 6A:22-3.1(b) and B.2. above shall not preclude the attendance of currently enrolled students who were permitted to attend the school district prior to December 17, 2001.

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3. When a student's parent or guardian elects to exercise such entitlement, nothing in N.J.A.C. 6A:22-3.1 shall exclude a student's right to attend the school district of domicile although the student is qualified to attend a different school district pursuant to N.J.S.A. 18A:38-1.b. or the temporary residency (less than one year) provision of N.J.S.A. 18A:38-1.d.
4. Notwithstanding the provisions of N.J.S.A. 18A:38-1 or any other section of law to the contrary, a child who is domiciled within the school district and resides with a parent or guardian who is a member of the New Jersey National Guard or a member of the reserve component of the armed forces of the United States who is ordered into active military service in any of the armed forces of the United States in a time of war or national emergency, shall be permitted to remain enrolled in the school district in which the child is domiciled at the time of the parent or guardian being ordered into active military service, regardless of where the child resides during the period of active duty. The school district shall not be responsible for providing transportation or aid in lieu of transportation for the child if the child lives outside of the district. Following the return of the child's parent or guardian from active military service, the child's eligibility to remain enrolled in the school district pursuant to N.J.S.A. 18A:38-3.1 shall cease at the end of the current school year unless the child is domiciled in the school district.

C. Other Students Eligible to Attend School – N.J.A.C. 6A:22-3.2

1. A student over five and under twenty years of age pursuant to N.J.S.A. 18A:38-1, or such younger or older student as is otherwise entitled by law to a free public education, is eligible to attend school in this school district pursuant to N.J.S.A. 18A:38-1.b. if that student is kept in the home of a person other than the student's parent or guardian, and the person is domiciled in the school district and is supporting the student without remuneration as if the student were their own child.
 - a. A student is not eligible to attend this school district pursuant to N.J.A.C. 6A:22-3.2(a) and C.1. above unless:
 - (1) The student's parent or guardian has filed, together with documentation to support its validity, a sworn statement that the parent or guardian is not capable of supporting or providing care for the student due to family or economic hardship and that the student is not residing with the other person solely for the purpose of receiving a free public education; and
 - (2) The person keeping the student has filed, if so required by the Board of Education:

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- (a) A sworn statement that the person is domiciled within the school district, is supporting the child without remuneration and intends to do so for a longer time than the school term, and will assume all personal obligations for the student pertaining to school requirements; and
 - (b) A copy of their lease if a tenant, a sworn landlord's statement if residing as a tenant without a written lease, or a mortgage or tax bill if an owner.
 - b. A student shall not be deemed ineligible under N.J.A.C. 6A:22-3.2 because required sworn statement(s) cannot be obtained when evidence is presented that the underlying requirements of the law are being met, notwithstanding the inability of the resident or student to obtain the sworn statement(s).
 - c. A student shall not be deemed ineligible under N.J.A.C. 6A:22-3.2 when evidence is presented that the student has no home or possibility of school attendance other than with a school district resident who is not the student's parent or guardian, but is acting as the sole caretaker and supporter of the student.
 - d. A student shall not be deemed ineligible under N.J.A.C. 6A:22-3.2 solely because a parent or guardian gives occasional gifts or makes limited contributions, financial or otherwise, toward the student's welfare provided the resident keeping the student receives from the parent or guardian no payment or other remuneration for regular maintenance of the student.
 - e. Pursuant to N.J.S.A. 18A:38-1.c., any person who fraudulently allows a child of another person to use their residence and is not the primary financial supporter of that child and any person who fraudulently claims to have given up custody of their child to a person in another school district commits a disorderly persons offense.
2. A student over five and under twenty years of age pursuant to N.J.S.A. 18A:38-1, or such younger or older student as is otherwise entitled by law to a free public education, is eligible to attend school in this school district pursuant to N.J.S.A. 18A:38-1.b. if the student is kept in the home of a person domiciled in the school district, who is not the parent or guardian and the parent or guardian is a member of the New Jersey National Guard or the reserve component of the United States armed forces and has been ordered into active military service in the United States armed forces in time of war or national emergency.

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- a. Eligibility under N.J.A.C. 6A:22-3.2(b) and C.2. above shall cease at the end of the school year during which the parent or guardian returns from active military duty.
3. A student over five and under twenty years of age pursuant to N.J.S.A. 18A:38-1, or such younger or older student as is otherwise entitled by law to a free public education, is eligible to attend school in this school district pursuant to N.J.S.A. 18A:38-1.d. if the student's parent or guardian temporarily resides within the school district and elects to have the student attend the school district of temporary residence, notwithstanding the existence of a domicile elsewhere.
 - a. When required by the Board, the parent or guardian shall demonstrate the temporary residence is not solely for purposes of the student attending the school district of temporary residence;
 - b. When one of a student's parents or guardians temporarily resides in a school district while the other is domiciled or temporarily resides elsewhere, eligibility to attend school shall be determined in accordance with N.J.A.C. 6A:22-3.1(a)1.i. However, no student shall be eligible to attend school based upon a parent or guardian's temporary residence in a school district unless the parent or guardian demonstrates, if required by the Board, the temporary residence is not solely for purposes of a student's attending the school district.
 4. A student over five and under twenty years of age pursuant to N.J.S.A. 18A:38-1, or such younger or older student as is otherwise entitled by law to a free public education, is eligible to attend school in this school district pursuant to N.J.S.A. 18A:38-1.f. if the student's parent or guardian moves to another school district as the result of being homeless, subject to the provisions of N.J.A.C. 6A:17-2~~7~~ - Education of Homeless Children.
 5. A student over five and under twenty years of age pursuant to N.J.S.A. 18A:38-1, or such younger or older student as is otherwise entitled by law to a free public education, is eligible to attend school in this school district pursuant to N.J.S.A. 18A:38-2 if the student is placed by court order or by a society, agency, or institution in the home of a school district resident pursuant to N.J.S.A. 18A:38-2. As used in this section, "court order" shall not encompass orders of residential custody under which claims of entitlement to attend a school district are governed by provisions of N.J.S.A. 18A:38-1 and the applicable standards set forth in N.J.A.C. 6A:22.

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6. A student over five and under twenty years of age pursuant to N.J.S.A. 18A:38-1, or such younger or older student as is otherwise entitled by law to a free public education, is eligible to attend school in this school district pursuant to N.J.S.A. 18A:38-3.b. if the student previously resided in the school district and if the parent or guardian is a member of the New Jersey National Guard or the United States reserves and has been ordered to active service in time of war or national emergency, resulting in the relocation of the student out of the school district. A school district admitting a student pursuant to N.J.S.A. 18A:38-3.b. shall not be obligated for transportation costs.
7. A student over five and under twenty years of age pursuant to N.J.S.A. 18A:38-1, or such younger or older student as is otherwise entitled by law to a free public education, is eligible to attend the school district pursuant to N.J.S.A. 18A:38-7.7 et seq. if the student resides on Federal property within the State.
8. In accordance with N.J.S.A. 18A:38-1.1, a student who is not considered homeless under N.J.S.A. 18A:7B-12 and who moves to a new school district during the academic year as a result of a family crisis shall be permitted to remain enrolled in the original school district of residence for the remainder of the school year without the payment of tuition. A student attending an academic program during the summer, who is otherwise eligible except for the timing of the move, shall be permitted to remain in the school district for the remainder of the summer program if it is considered an extension of the preceding academic year.
 - a. For purposes of N.J.A.C. 6A:22-3.2(h), Policy 5111, and this Regulation, “family crisis” shall include, but not be limited to:
 - (1) An instance of abuse such as domestic violence or sexual abuse;
 - (2) A disruption to the family unit caused by death of a parent or guardian; or
 - (3) An unplanned displacement from the original residence such as fire, flood, hurricane, or other circumstances that render the residence uninhabitable.
 - b. Upon notification of the move by the parent or guardian, the original school district of residence shall allow the student to continue attendance and shall provide transportation services to and from the student’s new domicile in accordance with N.J.S.A. 18A:39-1. The original school district of residence may request from the parent or guardian and may review supporting documentation about the reason(s) for the move; however, any such review shall not interrupt the student’s continued enrollment in the school district and in the current school of attendance with the provision of transportation.

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- (1) Examples of documentation include, but are not limited to, newspaper articles, insurance claims, police or fire reports, notes from health professionals, custody agreements, or any other legal document.
- c. If the parent or guardian or the relevant documentation indicates the child is homeless pursuant to N.J.S.A. 18A:7B-12, the school district liaison shall assume the coordination of enrollment procedures pursuant to N.J.A.C. 6A:17-2.5 and the student shall not be eligible for enrollment under N.J.S.A. 18A:38-1.1.
 - d. If the original school district of residence determines the situation does not meet the family crisis criteria outlined in C.8.a. above, the Superintendent or designee shall notify the parent or guardian in writing. The notification shall inform the parent or guardian of their right to appeal the decision within twenty-one calendar days of the parent's or guardian's receipt of the notification, and shall state that if such appeal is denied, the parent or guardian may be assessed the costs for transportation provided to the new residence during the period of ineligible attendance. It shall also state whether the parent or guardian is required to withdraw the student by the end of the twenty-one day appeal period in the absence of an appeal.
 - (1) The parent or guardian may appeal by submitting the request in writing with supporting documentation to the Executive County Superintendent of the county in which the original school district of residence is situated.
 - (2) Within thirty calendar days of receiving the request and documentation, the Executive County Superintendent shall issue a determination whether the situation meets the family crisis criteria at C.8.a. above. The original school district of residence shall continue to enroll the student and provide transportation to the current school of attendance in accordance with N.J.S.A. 18A:39-1 until the determination is issued.
 - (3) If the Executive County Superintendent determines the situation does not constitute a family crisis, the school district may submit to the Executive County Superintendent for approval the cost of transportation to the ineligible student's new domicile. The Executive County Superintendent shall certify the transportation costs to be assessed to the parent or guardian for the period of ineligible attendance.

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- e. When the original school district of residence determines the situation constitutes a family crisis pursuant to N.J.S.A. 18A:38-1.1, the Superintendent or designee shall immediately notify the parent or guardian in writing.
 - (1) When the original school district of residence anticipates the need to apply for reimbursement of transportation costs, it shall send to the Executive County Superintendent a request and documentation of the family crisis for confirmation the situation meets the criteria at C.8.a. above.
 - (2) Within thirty days of receiving the school district's request and documentation, the Executive County Superintendent shall issue a determination of whether the situation meets the criteria for a family crisis. The original school district of residence shall continue to enroll the student and provide transportation to the current school of attendance in accordance with N.J.S.A. 18A:39-1 until the determination is issued, and shall not be reimbursed for additional transportation costs unless the Executive County Superintendent determines the situation is a family crisis or as directed by the Commissioner upon appeal.
- f. In providing transportation to students under N.J.S.A. 18A:38-1.1, the Board shall use the most efficient and cost-effective means available and in conformance with all laws governing student transportation.
- g. At the conclusion of the fiscal year in which the Executive County Superintendent has determined the situation constitutes a family crisis, the original school district of residence may apply to the Executive County Superintendent for a reimbursement of eligible costs for transportation services.
 - (1) Eligible costs shall include transportation for students who are required to be transported pursuant to N.J.S.A. 18A:39-1.
 - (2) The school district shall provide documentation of the transportation costs for the eligible student(s) to the Executive County Superintendent who shall review and forward the information to the New Jersey Department of Education's Office of School Facilities and Finance for reimbursement payment(s) to the school district.
 - (3) Payment to the school district shall be made in the subsequent fiscal year and shall equal the approved cost less the amount of transportation aid received for the student(s).

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- h. Nothing in N.J.A.C. 6A:22-3.2 shall prevent a parent or school district from appealing the Executive County Superintendent's decision(s) to the Commissioner in accordance with N.J.A.C. 6A:3-1.3. If the Commissioner of Education determines the situation is not a family crisis, their decision shall state which of the following shall pay the transportation costs incurred during the appeal process: the State, school district, or parent.

D. Housing and Immigration Status – N.J.A.C. 6A:22-3.3

1. A student's eligibility to attend school shall not be affected by the physical condition of an applicant's housing or their compliance with local housing ordinances or terms of lease.
2. Except as set forth in D.2.a. below, immigration/visa status shall not affect eligibility to attend school. Any student over five and under twenty years of age pursuant to N.J.S.A. 18A:38-1, or such younger or older student as is otherwise entitled by law to a free public education, who is domiciled in the school district or otherwise eligible to attend school in the district pursuant to N.J.A.C. 6A:22-3.2 and C. above shall be enrolled without regard to, or inquiry concerning, immigration status.
 - a. However, the provisions of N.J.S.A. 18A:38-1 and N.J.A.C. 6A:22 shall not apply to students who have obtained, or are seeking to obtain, a Certificate of Eligibility for Nonimmigrant Student Status (INS Form I-20) from the school district in order to apply to the INS for issuance of a visa for the purpose of limited study on a tuition basis in a United States public secondary school ("F-1" Visa).

3. F-1 Visa Students

The school district is not required to, but may permit the attendance of F-1 Visa students into the school district only with the payment of full tuition and a signed tuition contract. The district may require advance payment of full tuition before providing the requested I-20 Form, in accordance with the provisions of Federal regulation 8 CFR 214.3. A F-1 Visa is granted to a foreign student through an application process that must include, but is not limited to, signed approval by the receiving school district exhibiting the receiving school district will accept the foreign student for enrollment and the foreign student's proof of financial means to pay the full tuition to the receiving school district for the academic year. The host family must be domiciled in the school district and shall submit a request to the Superintendent of Schools with documentation as determined by the Superintendent or designee. A

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student with a F-1 Visa must be approved by the Board for attendance in the school district. The student's continued attendance in the school district shall be conditioned on a satisfactory attendance and disciplinary record.

4. J-1 Visa Students

The school district is not required to, but may permit the attendance of J-1 Visa students into the school district. The host family must be domiciled in the school district and shall submit a request to the Superintendent of Schools with documentation as determined by the Superintendent or designee. A student with a J-1 Visa must be approved by the Board for attendance in the school district and shall not pay tuition. The student's continued attendance in the school district shall be conditioned on a satisfactory attendance and disciplinary record.]

E. Proof of Eligibility – N.J.A.C. 6A:22-3.4

1. The Board of Education shall accept a combination of any of the following or similar forms of documentation from persons attempting to demonstrate a student's eligibility for enrollment in the school district:
 - a. Property tax bills; deeds; contracts of sale; leases; mortgages; signed letters from landlords; and other evidence of property ownership, tenancy, or residency;
 - b. Voter registrations; licenses; permits; financial account information; utility bills; delivery receipts; and other evidence of personal attachment to a particular location;
 - c. Court orders; State agency agreements; and other evidence of court or agency placements or directives;
 - d. Receipts; bills; cancelled checks; insurance claims or payments; and other evidence of expenditures demonstrating personal attachment to a particular location, or to support the student;
 - e. Medical reports; counselor or social worker assessments; employment documents; unemployment claims; benefit statements; and other evidence of circumstances demonstrating family or economic hardship, or temporary residency;
 - f. Affidavits, certifications and sworn attestations pertaining to statutory criteria for school attendance, from the parent, guardian, person keeping an affidavit student, adult student, person(s) with whom a family is living, or others, as appropriate;
 - g. Documents pertaining to military status and assignment; and

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- h. Any other business record or document issued by a governmental entity.
 2. The Board may accept forms of documentation not listed in N.J.A.C. 6A:22-3.4(a) and E.1. above, and shall not exclude from consideration any documentation or information presented by an applicant.
 3. The Board shall consider the totality of information and documentation offered by an applicant, and shall not deny enrollment based on failure to provide a particular form or subset of documents without regard to other evidence presented.
 4. The Board shall not condition enrollment on the receipt of information or documents protected from disclosure by law, or pertaining to criteria that are not a legitimate basis for determining eligibility to attend school. They include, but are not limited to:
 - a. Income tax returns;
 - b. Documentation or information relating to citizenship or immigration/visa status, except as set forth in N.J.A.C. 6A:22-3.3(b) and D.2. above;
 - c. Documentation or information relating to compliance with local housing ordinances or conditions of tenancy; and
 - d. Social security numbers.
 5. The Board may consider, in a manner consistent with Federal law, documents or information referenced in N.J.A.C. 6A:22-3.4(d) and E.4. above, or pertinent parts thereof if voluntarily disclosed by the applicant. However, the Board may not, directly or indirectly, require or request such disclosure as an actual or implied condition of enrollment.
 6. In the case of a dispute between the school district and the parents of a student in regard to a student's eligibility to enroll in the school district or to remain enrolled in the school district pursuant to the provisions of N.J.S.A. 18A:38-1, the school district may request from the New Jersey Motor Vehicle Commission (NJMVC) the parent or guardian's name and address for use in verifying a student's eligibility for enrollment in the school district. The NJMVC shall disclose to a school district the information requested in accordance with procedures established by the NJMVC. However, the school district shall not condition enrollment in the district on immigration status or on the fact that the NJMVC does not have the name or address of the parent on file.
- F. Registration Forms and Procedures for Initial Assessment – N.J.A.C. 6A:22-4.1
 1. The Board of Education shall use Commissioner-provided registration forms pursuant to N.J.A.C. 6A:22-4.1(a), or locally developed forms that:

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- a. Are consistent with the Commissioner-provided forms;
 - b. Do not seek information prohibited by N.J.A.C. 6A:22-4 or any other provision of statute or rule;
 - c. Summarize, for the applicant's reference, the criteria for attendance set forth in N.J.S.A. 18A:38-1, and specify the nature and form of any sworn statement(s) to be filed;
 - d. Clearly state the purpose for which the requested information is being sought in relation to the criteria; and
 - e. Notify applicants that an initial eligibility determination is subject to a more thorough review and evaluation, and that an assessment of tuition is possible if an initially admitted applicant is later found ineligible.
2. The Board shall make available sufficient numbers of registration forms and trained registration staff to ensure prompt eligibility determinations and enrollment. Enrollment applications may be taken by appointment, but appointments shall be promptly scheduled and shall not unduly defer a student's attendance at school.
- a. If the school district uses separate forms for affidavit student applications rather than a single application form for all types of enrollment, affidavit student forms shall comply in all respects with N.J.A.C. 6A:22-4.1(a) and G.1. above. When affidavit student forms are used, the school district shall provide them to any person attempting to register a student of whom they are not the parent or guardian, even if not specifically requested.
 - (1) The Board or its agents shall not demand or suggest that guardianship or custody must be obtained before enrollment will be considered for a student living with a person other than the parent or guardian since such student may qualify as an affidavit student.
 - (2) The Board or its agents shall not demand or suggest that an applicant seeking to enroll a student of whom the applicant has guardianship or custody produce affidavit student proofs.
 - b. A district-level administrator designated by the Superintendent shall be clearly identified to applicants and available to assist persons who experience difficulties with the enrollment process.
3. Initial eligibility determinations shall be made upon presentation of an enrollment application, and enrollment shall take place immediately except in cases of clear, uncontested denials.

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- a. Enrollment shall take place immediately when an applicant has provided incomplete, unclear, or questionable information, but the applicant shall be notified that the student will be removed from the school district if defects in the application are not corrected, or an appeal is not filed, in accordance with subsequent notice to be provided pursuant to N.J.A.C. 6A:22-4.2 and G. below.
- b. When a student appears ineligible based on information provided in the initial application, the school district shall issue a preliminary written notice of ineligibility, including an explanation of the right to appeal to the Commissioner of Education. Enrollment shall take place immediately if the applicant clearly indicates disagreement with the school district's determination and intent to appeal to the Commissioner.
 - (1) An applicant whose student is enrolled pursuant to N.J.A.C. 6A:22-4.1(c)2.i. and F.3.b. above shall be notified that the student will be removed without a hearing before the Board if no appeal is filed within the twenty-one day period established by N.J.S.A. 18A:38-1.
4. When enrollment is denied and no intent to appeal is indicated, applicants shall be advised they shall comply with compulsory education laws. When the student is between the ages of six and sixteen, applicants also shall be asked to complete a written statement indicating the student will be attending school in another school district or nonpublic school, or receiving instruction elsewhere than at a school pursuant to N.J.S.A. 18A:38-25. In the absence of the applicant's written statement that the student will be attending school in another school district or nonpublic school, or receiving instruction elsewhere than at a school, designated staff shall report to the school district of actual domicile or residence, or the Department of Children and Families, a potential instance of "neglect" for purposes of ensuring compliance with compulsory education laws, N.J.S.A. 9:6-1. Staff shall provide the school district or the Department of Children and Families with the student's name, the name(s) of the parent/guardian/resident, and the student's address to the extent known. Staff shall also indicate admission to the school district has been denied based on residency or domicile, and there is no evidence of intent to arrange for the child to attend school or receive instruction elsewhere.
5. Enrollment or attendance in the school district shall not be conditioned on advance payment of tuition in whole or part when enrollment is denied and an intent to appeal is indicated, or when enrollment is provisional and subject to further review or information.
6. The Board shall ensure the registration process identifies information suggesting an applicant may be homeless so procedures may be implemented in accordance with N.J.A.C. 6A:17-2 - Education of Homeless Children.

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7. Enrollment or attendance in the school district shall not be denied based upon absence of a certified copy of the student's birth certificate or other proof of their identity as required within thirty days of initial enrollment, pursuant to N.J.S.A. 18A:36-25.1.
8. Enrollment in the school district shall not be denied based upon the absence of student medical information. However, actual attendance at school may be deferred until the student complies with student immunization rules set forth in N.J.A.C. 8:57-4.
9. When enrollment in the school district, attendance at school, or the receipt of educational services in the regular education program appears inappropriate, the student shall not be denied based upon the absence of a student's prior educational record. However, the applicant shall be advised the student's initial educational placement may be subject to revision upon the school district's receipt of records or further assessment of the student.

G. Notices of Ineligibility – N.J.A.C. 6A:22-4.2

1. When a student is found ineligible to attend the school district pursuant to N.J.A.C. 6A:22, Policy 5111, and this Regulation or the student's initial application is found to be deficient upon subsequent review or investigation, the school district shall immediately provide notice to the applicant that is consistent with Commissioner-provided sample form(s) and meets the requirements of N.J.A.C. 6A:22-4.2 and F. above and H. below.
 - a. Notices shall be in writing; in English and in the native language of the applicant; issued by the Superintendent; and directed to the address at which the applicant claims to reside.
2. Notices of ineligibility shall include:
 - a. In cases of denial, a clear description of the specific basis on which the determination of ineligibility was made:
 - (1) The description shall be sufficient to allow the applicant to understand the basis for the decision and determine whether to appeal; and
 - (2) The description shall identify the specific subsection of N.J.S.A. 18A:38-1 under which the application was decided.
 - b. In cases of provisional eligibility, a clear description of the missing documents or information that still must be provided before a final eligibility status can be attained under the applicable provision of N.J.S.A. 18A:38-1;

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- c. A clear statement of the applicant's right to appeal to the Commissioner of Education within twenty-one days of the notice date, along with an informational document provided by the Commissioner describing how to file an appeal;
- d. A clear statement of the student's right to attend school for the twenty-one day period during which an appeal can be made to the Commissioner. It also shall state the student will not be permitted to attend school beyond the twenty-first day following the notice date if missing information is not provided or an appeal is not filed;
- e. A clear statement of the student's right to continue attending school while an appeal to the Commissioner is pending;
- f. A clear statement that, if an appeal is filed with the Commissioner and the applicant does not sustain the burden of demonstrating the student's right to attend the school district, or the applicant withdraws the appeal, fails to prosecute or abandons the appeal by any means other than settlement, the applicant may be assessed, by order of the Commissioner enforceable in Superior Court, tuition for any period of ineligible attendance, including the initial twenty-one day period and the period during which the appeal was pending before the Commissioner;
- g. A clear statement of the approximate rate of tuition, pursuant to N.J.A.C. 6A:22-6.3, J.2. and J.3. below, that an applicant may be assessed for the year at issue if the applicant does not prevail on appeal, or elects not to appeal:
 - (1) If removal is based on the student's move from the school district, the notice of ineligibility shall also provide information as to whether district Policy permits continued attendance, with or without tuition, for students who move from the school district during the school year.
- h. The name of a contact person in the school district who can assist in explaining the notice's contents; and
- i. When no appeal is filed, notice that the parent or guardian shall still comply with compulsory education laws. In the absence of a written statement from the parent or guardian that the student will be attending school in another school district or non-public school, or receiving instruction elsewhere than at a school, school district staff shall notify the school district of actual domicile/residence, or the Department of Children and Families, of a potential instance of "neglect" pursuant to N.J.S.A. 9:6-1. For purposes of facilitating enforcement of the State compulsory education requirement (N.J.S.A. 18A:38-25), staff shall

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provide the student's name, the name(s) of the parent/guardian/resident, address to the extent known, denial of admission based on residency or domicile, and absence of evidence of intent to attend school or receive instruction elsewhere.

H. Removal of Currently Enrolled Students – N.J.A.C. 6A:22-4.3

1. Nothing in N.J.A.C. 6A:22-4, Policy 5111, and this Regulation shall preclude the Board of Education from identifying through further investigation or periodic requests for revalidation of eligibility, students enrolled in the school district who may be ineligible for continued attendance due to error in initial assessment, changed circumstances, or newly discovered information.
2. When a student who is enrolled and attending school based on an initial eligibility determination is later determined to be ineligible for continued attendance, the Superintendent may apply to the Board for the student's removal.
 - a. The Superintendent shall issue a preliminary notice of ineligibility meeting the requirements of N.J.A.C.6A:22-4.2 and G. above. However, the notice shall also provide for a hearing before the Board prior to a final decision on removal.
3. No student shall be removed from school unless the parent, guardian, adult student, or resident keeping an affidavit student has been informed of their entitlement to a hearing before the Board.
4. Once the hearing is held, or if the parent, guardian, adult student, or resident keeping an affidavit student, does not respond within the designated time frame to the Superintendent's notice or appear for the hearing, the Board shall make a prompt determination of the student's eligibility and shall immediately provide notice in accordance with N.J.A.C. 6A:22-4.2 and G. above.
5. Hearings required pursuant to N.J.A.C. 6A:22-4.3 may be conducted by the full Board or a Board committee, at the discretion of the full Board. If the hearing is conducted by a Board Committee, the Committee shall make a recommendation to the full Board for action. However, no student shall be removed except by vote of the Board taken at a meeting duly convened and conducted pursuant to N.J.S.A. 10:4-6 et seq., the Open Public Meetings Act.

I. Appeal to the Commissioner – N.J.A.C. 6A:22-5.1

1. An applicant may appeal to the Commissioner of Education a school district determination that a student is ineligible to attend its schools. Appeals shall be initiated by petition, which shall be filed in accordance with N.J.S.A. 18A:38-1 and N.J.A.C. 6A:3-8.1 and shall proceed as a contested case pursuant to N.J.A.C. 6A:3.

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- a. Pursuant to N.J.S.A. 18A:38-1.b.(1), appeals of affidavit student ineligibility determinations shall be filed by the resident keeping the student.

J. Assessment and Calculation of Tuition – N.J.A.C. 6A:22-6

1. If no appeal to the Commissioner is filed by the parent, guardian, adult student, or school district resident keeping an affidavit student following notice of an ineligibility determination, the Board of Education may assess tuition for up to one year of a student's ineligible attendance, including the twenty-one day period provided by N.J.S.A. 18A:38-1 for appeal to the Commissioner.
 - a. If the responsible party does not pay the tuition assessment, the Board may petition the Commissioner pursuant to N.J.A.C. 6A:3 for an order assessing tuition, enforceable in accordance with N.J.S.A. 2A:58-10 through recording, upon request of the Board pursuant to N.J.A.C. 6A:3-12, on the judgment docket of the Superior Court, Law Division.
2. If an appeal to the Commissioner is filed by the parent, guardian, adult student, or school district resident keeping an affidavit student and the petitioner does not sustain the burden of demonstrating the student's right to attend the school district, or the petitioner withdraws the appeal, fails to prosecute, or abandons the appeal by any means other than settlement agreeing to waive or reduce tuition, the Commissioner may assess tuition for the period during which the hearing and decision on appeal were pending, and for up to one year of a student's ineligible attendance in a school district prior to the appeal's filing and including the twenty-one day period to file an appeal.
 - a. Upon the Commissioner's finding that an appeal has been abandoned, the Board may remove the student from school and seek tuition for up to one year of ineligible attendance pursuant to N.J.A.C. 6A:22-6.1(a) and J.1. above plus the period of ineligible attendance after the appeal was filed. If the record of the appeal includes a calculation reflecting the tuition rate(s) for the year(s) at issue, the per diem tuition rate for the current year and the date on which the student's ineligible attendance began, the Commissioner may order payment of tuition as part of their decision. In doing so, the Commissioner shall consider whether the ineligible attendance was due to the school district's error. If the record does not include such a calculation and the Board has filed a counterclaim for tuition, the counterclaim shall proceed to a hearing notwithstanding that the petition has been abandoned.
 - b. An order of the Commissioner assessing tuition is enforceable through recording, upon request of the Board pursuant to N.J.A.C. 6A:3-12, on

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the judgment docket of the Superior Court, Law Division, in accordance with N.J.S.A. 2A:58-10.

3. Tuition assessed pursuant to the provisions of N.J.A.C. 6A:22-6 shall be calculated on a per-student basis for the period of a student's ineligible enrollment, up to one year, by applicable grade/program category and consistent with the provisions of N.J.A.C. 6A:23A-17.1. The individual student's record of daily attendance shall not affect the calculation.
4. Nothing in N.J.A.C. 6A:22, Policy 5111, and this Regulation shall preclude an equitable determination by the Board or the Commissioner that tuition shall not be assessed for all or part of any period of a student's ineligible attendance in the school district when the particular circumstances of a matter so warrant. In making the determination, the Board or Commissioner shall consider whether the ineligible attendance was due to the school district's error.

Adopted: 18 March 2019

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R 6470.01 ELECTRONIC FUNDS TRANSFER AND CLAIMANT CERTIFICATION (M)

A. Definitions – N.J.S.A. 40A:5-2 and N.J.A.C. 5:30-9A.2

For the purpose of Policy and Regulation 6470.01:

“Automated clearing house (ACH) transfer” means an electronic funds transfer initiated by the Board of Education authorizing a banking institution to push funds from the Board of Education bank account(s) into a vendor or claimant's bank account, executed through the ACH electronic clearing and settlement system used for financial transactions.

“Board of Education” means a Board of Education as defined by the “Public School Contracts Law,” N.J.S.A. 18A:18A-1 et seq.

“Charge account” or “charge card” means an account, linked to a credit card issued by a specific vendor to which goods and services may be charged on credit, that must be paid when a statement is issued.

“Check” means the instrument by which moneys of the Board of Education are disbursed.

“Chief Financial Officer” means the School Business Administrator/Board Secretary.

“Chief Executive Officer” means the Superintendent of Schools.

“Claimant certification” or “vendor certification” means verification of claims pursuant to N.J.S.A. 18A:19-3.

“Disbursement” means any payment of moneys, including any transfer of funds, by any means.

“Electronic Funds Transfer (EFT)” means any approved method of transferring moneys permitted by N.J.A.C. 5:30-9A.1 et seq. that does not involve the physical presentation of a paper check, draft, or similar paper instrument including, but not limited to, wire transfers, e-checks, automated clearing house (ACH) transfers, and transactions initiated by phone or fax.

“Electronic Data Interchange (EDI)” means technology that provides transaction related details, including invoice number(s), pay dates, and other identifying information as appropriate for each transaction.

“Electronic Funds Transfer and Indemnification Agreement” means a signed legally binding indemnification agreement renewed on an annual basis between a Board of Education and a banking institution authorized to conduct business in New Jersey, which

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authorizes that institution to access bank accounts for the purpose of conducting EFTs through the ACH operating system.

“Governing body” means the Board of Education.

“Internal controls” means fiscal and operational controls that ensure safe and proper use of a standard EFT system and mitigate the potential for fraud and abuse. For purpose of N.J.A.C. 5:30-9A.1 et seq., internal controls shall include technological safeguards and cyber security practices, as well as processes affected by the governing body, management, and other personnel establishing fiscal and operational controls that reduce exposure to risk of misappropriation.

“Local Unit” means any county, municipality, special district, or any public body corporate and politic created or established under any law of this State by or on behalf of any one or more counties or municipalities, or any board, commission, department, or agency of any of the foregoing having custody of funds, but shall not include a school district.

“National Automated Clearing House Association (NACHA) file” means a file, formatted to NACHA specifications, which contains instructions for transferring funds between accounts.

“Payment documentation” means such documentation, including evidence of approvals and certifications, as is required by N.J.S.A. 40A:5-16.b, 40A:5-17, and 18A:19.1 et seq., and N.J.A.C. 5:30-9A.1 et seq. prior to the legal paying out of moneys.

“Procurement card” or “P-card” means an account or physical card that represents an account governed by characteristics specific to a procurement card. These characteristics include limits of time, amount, access, and purchase category controlled by the local unit, local authority, or county college in accordance with an agreement with an issuer. While such cards may have the appearance of a credit card, such as Visa, MasterCard, American Express, or Discover, such general-purpose cards do not feature the controls that procurement cards have and as such are not permitted under N.J.A.C. 5:30-9A.1 et seq. A "Procurement card" or "P-card" may not be used by a Board of Education.

“Reconciliation of activity” means the process used to determine that all transactions utilizing standard EFT technologies are accurate, authorized, and allocable to encumbered appropriations.

“Standard electronic funds transfer technologies” means technologies that facilitate the transfer of funds, other than a transaction originated by check, draft, or similar paper instrument, initiated by means such as, but not limited to, an electronic terminal, telephone, computer, or magnetic tape for the purpose of ordering, instructing, or authorizing a financial institution to debit or credit an account, and incorporate, at a minimum, internal controls set forth in rules promulgated by the Local Finance Board. No general purpose credit or debit card shall be considered a standard EFT technology.

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“Supervisory review” means the process performed by an individual in a supervisory capacity to confirm the propriety and accuracy of standard EFT technologies use initiated by subordinates.

“Transaction” means any activity that may result in demand for payment.

“Warrant” means the draft or check of any Board of Education used in warranting disbursement of moneys and shall, in every instance, be evidenced by the issuance of a check of the Board of Education. In no instance shall it be necessary for the Board of Education to refer to, or issue, a check separate and distinct from the warrant.

B. Authorization to Use Standard Electronic Funds Transfer Technologies for Electronic Funds Transfers – N.J.A.C. 5:30-9A.3

1. The Board of Education adopts Policy and Regulation 6470.01 to permit the School Business Administrator/Board Secretary to use only the forms of standard EFT technologies that are approved for New Jersey Boards of Education for EFTs for payment of claims pursuant to N.J.A.C. 5:30-9A.1 et seq. and 5:31-4.1, implementing N.J.S.A. 40A:5-16.5.

a. A Board of Education may not utilize procurement cards, charge cards, charge accounts, or any payment services such as PayPal or Venmo.

2. N.J.A.C. 5:30-9A.1 et seq. does not authorize a Board of Education to exceed the maximum bid thresholds or other limits set forth in the Public School Contracts Law, N.J.S.A. 18A:18A-1 et seq.

3. Providers of ACH and wire transfer services are to be financial institutions chartered by Federal or State authority. ACH and wire transfer services must be provided by a financial institution covered by the Governmental Unit Deposit Protection Act (GUDPA), N.J.S.A. 17:9-41 et seq.

C. Standard Electronic Funds Transfer Technologies; Internal Controls and Conditions for Use – N.J.A.C. 5:30-9A.4

1. The Board of Education will only initiate and approve electronic funds in accordance with N.J.A.C. 5:30-9A.1 et seq. Standard EFT technologies shall incorporate, at minimum, the following features and safeguards:

a. The ability to designate specific individuals able to initiate disbursements, barring those not authorized to initiate disbursements from doing so.

(1) The Board of Education designates and approves the School Business Administrator/Board Secretary to be responsible to initiate a claim for payment using an EFT method that has been

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duly approved in accordance with N.J.S.A. 18A:19-1 et seq. and Policy and Regulation 6470.01.

- (2) Each claim for payment approved or ratified by the Board shall indicate any payment made using an EFT technology, the type of EFT technology that will or has been utilized in paying the claim, along with a reference that permits tracking.
- b. The ability to designate individuals who may authorize disbursement and segregate initiation and authorization functions. Password or other security controls shall be in place to restrict access based on an individual's authorized role.
- (1) The School Business Administrator/Board Secretary shall initiate a claim for payment by presenting a claim that has been approved by the Board, to be paid using an EFT technology. The School Business Administrator/Board Secretary shall submit the claim for payment with all supporting documentation to the Superintendent of Schools or a designee who is not under the direct supervision of the School Business Administrator/Board Secretary.
 - (2) The Superintendent of Schools or a designee who is not under the direct supervision of the School Business Administrator/Board Secretary shall review the claim for payment and authorize, in writing, the EFT claim that was initiated by the School Business Administrator/Board Secretary before the School Business Administrator/Board Secretary pays the claim using an EFT method.
 - (a) The School Business Administrator/Board Secretary will not pay a claim using an EFT method without written authorization from the Superintendent of Schools or the designee.
 - (3) The Board of Education shall annually approve the School Business Administrator/Board Secretary as the person responsible to initiate a claim for payment and the Superintendent of Schools or the designee not under the direct supervision of the School Business Administrator/Board Secretary as the person responsible to review a claim for payment presented by the School Business Administrator/Board Secretary and authorize the School Business Administrator/Board Secretary to make the payment using an EFT method.

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- (4) The Superintendent of Schools or the designee shall ensure passwords and security codes are in place to restrict access based on an individual's role.
- c. The ability to confirm receipt of payment by vendor.
 - (1) The School Business Administrator/Board Secretary shall receive confirmation from the vendor an EFT payment has been received by the vendor. Documentation supporting receipt of an EFT payment received by a vendor shall be included with the claim's supporting documentation.
 - d. The ability to bar automatic debits from Board of Education accounts.
 - (1) The School Business Administrator/Board Secretary shall require all banking institutions approved by the Board of Education prohibit any automatic debits from any Board of Education bank account as each individual disbursement to a vendor must be preceded by instructions submitted to the bank.
 - e. The ability for appropriate officials to view transaction history, generate activity reports, and conduct supervisory reviews of all transactions.
 - (1) On no less than a weekly basis, the School Business Administrator/Board Secretary shall prepare an Activity Report on all EFT-based transactions.
 - (2) All Activity Reports prepared by the School Business Administrator/Board Secretary shall be submitted and reviewed by an employee or non-employee (i.e. school auditor, accountant, Board President, etc.) approved annually by the Board of Education who is not under the direction of the School Business Administrator/Board Secretary and who is not empowered to authorize EFT transactions.
 - (3) The Activity Report shall include, but not be limited to:
 - (a) The name of the payee;
 - (b) The Board approval date approving the payment of the claim;
 - (c) The fund and account the payment is being paid from;
 - (d) The technology utilized in each EFT transaction; and

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- (e) The date of payment.
- (4) A copy of all Activity Reports shall be provided to the Board of Education at the first regular monthly Board meeting following any EFT transactions.
- (5) All EFT Activity Reports and evidence of the review by the employee or non-employee (i.e. school auditor, accountant, etc.) designated and approved annually by the Board of Education who is not under the direction of the School Business Administrator/Board Secretary and who is not empowered to authorize EFT-based transactions are to be maintained and available for audit by the Board of Education's independent auditor.
- (6) The School Business Administrator/Board Secretary or designee shall perform a monthly reconciliation of the reviewed/approved weekly EFT Activity Reports of the EFT transactions appearing on bank statements and in the accounting records (i.e. general ledger, bank reconciliations, list of bills approved by Board, etc.).
 - (a) Evidence to support the performance of this monthly review must be maintained by the School Business Administrator/Board Secretary and available for audit by the Board of Education's independent auditor.
- f. The ability to back-up transaction data and store such data offline.
 - (1) The School Business Administrator/Board Secretary shall ensure all EFT transaction data is backed-up and stored offline.
 - (a) However, any ACH file that is in plain text format must not be stored on a Board of Education's local computer past the time the file is transmitted to the bank.
- g. Measures to mitigate risk of duplicate payment.
 - (1) The School Business Administrator/Board Secretary shall ensure an EFT payment is not duplicated by any other means.
 - (2) More than one EFT payment to the same vendor ratified or approved for payment by the Board of Education will be reviewed by the School Business Administrator/Board Secretary prior to payment to ensure there is no duplicate or multiple payments for the same goods or services.

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- h. The creation and maintenance of an audit trail, such that transaction history, including demands for payment and payment initiation, authorization, and confirmation, can be independently tracked and detailed through the use of an EDI or functional equivalent.
 - (1) The Board of Education's EDI or functional equivalent will have the ability to create and maintain the required audit trail.

- i. The following cyber security best practice framework shall be followed:
 - (1) Any system supporting a standard EFT shall:
 - (a) Be hosted on dedicated servers or in a FedRAMP Moderate Impact Level Authorized Cloud. When using cloud services, the vendor shall check provider credentials and contracts;
 - (b) Encrypt stored and transmitted financial information and personal identification information;
 - (c) Maintain only critical personal identification information. Social Security numbers shall not be utilized as identification numbers for system purposes;
 - (d) Employ a resilient password policy;
 - (e) Undergo regular and stress testing;
 - (f) Have regular security updates on all software and devices carried out;
 - (g) Have back-up plans, information disposal, and disaster recovery procedures created and tested;
 - (h) Undergo regular security risk assessments for detecting compromises, along with regular monitoring for vulnerabilities, with necessary patches and updates being implemented; and
 - (i) Develop a Cybersecurity Incident Response Plan.
 - (2) The managing organization shall:
 - (a) Check provider credentials and contracts when using cloud services;

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- (b) Educate staff in good security measures and perform employee background checks; and
 - (c) Create a computer security incident response team, generally called a CSIRT.
 - j. Financial institution providers of standard EFT technologies shall provide annual evidence of satisfactory internal control to the School Business Administrator/Board Secretary;
 - k. ACH payments shall follow rules set forth by the National Automated Clearing House Association (NACHA) or an equivalent successor banking industry standard. In addition, the following safeguards shall be instituted:
 - (1) All EFTs through the ACH must utilize EDI technology and be subject to an Electronic Funds Transfer and Indemnification Agreement;
 - (2) A user that can generate an ACH file shall neither have upload rights nor access that permits editing of a vendor routing number or vendor account number;
 - (3) Each edit to vendor ACH information shall be approved by a separate individual and be logged showing the user editing the data, date stamp, IP address, and the approval of the edit;
 - (4) Any ACH file that is in plain text format shall not be stored on a local computer past the time transmitted to a bank; and
 - (5) If supported by the Board of Education's financial institution(s), said entities shall avail themselves of the ability to recall ACH payments via NACHA file.
- 2. The Board of Education will only utilize standard EFT technologies upon instituting, at a minimum, the following fiscal and operational controls:
 - a. Policy and Regulation 6470.01 shall be adopted authorizing and governing the use of standard EFT technologies consistent with N.J.A.C. 5:30-9A.1 et seq.;
 - b. The School Business Administrator/Board Secretary shall ensure that the minimum internal controls set forth in N.J.A.C. 5:30-9A.1 et seq., along with those internal controls set forth in Policy and Regulation 6470.01 are in place and being adhered to;

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- c. Initiation and authorization roles shall be segregated, and password-restricted.
 - (1) The School Business Administrator/Board Secretary shall be responsible for initiating all EFTs.
 - (2) When the School Business Administrator/Board Secretary initiates an EFT, the Superintendent or a designee not under the direct supervision of the School Business Administrator/Board Secretary shall be responsible for authorization of the EFT.
 - (a) The School Business Administrator/Board Secretary will not pay a claim using an EFT method without written authorization from the Superintendent of Schools or the designee.
 - (3) The Board of Education may designate and approve a backup officer/staff member in the event the School Business Administrator/Board Secretary or Superintendent or a designee not under the direct supervision of the School Business Administrator/Board Secretary who is approved to authorize the EFT payment is unavailable.
 - (4) All payment of claims, ordinances, or resolutions enacted pursuant to N.J.S.A. 40A:5-17.b shall, at a minimum, comply with the provisions of N.J.A.C. 5:30-9A.4.
 - (5) N.J.A.C. 5:30-9A.4 shall not be interpreted to prevent a Board of Education from requiring, authorizing, and approving more than one officer to authorize an EFT.
- d. No Board of Education shall disburse funds unless the goods and services are certified as having been provided pursuant to N.J.S.A. 18A:19-1 et seq. and N.J.A.C. 5:30-9A.1 et seq.
- e. On no less than a weekly basis, Activity Reports on all transactions utilizing standard EFT technologies shall be reviewed by an individual designated and approved by the Board that is not under the direct supervision of the School Business Administrator/Board Secretary and is not empowered to initiate or authorize EFTs.
 - (1) Reconciliations shall be performed on a monthly basis.
 - (2) All Activity Reports generated by the School Business Administrator/Board Secretary shall be monitored by another individual designated and approved by the Board who is not under

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the supervision of the School Business Administrator/Board Secretary.

- f. A user that uploads an ACH file shall check the amounts and recipients against a register displaying ACH payments.

D. Claimant Certification; When Payment Can Be Made Without Claimant Certification - N.J.A.C. 5:30-9A.6

1. Claimant certification for a Board of Education shall be in accordance with the provisions of N.J.S.A. 18A:19-3 and rules promulgated by the New Jersey Department of Education.

E. Automated Clearing House (ACH) Transactions

1. Providers of ACH and wire-transfer services must be financial institutions chartered by a State or Federal agency, with the further requirement that financial institutions providing ACH and wire transfer services be covered under the GUDPA, N.J.S.A. 17:9-41 et seq.
2. ACH payments shall follow rules set forth by the National Automated Clearing House Association (NACHA) or equivalent successor banking industry standard.
3. EFTs through ACH must utilize EDI technology which provides transaction related details including invoice numbers, pay dates, and other identifying information as appropriate for each transaction.
4. The Board of Education must approve an ACH Origination Agreement with the financial institution(s).
5. Users authorized to generate an ACH file shall neither have upload rights nor access permitting editing of a vendor routing number or vendor account number.
6. Each edit to vendor ACH information must be approved by a separate individual and be logged showing the user editing the data, date stamp, IP address, and the approval of the edit.
7. Any user uploading an ACH file shall check the amounts and recipients against a register displaying ACH payments.
8. If supported by the financial institution, the Board of Education shall avail itself of the ability to recall ACH payments via NACHA file.

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2024-2025

Springfield Public Schools

Regulation 5500/5600

**Expectations for Student Conduct/
Student Code of Conduct**

*Regulations and Guide to Expectations
for a Productive Learning Environment*

First Reading: August 26, 2024



VISION

Cultivating compassionate and extraordinary learners!

MISSION

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

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Springfield Public Schools Philosophy of Discipline

Springfield Public Schools (SPS) Board of Education (BOE) Policy 5500/5600 Expectations for Student Conduct/Student Code of Conduct establishes the expectation that SPS will provide positive, respectful, orderly, and safe learning environments essential for effective learning. The goal is to enhance student engagement, improve student achievement, and proactively cultivate positive school cultures and climates that prevent student misbehavior whenever possible.

Apart from a student's home, schools are considered communities where positive behavior is not only anticipated but also modeled and learned within an atmosphere of mutual respect and dignity, which is crucial for effective learning. To enable students to grow into healthy, productive adults, it is essential students have positive and respectful learning environments where each person is a valued community member trusted to contribute positively to its establishment and maintenance.

When disruptions occur within the community, educational leaders strive to comprehend, acknowledge, and address the underlying causes. The aim is to restore the learning environment, providing students with opportunities to learn from their mistakes, rectify any harm resulting from their behavior, and mend relationships affected by their conduct.

SPS employs a restorative, relationship-focused approach to discipline, allowing students the chance to learn from their errors, correct any harm caused by their behavior, and restore disrupted relationships.

The district holds the belief that learning appropriate behavior is a developmental process requiring effective strategies that cater to students' diverse behavioral and developmental needs. The use of tiered responses and interventions, forming a continuum of instructional strategies and disciplinary measures, is considered essential. This continuum is designed to support teaching and learning, foster positive behaviors, and reflect a restorative discipline philosophy.

The primary objective of any behavior intervention within SPS is to be rehabilitative, restorative, and educational. The interventions are intended to be administered in a manner that keeps students within their regular academic program to the greatest extent possible. SPS emphasizes the utilization of a continuum of behavior interventions, incorporating appropriate de-escalation strategies and techniques. These are designed to uphold a positive environment conducive to learning and supportive of academic achievement.

The use of suspensions and expulsions is reserved as a last resort, highlighting the district's commitment to exhaust alternative measures before resorting to such disciplinary actions. This approach underscores SPS's dedication to fostering a positive and inclusive learning environment while prioritizing the well-being and academic progress of its students.

Code of Student Conduct

Purpose

The Code of Student Conduct Policy and Regulation is established to achieve the following purposes:

- Foster the health, safety, social, and emotional well-being of students;
- Support the establishment and maintenance of civil, safe, secure, supportive, and disciplined school environments conducive to learning;
- Promote achievement of high academic standards;
- Prevent the occurrence of problem behaviors;
- Establish parameters for the intervention and remediation of problem behaviors at all stages of identification; and
- Establish parameters for school responses to violations of the code of student conduct that take into account, at a minimum, the severity of the offenses, the developmental ages of student offenders and students' histories of inappropriate behaviors in accordance with N.J.A.C. 6A:16-7.2 through 7.8, as appropriate.

School responses to violations of the Code of Student Conduct will consider the severity of offenses, the developmental ages of the student offenders, and their histories of inappropriate behaviors.

Rights and Responsibilities of Members of our Learning Community

All learning community members, staff, students, parents and caregivers, have the right to:

- Participate in a safe and secure educational
- Be informed about behavior expectations.
- Be treated with respect and dignity.
- Attend school in safe and secure environments.
- Express opinions and feelings with respect.
- Utilize constructive ways to settle disagreements.
- Receive due process and protections as per law and code.

To guide this process and foster an environment of mutual respect and dignity, the following list serves as a starting point for setting positive expectations for conduct:

- Respectful Behavior: Our words, actions, and attitudes demonstrate respect for all members of our community at all times.
- Pride and Preparedness: We demonstrate pride in our community, our future, and our

school by arriving on time, dressed appropriately, and prepared to focus on our learning.

- Conflict Resolution: We always seek the most peaceful means of resolving conflict and seek assistance from teachers, administrators, or school staff when unable to resolve conflicts peacefully.
- Restorative Action: We actively seek to correct any harm that we have caused to others in the school community.
- Promotion of a Safe Environment: We take pride in promoting a safe and clean learning environment at our school.

These expectations serve as a commitment from all members of the community to contribute to the overall positive and conducive atmosphere within the school community. Additionally, it highlights the importance of collaborative efforts among students, staff, parents/guardians, and the broader community in maintaining a respectful and supportive educational environment.

Expectations for Student Conduct

Students within SPS are expected to adhere to conduct expectations. The district emphasizes active student involvement in the development of codes of conduct. This engagement serves as a significant opportunity for students to collaboratively establish clear expectations on how they will treat each other, and how they wish to be treated.

Students shall be provided with expectations about how they should conduct themselves at school, at school-sponsored events, and on SPS buses and other SPS vehicles. Many teachers directly engage students in the process of developing class codes of conduct, an important opportunity for students to agree on a few clear statements of how they will treat others and, more important from a student's perspective, how they would like others to treat them.

The following list is a starting point for engaging students in the process of setting positive expectations for conduct in an environment of mutual respect and dignity:

1. My words, actions, and attitudes demonstrate respect for myself and others at all times.
2. I demonstrate pride in myself, in my future, and in my school by arriving on time, dressed appropriately, and prepared to focus on my studies.
3. I always seek the most peaceful means of resolving conflict and obtain the assistance of teachers, administrators, or school staff when I am unable to resolve conflicts peacefully on my own.
4. I seek to correct any harm that I have caused to others in the school community.
5. I take pride in promoting a safe and clean learning environment at my school.

Students are responsible for:

- Exercising self-control within the school premises, at school-sponsored events, on buses and other vehicles.
- Staying within the assigned area for a specific activity.
- Showing respect for the authority of all school personnel.
- Maintaining and respecting school and private property.
- Speaking to and treating adults and peers with respect.
- Avoiding actions that endanger physical safety.
- Contributing to the cleanliness and attractiveness of the school.
- Using constructive methods to resolve disagreements or problems.

SPS Staff Responsibilities

SPS staff is committed to establishing positive, supportive, safe, and welcoming school environments for all students and adults, fostering an atmosphere conducive to effective teaching and learning. Recognized as caring adults in the school community, staff members play a crucial role in building strong relationships with students. These relationships contribute to students' connection to school and reduce the likelihood of disruptive behaviors.

The responsibilities of SPS staff members include:

- Clear Expectations and Instructional Discipline: Establishing clear expectations for behavior and adopting an instructional approach to discipline.
- Positive Reinforcement: Rewarding and acknowledging positive and appropriate conduct by students.
- Equitable Discipline: Striving to recognize and eliminate bias and disproportionality in discipline, ensuring consistent, fair, and equitable administration of discipline rules.
- Community Involvement: Involving families, students, staff members, and the community in fostering positive behavior and student engagement.
- Appropriate Consequences: Ensuring clear, developmentally and age-appropriate, and proportional consequences for misbehavior that support personal growth and learning opportunities for all students.
- Inclusive Procedures: Including appropriate procedures for students with disabilities and ensuring due process for all, consistent with federal and state requirements.
- Last Resort Measures: Removing students from the classroom only as a last resort and promptly returning students to class whenever possible.

This comprehensive approach reflects SPS's dedication to creating a supportive and inclusive educational environment, promoting positive behavior, and facilitating the overall well-being and success of all students.

Parent/Guardian and Community Responsibilities

Parents/guardians play a crucial role in fostering a positive school environment conducive to teaching and learning. It is essential for them to engage in conversations with their children about appropriate conduct at school, encouraging active participation in creating a supportive, safe, and welcoming atmosphere.

Additionally, parents/guardians should collaborate with SPS staff to address any behavioral issues their children may encounter, taking proactive steps against actions directed at their child. They are encouraged to work closely with schools to help their children access supportive groups or programs aimed at improving conduct, such as counseling, after-school programs, and mental health services available within the school and community.

SPS extends its encouragement to community-based organizations and agencies, inviting them to partner with schools in initiatives dedicated to establishing positive, safe, supportive, and welcoming environments. These organizations are encouraged to provide supportive services that contribute to the overall well-being and success of students.

Student Use of Technology & Personal Devices

Appropriate Use of District Technology: Students are required to read and sign the Acceptable Use Policy before any use of the computer takes place. Board Policy 2361, Acceptable Use Of Computer Networks/Computers and Resources may be accessed via our [online governance manual](#).

Personal Devices: Electronic devices and cell phones must be kept out of sight and turned off during instructional and non-instructional times during the school day, which includes study halls, lunch periods, and passing of classes. Use during any situation that compromises student safety is strictly prohibited unless directed by a school official. Unauthorized use of such devices disrupts the instructional program, distracts from the learning environment, and has the potential to compromise student safety and right to privacy.

Unauthorized use of electronic devices or cell phones is grounds for confiscation of the device by school officials. School officials include administrators, teachers, and security officials. The school district is not liable for financial loss during the period of confiscation. Use in locker rooms and lavatories is considered unauthorized under all circumstances at all times.

Student Dress Code & School Identification

Students are expected to comply with Springfield Public Schools Board of Education Policy and Regulation 5511 Dress and Grooming in an effort to ensure a school climate and culture that supports student learning. Students found in violation of the policy and regulation may be required to change their clothing in order to participate in the normal school day. Students unable to change their clothing may be subject to in-school suspension. Repeated violations will result in appropriate disciplinary action.

All students attending Jonathan Dayton High School are required to wear a visible school ID at all times. Students who refuse to wear the ID will be subject to the disciplinary action(s) identified in Policy and Regulation 5600 Code of Student Conduct.

Restorative Practices

Building on SPS's commitment to equity, the district continues its efforts to integrate equity, restorative practices, and trauma-informed care and rehabilitation into the culture, climate, and expectations of our schools.

Restorative Practices encompass a continuum of relationship-focused processes, encompassing preventative, proactive, and responsive measures for both staff and students. It's crucial to note that Restorative Practices do not replace the need for behavior intervention consequences. Instead, they provide students with a supportive environment to reflect on their attitudes and behaviors while working towards meaningful reparations for any harm caused. When implemented correctly, the restorative approach contributes to a positive school climate that fosters leadership, teaching, and learning.

Restorative practices, as a philosophy, challenge members of a school community to:

- Focus on Harm: Address the harm caused by wrongdoing over the rule or law broken.
- Empower the Harmed: Empower those who have been harmed, demonstrating equal concern for their needs in the discipline process.
- Support Responsibility: Support individuals who have harmed others, encouraging personal responsibility and fulfillment of obligations to repair the harm.
- Encourage Collaboration: Promote collaboration and reintegration instead of punishment and isolation.
- Involve Decision-Making: Involve individuals who have harmed others in decision-making around consequences.
- Address Challenges: Anticipate and address challenging situations within the school community, such as physical conflict or the re-entry of members who were apart for

disciplinary reasons.

In contrast to the traditional disciplinary approach centered on blame, broken rules, and punishment, restorative practices ask three different questions:

- Identify Harm: Who was hurt?
- Determine Needs: What are the needs of those affected, and what must be done to repair the harm?
- Obligations: Who has the obligation to address these needs, repair the harm, and restore the relationship between the individuals involved, as appropriate?

Adopting restorative practices requires diligence in mindset shift, adoption, implementation, and adaptation. This shift is essential to creating truly restorative school communities that emphasize relationships, collaboration, and engagement among students, staff, families, and the broader school community.

Application of the Code of Student Conduct

In accordance with N.J.A.C. 6A:16-7.1(c)5, the Code of Student Conduct must outline school responses to violations of behavioral expectations set by the Board of Education. These responses, graded based on the severity of offenses, should take into account the developmental ages of the student offenders and their histories of inappropriate behavior. The descriptions of school responses shall:

- Include a continuum of actions: Include a continuum of actions aimed at remediation and, where necessary or required by law, imposing sanctions.
- Maintain Consistency: Align with other responses as per N.J.A.C. 6A:16-5.5.
- Be equitable in application: Ensure the equitable application of the Code of Student Conduct, regardless of race; color; religion; ancestry; national origin; nationality; sex; gender; sexual orientation; gender identity or expression; marital, domestic partnership, or civil union; mental, physical, or sensory disability; or any other distinguishing characteristic, in accordance with N.J.S.A. 10:5-1 et seq.
- Be in compliance with the law: Adhere to the provisions of N.J.S.A. 18A:6-1, specifically regarding Corporal Punishment of Students.
- This comprehensive approach to describing school responses is designed to provide clarity, fairness, and consistency in addressing behavioral violations while promoting a safe and inclusive learning environment for all students.

The behavior intervention consequences outlined in the Springfield Public Schools (SPS) Student Code of Conduct are applicable to students at all times, whether they are on SPS property or attending an SPS event. SPS property encompasses any school or other SPS facility, including grounds owned or operated by SPS, SPS buses and vehicles, as well as the facilities and grounds of any SPS-sponsored activity involving students.

For student conduct occurring outside of school hours and away from school property, disciplinary action may be taken if the superintendent, principal, or designee reasonably believes that the conduct poses a threat to the health or safety of students or staff in the school setting. Additionally, disciplinary action may be considered if the conduct causes or is reasonably expected to cause substantial disruption or material interference with school activities.

It is emphasized that behavior intervention should be proportional and suitable to the related offense. The primary goal is to encourage student learning and development while maintaining a safe and conducive learning environment within the SPS community.

Overview of Behavioral Interventions & Disciplinary Measures

Behavioral Contract	Correcting inappropriate or disruptive student behavior through a formal plan designed by school staff to offer positive behavioral interventions, strategies, and supports.
Pass Restriction	Students who are placed on pass restriction may not be issued passes. A staff member will escort the student to the nurse in order to use the lavatory or in case of illness.
Check-in with School Counselor/Resource Specialists	The student is prompted by school staff to have an informal check-in with a school counselor, the student assistance counselor (SAC), the resource teacher, the school psychologist, the school social worker, or the coach who has a relationship with the student.
Classroom-based Responses	Prompting students to reflect on their behavior using classroom strategies such as teacher-student conferences, and parent outreach.
Conflict Resolution	School-based - Using strategies to assist students in taking responsibility for resolving conflicts peacefully. Students, parents/guardians, teachers, school staff, and/or principals engage in activities that promote problem-solving skills and techniques, such as conflict and anger management, active listening, and effective communication
Detention	Requiring a student to report to a designated classroom before school, during lunch, during a free period, after school, or on the weekend for a set period of time. Schools should strive to notify parents/guardians before students serve detention.

Expulsion	<p>The exclusion of the student from the student's regular school program for 45 school days or longer, with notice to the parent/guardian, which may only be in accordance with Board Policy 5620 Expulsion:</p> <ol style="list-style-type: none"> 1. The superintendent of schools' designee has determined that the student's return to school prior to the completion of the expulsion period poses an imminent threat of serious harm to other students or staff; 2. The school system provides the excluded student with comparable educational services and appropriate behavioral support services to promote a successful return to the student's regular academic program; 3. Such an action requires review with county and state officials, there is a very limited scope under which such an action may be taken and the district remains responsible for the education of the student.
Functional Behavioral Assessment and Behavioral Intervention Plan	<p>A Functional Behavioral Assessment (FBA) gathers information about a student's inappropriate or disruptive behavioral patterns and determines approaches that school staff should take to correct or manage that behavior. The information is then used to develop a Behavioral Intervention Plan for the student. Using an FBA, a school staff team and the student's parent/guardian develop appropriate behavioral goals and interventions to prevent and respond to the problem behavior, and strategies to teach replacement or alternative behavior.</p>
Parent Outreach	<p>Informing parents/guardians of their children's behavior and, in the context of discipline, seeking their assistance in correcting inappropriate or disruptive behavior.</p>
Parent/Guardian-Teacher-Student Conferences	<p>Involving students, parents/guardians, teachers, counselors, school staff, and/or principals in discussion about the student's behavior and potential solutions that address social, academic, and personal issues related to the behavior.</p>
Peer Mediation	<p>Employing a form of conflict resolution in which trained students serve as mediators and help their peers deal with and develop solutions to conflicts.</p>
Recommend for Further Action	<p>Recommending a student to a school administrator(s) for long-term suspension, expulsion, referral to alternative instructional, or contact with law enforcement.</p>
Referral to Alternative	<p>Recommending a student to a school administrator(s) for</p>

Education	placement in an alternative program
Referral to Appropriate Counseling Services	In consultation with the principal or designee, referring students to services, both in and out of school, such as a local health department or a community-based service for counseling related to identified behaviors and/or student needs.
Referral to Community-based Organizations	In consultation with the principal or designee, referring students for a variety of services, including afterschool programming, individual or group counseling, leadership development, conflict resolution, and/or tutoring.
Referral to Health/ Mental Health Services	In consultation with the principal or designee, referring students to school-based or community-based health and mental health clinics or other social services for the purpose of providing counseling and assessments to students in need. Students are encouraged to privately share issues or concerns that lead to inappropriate or disruptive behavior or negatively affect academic success, discuss goals, and learn techniques that help them overcome personal challenges. These services may include anger management classes and formal or informal behavior coaching.
Referral to Student Support Team utilizing the Intervention & Referral Services (I&RS) Protocol	In consultation with the principal or designee, bringing together a student support team that may include school counselors, pupil personnel workers, teachers, principals, social workers, health services, mental health clinicians, school psychologists, and external agency representatives under a case manager to help develop prevention and intervention techniques and alternative strategies designed to improve student outcomes. If the behavior does not improve after the implementation of the plan created by the student support team, the team may request a placement review for an alternative program.
Removal from Extracurricular Activities/Loss of Privileges	In consultation with the principal or designee, revoking a student's privilege to participate in extracurricular activities, including sports and clubs, or revoking a student's privilege to participate in school events or activities, such as attending a field trip or participating in a school dance. If the behavior warrants this consequence, any monies paid by the student for the missed activity should be refunded, if possible.
Restitution	Requiring a student to compensate others for any loss, damage, or injury that has resulted because of a student's behavior. The same for district property.

Restorative Practices	(Classroom-based or specialist-facilitated) Restorative Practices are used proactively to establish and maintain a positive school climate and establish a structured approach to teaching appropriate social skills. Restorative Practices employ interventions, responses, and practices designed to identify and address the harm caused by an incident, including harm to a person, and to develop a plan for the student who caused the harm to heal and correct the situation.
School-based or Community Conferencing	Bringing together students, school staff, and others involved in a conflict to discuss the topic, resolve issues, and propose solutions
Suspension (Out-of-School)	The removal of a student from school for a time period between 1 and 10 school days for disciplinary reasons by the principal, with notice to the parent/guardian.
Suspension (Extended, Out-of-School)	The exclusion of a student from a student's regular school program for an extended suspension (for a time period between 11 and 45 school days), with notice to the parent/guardian, which may occur only under the following circumstances: 1. The superintendent of schools' designee, has determined that: a. the student's return to school prior to the completion of the suspension period would pose an imminent threat of serious harm to other students and staff; or b. the student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for other students across the school day, and other available and appropriate behavioral and disciplinary interventions have been exhausted. 2. The superintendent of schools' designee limits the duration of the exclusion to the shortest period practicable. 3. The school system provides the excluded student with comparable educational services and appropriate behavioral support services to promote a successful return to the student's regular academic program.
Suspension (In-school)	The removal within the school building of a student from the student's current education program for up to, but not more than, 10 school days in a school year for disciplinary reasons by the school principal, with notice to the parent/guardian.
Temporary Removal from Class ISS	Removing students within the school building from their regular education program for up to, but not more than, one class period.

Leveled Responses to Student Conduct

Level 1	Examples of Classroom and Teacher-Led Responses	
	<p>The responses outlined are intended to serve as educational tools, fostering appropriate behavior among students to promote a respectful and conducive learning environment. Teachers are urged to employ a diverse range of teaching and classroom management strategies. In cases where it is suitable, teachers may involve the student's support system to ensure consistent learning success and address the conditions contributing to inappropriate or disruptive behavior. It is emphasized that these responses should be implemented in a graduated fashion, allowing for a progressive and tailored approach to behavior intervention.</p>	
	<ul style="list-style-type: none"> ● Classroom-based responses (e.g., verbal correction, written reflection/apology, reminders/redirection, role play, daily progress sheet) ● Restorative practices (classroom-based) ● Peer mediation ● School-based conflict resolution 	<ul style="list-style-type: none"> ● School-based conferencing ● Parent/guardian outreach (contact parent/guardian via telephone, email, or text) ● Informal and/or preventative school-based mentoring ● Check-in with school counselor/resource specialists ● Detention
Level 2	Examples of Teacher-Led/referred and Administrative Supported Responses	
	<p>The outlined responses are crafted to instruct students in appropriate behavior, promoting respect, and fostering a conducive learning environment. Many of these responses involve engaging the student's support system and are specifically designed to address underlying conditions contributing to inappropriate or disruptive behavior. The goal is to correct behavior by emphasizing its severity, acknowledging potential implications for future harm, all while maintaining the student's presence in school. These responses are intended to be applied gradually, allowing for a progressive approach to behavior correction. In cases of serious incidents or those potentially impacting the health or well-being of students, a teacher referral for administrative support is mandatory. This ensures a comprehensive and specialized approach to addressing incidents that require additional attention and intervention.</p>	
	<u>TEACHER-LED</u> <u>May be implemented at the classroom</u>	<u>TEACHER-REFERRED</u> <u>Implemented with administrative support</u>

	<p style="text-align: center;"><u>level</u></p> <ul style="list-style-type: none"> ● Classroom-based responses (e.g., verbal correction, ● written reflection/apology, reminders/redirection, role play, daily progress sheet) ● Behavioral contract ● Parent/guardian outreach (contact parent/guardian via telephone, email, or text) ● Check-in with school counselor/resource specialists, I&RS Team ● Detention ● Temporary removal from class ● Parent/guardian and student conference (with teacher) ● Informal and/or preventative school-based conference ● Restorative practices 	<ul style="list-style-type: none"> ● Functional Behavioral Assessment/Behavioral Intervention Plan ● Referral to appropriate Substance misuse counseling services ● Referral to community-based organization ● Referral to health/mental health services ● Restorative practices ● Loss of privileges/removal from extracurricular activities ● Restitution ● Community service ● School-based or outside facilitated conflict resolution ● School-based or community conferencing ● Peer mediation ● Referral to student support team (I&RS or CST)
Level 3	Examples of Administrative Supported and/or Removal Responses	
	<p>These responses actively involve the student's support system to facilitate successful learning and address conditions contributing to inappropriate or disruptive behavior. Again, the goal is to correct behavior by emphasizing its severity, acknowledging potential implications for future harm, all while maintaining the student's presence in school. In some cases, these responses may include in-school suspensions or interventions, with the removal being limited as much as possible without compromising its effectiveness in addressing the behavior. It is emphasized that these responses should be implemented in a graduated fashion, with the necessary administrative support to ensure a comprehensive and tailored approach to behavior correction.</p>	
	<ul style="list-style-type: none"> ● Classroom-based responses (e.g., verbal correction, written reflection/apology, reminders/redirection, role play, daily progress sheet) ● Behavioral contract ● Parent/guardian and student conference (with 	<ul style="list-style-type: none"> ● Community conferencing ● Behavioral Contract - Building Based ● Functional Behavioral Assessment/Behavioral ● Intervention Plan (I&RS) ● School-based or outside facilitated conflict

	<ul style="list-style-type: none"> • administrator) • Referral to community-based organization • Referral to student support team (I&RS, CST) • Detention • Temporary removal from class • In-school suspension • In-school intervention 	<ul style="list-style-type: none"> • resolution • Referral to appropriate counseling services • Referral to health/mental health services • Restorative practices • Loss of privileges/removal from extracurricular activities • Restitution
Level 4	Examples of Administrative Supported, and Short-term Out-of-school Exclusionary Responses	
	<p>These responses are designed to address serious behavior issues while retaining the student within the school setting. In instances where the nature of the behavior or its potential implications for future harm necessitate, a student may be temporarily removed from the school environment. The purpose of these responses is to prioritize the safety of the school community by addressing self-destructive and dangerous behavior. It is emphasized that these responses should be applied in a graduated fashion, with the necessary administrative support, to ensure a comprehensive and carefully managed approach to behavior intervention.</p>	
	<ul style="list-style-type: none"> • Parent/guardian and student conference (with administrator) • Loss of privileges/removal from extracurricular activities • Restitution • In-school suspension • Functional Behavioral Assessment/Behavioral Intervention Plan 	<ul style="list-style-type: none"> • Short-term out-of-school suspension (1–3 days) • Restorative practices
Level 5	Examples of Long-term Administrative Supported, Out-of-school Exclusionary, and Referral Responses	
	<p>These responses involve the removal of a student from the school environment for an extended period due to the severity of the behavior and potential implications for future harm. Such measures may include placing the student in a secure environment that offers additional structure and services. The primary aim of these responses is to prioritize the safety of the school community by addressing instances of self-destructive and dangerous behavior. It is essential to use these responses in a graduated fashion, with the necessary administrative support,</p>	

ensuring a thorough and carefully managed approach to behavior intervention.	
<ul style="list-style-type: none"> ● Restorative practices) ● Referral to alternative education ● Referral to student support team (I&RS, CST) ● Restitution ● Loss of privileges/removal from extracurricular activities 	<ul style="list-style-type: none"> ● Out-of-school suspension <ul style="list-style-type: none"> ○ Long-term (4–10 days) ○ Extended (11 or more days) ● Expulsion (In accordance with New Jersey State Law)

Charts of Discipline

The charts below suggest a tiered continuum of responses to inappropriate or disruptive student behavior. School staff hold discretion in making disciplinary decisions, considering the overall circumstances and aligning with the discipline philosophy, Springfield Public Schools BOE policies/regulations, and relevant federal and state laws.

The charts outline potential inappropriate or disruptive behaviors and corresponding interventions or consequences. It is intended to be used in conjunction with the chart above, detailing five graduated levels of support, removal, and administrative responses to students' inappropriate or disruptive behaviors.

The described behavior intervention levels should be employed as follows:

- For any inappropriate or disruptive behavior, school staff should refer to the matrix to choose one or more interventions or disciplinary responses. Possible infractions include, but are not limited to, cited examples.
- Upon the first instance of such behavior, school staff should primarily consider interventions or responses from the lowest level indicated on the matrix (or from a lower level).
- If the behavior is repeated within the same school year, staff should contemplate using interventions or responses from the next highest level on the matrix, or any lower level.
- Staff is encouraged to implement several lower-level interventions before considering higher levels that involve disciplinary responses removing the student from the classroom.
- In cases where unique or exceptional circumstances exist, or there is an imminent threat of serious harm to students or staff, requiring an intervention or response above the highest level or below the lowest level on the matrix, principals must consult with the superintendent of schools.

School Attendance Chart of Discipline

	<p>Lowest level should be considered first, followed by progressively more intensive consequences, based on severity, age, and repetition of behavior. (Refer to Leveled Responses to Student Conduct Chart)</p>				
School Attendance Behavior Type	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
		*May result in loss of credit in high school courses	*May result in loss of credit in high school courses	*May result in loss of credit in high school courses	*May result in loss of credit in high school courses
Class Cutting	Failure to attend a scheduled class without a legitimate reason.				
	Persistent failure to attend a scheduled class without a legitimate reason.				
Tardiness Policy No. 5240	Arriving late more than once to class or school without a legitimate reason				
	Persistently arriving late to class or school without a legitimate reason				
Truancy Policy No. 5200	Being absent from school without an excuse/reason				
	Being truant with frequency				
	<p>Note: Students with excessive absences and/or tardies, both lawful and unlawful, may be referred for appropriate intervention. At the discretion of the principal/ designee, students who demonstrate a pattern of absences may be referred to appropriate staff and/or outside agencies for intensive interventions designed to increase regular attendance. Students who accumulate five or more unexcused absences may receive an attendance letter from the school.</p>				

Student Behaviors Chart of Discipline

	<p>Lowest level should be considered first, followed by progressively more intensive consequences, based on severity, age, and repetition of behavior. (Refer to Leveled Responses to Student Conduct Chart)</p>				
Behavior	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Alcohol Policy No. 7435				Being under the influence	
				Using or possessing	
				Distributing /selling	
Academic Dishonesty Policy No. 5701	Academic dishonesty includes plagiarism, such as taking someone else's work or ideas; forgery, such as faking the signature of a teacher or parent/ guardian; or cheating.				
	Inappropriate use of artificial intelligence (AI) resources. Falsely claiming authorship of AI-generated content. Submitting AI-generated products as "your own work.."				
			Sharing or otherwise distributing information contained on assessments or other graded work.		
			Tampering with, or assisting another to tamper with, the SPS computer network or exams. Repeatedly or widely distributing information contained on assessments or other graded work.		
Bomb Threat Policy No. 5613	Threatening to access, create, or detonate a weapon capable of inflicting harm on the school environment in any way. <i>Behavior Threat Assessment</i>				
Disrespect (Insubordination)	Making inappropriate or offensive gestures, verbal or written comments, or symbols to others (e.g., verbal put-downs, cursing, talking back).				
	Repeatedly or persistently defying or refusing to follow directions of teachers, staff, or administrators.				
Disruption	Disrespect may become Disruption if the conduct is persistent or habitual and significantly impacts the learning environment				
	Engaging in minor behavior that distracts				

	<p>Lowest level should be considered first, followed by progressively more intensive consequences, based on severity, age, and repetition of behavior. (Refer to Leveled Responses to Student Conduct Chart)</p>				
Behavior	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
	from the learning environment.				
	Persistently or habitually engaging in minor behavior that distracts from the learning environment (e.g., talking out of turn, throwing small items, horseplay).				
	Engaging in moderate to serious behavior that distracts from teaching and learning and directly affects the safety of others (e.g., throwing harmful items; sending or posting incendiary texts/social media (messages; videos; disrupting a fire drill; interrupting an exam; verbal abuse of staff).				
			Using language, or displaying images and/or symbols that promote hate that can be reasonably expected to cause substantial disruption of school or district operations or activities.		
Destruction of Property Policy No. 5613	Causing accidental damage.				
		Causing intentional damage to property of SPS, staff, or other students, where the level of response is determined based on the listed factors.			
Dress Code Policy & Regulation No. 5511	Violating the dress code after the student has been warned				
	Continuous or persistent violation of the dress code after the student has been warned.				
Extortion			Using a threat, fear, or force (without a weapon) to get a person to turn over property. <i>Behavior Threat Assessment</i>		
			Using a threat, fear, or force (with a weapon) to get a person to turn over property. <i>Behavior Threat Assessment</i>		
False Alarm	Initiating a warning of a fire or other catastrophe without cause, either over a phone or in person (e.g., pulling a fire alarm, misuse of 911); discharging a fire extinguisher without cause.				

	<p>Lowest level should be considered first, followed by progressively more intensive consequences, based on severity, age, and repetition of behavior. (Refer to Leveled Responses to Student Conduct Chart)</p>				
Behavior	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Physical Attack: Adult			Physically attacking an SPS staff member or other adult, including intentionally striking a staff member who is intervening in a fight or other disruptive activity		
Physical Attack/Fighting: Student	<p>Schools should consider multiple factors, including the following: • Whether the student acted in the heat of the moment, as opposed to planning ahead • Whether the student was provoked verbally or if the student provoked others to fight • Whether the student acted in self-defense • Whether the student was intervening in the fight, as opposed to participating</p>				
	Engaging in shoving, pushing, or otherwise being physically aggressive toward another (e.g., body check, intentionally bumping, but NOT horseplay).				
	Engaging in a fight or dangerous play that is spontaneous and/or short, and results only in minor cuts, scrapes, and bruises.				
			Engaging in a fight, which may be large, preplanned, extended, gang** related and/or resulting in major injuries, or otherwise especially serious based on the listed factors.		
Serious Bodily Injury	Engaging in behavior that unintentionally causes serious bodily injury or loss of consciousness				
				Engaging in behavior that intentionally causes serious bodily injury or loss of consciousness.	
Sexual Activity	<p>Inappropriate behavior of a sexual nature (e.g., indecent exposure, inappropriate texts of a sexual nature, sexual acts on school property). <i>Referral for counseling</i></p>				
Sexual Attack					Immediate reporting to law enforcement, including the Prosecutor's Office and DCP&P.
Sexual Harassment Policy No. 5751	<p>Unwelcome sexual advances; requests for sexual favors; and/or other inappropriate verbal, written, or physical conduct of a sexual nature, may constitute sexual misconduct or sexual harassment. (In consultation with the Title IX coordinator, schools will respond in a legally compliant manner, while also taking into consideration the age, grade, developmental level, prior offenses, intentionality and circumstances in determining an appropriate course of action and consequences.)</p>				

	<p>Lowest level should be considered first, followed by progressively more intensive consequences, based on severity, age, and repetition of behavior. (Refer to Leveled Responses to Student Conduct Chart)</p>				
Behavior	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Theft	<p>Schools should consider the following factors: • The student's age • The student's purpose in taking the property • The monetary value of the property • Whether the student acted in the heat of the moment, as opposed to intentionally planning ahead • Whether the student knew the property was valuable or expensive to replace • Whether the property was returned or recovered</p>				
	Taking or obtaining property of another without permission and/ or knowledge of the owner.				
		Persistently or habitually taking or obtaining property of another without permission and/or knowledge of the owner.			
Threat to Adult /Threat to Student	Threatening language (verbal or written/electronic; implicit or explicit) or physical gestures directed toward a staff member, student, or anyone else. <i>Behavior Threat Assessment</i>				
Tobacco/ Controlled Substances/ Inhalants/ Drugs	Unauthorized use, possession, or being under the influence of substances (e.g., prescription or nonprescription medication).				
			Using, possessing, or being under the influence of illegal drugs		
			Using or possessing tobacco in any form (such as JUUL devices, vapes, e-cigarettes, and edibles).	Distributing or selling non-illegal or illegal drugs (including JUUL devices, vapes, e-cigarettes, and edibles)	
Trespassing	Being on school property without permission, including while on suspension or expulsion.				
Weapons: Firearms	Possessing, using, and/or threatening to use firearm facsimiles, gun-like toys, and/or other similar items such as a water gun.				
			Possessing, using, or threatening to use a non-firearm gun (such as a BB, pellet, cap, or airsoft gun), or a gun-like toy modified to resemble a firearm.		

	<p>Lowest level should be considered first, followed by progressively more intensive consequences, based on severity, age, and repetition of behavior. (Refer to Leveled Responses to Student Conduct Chart)</p>				
Behavior	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Weapons: Knives and Other	Possessing a knife or other implements that could cause serious bodily harm, without intent to use as a weapon.				
		Possessing a knife or other implements that could cause serious bodily harm, with intent to use as a weapon.			
			Using or threatening to use a knife or other implements as a weapon with intent to cause serious bodily harm.		
Weapons: Explosives	Possessing an incendiary or explosive device, material, or any combination of combustible or explosive substances, other than a firearm, that can cause harm to people or property (e.g., firecrackers, smoke bombs, flares; but NOT "snap pops," which should be treated as a disruption).				
				Detonating or possessing and threatening to detonate an incendiary or explosive device or material, as described above.	
Use of Personal Electronics Policy No. 5516.01 <i>Excluding use of a device in an emergency or preapproved situation.</i>	Persistently using or displaying a personal mobile device, in defiance of school rules,				
		Using a mobile device in any way to disseminate photos/videos of misconduct related to students attending the school, school property, student events, staff in any way, or otherwise disrupts the learning and school environment, inclusive of cyberbullying behaviors (see HIB below).			

Harassment, Intimidation, and Bullying (HIB) Chart of Discipline

[Board Policy No. 5512](#) provides the specific processes and responses related to cases of harassment, intimidation, and bullying. It is essential to note student discipline due to a violation of a code of conduct is applied as described above. Investigations into behavior classified as HIB are guided by state regulations.

A. Statement Prohibiting HIB

The district board of education prohibits acts of HIB of a student. The district board of education has determined that a safe and civil environment in school is necessary for students to learn and achieve high academic standards; HIB, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe and disciplined environment. Since students learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect and refusing to tolerate HIB.

B. Definition of Harassment, Intimidation, and Bullying

The district board of education establishes that "HIB" means any gesture, any written, verbal or physical act, or any electronic communication, as defined in N.J.S.A. 18A:37-14, whether it be a single incident or a series of incidents, that is:

- a. reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or
- b. by any other distinguishing characteristic; and that
- c. takes place on school property, at any school-sponsored function, on a school bus, or off school grounds, as provided for in N.J.S.A. 18A:37-15.3, that substantially disrupts or interferes with the orderly operation of the school or the rights of other students; and that
- d. a reasonable person should know, under the circumstances, that the act(s) will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his person or damage to his property; or
- e. has the effect of insulting or demeaning any student or group of students; or
- f. creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.

The district board of education recognizes that bullying is unwanted, aggressive behavior that may involve a real or perceived power imbalance.

All of the protocols and consequences related to HIB cases may be found in the [district governance manual](#).

Such a definition may extend to cases of Cyberbullying, Cyberbullying means bullying that meets the criteria for prohibited conduct in Policy 5512 *and* is transmitted by means of a digital communication device through electronic communication that allows individuals to view or share content.

1. Cyberbullying includes sending, posting, or sharing personal or private information about someone, causing embarrassment or humiliation.
2. Cyberbullying may be subject to disciplinary action when there is a connection back to the school setting, it creates the risk of harm to other students while they are at school, or it interferes with the educational environment, regardless of whether the instructional environment is in person or virtual.

All cases referred for HIB investigation will follow the requirements set forth in the law. All cases where there is a finding for HIB will also include restorative practices to support student co-existence in the school setting.

Due to privacy considerations, no parent or legal guardian will be provided with any information related to any of the other parties involved in an HIB investigation. This is done in accordance with state and federal student privacy laws.

Behavior on School Transportation

Riding on a Springfield Public Schools district vehicle is a privilege not a right. SPS requires that proper conduct be maintained for the health, safety, and welfare of all students. The responsibility for proper conduct on the bus rests with the parents and students. Students who risk the safety of others by their misbehavior may lose the privilege of riding the bus. Bus schedules are coordinated by the supervisor of busing. Families are notified in advance as to which bus to ride and where and when it will be available.

All expectations of the Code of Student Conduct must be observed, including the following rules specific for transportation:

- Arrive at the bus stop at least five minutes prior to pick-up and wait for the bus to come to a complete stop before boarding. Busses will stay at a stop for one minute prior to departing. The bus will not wait longer, nor will it return for a student who missed the designated bus.
- Due to potential overcrowding and insurance concerns, students will not be permitted to ride any bus other than those assigned unless there are extenuating circumstances with explicit permission granted by the Superintendent or their designee.
- Students may ride only on the assigned bus--boarding and departing at the designated stop.
- All students are to sit in assigned seats that are designated by the driver.
- All riders should use seat belts. If a seat belt is broken, the student should notify the driver and request a change in seating.
- All students are to remain seated at all times when the bus is in motion.
- Students in the front seats should not speak to the driver while the bus is in motion

and should not distract the driver.

- Students should not open or close windows and should keep hands and limbs inside the school bus. The driver will assist students for safety reasons in lowering or raising the windows.
- Students may not board the bus unless a driver is seated in the driver's seat.
- Students may not block the aisle with packages and large band instruments. These items should be placed under the seats. If assistance is needed, the driver will give appropriate direction.
- Pushing, horseplay or fighting is prohibited at all times.
- Vulgar language and/or profanity shall not be used.
- Display proper respect toward the driver and passengers at all times. In case of emergency, remain on the bus unless directed to do otherwise by the driver or individual in authority
- If a student is responsible for damage on the bus, s/he will be required to pay for its replacement.
- Students are to remain in their seats upon entering the bus until they are designated to depart the bus by the driver.
- Students riding on district vehicles are subject to random searches or screenings for weapons or other contraband.

Discipline

All discipline problems will be handled by the school principal or his/her designee.

Any violation of the above rules may result in suspension of bus riding privileges up to and including citations for disorderly conduct, harassment, criminal mischief, and/or criminal trespass. If this occurs, the student or his/her parents/guardians will be responsible for transportation to and from school. Even though the bus privileges are lost, the law still requires attendance at school. For further information, consult the School Board Policy Book.

Please note, that district buses are equipped with audio and video recording devices. All students riding a Springfield Public Schools vehicle are subject to audio/video recording of their activities. Said recordings may be used in criminal proceedings and/or disciplinary actions.

Detentions and Suspensions Defined

Extended School Day	ESD	60 minutes of detention after school in a designated area on a specified day to be determined by the administration.
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		Personal, Athletic, or Extracurricular schedules are NOT taken into consideration when assigning ESD.
Sunset School	SUN	2 hours and 30 minutes (2:45-5:15) of detention after school in a designated area on a specified day to be determined by the administration. Personal, Athletic, or Extracurricular schedules are NOT taken into consideration when assigning SUN.
<p>Cutting Detention</p> <p>Cutting an assigned detention will result in escalating consequences:</p> <ul style="list-style-type: none"> ● Cutting ESD = SUN ● Cutting SUN = SAT ● Cutting SAT = ISS ● Cutting ISS = OSS <p>Additional penalties may be assigned for students who repeatedly cut assigned detentions. Legitimate absences from assigned detentions (medical appointments, court dates, etc.) must be supported by documentation for the detention to be rescheduled and not elevated to the next level. The assistant principal should be contacted as soon as possible before such absences.</p>		
In School Suspension	ISS	Temporary exclusion from class and all school-related activities. Those who are suspended from school will stay in an assigned area under supervision. Students are PRECLUDED ON THE DAY(S) OF THE ISS from attending school and all school-related/sponsored activities including but not limited to: athletic competitions (as a fan or participant), the play, academic clubs, prom, field trips, etc.

Out of School Suspension	OSS	<p>The student is PRECLUDED ON THE DAY(S) OF THE OSS from attending school and all school-related/sponsored activities including but not limited to: athletic competitions (as a fan or participant), the play, academic clubs, prom, field trips, etc.</p> <p>Multi-day suspension – the number of days a student is suspended applies to school days only.</p> <p>Additional disciplinary actions may include the following extension of the preclusion from school-related/sponsored activities including but not limited to: athletic competitions (as a fan or participant), the play, academic clubs, prom, field trips, etc.</p> <p>2nd Suspension - 3 Days from return 3rd Suspension - 5 Days from return</p>
Saturday School	SAT	<p>4 Hours (8 am to 12 pm)</p> <p>Personal, Athletic, or Extracurricular schedules are NOT taken into consideration when assigning SUN.</p>

SPS NonDiscrimination Statement

Springfield Public Schools (SPS) prohibits illegal discrimination based on race, ethnicity, color, ancestry, national origin, nationality, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family structure/ parental status, marital status, age, ability (cognitive, social/emotional, and physical), poverty and socioeconomic status, language, or other legally or constitutionally protected attributes or affiliations.

Discrimination undermines our community’s long-standing efforts to create, foster, and promote equity, inclusion, and acceptance for all. The Board prohibits the use of language and/or the display of images and symbols that promote hate and can be reasonably expected to cause substantial disruption to school or district operations or activities. For

more information, please review Springfield Public Schools Board Policy No. 2260 Affirmative Action This Policy affirms the Board’s belief that each and every student matters, and in particular, that educational outcomes should never be predictable by any individual’s actual or perceived personal characteristics. The Policy also recognizes that

equity requires proactive steps to identify and redress implicit biases, practices that have an unjustified disparate impact, and structural and institutional barriers that impede equality of educational or employment opportunities.

For inquiries or complaints about discrimination against SPS staff please contact the Human Resources Coordinator.

For staff requests for accommodations under the Americans with Disabilities Act Section Human Resources Coordinator.

For inquiries or complaints about sex discrimination under Title IX, including sexual harassment, against students or staff please contact the Supervisor of Student Services.

Discrimination complaints may be filed with other agencies, such as the following: U.S. Equal Employment Opportunity Commission, New Jersey Division of Civil Rights at <https://www.njoag.gov/contact/file-a-complaint/> or U.S. Department of Education, Office for Civil Rights (OCR), The Wanamaker Building, 100 Penn Square East, Suite 515, Philadelphia, PA 19107, 1-800-421-3481, 1-800-877-8339 (TDD), OCR@ed.gov, or www2.ed.gov/about/offices/list/ocr/complaintintro.html

This notification complies with the federal Elementary and Secondary Education Act, as amended. This document is available online in a format accessible to individuals with disabilities and in a format that may be translated into other languages. If you are unable to access this document in an appropriate format, please contact the Office of the Superintendent.

First Reading: 8.26.24

Second Reading:

Springfield Public Schools Regulation

R 5511 Dress Code

The following dress code has been developed in accordance with Policy No. 5511 and in consultation with staff members, parent(s) or legal guardian(s), and students of this district.

Students have a responsibility to be dressed and groomed for school, in accordance with community standards for dress and grooming and in a manner that is not disruptive to the learning environment or school activities. This Dress Code has been established with the following expectations:

- All students should be able to dress comfortably for school and engage in the educational environment without fear of excessive loss of instructional time or body shaming.
- Student dress code enforcement should not result in unnecessary barriers to school attendance; no student shall miss instructional time unless their clothing creates a substantial disruption to the classroom environment.
- School staff should be trained and able to use student/body-positive language to explain the code and to address code violations.
- Enforcement of the dress code should be fair and appropriate, with the goal of ensuring that students contribute to a productive learning environment. Insubordination will not be tolerated and will be addressed following the 5500/5600 Expectations for Student Conduct/Student Code of Conduct regulations.

Students whose religious beliefs require wearing attire that does not conform to the dress code and whose membership or affiliation with that denomination or sect can be verified will be permitted to dress in a manner that conforms to their religious beliefs rather than the dress code. Students are permitted to wear hijabs, yarmulkes, patkas, kufi, pagri, or other clothing or jewelry associated with their religion or containing religious messages, as long as their style of dress is consistent with the following guidelines. This provision supersedes any and all other provisions pertaining to teachers' discretion in asking students to remove headwear due to instructional practices.

Enforcement of the dress code must be approached with sensitivity with the ultimate goal of supporting students to reach their full potential, not shaming or criminalizing them. Dress code enforcement will be administered equitably regardless of race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size. Such enforcement will also consider any specific student circumstances such as medical requirements, Individualized Education Plans (IEP), or 504 Plans.

Violations of this dress code will be administered in accordance with Policy and Regulation 5500/5600 Expectations for Student Conduct/Code of Student Conduct.

Springfield Public Schools Regulation

A. General Rules

1. Students are expected to be clean and well-groomed in their appearance.
2. Students are expected to avoid dress and grooming which is likely to create a material and substantial disruption to the school environment.
3. Dress or grooming that jeopardizes the health or safety of the student or of other students or is injurious to school property will not be tolerated.
4. Dress or grooming that inhibits identification of the student will not be allowed.

B. Prohibited Clothing and Articles

The following garments and articles are prohibited in school and at school-sponsored events:

1. Endanger or potentially threaten the health and/or safety of self or others;
2. Fail to meet a reasonable requirement of a course or activity;
3. Display messages of hate or bias, or depict discriminatory symbols or images;
4. Be associated with gangs;
5. Be lewd, vulgar, obscene, or revealing or of a sexual nature;
6. Promote items prohibited on school property as set forth in district policy, including but not limited to alcohol, tobacco, drugs of any sort, firearms, etc.;
7. Clothing that exposes sensitive areas of the body:
 - a. Undergarments worn without an outer shirt shall not be permitted;
 - b. Clothing must cover the buttocks, genitals, nipples and torso (including the abdomen);
 - c. Excessively loose clothing, low hanging clothing (including but not limited to jeans or pants) that pose a safety hazard to students shall not be permitted;
8. Bare feet, cleated shoes, and footwear that are determined as unsafe for the school environment;
9. Clothing that is overly soiled, torn, worn, or defaced, in such a case the student shall meet with a guidance counselor or trusted adult prior to disciplinary action of any sort;
10. Nonprescription sunglasses, glazed, and tinted glasses, except as prescribed by the student's doctor;
11. Headphones, earbuds, or other ear-covering articles preventing students from hearing announcements in hallways and common areas, except in cases where such gear has been recommended by a guidance counselor or in a student's 504 or IEP;
12. Non-religious head coverings such as hats, hoods, visors, or other unapproved headwear; and
13. Any clothing that is likely to create a material and substantial disruption to the school environment.

Springfield Public Schools Regulation

D. Physical Education

If the school utilizes changing into clothing specific for physical education classes:

1. Students shall wear the following types of clothing for physical education classes:
 - a. Athletic style shorts and/or sweatpants.
 - b. A shirt for indoor activities and a sweatshirt or appropriate outerwear for outdoor activities in cool weather.
2. Students must wear sneakers or rubber-soled athletic shoes; slip-on shoes, hard-soled shoes, and bare feet are prohibited in physical education classes.
3. When possible, schools should provide reasonable accommodations to students if they (or their parents/guardians on their behalf) request permission to wear or not wear certain clothing during physical education classes.

E. Enforcement

1. Teaching staff members will report perceived violations of the dress code to the Building Principal or designee, who will interpret and apply the code.
2. Students shall not be taken from academic learning to enforce the dress code, teachers are to alert an administrator to review the concern, unless there is a significant disruption to the learning environment.
3. Students who publicly represent the school or a school organization at an activity away from the school district are required to dress in full accordance with the reasonable expectations of the staff member in charge of the activity. Students unwilling to comply with this requirement will disqualify themselves from participation.
4. Students will not be permitted to attend a school-related function, such as a field trip, or after-school activity unless they are attired and groomed in accordance with this dress code and the reasonable expectations of the staff member in charge.
5. The Principal may waive the application of the dress code for special school activity days. Regardless of any such waiver, the prohibitions in Section B “Prohibited Clothing and Articles” will remain in effect.
6. A student whose dress or grooming has been found by the Principal or designee to violate this Regulation may appeal the determination in accordance with Policy 9130 Public Complaints and Grievances.

Parent/Guardians are responsible for working in partnership with the district to avoid opportunities for violations of dress code such that there is a disruption in the learning environment. When such a violation occurs, the parent/guardian will be notified and the student may be provided with alternative clothing.

First Reading: August 26, 2024

Adoption:

Budget Transfer

Attachment (A)

School Year 2023-2024

Account Code	Description	To	From
10-000-100-550-98-04	CHARTER SCHOOL TUITION	14,478.00	
11-000-100-566-98-11	TUITION PRIVATE SCHOOLS HANDIC		15,597.79
11-000-213-100-00-06	NURSE SALARIES	916.00	
11-000-213-100-00-07	NURSE SALARIES		1,239.00
11-000-213-100-00-09	NURSE SALARIES		7,469.66
11-000-213-100-01-10	SALARIES SUBSTITUTE NURSES	1,783.00	
11-000-213-300-00-11	Nursing/ Medical Services	7,000.00	
11-000-213-600-72-06	HEALTH SERVICE SUPPLIES FMG		3,440.50
11-000-213-600-72-06	HEALTH SERVICE SUPPLIES FMG	3,416.61	
11-000-213-600-72-07	HEALTH SERVICE SUPPLIES TLS		1,291.50
11-000-213-600-72-09	HEALTH SERVICE SUPPLIES EVW		3,868.00
11-000-213-600-72-09	HEALTH SERVICE SUPPLIES EVW	4,053.05	
11-000-216-101-55-10	SALARIES SPEECH	3,602.00	
11-000-216-320-55-11	RELATED SERVICES		3,602.00
11-000-218-104-00-06	GUIDANCE SALARIES		1,160.00
11-000-218-104-00-07	GUIDANCE SALARIES	1,000.00	
11-000-218-104-00-08	GUIDANCE SALARIES	981.00	
11-000-218-104-00-09	GUIDANCE SALARIES		8,805.00
11-000-218-104-00-10	SAL.GUIDANCE COUNSELORS	1,425.00	
11-000-218-104-00-14	GUIDANCE SALARIES	5,399.00	
11-000-218-105-00-14	GUIDANCE SECRETARY SALARIES	1,160.00	
11-000-222-100-00-10	SALARY IMC	1,097.00	
11-000-222-177-00-10	COORDINATOR OF TECHNOLOGY		1,097.00
11-000-223-320-80-12	PROF SERVICE		6,482.18
11-000-230-331-01-01	PROFESSIONAL SERVICES LEGAL		20,000.00
11-000-230-332-01-01	PROF SERVICES ACCOUNTANT		1,250.00
11-000-230-339-97-02	SUPERINTENDENT BOARD COACHING		2,000.00
11-000-230-340-01-01	CONTRACTED SERVICES RTK		778.00
11-000-230-340-93-03	RENTAL POSTAGE METER		353.00
11-000-230-340-93-15	PURCH TECH SERV COMPUTERS		3,215.00
11-000-230-530-81-06	POSTAGE FMG		2,112.00
11-000-230-530-82-09	POSTAGE EVW		600.00
11-000-230-530-82-11	POSTAGE SPECIAL SERVICES		243.60
11-000-230-530-93-03	COMMUNICATIONS POSTAGE		9,526.00
11-000-230-530-95-01	T-1 LINES		1,500.00
11-000-230-530-95-05	UTILITIES TELEPHONE		4,770.00
11-000-230-590-05-01	ELECTION EXPENSES		1,000.00
11-000-230-590-09-01	MISCELLANEOUS ADS/NEWSPAPER		3,568.00
11-000-230-590-97-14	ADMINISTRATOR PURCH.SERV.JDHS		2,400.00
11-000-230-820-00-00	Judgements	100,000.00	
11-000-240-103-00-06	PRINCIPAL SALARY	894.00	
11-000-240-103-00-07	PRINCIPAL SALARY	2,063.00	
11-000-240-103-00-08	PRINCIPAL SALARY	2,308.00	
11-000-240-103-00-14	PRINCIPAL SALARY	5,206.00	
11-000-240-105-00-06	SCHOOL SECRETARY SALARY		11,089.00
11-000-240-105-00-07	SCHOOL SECRETARY SALARY	618.00	
11-000-240-105-00-08	SCHOOL SECRETARY SALARY		910.00
11-000-240-105-00-09	SCHOOL SECRETARY SALARY		4,180.00
11-000-240-105-00-14	SCHOOL SECRETARY SALARY	4,690.00	
11-000-240-199-00-10	Unused Vacation Days	2,000.11	

Budget Transfer

Attachment (A)

11-000-240-580-82-09	TRAVEL EVW		600.11
11-000-240-580-97-06	TRAVEL		1,000.00
11-000-251-199-00-10	Unused Vacation Payout	8,671.41	
11-000-261-100-94-10	MAINTENANCE SALARIES	11,753.00	
11-000-261-199-00-10	UNUSED VAC PAYOUT - CUST/MAINT	5,019.52	
11-000-261-420-00-06	MAINTENANCE SERVICES		18,024.51
11-000-261-420-00-06	MAINTENANCE SERVICES	32.50	
11-000-261-420-00-07	MAINTENANCE SERVICES		6,508.05
11-000-261-420-00-07	MAINTENANCE SERVICES	935.50	
11-000-261-420-00-08	MAINTENANCE SERVICES	3,566.05	
11-000-261-420-00-09	MAINTENANCE SERVICES		3,911.23
11-000-261-420-00-14	MAINTENANCE SERVICES	112,492.44	
11-000-261-420-94-05	CONTRACTED SERVICES/FACILITIES		10,338.14
11-000-261-610-94-05	BUILDING SUPPLIES	3,430.80	
11-000-262-100-95-10	OPER PLANT SERV SAL		17,621.77
11-000-262-107-95-10	NON INSTRUCTIONAL AIDES	8,230.00	
11-000-262-420-00-03	CLEANING REPAIR MAINTENANCE		5,637.25
11-000-262-420-90-03	REPAIR EQUIP.BUSINESS OFFICE	123.25	
11-000-262-490-95-05	WATER AND SEWAGE		2,248.11
11-000-262-890-93-15	MISC TECH		2,875.00
11-000-263-100-94-10	SALARIES - MAINT/GROUNDS	2,636.00	
11-000-263-300-94-05	MAINTENANCE OF GROUNDS		2,636.00
11-000-270-107-96-10	TRANSPORTATION AIDES	3,000.00	
11-000-270-160-96-10	SALARIES FOR PUPIL TRANS	7,500.00	
11-000-270-162-96-10	SALARIES OTHER THAN TO/FRO		3,000.00
11-000-270-162-96-10	SALARIES OTHER THAN TO/FRO		7,500.00
11-000-270-199-00-00	Unused Vacation Days	1,958.60	
11-000-270-420-96-03	PUPIL TRANS MAINT/REPAIR		1,958.60
11-000-270-503-96-03	AID IN LIEU		1,192.83
11-000-270-518-96-03	CONTRACT.SERV.(SPEC)-ESC		9,843.39
11-000-270-600-96-03	TRANS.FUEL/OIL,TIRES,REP.PARTS	1,066.83	
11-000-270-890-96-03	TRANSPORTATION FEES	126.00	
11-000-291-241-97-03	PERS PENSION LIABILITY		24,839.00
11-000-291-270-97-03	HEALTH INSURANCE		100,000.00
11-120-100-101-00-08	SALARIES TEACHERS JCS	13,970.42	
11-120-100-101-00-09	SALARIES TEACHERS EVW		48,553.00
11-120-100-101-01-08	SUBSTITUTES JCS	3,916.58	
11-130-100-101-00-10	SAL.TEACHERS 6-8		1,344.47
11-130-100-101-00-10	SAL.TEACHERS 6-8	26,526.47	
11-130-100-101-01-10	SUBSTITUTES 6-8	4,229.00	
11-130-100-101-28-06	6TH PER STIPEND	1,222.00	
11-150-100-101-63-11	SALARIES HOME INST/BED SD TUT		9,420.00
11-150-100-320-63-11	HOME INSTRUCTION PURCH.PROF.ED	11,020.00	
11-190-100-500-00-06	INSTRUCTIONAL PURCH SERV FMG		748.20
11-190-100-500-00-14	INSTRUCTIONAL PURCH SERV JDHS		907.50
11-190-100-610-00-03	DISTRICT SUPPLIES		9,000.00
11-190-100-610-00-06	INSTRUCTIONAL SUPPLIES		8,987.18
11-190-100-610-00-07	INSTRUCTIONAL SUPPLIES	22.99	
11-190-100-610-00-08	INSTRUCTIONAL SUPPLIES	10,000.00	
11-190-100-610-00-09	INSTRUCTIONAL SUPPLIES	10,964.19	
11-190-100-610-00-14	INSTRUCTIONAL SUPPLIES		3,000.00
11-190-100-610-80-04	TEACHER SUPPLIES CUR+STAFF DEV		2,378.87

Budget Transfer

Attachment (A)

11-204-100-101-00-06	LLD SALARIES	1,097.00	
11-204-100-101-00-09	LLD SALARIES	1,124.00	
11-204-100-101-00-14	LLD SALARIES	1,090.00	
11-204-100-106-00-06	LLD AIDES	3,538.00	
11-204-100-106-00-07	LLD AIDES		6,849.00
11-214-100-101-00-06	AUTISM SALARIES	260.00	
11-214-100-101-00-09	AUTISM SALARIES	589.00	
11-214-100-106-00-09	AUTISM AIDE SALARIES		57,427.16
11-214-100-106-40-11	ESY AIDES	5,624.16	
11-214-100-320-00-11	Autism Purchased Ed. Services	44,000.00	
11-216-100-101-00-09	PSD SALARIES	3,442.00	
11-216-100-106-00-09	PSD AIDE SALARIES	3,512.00	
11-230-100-101-33-10	SALARIES TEACHERS BASIC SKILLS		3,249.00
11-240-100-101-36-10	SALARIES ESL	3,249.00	
11-401-100-100-45-06	SALARIES STUDENT ACT CLUB F	1,126.87	
11-401-100-100-45-07	SALARIES STUDENT ACT CLUB TL	113.86	
11-402-100-100-00-10	SALARIES - ATHLETICS	4,090.00	
11-402-100-500-46-14	ATHLETICS PURCH.SERV.JDHS		8,178.33
11-402-100-500-46-14	ATHLETICS PURCH.SERV.JDHS		4,090.00
11-402-100-610-46-14	SUPPLIES ATHLETICS JDHS	8,178.33	
12-000-270-733-96-03	PUPIL TRANS REPLACE VEH		135.06
12-120-100-730-00-07	Equipment Sandmeier	2,585.00	
12-120-100-730-00-08	Equipment Caldwell	2,585.00	
12-120-100-730-12-09	EQUIPMENT EVW	4,808.45	
20-218-100-101-00-00	PRESCHOOL TEACHERS	3,865.00	
20-218-100-106-00-00	PRESCHOOL AIDES		10,999.00
20-218-200-103-00-00	PROGRAM DIRECTORS	2,234.00	
20-218-200-105-00-00	PEA Secretary	419.00	
20-218-200-173-00-00	CPIS	2,923.00	
20-218-200-176-00-00	MASTER TEACHER	1,558.00	
20-218-200-420-00-00	MAINTENANCE	2,000.00	
20-218-200-600-00-00	NONINSTRUCTIONAL SUPPLIES		2,000.00

School Year 2024-2025

Account Code	Description	To	From
11-000-213-600-72-14	HEALTH SERVICE SUPPLIES JDHS		672.00
11-000-213-616-00-00	SUPPLIES- MENSTRUAL PRODUCTS	672.00	
11-000-218-600-71-07	SUPPLIES-GUIDANCE/TLS	0.55	
11-000-218-600-71-08	GUIDANCE SUPPLIES JC		0.55
11-000-222-177-00-10	COORDINATOR OF TECHNOLOGY		65,000.00
11-000-222-300-00-15	Purchased Prof and Tech Serv	65,000.00	
11-000-230-340-93-15	PURCH TECH SERV COMPUTERS	162.00	
11-000-230-530-95-05	UTILITIES TELEPHONE		162.00
11-000-240-600-82-14	OFFICE SUPPLIES JDHS	20,000.00	
11-000-240-800-00-09	MISC EXPENSES	109.00	
11-000-240-890-82-11	DUES FEES WKSPH SP SERV		109.00
11-190-100-500-00-06	INSTRUCTIONAL PURCH SERV FMG		809.00
11-190-100-500-00-08	PURCHASED SERVICES JC	809.00	
11-190-100-610-00-14	INSTRUCTIONAL SUPPLIES		20,000.00
11-204-100-101-40-11	LLD Summer	9,538.21	

Budget Transfer

Attachment (A)

11-214-100-101-40-11	ESY SALARIES		15,993.88
11-214-100-106-40-11	ESY AIDES	3,591.60	
11-216-100-101-40-11	PSD Summer	9,700.86	
11-216-100-106-40-11	EXTENDED SAL AIDES		3,591.60
11-000-216-101-40-10	SUMMER SPEECH		3,245.19
11-000-219-390-70-11	CST SOFTWARE		395.00
11-214-100-340-70-11	AUTISM TECH SERVICES	395.00	

**SPRINGFIELD BOARD OF EDUCATION
DEPARTMENT OF TRANSPORTATION
School Year 2024-2025**

ROUTES IN- DISTRICT

1-JDHS	AM/PM	54 PASSENGER
2-FMG	AM/PM	54 PASSENGER
2A-FMG	AM/PM	54 PASSENGER
TLS 3-1	AM/PM.	54 PASSENGER
TLS 3-2	AM/PM.	54 PASSENGER
TLS 3-3	AM/PM.	54 PASSENGER
EVW-4-1	AM/PM	54 PASSENGER
EVW-4-2	AM/PM	54 PASSENGER
EVW-4-3	AM/PM	54 PASSENGER
VOTECH 6-2-AM-SHARETIME		54 PASSENGER
VOTECH 6-3-PM -SHARETIME		54 PASSENGER

ROUTES OUT-OF- DISTRICT

UCVTS 5	AM/PM	54 PASSENGER
UCVTS 5-1	AM/PM. MUJC # 989	54 PASSENGER
NEWMARK HS- 7	AM/PM	47 PASSENGER
NEWMARK ES- 8	AM/PM	47 PASSENGER
WESTLAKE- 9	AM/ PM	47 PASSENGER
PILLAR SCHOOL 10	AM/PM	19/WC PASSENGER
PG-CHAMBERS 11	AM/PM	19/WC PASSENGER
CORNERSTONE 12	AM/PM	47 PASSENGER
MT-CARMEL 13	AM/PM	19/WC PASSENGER
ACADEMY 360 14.	AM/PM	19/WC PASSENGER
KOHLER 15	AM/PM	MINIVAN
SHEPHARD 16	AM/PM	MINIVAN
DERON 17	AM/PM	54 PASSENGER

**SPRINGFIELD BOARD OF EDUCATION
DEPARTMENT OF TRANSPORTATION
SPRINGFIELD, NJ 07081
Hazardous Route Designation- 2024-2025**

Park Place
Rolling Rock Road
Chimney Ridge Drive