SPRINGFIELD BOARD OF EDUCATION
REGULAR PUBLIC MEETING AGENDA
September 28, 2026

VISION STATEMENT

Cultivating, compassionate, and extraordinary learner

MISSION STATEMENT

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

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 5, 2026 and revised on January 23, 2026, March 1, 2026, March 12, 2026, June 26, 2026 and August 10, 2026. 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 Tracey Rinaldi
Mrs. Laura Gamarekian
Mr. Luis Henriques
Mrs. Dana Kelly
Mrs. Kristy Rubin
Mrs. Adriana Silva
Mrs. Hilary Turnbull
Mrs. Jennifer Wishna
President Meredith Murphy

C. CLOSED SESSION

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

1. Student Matters
2. Attorney Client Privilege
3. Personnel Matters

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 7:00 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:
Seconded:
Time:
Voice Vote: AYE- NAY-

Motion to return to public session:
Moved:
Seconded:
Time:
Voice Vote: AYE- NAY-

D. PLEDGE OF ALLEGIANCE

E. COMMUNICATIONS

F. MINUTES

The Superintendent recommends:

1. To approve the following minutes:

Executive Meeting – August 31, 2026
Regular Meeting – August 31, 2026

Approval of the Minutes
Motion to Approve:
Seconded:
Voice Vote: AYE- NAY-

G. SUPERINTENDENT'S REPORT

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

Approval of the Superintendent's Report, as presented
Motion to Approve:
Seconded:
Voice Vote: AYE- NAY-

H. PUBLIC SESSION ON AGENDA ITEMS

It is the policy of this Board that inappropriate comments regarding specific individuals should not be made during the public portion of this meeting. Members of the public should be advised that to the extent, they defame any employee of this district or member of this community, the Board disclaims any liability if you are involved in a civil suit for defamation. As a reminder, 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.

I. BOARD GOVERNANCE, POLICY, AND COMMUNICATIONS COMMITTEE-

Vice President Rinaldi
Items 1 through 19
The Superintendent recommends:

1. Staff Appointments

To approve the following staff appointments:

a. Monica Oksenuik, Registered Behavioral Technician, Itinerant, effective on/about September 1, 2026 through June 30, 2027 at $33.50/hr.
Account Number: 11-000-217-100-00-11

2. Staff Appointment Rescission

To approve the following rescission of staff appointment:

a. Kristie Peters, Instructional Aide, Itinerant.
b. Magdalena Starzec, Instructional Aide, Itinerant.

c. Cans Louis, Bus Driver, Transportation.
d. Maria Carrillo, Instructional Aide, Itinerant.

3. Staff Retirement

To approve the following staff retirement:

a. Steven Griffiths, Physical Education Teacher, JC, effective July 1, 2027.

4. District Substitutes

To approve substitutes for the 2026-2027 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/CDL Exempt Drivers- $25/hr.

TEACHER

Tori Arredondo*	NJ Certified Teacher	N-12
Christopher O'Reilly*	NJ Certified Teacher	N-12
Lonny Friedman*	Sub Certified	N-12
Lawrence Frydman*	Sub Certified	N-12
Erika Groning	Sub Certified	N-12

AIDE

Bushra Ashraf
Digna Trochez

**Pending Criminal History Background Clearance*

5. Leave of Absence Request

To approve the following leave of absence and revisions:

Name	Leave Request	Date From	Date To	Rate
Cherish Fiorilli	NJFMLA – Family Leave		9/14/2026 – 10/23/2026	Full salary; accumulated sick days
Renee Mowczan	NJFMLA/FLA	9/1/2026 – 11/24/2026	9/1/2026 – 10/26/2026	Full salary; accumulated sick days
	NJFLA/Maternity Leave	11/25/2026 – 12/6/2026	10/27/2026 – 1/26/2027	Unpaid
#3331	FMLA – Medical Leave		9/10/2026 – 11/10/2026	Full salary; accumulated sick days/Unpaid

6. Before/ After School Program/ Childcare

To approve the following appointments:

Name	Position	Rate
Jessica McClain	Group Leader	$25.25/hr.
Thirsa Valdivia	Childcare Group Aide	$17.38/hr.

7. High School and Middle School Additional Teachers and Classes

To approve the following revision teachers to teach an additional class for the 2026-2027 school year:

Name	Location	Department	Section/Period	Amount	Account	Effective Date
Mary Tarnacki	JDHS	Art	4 Periods	$13,279.40	11-140-100-101-28-14	9/1/2026 – 6/18/2027
Cassandra Calstrom	JDHS	Culinary Arts	4 Periods, Semester 1 only	$6,389.70	11-140-100-101-28-14	9/1/2026 – 1/27/2027

8. Degree Change

To approve the following staff members degree change effective September 1, 2026 to June 30, 2027.

Name	From	To
Alexis Mojka	MA-Step 12. $80,897	MA+30-Step 12, $87,212

9. Tuition Reimbursement/ Credit

To approve the following personnel for credit and tuition reimbursement. The Maximum amount as set in the SEA CBA.

Name	Course Title	Semester	Credit	Credit/Reimbursement
Alyssa Krutis	Psychological and Theoretical Foundations of Literacy	Fall 2026	3	Credit and Reimbursement
Alyssa Krutis	Literacy Strategies and Instruction; Special Needs Learners	Fall 2026	3	Credit and Reimbursement
Ashley Campos	Intro to Special Education	Fall 2026	3	Credit and Reimbursement

Account Number: 11-000-291-280-97-03

10. Mentoring Novice Teachers

To approve the revised following staff member for completion of Mentoring Novice Teachers for the 2026-2027 school year:

Novice Teacher	Mentor Teacher	Rate
Kenneth Yeager	Jay Faigenbaum	$550

11. Athletic Coaches

To approve the following athletic coaches for the 2026-2027 school year:

Position	Name	Rate
Assistant Boys Basketball Coach	Johnathan Medina	$7,349.93
Assistant Boys Basketball Coach	Nicholas Pace	$7,349.93
Volunteer Coach Boys Soccer	Sean Martin	N/A

Account Number: 11-402-100-100-46-14

12. Change of Assignment/ Transfer

To approve the following change of assignment/transfer:

Name	From Position	To Position
Sattie Glowacki	Instructional Aide 5.95 Hours/ day Rate: $24.62/hr.	Instructional Aide- Autism Program 5.95 Hours/ day Rate: $24.62/hr. + $1,250 (Annual Stipend) + $900 Toileting (Annual Stipend) Effective: 9/1/2026 Account: 20-250-100-100-66-11
Suzanne Medina	Instructional Aide 5.95 Hours/ day Rate: $25.42/hr.	Instructional Aide- Autism Program 5.95 hours/ day Rate: $25.42/hr. + $1,250 (Annual Stipend) + $900 Toileting (Annual Stipend) Effective: 9/1/2026 Account: 20-250-100-100-66-11
Michelle Mongiello	Instructional Aide 5.95 Hours/ day Rate: $25.42/hr.	Instructional Aide- Autism Program 5.95 hours/ day Rate: $25.42/hr. + $1,250 (Annual Stipend) Effective: 9/1/2026 Account: 20-250-100-100-66-11
Jolee Glass	Instructional Aide 5.95 Hours/ day Rate: $24.62/hr.	Instructional Aide- Autism Program 5.95 hours/ day Rate: $24.62/hr. + $1,250 (Annual Stipend) Effective: 9/1/2026 Account: 20-250-100-100-66-11
Linda Lambertson	Instructional Aide 5.95 Hours/ day Rate: $25.42/hr.	Instructional Aide- Autism Program 5.95 hours/ day Rate: $25.42/hr. + $1,250 (Annual Stipend) Effective: 9/1/2026 Account: 20-250-100-100-66-11
Isaiah Harris	Instructional Aide 5.95 Hours/ day Rate: $25.02/hr.	Instructional Aide- Autism Program 5.95 hours/ day Rate: $25.02/hr. + $1,250 (Annual Stipend) Effective: 9/1/2026 Account: 20-250-100-100-66-11
Cynthia Trim	Instructional Aide 5.95 Hours/ day Rate: $24.62/hr.	Instructional Aide- Autism Program 5.95 hours/ day Rate: $24.62/hr. + $1,250 (Annual Stipend) Effective: 9/1/2026 Account: 20-250-100-100-66-11
Maria Marinaccio	Instructional Aide 5.95 Hours/ day Rate: $24.62/hr.	Instructional Aide- Autism Program 5.95 hours/ day Rate: $24.62/hr. + $1,250 (Annual Stipend) Effective: 9/1/2026 Account: 20-250-100-100-66-11

Alejandra Songalia	Instructional Aide 5.95 Hours/ day Rate: $25.42/hr.	Instructional Aide- Autism Program 5.95 hours/ day Rate: $25.42/hr. + $1,250 (Annual Stipend) Effective: 9/1/2026 Account: 20-250-100-100-66-11
Deborah Shields	Instructional Aide 5.95 Hours/ day Rate: $25.42/hr.	Instructional Aide- Autism Program 5.95 hours/ day Rate: $25.42/hr. + $1,250 (Annual Stipend) Effective: 9/1/2026 Account: 20-250-100-100-66-11
Theresa Broad	Instructional Aide 5.95 Hours/ day Rate: $24.62/hr.	Instructional Aide- Autism Program 5.95 hours/ day Rate: $24.62/hr. + $1,250 (Annual Stipend) Effective: 9/1/2026 Account: 20-251-100-100-66-11
Monique James	Instructional Aide 5.95 Hours/ day Rate: $24.62/hr.	Instructional Aide- Autism Program 5.95 hours/ day Rate: $24.62/hr. + $1,250 (Annual Stipend) Effective: 9/1/2026 Account: 20-251-100-100-66-11
Melanie Magallanes	Instructional Aide 5.95 Hours/ day Rate: $25.02/hr.	Instructional Aide- Autism Program 5.95 hours/ day Rate: $25.02/hr. + $1,250 (Annual Stipend) Effective: 9/1/2026 Account: 20-251-100-100-66-11
Chantee Titcombe	Instructional Aide 5.95 Hours/ day Rate: $24.62/hr.	Instructional Aide- Autism Program 5.95 hours/ day Rate: $24.62/hr. + $1,250 (Annual Stipend) Effective: 9/22/2026 Account: 20-251-100-100-66-11

13. Extracurricular/ Club Advisors

To approve the following extracurricular/club advisors appointments at FMG:

Name	Position	Rate	Dates
Ashley Bauers	Concert Director	$46.65/hr.	9/5/2026 – 6/30/2027
David Hilton	Concert Director	$46.65/hr.	9/5/2026 – 6/30/2027
Benjamin Krupit	Concert Director	$46.65/hr.	9/5/2026 – 6/30/2027
Victoria Fortna	Concert Director	$46.65/hr.	9/5/2026 – 6/30/2027
Daniel Zimmer	Concert Director	$46.65/hr.	9/5/2026 – 6/30/2027
Devin Haggerty	Homework Club	$1,767.00	9/5/2026 – 6/30/2027
Erin Baker	Homework Club	$1,767.00	9/5/2026 – 6/30/2027
Leslie Reyes	Homework Club	$1,767.00	9/5/2026 – 6/30/2027
Jamie Gaughan	MS Yearbook	$4,382.00	9/5/2026 – 6/30/2027
Jennifer Mortensen	Environmental/Garden Club	$777.87	9/5/2026 – 6/30/2027
Allison Reynders	MS Student Council/Co-Advisor	$777.50	9/5/2026 – 6/30/2027
Kimberly Tuttle	MS Student Council/Co-Advisor	$777.50	9/5/2026 – 6/30/2027
Sarah David	Debate Club	$777.87	9/5/2026 – 6/30/2027
Alexis Mojka	MS Play/ Musical Director	$5,090.00	9/5/2026 – 6/30/2027
Megan Theobald	MS Assistant Play Director/ Choreographer	$4,099.00	9/5/2026 – 6/30/2027
Matthew Mallick	MS Musical Consultant	$100/hr. up to $2,000.00*	9/5/2026 – 6/30/2027
Trish Collins	MS Musical Producer Co-Advisor	$1,027.00*	9/5/2026 – 6/30/2027
Jaclene Santone	MS Musical Producer Co-Advisor	$1,027.00*	9/5/2026 – 6/30/2027
Chelsea Wilson	Art Club	$1,696.00	9/5/2026 – 6/30/2027
Sarah David	Diversity Club	$777.87	9/5/2026 – 6/30/2027
Jennifer Mortensen	National Junior Honor Society Co-Advisor	$388.93	9/5/2026 – 6/30/2027
Gregory Ducore	National Junior Honor Society Co-Advisor	$388.93	9/5/2026 – 6/30/2027

Account Number: 11-401-100-100-45-XX,

**To be paid from Student Activity Account*

14. Extracurricular/ Club Advisors

To approve the following extracurricular/club advisors appointments at JDHS:

Name	Position	Rate	Dates
Ashley Bauers	Concert Director	$46.65/hr.	9/5/2026 – 6/30/2027
David Hilton	Concert Director	$46.65/hr.	9/5/2026 – 6/30/2027
Benjamin Krupit	Concert Director	$46.65/hr.	9/5/2026 – 6/30/2027
Megan Theobald	Concert Director	$46.65/hr.	9/5/2026 – 6/30/2027
Mary Tarnacki	Site Manager	$46.65/hr.	9/5/2026 – 6/30/2027

Account Number: 11-401-100-100-45-XX,

15. Chaperone/ Detention JDHS Staff

To approve the following staff for the 2026-2027 school year. Detention Rate: $32.50; Chaperone Rate: $32.50

Name	Position	Name	Position
Christopher Adams	Detention/Chaperone	Alexis Mojka	Detention/Chaperone
Samantha Ally	Detention/Chaperone	Erica Moore	Detention/Chaperone
Marc Aranguren	Detention/Chaperone	Anne Noe	Detention/Chaperone
Bryan Balletto	Detention/Chaperone	Michael O'Brien	Detention/Chaperone
Jennifer Beal	Detention/Chaperone	Michelle Orlowski	Detention/Chaperone
Tatiana Belgrod	Detention/Chaperone	Cheryl Paolino	Detention/Chaperone
Mandee Bellarosa	Detention/Chaperone	Joseph Pawlica	Detention/Chaperone
Susan Breen	Detention/Chaperone	Jeanine Pentz	Detention/Chaperone
Rebekah Butler	Detention/Chaperone	Daiana Permison	Detention/Chaperone
Cassandra Carlstrom	Detention/Chaperone	Mary Ellen Powers	Detention/Chaperone
Yosvani Cespendes	Detention/Chaperone	Barbara Reynolds	Detention/Chaperone
Karyn Chomko	Detention/Chaperone	Tracey Ellen Saladino	Detention/Chaperone
Trish Collins	Detention/Chaperone	Anthony Salerno	Detention/Chaperone
Mark Cugliari	Detention/Chaperone	Katherine Salmon	Detention/Chaperone
Laure D'Angelo	Detention/Chaperone	Jaclene Santone	Detention/Chaperone
Joseph David	Detention/Chaperone	Jacqueline Stoller	Detention/Chaperone
Anthony DeNicolo	Detention/Chaperone	Mary Tarnacki	Detention/Chaperone
Sandra Diez	Detention/Chaperone	Megan Theobald	Detention/Chaperone
Yasmeen Farag	Detention/Chaperone	Kerry Thorburn	Detention/Chaperone
Jailyn Fernandez	Detention/Chaperone	Matthew Van Deursen	Detention/Chaperone
Jill Friedman	Detention/Chaperone	Joshua Volpe	Detention/Chaperone
Matthew Frobosilo	Detention/Chaperone	Christopher White	Detention/Chaperone
Wendy Garrod	Detention/Chaperone	Maria Grau	Detention/Chaperone
Lauren Gettler	Detention/Chaperone	Ashley Bauers	Detention/Chaperone
Stephanie Hernandez	Detention/Chaperone	David Doughtery	Detention/Chaperone
Robert Hildebrand	Detention/Chaperone	David Hilton	Detention/Chaperone
Kathleen Hilser	Detention/Chaperone	Benjamin Krupit	Detention/Chaperone
Rachel Hough	Detention/Chaperone	Jennifer Mortensen	Detention/Chaperone
Nicholas Iannacone	Detention/Chaperone	Joseph Pulice	Detention/Chaperone
Carla Kelly	Detention/Chaperone	Jillian Rose	Detention/Chaperone
Veronica Kurz	Detention/Chaperone	Allison Reynders	Detention/Chaperone
Melissa Lagemann	Detention/Chaperone	Jamie Gaughan	Detention/Chaperone
Nathaniel Lazar	Detention/Chaperone	Maria Grau	Detention/Chaperone
Gregory Lear	Detention/Chaperone	Lillian Chou	Chaperone
Marissa Lehnert	Detention/Chaperone	Darlene Hill	Chaperone
Adelina Lico	Detention/Chaperone	Ashleigh Norton	Chaperone
Christine Lynskey	Detention/Chaperone	Stephanie Renelle	Chaperone
Tina Ferreira	Chaperone	Jacqueline Ritter	Chaperone
Cindy Ferretti	Chaperone	Kimberly Paz	Chaperone
Sofia Paragioudakis	Chaperone	Regine Rousso	Chaperone
Zoe Diakides	Chaperone	Kelly Sehulster	Chaperone
Patricia Mannino	Chaperone	Danielle Simon	Chaperone
Julie Frank	Chaperone	Maria Taub	Chaperone
Mary Jo Campos	Chaperone	Susan Lies	Chaperone

Account Number: 11-401-100-100-4506

16. Chaperone/ Detention FMG Staff

To approve the following staff for the 2026-2027 school year. Detention Rate: $32.50; Chaperone Rate: $32.50

Name	Position	Name	Position
Michael Abbate	Detention/Chaperone	David Dougherty	Detention/Chaperone

Erin Baker	Detention/Chaperone	Gregory Ducore	Detention/Chaperone
Ashley Bauers	Detention/Chaperone	Victoria Fortna	Detention/Chaperone
Crystal Best	Detention/Chaperone	Jaime Gaughan	Detention/Chaperone
Lisa Bierly	Detention/Chaperone	Caitlin Scaturo	Detention/Chaperone
Ashley Campos	Detention/Chaperone	Rocio Gomez	Detention/Chaperone
Eileen Condon	Detention/Chaperone	Maria Grau	Detention/Chaperone
Sarah David	Detention/Chaperone	Devin Haggerty	Detention/Chaperone
Pamela De La Llave	Detention/Chaperone	David Hilton	Detention/Chaperone
Maura Disko	Detention/Chaperone	Marisa Kingston	Detention/Chaperone
Laura Laurencelle	Detention/Chaperone	Benjamin Krupit	Detention/Chaperone
Kimberly Masterson	Detention/Chaperone	Lindsay Mohlmann	Detention/Chaperone
Jennifer Mortensen	Detention/Chaperone	Kellie Nicklus	Detention/Chaperone
Leetta Palumbo	Detention/Chaperone	Jason Perone	Detention/Chaperone
Joseph Pulice	Detention/Chaperone	Deana Zwedinger	Detention/Chaperone
Leslie Reyes	Detention/Chaperone	Alison Reynders	Detention/Chaperone
Christina Rodriguez	Detention/Chaperone	Jillian Rose	Detention/Chaperone
Anthony Scarpelli	Detention/Chaperone	Michael Schlossberg	Detention/Chaperone
Kevin Schultz	Detention/Chaperone	Kelly Sehulster	Detention/Chaperone
Rachel Serviss	Detention/Chaperone	Meaghan Stolar	Detention/Chaperone
Robert Thompson	Detention/Chaperone	Kimberly Tuttle	Detention/Chaperone
Lisa Vargas	Detention/Chaperone	Chelsea Wilson	Detention/Chaperone
Daniel Zimmer	Detention/Chaperone	Jennifer Wetzel	Chaperone
Lucy Vaccarella	Chaperone	Maria Sista	Chaperone
William Douma	Chaperone	Theodore Cosmas	Chaperone
Michelle Feder	Chaperone	Isaiah Harris	Chaperone
Joanne Kaminski	Chaperone	Jennifer Scuderi	Chaperone
Christopher Adams	Chaperone	Alexis Mojka	Chaperone
Mary Tarnacki	Chaperone	Megan Theobald	Chaperone
Tina Ferreira	Chaperone	Cindy Ferretti	Chaperone
Stephanie Hernandez	Chaperone	Trish Collins	Chaperone
Debra Lynch	Chaperone	Daiana Permison	Chaperone
Sofia Paragiodakis	Chaperone	Yosvani Cespedes	Chaperone
Patricia Mannino	Chaperone		

Account number: 11-401-100-100-45-06

17. Independent Study

To approve the following personnel staff for Independent Study at JDHS:

Name	Course	Rate	Account	Dates
Tracey Saladino	Springfield Leadership Practicum	$1,500.00		9/1/2026 – 6/30/2027

**Shall be prorated based on actual assignment time*

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

18. Athletic Event Staff

To approve the following athletic event staff for the 2026-2027 school year. Event Staff: $32.50/hr.

Name	Position
Jaclene Santone	Event Staff
Carla Kelly	Event Staff

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

19. District Policies

To approve the following district policies and regulations for First Reading:

a. Reg.5530-Substance Abuse (M) Revised
b. P1230-Superintendent's Duties (M) Revised
c. Reg.2200-Curriculum Content (M) Abolish
d. Reg.2411-Guidance Counseling (M) Abolish
e. P5461-High School Diplomas (M) NEW
f. P0162.01-Legal Notices (M) NEW
g. Reg.2460.30-Additional/Compensatory Special Education and Related Services (M) Abolish
h. P2260-Equity in School and Classroom Practices
i. Reg. 5500/5600-Expectations for Student Conduct/Student Code of Conduct

Approval of Board Governance, Policy, and Communications Items 1 through 19

Motion to Approve:

Seconded:

Roll Call

Vice President Tracey Rinaldi		Adriana Silva	
Laura Gamarekian		Hilary Turnbull	
Luis Henriques		Jennifer Wishna	
Dana Kelly		President Meredith Murphy	
Kristy Rubin			

J. <u>SCHOOL ADMINISTRATION, ACADEMIC PROGRAMS, AND ATHLETICS COMMITTEE-</u>
Mrs. Gamarekian

Items 20 through 28

The Superintendent recommends:

20. Special Education Related Services/Placements

To approve the following tuition contracts for educational and related service(s) for the 2026-2027 school year.

School	Student/s	ESY/Tuition Services	ESY Aide	SY Tuition	SY Aide	Total
New Providence Board of Education	0702			$20,743.00		$20,743.00

Account Number: ^11-000-100-562-98-11

21. Professional Services

To approve the following professional services contract for the 2026-2027 school year:

Vendor	Services	Original	Change	Cost Not to Exceed
Center for Children's Behavioral Health*	Home Instruction	$7,326.00	$6,000.00	$13,326.00
Children's Specialized Hospital#	PT Services	$25,000.00		$25,000.00

Account Number: *11-150-100-320-63-11, #11-000-216-320-55-11

22. Education Programs

To approve the following education program for 2026-2027 school year:

Student	Vendor	Service	Dates	Cost Not to Exceed
0313	Silvergate Preparatory School, LLC.	Bedside Instruction	9/8/2026-approx. 3 weeks	$1,200.00
0118	Center for Children's Behavioral Health, Inc.	Bedside Instruction	9/8/2026- approx. 3 weeks	$2,040.00
0322	Teacher Tutors, LLC.	Bedside Instruction	9/14/2026- approx. 3 weeks	$3,900.00

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

23. Disposal of Property

To approve the disposal of the attached obsolete textbook materials.

Title	Author	Copyright	ISBN
History of a Free Nation	Henry W. Bragdon, Samuel Proctor McCutchen & Donald A. Ritchie	1994	0-02-822753-0

24. Field Trip Destinations/ Class Trip

a. To approve the following additional field trip destinations for the 2026-2027 school year.

Destination	City	State
Cold Brook Farm	Oldwick	NJ

b. To approve the following out of state class trip destination for the 2026-2027 school year.

Destination	Date	Purpose of Trip
Fairmont-Millenheim Park, Chicago, IL	December 3 – 6, 2026	Model UN Conference

25. Tuition Contracts

To approve the tuition contracts between the Springfield Board of Education and the Department of Children and Families. The fees shall be paid to the district by the Department of Children and Families.

ID#	Amount
2313	$19,820.00
2324	$32,051.00

26. Grant Application

To approve the submission and acceptance of the New Jersey State Bar Foundation Peer Mediation Mini-Grant application and award for James Caldwell Elementary School & Thelma L Sandmeier Elementary School in the amount of $500 for each school for the 2025-2026 and 2026-2027 school years.

27. Professional Service

To approve the professional service contract with:

a. Brook Arthur, Art Spring coaching to provide coaching services from August 1, 2026 to June 30, 2027 at a cost not to exceed $3,850.00.

28. Settlement Agreement

To approve the settlement agreement(s) between the Springfield Board of Education and parents of student #1201.

29. Memorandum of Understanding

To enter into a Memorandum of Understanding between Springfield Public Schools and Marble Health, Inc.

Approval of the School Administration, Academic Programs, and Athletics Items 20 through 29

Motion to Approve:
Seconded:

Roll Call

Vice President Tracey Rinaldi		Adriana Silva	
Laura Gamarekian		Hilary Turnbull	
Luis Henriques		Jennifer Wishna	
Dana Kelly		President Meredith Murphy	
Kristy Rubin			

K. <u>FINANCE, FACILITIES, AND SECURITY COMMITTEE</u>- *Mrs. Turnbull*

Items 30 through 36

The Superintendent recommends:

30. Monthly Certification

a. <u>Board Secretary's Monthly Certification, Budgetary Line Item Status</u>
Pursuant to <u>N.J.A.C.</u> 6:20-2.l3 (d), I certify that as of July 31, 2026 & August 31, 2026 no budgetary line item account has obligations and payments (contractual orders) which line item account has obligations and payments (contractual orders) which in total exceed the amount appropriated by the district board of education pursuant to <u>N.J.S.A.</u> 18A:22-8 and 18:22-8.1

_____ _____

Board Secretary Date

b.<u>Board of Education's Monthly Certification, Budgetary Major Account/Fund Status</u> Pursuant to <u>N.J.A.C.</u> 6:20-2.l3 ©, we certify that as of July 31, 2026 & August 31, 2026 after review of the

secretary's monthly financial report (appropriations section) and upon consultation with the appropriate district officials that to the best of our knowledge no major account or fund has been over expended in violation of N.J.A.C. 6:20- 2.l3(b) and that sufficient funds are available to meet the district's financial obligations for the remainder of the fiscal year. This certification is solely based on the information provided by the School Business Administrator/Board Secretary and is assumed by the board to be correct.

31.Board Secretary/ Treasurer Report

To approve the board secretary/ treasurer reports for the period ending July 31, 2026 & August 31, 2026.

32. Bills List

To approve the check numbers 060430 through 060594 and wire transfer G63774, G63782, G63784, G63785, G63786, G63788, G63796, G63799, G63806, G63968, P63787 and P63966 in the amount of $7,308,053.94 minus voided check 060400 for the grand total of $7,306,410.94.

33. Budget Transfers

To approve budget transfer for the 2026-2027 school year.

Account Code	Account Name	To	From
11-000-262-420-94-05	CONTRACTED SERVICES GROUNDS		$11,360.00
11-000-263-300-94-05	MAINTENANCE OF GROUNDS	$11,360.00	

34. Student Transportation Contract – ESY 2026

To approve entering into contract in accordance with N.J.A.C. 6A:27-10-1 et seq with:

a. Morris Union Jointure Commission

Route#	Schools	Route Cost	Aide Daily	Term of Contract
915S	Banyan High School	$5,055.23		6/15/2026 – 8/31/2026
919S	ECLC	$6,719.00	$109.32	6/15/2026 – 8/31/2026
925S	DLC-New Providence	$13,702.50	$126.26	6/15/2026 – 8/31/2026
943S	Gramon Family of School	$9,247.50	$68.32	6/15/2026 – 8/31/2026
985S	DLC-Warren	$6,514.98	$72.15	6/15/2026 – 8/31/2026
991S	Academy 360	$15,277.46	$209.53	6/15/2026 – 8/31/2026

b. Union County Educational Services

Route#	Schools	Route Cost	Aide Daily	Term of Contract
033	Midland School	$3,262.50	$675.00	6/15/2026 – 8/31/2026
611	Search Learning Group	$7,850.90	$1,123.75	6/15/2026 – 8/31/2026
631	First Children	$11,798.00	$1,760.52	6/15/2026 – 8/31/2026

35. Comprehensive Maintenance Plan 2026-2027

To approve the Comprehensive Maintenance Plan 2026-2027 as per N.J.A.C. 6A:26-20.5,et seq.

36. Cooperative Pricing System

To enter into the Monmouth Ocean Educational Services Commission cooperative pricing system.

Approval of Finance, Facilities, and Security Items 30 through 36

Motion to Approve:

Seconded:

Roll Call

Vice President Tracey Rinaldi		Adriana Silva	
Laura Gamarekian		Hilary Turnbull	
Luis Henriques		Jennifer Wishna	
Dana Kelly		President Meredith Murphy	
Kristy Rubin			

L. OPEN PUBLIC SESSION

It is the policy of this Board that inappropriate comments regarding specific individuals should not be made during the public portion of this meeting. Members of the public should be advised that to the extent they defame any employee of this district or member of this community, the Board disclaims any liability if you are involved in a civil suit for defamation. As a reminder, 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.

M. NEW BUSINESS

N. OLD BUSINESS

O. CLOSED SESSION *(if required)*

RESOLVED, that the Springfield Board of Education meeting here by convenes to closed conference session pursuant to P.L. 1975 chapter 231 for discussion of the following topics:
It is anticipated that the executive session will take approximately _ minutes; the Board may take action when it reconvenes to public session; and 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:
Seconded:
Time:
Voice Vote: AYE- NAY-

Motion to reconvene to Regular Meeting:
Moved:
Seconded:
Time:
Voice Vote: AYE- NAY-

P. ADJOURNMENT

Moved:
Seconded:
Time:
Voice Vote: AYE- NAY-

Upcoming Meeting

a. Regular Meeting– October 19, 2026 at 7:00 PM in the JDHS IMC

P 0162.01 LEGAL NOTICES (M)

Whenever the Board of Education is required by law or by order or rule of any court to publish or advertise a legal notice, the Board shall publish or advertise the legal notice on the Board's official internet website in accordance with the provisions of N.J.S.A. 35:3-1 et seq.

For the purpose of this Policy, "legal notice" means any resolution, official proclamation, notice, or advertisement of any sort, kind, or character, including proposals for bids on public work and otherwise, required by law or by the order or rule of any court to be published by the Board.

For the purpose of this Policy, "online news publication" means a news publication in electronic format that contains news on matters of public concern and has published news predominantly in the English language at least once per week for at least one year continuously.

The Board's official internet website shall be accessible and available to the public free of charge. A direct hyperlink to legal notices published on the Board's official internet website shall be conspicuously placed on the Board's website's homepage. The Board shall submit the hyperlink to the New Jersey Secretary of State and provide any updates thereto prior to effectuation in accordance with the provisions of N.J.S.A. 35:3-2.b.

The Board shall maintain an internet archive of legal notices that are no longer displayed, which shall be kept for at least one year. The archive shall not be subject to any records retention schedule adopted by the State Records Committee nor to the "Destruction of Public Records Law (1953)," N.J.S.A. 47:3-15 et seq. The Board shall display a legal notice on its legal notices internet webpage for at least one week from the date of initial posting, or other time period as required by law, before transferring the publication to the Board's internet archive. The Board shall initially publish an internet archive no later than July 1, 2026 and shall maintain the archive thereafter in accordance with N.J.S.A. 35:3-2.c.

The Board may, in addition to the publication on its official internet website, publish or advertise a legal notice separately on an eligible online news publication that meets the criteria of N.J.S.A. 35:3-3.b. The Board shall provide a notice in a prominent location on its official internet website if it publishes or advertises its legal notices in an online news publication and shall publish a hyperlink to the online news publication in accordance with the provisions of N.J.S.A. 35:3-2.d.

The Board, whenever required by law or by the order or rule of any court to publish or advertise a legal notice shall publish or advertise the notice in accordance with the applicable law or court order or rule. The Board shall be deemed to satisfy their legal obligations to provide a legal notice upon publication of the notice as required pursuant to N.J.S.A. 35:3-1 et seq.

Legal notices published on the Board's internet website or the internet website of an online news publication in accordance with N.J.S.A. 35:3-1 et seq. shall not be deemed defective if at least one of the following circumstances exist:

1. There is an error in the content or form of the legal notice published or advertised on the Board's internet website or online news publication due to a clerical, administrative, or any other error outside of the control of the Board whenever required by law or court order or rule to publish the legal notice;

2. There is a temporary outage, technical malfunction, disruption, or service interruption preventing the publishing, posting, or display of a legal notice on the Board's internet website or online news publication;

3. The operator of the Board's internet website or the online news publication imposes standard restrictions that prevent access to the website or online news publication;

4. The Board's internet website or the online news publication is subject to a cyberattack or cybersecurity incident, including, but not limited to, ransomware or a data breach, causing the failure to timely or accurately publish the legal notice; or

5. Any other circumstances preventing the publishing, posting, or display of a legal notice on the Board's internet website or online news publication that are outside of the control of the Board whenever required by law or court order or rule to publish the legal notice.

Starting on January 1, 2026 and at least twice per month through December 31, 2026, the Board whenever required by law or court order to rule to publish the legal notice shall provide an advertisement in an online news publication meeting the eligibility criteria at N.J.S.A. 35:3-3. that:

1. States that the complete text of each legal notice may be obtained or viewed by the public on the official internet website of the Board; and

2. Provides the hyperlink to the Secretary of State's legal notices hyperlink internet webpage established pursuant to N.J.S.A. 35:3-2.b.

N.J.S.A. 35:3-1 et seq.

1st Reading : 28 September 2026

P1230 SUPERINTENDENT'S DUTIES (M)

Function

The Superintendent shall serve as Chief Executive and Administrative Officer of the school district by implementing policies established by the Board of Education and by discharging the duties imposed on their office by law.

Authority

The Superintendent shall be the Chief School Administrator of the school district and principal advisor to the Board. The Superintendent may delegate to an appropriate school official any duty not reserved to the Superintendent by law.

Work Relationships

The Superintendent shall report directly to the Board and shall directly or indirectly supervise all persons employed by the Board.

Duties and Responsibilities

A. In the discharge of their responsibility as principal advisor to the Board, the Superintendent shall:

   1. Ensure all aspects of school district operations comply with Board policy and regulation, Federal and State law, and school district contracts;

   2. Report to the Board on the needs of the school district;

   3. Advise the Board of any revisions or additions that should be made to its policies and regulations;

   4. Provide the Board with information as may be needed to ensure informed decisions are made by the Board; and

   5. Perform other duties as may be assigned by the Board.

B. In the discharge of their responsibility for the implementation of the operational action plan of the school district, the Superintendent shall:

   1. Prepare, promulgate, and maintain a manual of Board policies and regulations;

DRAFT

2. Evaluate the future needs of the school district and recommend a school district action plan including goals, objectives, and priorities to the Board; and

3. Report to the United States Department of Education and the New Jersey Department of Education, the New Jersey Commissioner of Education, and the Executive County Superintendent as required.

C. In the discharge of their responsibility as the administrator of the instructional program, the Superintendent shall:

1. Establish and maintain a written instructional plan for the schools of the school district consistent with the educational goals adopted by the Board;

2. Coordinate the proper implementation of the instructional plan as it applies to each school in the school district;

3. Evaluate at least annually the effectiveness of the program of studies and recommend changes and additions to improve its effectiveness;

4. Evaluate the performance of students in relation to other public school districts, as well as in relation to State and national standards;

5. Report periodically to the Board, as directed by the Board, on the condition of the educational program and facilities in the school district; and

6. Keep informed regarding current research in the field of education and inform the Board as appropriate.

D. In the discharge of their responsibility for the direction and welfare of students, the Superintendent shall:

1. Strive to motivate students to achieve their individual best;

2. Create a climate of respect for authority and discipline in each of the schools of the school district; and

3. Recommend any changes in the program of student management and support to respond to school district needs.

E. In the discharge of their responsibility for the supervision of school district employees, the Superintendent shall:

1. Recommend to the Board all properly certified candidates for employment, assignment, or transfer;

DRAFT

2. Assign staff to achieve maximum effectiveness in the attainment of educational goals;

3. Train staff to implement approved changes in the curriculum or instructional methods of the school district;

4. Evaluate the effectiveness of staff in the performance of their assigned tasks;

5. Recommend changes in staffing patterns based on the evaluation of staff and program effectiveness; and

6. Discipline staff and report to the Board any suspension of a staff member.

F. In the discharge of their responsibility for the maintenance of the school buildings and grounds, the Superintendent shall:

1. Strive to make efficient use of school district resources in the daily operations of the schools;

2. Assign support staff to achieve maximum effectiveness from the school buildings and grounds of the school district;

3. Train support staff to maintain the school buildings and grounds and to avoid safety and environmental hazards; and

4. Evaluate the effectiveness of the school district's school buildings and grounds in housing the instructional program and recommend to the Board changes and improvements.

G. In the discharge of their responsibility for the management of the school district business affairs, the Superintendent shall:

1. Supervise the preparation of the annual budget and recommend its adoption to the Board;

2. Implement the budget adopted by the Board;

3. Establish sufficient fiscal controls to ensure that school district funds are expended wisely and efficiently; and

4. Report to the Board at its next meeting any expenditure in excess of a budgeted line item.

H. In the discharge of their responsibility as liaison officer to the public, the Superintendent shall:

DRAFT

1. Strive to interpret the needs of the school district to the public and the concerns of the public to the Board;

2. As appropriate, involve members of the public in the review of school district needs, community needs, and the operation of the school district's programs;

3. Keep the public informed about the accomplishments and challenges of the school district;

4. Cooperate with news media; and

5. Work effectively with municipal government officials and public agencies concerned with the welfare of students.

Evaluation Criteria

The Superintendent will be evaluated in accordance with Policy 1240 and the Board-approved job description.

N.J.S.A. 18A:7A-11.; 18A:17-17.; 18A:17-18.; 18A:17-20.; 18A:17-21.;
18A:22-8.1.; 18A:27-4.1.; 18A:37-4.
N.J.A.C. 6A:8-3.1; 6A:32-4.1

Adopted: 18 March 2019
1st Reading: 28 September 2026

DRAFT

Springfield Public Schools
Policy

P2260 EQUITY IN SCHOOL AND CLASSROOM PRACTICES (M)

In accordance with N.J.A.C. 6A:7-1.7(a), the Board of Education shall provide all students with equitable and bias-free access to all school facilities, courses, programs, activities, and services, regardless of the protected categories listed at N.J.A.C. 6A:7-1.1(a), by:

1. Ensuring barrier-free access to all school and classroom facilities;

2. Attaining, within each school, minority representation that approximates the district's overall minority representation. Exact apportionment is not required; the ultimate goal is a reasonable plan achieving the greatest degree of a representative balance that is feasible and consistent with sound educational values and procedures;

3. Utilizing, on an annual basis, a State-approved English language proficiency assessment that evaluates a student's English language proficiency on the four domains of listening, speaking, writing, and reading for determining the eligibility and placement of students who may be identified as multilingual learners, pursuant to N.J.A.C. 6A:15-1.3(a)3.;

4. Utilizing bias-free multiple measures for determining the special needs of students with disabilities, pursuant to N.J.A.C. 6A:14-3.4;

5. Ensuring support services, including intervention and referral services and school health services, pursuant to N.J.A.C. 6A:16, are available to all students; and

6. Ensuring a student is not discriminated against because of a medical condition. A student shall not be excluded from any education program or activity because of a long-term medical condition unless a physician certifies such exclusion is necessary.

    a. If excluded, the student shall be provided with equivalent and timely instruction that may include home instruction, without prejudice or penalty.

Pursuant to N.J.A.C. 6A:7-1.7(b), the Board shall ensure the district's curriculum and instruction are aligned to the New Jersey Student Learning Standards (NJSLS). The Board also shall ensure its curriculum and instruction address the elimination of discrimination by narrowing the achievement and opportunity gaps, by providing equity in educational activities and programs, and by providing opportunities for students to interact positively with others regardless of the protected categories listed at N.J.A.C. 6A:7-1.1(a), by:

1. Ensuring there are no differential requirements for completion of course offerings or programs of study solely on the basis of the protected categories listed at N.J.A.C. 6A:7-1.1(a);

DRAFT

2. Ensuring courses shall not be offered separately on the basis of the protected categories listed at N.J.A.C. 6A:7-1.1(a):

    a. Portions of classes that deal exclusively with human sexuality may be conducted in separate developmentally appropriate sessions based on gender identity, provided the course content for such separately conducted sessions is the same;

3. Increasing and promoting equitable representation of all students in all classes and programs;

4. Ensuring schools demonstrate the inclusion of a multicultural curriculum in its instructional content, materials and methods, and ensuring students understand the basic tenet of multiculturalism;

5. Ensuring the Amistad Commission Curriculum is infused into the curriculum and is taught;

6. Ensuring the Commission on Holocaust Education curriculum is included in the curriculum of all elementary and secondary schools, as developmentally appropriate, pursuant to N.J.S.A. 18A:35-28.; and

7. Ensuring all curricular requirements pursuant to N.J.A.C. 6A:8 and the NJSLS are taught, including any curriculum developed concerning any of the protected categories listed at N.J.A.C. 6A:7-1.1(a) or curriculum developed by any commissions constituted for the development of curriculum concerning any of the protected categories listed at N.J.A.C. 6A:7-1.1(a).

Pursuant to N.J.A.C. 6A:7-1.7(c), the Board shall ensure all students have access to adequate and appropriate counseling services.

1. When informing students about possible careers or professional or vocational opportunities, the Board shall not restrict or limit the options presented to students on the basis of the protected categories listed at N.J.A.C. 6A:7-1.1(a).

2. The Board shall not use tests or guidance or counseling materials that are biased or stereotyped on the basis of the protected categories listed at N.J.A.C. 6A:7-1.1(a).

Pursuant to N.J.A.C. 6A:7-1.7(d), the Board shall ensure the district's physical education is in a co-educational setting that is developmentally appropriate and does not discriminate on the basis of the protected categories listed at N.J.A.C. 6A:7-1.1(a), as follows:

1. The district shall provide separate restroom, locker room, and shower facilities on the basis of gender, but such facilities provided for students of each gender shall be comparable;

DRAFT

2. The district may choose to operate separate teams based on sex in one or more sports or single teams open competitively to members of all sexes, as long as the athletic program as a whole provides equal opportunities for students of all sexes to participate in sports at comparable levels of difficulty and competency; and

3. The activities comprising such athletic programs shall receive equitable treatment, including, but not limited to, staff salaries, purchase and maintenance of equipment, quality and availability of facilities, scheduling of practice and game time, length of season, and all other related areas or matters.

N.J.S.A. 18A:35-28.; 18A:36-20.
N.J.A.C. 6A:7-1.1; 6A:7-1.3; 6A:7-1.7

Adopted: 18 March 2019
Readoption: June 2, 2025
1st Reading: 28 September 2026

DRAFT

Springfield Public Schools
Policy

P5461 HIGH SCHOOL DIPLOMAS (M) NEW

The Board of Education shall award a State-endorsed high school diploma to prospective graduates who have met all of the requirements adopted in accordance with N.J.A.C. 6A:8-5.1(a), 6A:8-5.1(b), or 6A:8-5.2(d). The Board shall not issue a high school diploma to any student who does not meet the criteria specified in the requirements adopted in accordance with N.J.A.C. 6A:8-5.1(a), 6A:8-5.1(b), or 6A:8-5.2.(d).

The words and terms used in this Policy shall have the meanings as defined in N.J.A.C. 6A:8-1.3.

The Board shall provide students exiting grade twelve without a diploma the opportunity for continued high school enrollment to age twenty or until the requirements for a State-endorsed diploma have been met, whichever comes first.

The Board shall allow any out-of-school individual to age twenty who has otherwise met all State and local graduation requirements but has failed to pass the State proficiency test to demonstrate proficiency through alternative means as set forth at N.J.A.C. 6A:8-5.1(a)6. through 6A:8-5.1(f), as applicable, pursuant to the standards applicable to the student's graduating class. Upon certification of passing the test applicable to the student's class in accordance with N.J.A.C. 6A:8, a State-endorsed diploma shall be granted by the high school of record.

Pursuant to N.J.A.C. 6A:20-1.4, the Commissioner of Education shall award a State-issued high school diploma based on achieving the Statewide standard score on a New Jersey High School Equivalency Assessment (NJHSEA) to individuals age sixteen or older who are no longer enrolled in school and have not achieved a high school credential. The Board shall provide students awarded a State-issued high school diploma pursuant to N.J.A.C. 6A:8-5.2(c) or 6A:8-5.2(d) the opportunity for continued high school enrollment to age twenty-one if eligible pursuant to the IDEA.

Pursuant to N.J.A.C. 6A:8-5.2(d), the Commissioner shall award a State-issued high school diploma to individuals age sixteen or older and no longer enrolled in high school based on official transcripts showing at least thirty general education credits leading to a degree at an accredited institution of higher education.

Included in the thirty general education credits must be a minimum of fifteen credits with at least three credits in each of the five general education categories as follows: English; mathematics; science; social science; and the humanities.

The Board shall award a State-endorsed high school diploma to any currently enrolled student, regardless of grade level, who:

DRAFT

1. Has demonstrated proficiency in the State graduation proficiency test, pursuant to N.J.A.C. 6A:8-5.1(a)7. or as set forth at N.J.A.C. 6A:8-5.1(e).

2. Has presented official transcripts showing at least thirty general education credits leading to a degree at an accredited institution of higher education; and

3. Has formally requested such early award of a State-endorsed high school diploma.

Pursuant to N.J.S.A. 18A:7C-7. and 18A:7E-3., the Superintendent shall report annually to the Board at a public meeting not later than September 30, and to the Commissioner:

1. The total number of students graduated;

2. The number of students graduated under the substitute competency test process;

3. The number of students graduated under the portfolio appeals process;

4. The number of students receiving State-endorsed high school diplomas as a result of meeting any alternate requirements for graduation as specified in their IEPs;

5. The total number of students denied graduation from the twelfth grade class; and

6. The number of students denied graduation from the twelfth grade class solely due to failure to pass the State graduation proficiency test, substitute competency tests, or portfolio appeals process based on the provisions of N.J.A.C. 6A:8.

N.J.S.A. 18A:7C-7.; 18A:7E-3.
N.J.A.C. 6A:8-5.1; 6A:8-5.2; 6A:20-1.4

1st Reading: 28 September 2026

DRAFT

Springfield Public Schools
Regulation

R 5530 SUBSTANCE ABUSE

The following procedures are established in implementation of Policy 5530, Substance Abuse.

A. Definitions

1. "Evaluation" means procedures used by a certified or licensed professional to make a positive determination of a student's need for programs and services which extend beyond the general school program by virtue of learning, behavior, or health difficulties of the student or the student's family.

2. "Other drugs" mean substances as defined in N.J.S.A. 18A:40A-9 and substances as defined in N.J.A.C. 6A:16-4.1(a).

3. "Parent" means the natural parent(s) or adoptive parent(s), legal guardian(s), foster parent(s) or parent surrogate(s) of a student. When parents are separated or divorced, "parent" means the person or agency who has legal custody of the student, as well as the natural or adoptive parent(s) of the student, provided such parental rights have not been terminated by a court of appropriate jurisdiction.

4. "Referral for evaluation" means programs and services suggested to a student or his or her family in order to make a positive determination regarding a student's need for services that extend beyond the general school program.

5. "Referral for treatment" means programs and services suggested to a student or to his or her family to help implement the recommendations resulting from an evaluation, pursuant to N.J.A.C. 6A:16-1.3 and 4.1(c)5 and 6; in response to a positive alcohol or other drug test result, pursuant to N.J.A.C. 6A:16-4.4; or in response to the family's request for assistance with a learning, behavior, or health difficulty, pursuant to N.J.A.C. 6A:16-4.1(c)7 and 8.

6. "School grounds" means and includes land, portions of land, structures, buildings, and vehicles, owned, operated or used for the provision of academic or extracurricular programs sponsored by the district or community provider and structures that support these buildings, such as school wastewater treatment facilities, generating facilities, and other central facilities including, but not limited to, kitchens and maintenance shops. "School grounds" also include other facilities as defined in N.J.A.C. 6A:26-1.2, playgrounds; and other recreational places owned by local municipalities, private entities, or other individuals during those times when the school district has exclusive use of a portion of such land. "School grounds" also includes athletic stadiums; swimming pools; any associated structures or related equipment tied to such facilities including, but not limited to, grandstands; greenhouses; garages; facilities used for non-instructional or non-educational purposes; and any structure, building, or facility used solely for school administration as defined in N.J.A.C. 6A:26-1.2.

DRAFT

7. "Substance" as defined in N.J.S.A. 18A:40A-9 and N.J.A.C. 6A:16-4.1(a) means alcoholic beverages, controlled dangerous substances, including anabolic steroids as defined at N.J.S.A. 24:21-2 and N.J.S.A. 2C:35-2, any chemical or chemical compound which releases vapors or fumes causing a condition of intoxication, inebriation, excitement, stupefaction, or dulling of the brain or nervous system, including, but not limited to, glue containing a solvent having the property of releasing toxic vapors or fumes as defined at N.J.S.A. 2C:35-10.4, and over-the-counter and prescription medications that are improperly used to cause intoxication, inebriation, excitement, stupefaction, or dulling of the brain or nervous system.

8. "Substance abuse" means the consumption or use of any substance for purposes other than for the treatment of sickness or injury as prescribed or administered by a person duly authorized by law to treat sick and injured human beings.

9. "Under the influence" of substances means that the student is observed in the use of a substance or exhibits physical and/or behavioral characteristics that indicate the immediate use of a substance.

B. Discipline

1. Any violation of Board rules prohibiting the use, possession, and/or distribution of a substance is a serious offense, and the student who violates a substance abuse rule will be disciplined accordingly. Repeated violations are more severe offenses and warrant stricter disciplinary measures. Students who violate the substance abuse rules will be disciplined in accordance with Policy and Regulation 5500/5600, Expectations for Student Conduct/Student Conduct

2. In accordance with N.J.A.C. 6A:16-4.1(c), appropriate disciplinary action will be taken in the event the student does not follow through on the recommendations of an evaluation for alcohol or other drug abuse and related behaviors. Students will not be permitted to return to school until documentation of compliance with drug and/or alcohol treatment recommendations.

C. Intervention, Referral for Evaluation, and Referral for Treatment Services

1.The provision of intervention, referral for evaluation, and referral for treatment services for students who are affected by alcohol or other drug use.

a. The intervention, referral for evaluation, and referral for treatment services shall be provided by an individual who holds the educational services certificate with the student assistance coordinator endorsement issued by the New Jersey State Board of Examiners, or by an individual who holds one of the following educational services certificate endorsements: school nurse; school nurse/non-instructional; school psychologist; school counselor; school social worker; or student personnel services and is trained in alcohol and other drug abuse intervention, assessment, referral for evaluation, and referral for treatment skills.

DRAFT

b. The intervention, referral for evaluation, and referral for treatment services shall include one or more of the following:

(1) Provisions for a program of instruction, counseling, and related services provided by the district Board of Education while a student receives medical treatment for a diagnosed alcohol or other drug dependency problem;

(2) Referral to a community agency, as defined in N.J.A.C. 6A:16-4.1(b), out-of-State agencies licensed by the appropriate State regulatory agency for alcohol and other drug services, or private practitioners authorized by the appropriate drug and alcohol licensing board;

(3) Provisions for support services for students who are in, or returning from, medical treatment for alcohol and other drug dependency; or

(4) A special class, course or educational program designed to meet the needs of students with alcohol or other drug use problems.

D. Reporting, Notification, and Examination Procedures

1. Students Suspected of Using Anabolic Steroids – N.J.A.C. 6A:16-4.3(b)

a. Whenever a teaching staff member, certified or non-certified school nurse, or other educational personnel has reason to believe that a student has used or may be using anabolic steroids, the person shall report the matter as soon as possible to the Principal or, in the Principal's absence, to a person designated by the Principal and either the certified or non-certified school nurse, the school physician, or the student assistance coordinator.

b. In response to a report of suspected anabolic steroid use, including instances when a report is made to law enforcement, the Principal or designee shall immediately notify the student's parent and the Superintendent. The Principal or designee shall arrange for an examination of the student by a physician licensed to practice medicine or osteopathy selected by the parent.

(1) If the physician chosen by the parent is not available to perform the examination, the examination shall be conducted by the school physician or other physician identified by the Principal.

(2) The student shall be examined as soon as possible for the purpose of determining whether the student has been using anabolic steroids.

c. The Superintendent or designee may disclose to law enforcement authorities the identity of a student suspected to have used or to be using anabolic steroids.

(1) The Superintendent or designee shall disclose to law enforcement authorities the identity of a student reasonably believed to be in possession of anabolic steroids or related paraphernalia or a student reasonably believed to be involved or implicated in distribution activities involving anabolic steroids.

DRAFT

d. The examining physician shall provide to the parent, Principal, and Superintendent a written report of the examination.

e. If it is determined the student has used anabolic steroids, an individual who holds the Educational Services Certificate with the student assistance coordinator endorsement issued by the New Jersey State Board of Examiners or an individual who holds one of the following educational services certificate endorsements: school nurse, school nurse/non-instructional, school psychologist, school counselor, school social worker, or student personnel services and is trained to assess alcohol and other drug abuse shall interview the student and others, as necessary, for the purpose of determining the extent of the student's involvement with and use of anabolic steroids and the possible need for referral for treatment.

(1) To make this determination, the school staff member(s) identified above may conduct a reasonable investigation, which may include interviews with the student's teachers and parents and consultation with experts in student alcohol or other drug abuse.

f. If results of a referral for evaluation positively determine the student's involvement with and use of anabolic steroids represents a danger to the student's health and well-being, the school staff member(s) identified in D.1.e. above who is trained to assess alcohol and other drug abuse shall initiate a referral for treatment to appropriate community agencies as defined in N.J.A.C. 6A:16-4.1(b), to out-of-State agencies licensed by the appropriate State regulatory agency for alcohol and other drug services, or to private practitioners certified by the appropriate drug and alcohol licensing board.

2. Students Suspected of Being Under the Influence of Alcohol or Other Drugs Other Than Anabolic Steroids – N.J.A.C. 6A:16-4.3(a)

a. Any educational staff member or other professional to whom it appears that a student may be currently under the influence of alcohol or other drugs on school grounds shall report the matter as soon as possible to the Principal or, in his or her absence, to his or her designee and either the certified school nurse, non-certified school nurse, school physician, or student assistance coordinator, pursuant to N.J.S.A. 18A:40A-12.

(1) In instances where the Principal and either the certified school nurse, non-certified school nurse, school physician or the student assistance coordinator are not in attendance, the staff member responsible for the school function shall be immediately notified.

(2) The referring staff member shall file with the Principal a report describing the incident. The form shall include all information necessary for a complete, accurate reporting on the Student Safety Data System (SSDS) according to N.J.S.A. 18A:17-46 and N.J.A.C. 6A:16-5.3.

DRAFT

b. In response to every report by an educational staff member or other professional of suspected student alcohol or other drug use, including instances when a report is made to law enforcement, the Principal or designee shall:

(1) Immediately notify the student's parent and the Superintendent or designee;

(2) Arrange for an immediate medical examination of the student for the purposes of providing appropriate health care and for determining whether the student is under the influence of alcohol or other drugs, other than anabolic steroids; and

(3) Any substance screening conducted by the school nurse and/or other staff is not a substitute for the required medical examination required in N.J.S.A. 18A:40A-12.

c. The Superintendent or designee may disclose to law enforcement authorities the identity of a student suspected to be under the influence of alcohol or other drugs.

(1) The Superintendent or designee shall disclose to law enforcement authorities the identity of a student reasonably believed to be in possession of a controlled dangerous substance or related paraphernalia or a student reasonably believed to be involved or implicated in distribution activities regarding controlled dangerous substances.

d. The medical examination shall be performed by a physician licensed to practice medicine or osteopathy who is selected by the parent.

(1) The parent will be provided, in writing, the minimum requirements for the immediate medical examination, which will include, but not be limited to, the substances to be tested by the physician, the cut-off levels of each substance to be tested, the time period the immediate medical examination must be conducted, and any other requirements of the examination.

(2) The examination shall be at the expense of the parent and not the district Board of Education.

e. If the physician chosen by the parent is not immediately available, the medical examination shall be conducted by the school physician.

(1) If the school physician is not available, the student shall be accompanied by a member of the school staff designated by the Principal to the emergency room of the nearest hospital for examination.

(2) The student's parent, if available, shall also accompany the student.

(3) When the medical examination is conducted by the school physician or a physician at the emergency room of the nearest hospital, the examination shall be at the expense of the district Board of Education.

f. The Board of Education will have a plan in place for the appropriate supervision of the student:

DRAFT

(1) While waiting for a parent to take the student to the physician selected by the parent, or while the student is waiting for and receiving the medical examination by the school physician or the physician in an emergency room; and

(2) Provisions will be made for the appropriate care of the student while awaiting the results of the medical examination.

g. A written report of the medical examination of the student shall be furnished to the student's parent, the Principal, and the Superintendent of Schools by the examining physician within twenty-four hours of the referral of the student for suspected alcohol or other drug use.

(1) The school district, in cooperation with the school physician or medical professionals licensed to practice medicine or osteopathy, shall establish minimum requirements for the medical report. The minimum requirements for the examination will be periodically reviewed and updated as needed.

(2) The report's findings shall verify whether the student's alcohol or other drug use interferes with his or her physical and mental ability to perform in school.

h. When the medical examination is performed by a physician other than the school physician or at the emergency room of the nearest hospital, the school district will require the parent to verify within twenty-four hours of the notification that the student is suspected of alcohol or other drug use that a medical examination was performed in compliance with this Policy.

(1) The verification shall include, at a minimum, the signature, printed name, address, and phone number of the examining physician, the date and time of the medical examination, and the date by which the report required in this Policy will be provided.

(2) Refusal or failure by a parent to comply with this requirement shall be treated as a policy violation and handled in accordance with N.J.A.C. 6A:16-4.3(d).

i. If the written report of the medical examination is not submitted to the parent, Principal, and Superintendent within twenty-four hours of the referral of the student for suspected alcohol or other drug use, the student shall be allowed to return to school until such time as a positive determination of alcohol or other drug use is received from the examining physician, unless the student was also removed for violating the Code of Student Conduct.

j. If the written report of the medical examination verifies that alcohol or other drugs do not interfere with the student's physical and mental ability to perform in school, the student will be immediately returned to school.

k. If there is a positive determination from the medical examination, indicating the student's alcohol or other drug use interferes with his or her physical or mental ability to perform in school:

(1) The student will be returned as soon as possible to the care of the parent;

DRAFT

(2) Attendance at school shall not resume until a written report has been submitted to the parent, the Principal, and Superintendent from a physician licensed to practice medicine or osteopathy who has examined the student to determine whether alcohol or other drug use interferes with his or her physical or mental ability to perform in school.

(a) The report shall verify that the student's alcohol or other drug use no longer interferes with the student's physical and mental ability to perform in school.

(3) Removal of a student with a disability shall be made in accordance with N.J.A.C. 6A:14.

l. While the student is home because of the medical examination or after the student returns to school, an individual who holds the Educational Services Certificate with the student assistance coordinator endorsement issued by the New Jersey State Board of Examiners or an individual who holds one of the following Educational Services Certificate endorsements: school nurse, school nurse/non-instructional, school psychologist, school counselor, school social worker, or student personnel services and is trained to assess alcohol and other drug abuse shall:

(1) Conduct an alcohol and other drug assessment of the student and a reasonable investigation of the situation, which may include interviews with the student's teachers and parents and consultation with experts in student alcohol or other drug abuse, for the purpose of making a preliminary determination of the student's need for educational programs, supportive services, or treatment that

extend beyond the general school program by virtue of the student's use of alcohol or other drugs.

(a) The findings of the assessment alone shall not prevent a student from attending school; and

(2) Cooperate with community agencies as defined in N.J.A.C. 6A:16-4.1(b) and juvenile justice officials in providing evaluation, referral, and continuity of care for alcohol or other drug abuse treatment.

m. While the student is at home because of the medical examination or after his or her return to school, the Principal or Superintendent may recommend or require alcohol and other drug assessment of the student or evaluation by appropriately certified or licensed professionals to make a positive determination of a student's need for programs and services that extend beyond the general school program, as necessary.

(1) The findings of these additional evaluations alone shall not be used to prevent a student from attending school.

DRAFT

n. If at any time it is determined that the student's use of alcohol or other drugs presents a danger to the student's health and well-being, an individual who holds the Educational Services Certificate with the student assistance coordinator endorsement issued by the New Jersey State Board of Examiners or an individual who holds one of the following Educational Services Certificate endorsements: school nurse, school nurse/non-instructional, school psychologist, school counselor, school social worker, or student personnel services and is trained in alcohol and other drug abuse treatment referral shall initiate a referral for alcohol or other drug abuse treatment.

E. Handling of Alcohol or Other Drugs

1. A student's person, effects, or school storage places may be searched for substances in accordance with Board Policy and applicable laws regarding searches in schools.

2. A school employee who seizes or discovers a substance, or an item believed to be a substance or drug paraphernalia, shall immediately notify and turn it over to the Principal or designee.

a. The Principal or designee shall immediately notify the Superintendent or designee who in turn shall notify the County Prosecutor or other law enforcement official designated by the County Prosecutor to receive such information.

b. In accordance with the provisions of N.J.A.C. 6A:16-6.4(a), the school employee, Principal or designee shall safeguard the alcohol, other drug, or paraphernalia against further destruction and shall secure the alcohol, other drug, or paraphernalia until it can be turned over to the County Prosecutor or designee.

c. The Principal or designee shall provide to the County Prosecutor or designee all information concerning the manner in which the alcohol, other drug, or paraphernalia was discovered or seized, including:

(1) The identity of all persons who had custody of the substance or paraphernalia following its discovery or seizure; and

(2) The identity of the student believed to have been in possession of the substance or paraphernalia.

d. The Principal or designee shall not disclose the identity of a student who voluntarily and on his or her own initiative turned over the alcohol, other drug, or paraphernalia to a school employee, provided there is reason to believe the student was involved with the alcohol, other drug, or paraphernalia for the purpose of personal use and not distribution activities, and further provided the student agrees to participate in an appropriate treatment or counseling program.

DRAFT

(1) For the purposes of N.J.A.C. 6A:16-6.4, an admission by a student in response to questioning initiated by the Principal or teaching staff member, or following the discovery by the Principal or teaching staff member of a controlled dangerous substance, including anabolic steroids, or drug paraphernalia shall not constitute a voluntary, self-initiated request for counseling and treatment.

F. Reporting Students to Law Enforcement Agencies

1. Subject to N.J.A.C. 6A:16-6.5, any staff member who, in the course of his or her employment, has reason to believe that a student has unlawfully possessed or in any way been involved in the distribution of a controlled dangerous substance, including anabolic steroids, or drug paraphernalia shall report the matter as soon as possible to the Principal or, in the absence of the Principal, to the staff member responsible at the time of the alleged violation.

2. Either the Principal or the responsible staff member shall notify the Superintendent, who in turn shall notify as soon as possible the County Prosecutor or other law enforcement official designated by the County Prosecutor to receive such information.

3. The Superintendent or designee shall provide to the County Prosecutor or designee all known information concerning the matter, including the identity of the student involved.

4. The Superintendent or designee; however, shall not disclose the identity of a student who has voluntarily sought and participated in an appropriate treatment or counseling program for an alcohol or other drug abuse problem, provided the student is not reasonably believed to be involved or implicated in drug-distribution activities.

5. For the purpose of N.J.A.C. 6A:16-6.3, an admission by a student in response to questioning initiated by the Principal or teaching staff member, or following the discovery by the Principal or teaching staff member of a controlled dangerous substance, including anabolic steroids, or drug paraphernalia, shall not constitute a voluntary, self-initiated request for counseling and treatment.

6. The Superintendent or designee may disclose to law enforcement authorities the identity of a student suspected to be under the influence of alcohol and/or controlled dangerous substances, pursuant to N.J.A.C. 6A:16-4.3(a), or a student suspected to have used or who may be using anabolic steroids, pursuant to N.J.A.C. 6A:16-4.3(b), and who is referred for a medical examination, pursuant to N.J.A.C. 6A:16-4.3(a) or (b), as appropriate, for the purposes of providing appropriate health care for the student and for determining whether the student is under the influence of alcohol or other drugs or has been using anabolic steroids. The Superintendent or designee shall disclose to law enforcement authorities the identity of a student reasonably believed to be in possession of a controlled dangerous substance or related paraphernalia or a student reasonably believed to be involved or implicated in distribution activities regarding controlled dangerous substances.

DRAFT

7. Law enforcement authorities shall not be notified of the findings if a student's alcohol or other drug test, pursuant to N.J.A.C. 6A:16-4.3(a)3i and N.J.A.C. 6A:16-4.3(b)3i and N.J.A.C. 6A:16-4.3(a)4, was obtained as a result of the district Board of Education's voluntary random drug testing policy, pursuant to N.J.S.A. 18A:40A-22 et seq. and N.J.A.C. 6A:16-4.4.

G. Parent Training Program/Outreach Programs

1. A substance abuse training program will be offered to the parents of students enrolled in the district. The program will be offered at times and places convenient to parents and on school premises or in other suitable facilities.

2. The program shall, at a minimum, provide:

   a. A thorough and comprehensive review of the substance abuse instruction curriculum to be taught to the children of the parents during the school year, with recommendations as to the ways in which the parent may enhance, reinforce, and supplement that program;

   b. Information on the pharmacology, physiology, psychosocial, and legal aspects of substance abuse;

   c. Instruction to assist the parent in the identification of the symptoms and behavioral patterns that might indicate a child may be involved in substance abuse;

   d. Information on the State, local, and community organizations which are available for the prevention, early intervention, treatment, and rehabilitation of individuals who show symptoms of substance abuse; and

   e. A review of the Board Policy and Regulation on substance abuse with attention to the role of parents.

3. The Board will establish an outreach program to provide substance abuse education for the parents of students in the district. In establishing the program, the Board shall consult with such local organizations and agencies as are recommended by the Commissioner. The Board shall insure the program is offered at times and places convenient to the parents of the district on school premises, or at other suitable facilities.

   a. In addition to the substance abuse education program required pursuant to N.J.S.A. 18A:40A-17, the Board shall provide assistance to parents who believe that their child may be involved in substance abuse.

H. Records and Confidentiality of Records

1. Notations concerning a student's involvement with substances may be entered on his/her records, subject to N.J.A.C. 6A:32-7.1 et seq. and Policy 8330.

DRAFT

2. Information concerning a student's involvement in a school intervention or treatment program for alcohol or other drug abuse shall be kept strictly confidential according to 42 CFR Part 2, N.J.S.A. 18A:40A-7.1 and 7.2, and N.J.A.C. 6A:16-3.2.

3. If a student involved in a school-based drug and alcohol counseling program provides information during the course of a counseling session which indicates the student's parent or other person residing in the student's household is dependent upon or illegally using substances pursuant to N.J.S.A. 18A:40A-7.1 and 7.2, that information shall be kept confidential and may be disclosed only under the circumstances expressly authorized as follows:

    a. Subject to the student's written consent, to another person or entity whom the student specifies in writing in the case of a secondary student, or to a member of the student's immediate family or the appropriate school personnel in the case of an elementary student;

    b. Pursuant to a court order;

    c. To a person engaged in a bona fide research purpose; except that no names or other information identifying the student or the person with respect to whose substance abuse the information was provided, shall be made available to the researcher; or

    d. To the Division of Child Protection and Permanency (DCP&P) or to a law enforcement agency, if the information would cause a person to reasonably suspect that the student or another child may be an abused or neglected child in accordance with statute or administrative code.

Any disclosure made pursuant to H.3.a. and b. above shall be limited to that information which is necessary to carry out the purpose of the disclosure, and the person or entity to whom the information is disclosed shall be prohibited from making any further disclosure of that information without the student's written consent. The disclosure must be accompanied by a written statement from the Superintendent or designee advising the recipient that the information is being disclosed from the records the confidentiality of which is protected by N.J.S.A. 18A:40A-7.1 et seq. and that this law prohibits any further disclosure of this information without the written consent of the person from whom the information originated.

Nothing in this Policy or Regulation prevents the DCP&P or a law enforcement agency from using or disclosing the information in the course of conducting an investigation or prosecution. Nothing in this Policy or Regulation shall be construed as authorizing the violation of any Federal law.

The prohibition on the disclosure of information provided by a student shall apply whether the person to whom the information was provided believes that the person seeking the information already has it, has other means of obtaining it, is a law

DRAFT

enforcement or other public official, has obtained a subpoena, or asserts any other justification for the disclosure of this information.

A person who discloses or willfully permits the disclosure of information provided by a student in violation of this Policy is subject to fines in accordance with N.J.S.A. 18A:40A-7.2.

4. Each incident of substance abuse shall be reported to the Commissioner on the SSDS.

Adopted: 18 March 2019
Readopted: 28 November 2022
1st Reading: 28 September 2026

DRAFT

Springfield Public Schools
Regulation

R 2200 CURRICULUM CONTENT(M)

Courses of study and instructional materials and programs shall be designed to eliminate discrimination on the basis of any of the protected categories listed at N.J.A.C. 6A:7-1.1(a) and promote understanding and mutual respect between children.

The Superintendent or designee shall develop a procedure to address and eliminate any possible bias in the curriculum.

Issued: 18 March 2019
1st Reading for Abolish: 28 September 2026

ABOLISH

Springfield Public Schools
Regulation

R 2411 GUIDANCE COUNSELING(M)

A. Counseling Services

1. The purpose of guidance and counseling services is to assist students in self-examination, self-evaluation, and analysis of alternatives so that each student can benefit most fully from his/her education and life experiences.

2. Counseling services will include:

   a. Career awareness and exploration, and academic planning through consideration of personal interests, past and potential performance, and present opportunities,

   b. Personal/social development including adjustment to situational problems, understanding of the consequences of personal behavior, and referral to assistance where appropriate, and

   c. Crisis counseling to assist students undergoing extreme emotional reactions that disrupt immediate functioning, including post-crisis planning and referral for treatment as necessary.

3. All counseling services shall be free of bias on the basis of race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability.

B. Career Awareness and Exploration

In fulfillment of the New Jersey Core Curriculum Content Standards, the school district shall provide a comprehensive program of guidance and counseling to facilitate career awareness and exploration for all students which shall be designed to:

ABOLISH

Issued: 18 March 2019
1st Reading Abolish: 28 September 2026

Springfield Public Schools
Regulation

R 2460.30 ADDITIONAL/COMPENSATORY SPECIAL EDUCATION AND RELATED SERVICES(M)

The Board of Education shall provide additional or compensatory special education and related services to students with disabilities beyond the age of twenty-one pursuant to N.J.S.A. 18A:46-6.3.

As used in N.J.S.A 18A:46-6.3(h) and this Regulation, "parent" means the natural or adoptive parent, the legal guardian, resource family parent when willing to so serve, a surrogate parent, or a person acting in the place of a parent, such as a grandparent or stepparent with whom the student lives, or a person legally responsible for the student's welfare. "Parent" shall also include an adult student who has attained the age of eighteen, who is not under legal guardianship, and who is entitled to receive special education and related services.

A. Additional Special Education and Related Services

1. Notwithstanding the provisions of N.J.S.A. 18A:46-6, N.J.S.A. 18A:46-8, or of any other law, rule, or regulation concerning the age of eligibility for special education and related services to the contrary, the Board shall:

   a. In the 2021-2022 school year, provide special education and related services contained in an Individualized Education Program (IEP) to a student with disabilities who attains the age of twenty-one during the 2020-2021 school year, provided the parent of the student and the IEP team determine that the student requires additional or compensatory special education and related services, including transition services, during the 2021-2022 school year.

ABOLISH

Adopted: November 28, 2022
1st Reading Abolish: September 28, 2026

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
Approved: September 23, 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.

Board of Education

Ms.Meredith Murphy
President

Ms. Laura Gamarekian
Vice President

Mr. Jerome Fernandez
Mr. Hector Munoz
Ms. Kristy Rubin
Ms. Paula Saha
Ms. Adriana Silva
Ms. Hilary Turnbull
Ms. Yelena Zolotarsky

Administration

Dr. Rachel Goldberg
Superintendent of Schools

Ms. Michelle Calas
School Business Administrator/Board Secretary

Ms. Erica Scudero
Assistant Superintendent for Curriculum & Instruction

Dr. Jonathan Firetto
Principal, Edward V. Walton Elementary School

Dr. Norman Francis
Principal, Jonathan Dayton High School

Mr. Timothy Kielty
Principal, Thelma L. Sandmeier Elementary School

Mr. Dave Rennie
Principal, James Caldwell School

Mr. Ronald Slate
Principal, Florence M. Gaudineer Middle School

TABLE OF CONTENTS

Springfield Public Schools Philosophy of Discipline..... 5
Student Code of Conduct..... 6
Purpose..... 6
Student Rights:..... 6
Student Responsibilities:..... 6
SPS Staff Responsibilities..... 7
Parent/Guardian and Community Responsibilities..... 8
Restorative Practices..... 8
Code of Conduct Application..... 10
Overview of Behavioral Interventions & Disciplinary Measures..... 11
Responses to Student Conduct..... 14
Detentions and Suspensions Defined..... 33
Board of Education Policies and SPS Regulations Regarding Student Behavior Intervention, Safety, and Well-Being..... 36
SPS NonDiscrimination Statement..... 36
Bus And Transportation Rules & Regulations..... 38
Cafeteria Rules And Procedures..... 39
Computer System Guidelines..... 39
Dance Rules And Regulations..... 40
Dress Code..... 40
Use Of Personally Owned Devices..... 41
Entering And Exiting School..... 42
Financial Obligations..... 42
Fire Drills..... 42
Hall Conduct..... 42
Lavatory Privileges..... 43
Lockers..... 43

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 Internet Enabled Devices: In accordance with Board of Education Policy and Regulation 5516 Student Use of Internet-Enabled 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	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: 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	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.
Parent Outreach	Informing parents/guardians of their children's behavior and, in the context of discipline, seeking their assistance in correcting inappropriate or disruptive behavior.
Parent/Guardian-Teacher-Student Conferences	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.
Peer Mediation	Employing a form of conflict resolution in which trained students serve as mediators and help their peers deal with and develop solutions to conflicts.
Recommend for Further Action	Recommending a student to a school administrator(s) for long-term suspension, expulsion, referral to alternative instructional, or contact with law enforcement.
Referral to Alternative	Recommending a student to a school administrator(s) for

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	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

<table>
<tr><td rowspan="3">Level 1</td><td colspan="2">Examples of Classroom and Teacher-Led Responses</td></tr>
<tr><td colspan="2">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.</td></tr>
<tr><td>● 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</td><td>● 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</td></tr>
<tr><td rowspan="3">Level 2</td><td colspan="2">Examples of Teacher-Led/referred and Administrative Supported Responses</td></tr>
<tr><td colspan="2">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.</td></tr>
<tr><td><u>TEACHER-LED</u>
<u>May be implemented at the classroom</u></td><td><u>TEACHER-REFERRED</u>
<u>Implemented with administrative support</u></td></tr>
</table>

<table>
<tr><td></td><td>level
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</td><td>Functional Behavioral Assessment/Behavioral
Intervention Plan
Detention
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)
Suspension (In-School)</td></tr>
<tr><td rowspan="3">Level 3</td><td colspan="2">Examples of Administrative Supported and/or Removal Responses</td></tr>
<tr><td colspan="2">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. When deemed appropriate, out-of-school suspension may be assigned.</td></tr>
<tr><td>Classroom-based responses (e.g., verbal correction, written reflection/apology, reminders/redirection, role play, daily progress sheet)</td><td>Community conferencing
Behavioral Contract - Building Based
Functional Behavioral Assessment/Behavioral</td></tr>
</table>

<table>
<tr><td></td><td>Behavioral contract
Parent/guardian and student conference (with
administrator)
Referral to community-based organization
Referral to student support team (I&RS, CST)
Detention
Temporary removal from class
Suspension (In-School)
~~In-school intervention~~
Suspension (Out of School)</td><td>Intervention Plan (I&RS)
School-based or outside facilitated conflict resolution
Referral to appropriate counseling services
Referral to health/mental health services
Restorative practices
Loss of privileges/removal from extracurricular activities
Restitution</td></tr>
<tr><td rowspan="3">Level 4</td><td colspan="2">Examples of Administrative Supported, and Short-term Out-of-school Exclusionary Responses</td></tr>
<tr><td colspan="2">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, and may be assigned out-of-school suspension. 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.</td></tr>
<tr><td>Parent/guardian and student conference (with administrator)
Loss of privileges/removal from extracurricular activities
Restitution
Suspension (In-School)
Functional Behavioral Assessment/Behavioral Intervention Plan</td><td>Short-term out-of-school suspension (1–3 days)
Restorative practices</td></tr>
<tr><td rowspan="2"></td><td colspan="2">Examples of Long-term Administrative Supported,
Out-of-school Exclusionary, and Referral Responses</td></tr>
<tr><td colspan="2">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</td></tr>
</table>

<table>
<tr><td rowspan="2">Level 5</td><td colspan="2">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, ensuring a thorough and carefully managed approach to behavior intervention.</td></tr>
<tr><td>● Restorative practices)
● Referral to alternative education
● Referral to student support team (I&RS, CST)
● Restitution
● Loss of privileges/removal from extracurricular activities</td><td>● Out-of-school suspension
○ Long-term (4–10 days)
○ Extended (11 or more days)
● Expulsion (In accordance with New Jersey State Law)</td></tr>
</table>

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-Related Chart of Discipline

	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)				
School Attendance Behavior Type	**LEVEL 1**	**LEVEL 2** *May result in loss of credit in high school courses	**LEVEL 3** *May result in loss of credit in high school courses	**LEVEL 4** *May result in loss of credit in high school courses	**LEVEL 5** *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				
	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.				

Student Behaviors Chart of Discipline

	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)				
Behavior	**LEVEL 1**	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**	**LEVEL 5**
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. It also includes unauthorized use of AI (Artificial Intelligence) software in completing classroom assignments, tasks, assessments, or other applicable activities.				
		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. *Behavior Threat Assessment*			
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 from the learning environment.				
	Persistently or habitually engaging in minor behavior that distracts from the learning environment (e.g., talking out of turn, throwing				

	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)				
Behavior	**LEVEL 1**	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**	**LEVEL 5**
	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. *Behavior Threat Assessment*			
		Using a threat, fear, or force (with a weapon) to get a person to turn over property. *Behavior Threat Assessment*			
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.			
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		

	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)				
Behavior	**LEVEL 1**	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**	**LEVEL 5**
Physical Attack/Fighting: Student	Schools will 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				
	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	Inappropriate behavior of a sexual nature (e.g., indecent exposure, sexual acts on school property). Also includes online activities that include sexually explicit language, developing and disseminating sexually explicit or pornographic images, or other activities through any form of communication, including electronic. Any images will be reported to appropriate law enforcement agencies. *Referral for counseling, law enforcement*				
Sexual Attack					Immediate reporting to law enforcement, including the Prosecutor's Office and DCP&P.
Sexual Harassment Policy No. 5751		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.)			

	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)				
Behavior	**LEVEL 1**	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**	**LEVEL 5**
Theft	Schools will consider the student's age, motive, the property's value, whether the act was intentional or happened in the heat of the moment, and whether the property was returned or recovered.				
	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. *Behavior Threat Assessment*				
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.			
Violation of School Security Practices			Allowing outside visitors into the school without authorization, accepting deliveries on school grounds, propping open doors, violating school safety protocols.		
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.		

	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)				
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.	
Student Use of Internet Enabled Devices Policy & Regulation 5516 *Excluding use of a device in an emergency or preapproved situation.*	Persistently using or displaying a personal internet enabled device, in defiance of school rules,				
		Using aa personal internet enabled 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.

		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.
Cutting Detention Cutting an assigned detention will result in escalating consequences: ● Cutting ESD = SUN ● Cutting SUN = SAT ● Cutting SAT = ISS ● Cutting ISS = OSS 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.		
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	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. Multi-day suspension – the number of days a student is suspended applies to school days only. 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. 2nd Suspension - 3 Days from return 3rd Suspension - 5 Days from return
Saturday School	SAT	4 Hours (8 am to 12 pm) Personal, Athletic, or Extracurricular schedules are NOT taken into consideration when assigning SUN.

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: 9.24.24

Revised: 9.28.26