SPRINGFIELD BOARD OF EDUCATION
REGULAR PUBLIC MEETING MINUTES
August 31, 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.

Time: 7:45 PM

A. CALL TO ORDER AND STATEMENT- President Meredith Murphy

President's Statement: Pursuant to the New Jersey Open Public Meetings Act, Public Law 1975, Chapter 231, the Board Secretary caused notice of the meeting to be given to the public and the press on January 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- *Absent*
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- The Board participated on a McKinney-Vento hearing.
2. Attorney Client Privilege- The Board attorney updated the board of student matters.

It is anticipated that the executive session will take approximately 60 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: Mrs. Wishna
Seconded: Mrs. Turnbull
Time: 6:07 PM
Voice Vote: AYE-8 NAY- 0

Motion to return to public session:
Moved: Mrs. Wishna
Seconded: Mrs. Turnbull
Time: 7:45 PM
Voice Vote: AYE- 8 NAY-0

D. PLEDGE OF ALLEGIANCE

E. COMMUNICATIONS

- Mrs. Calas read in articles on the following topics: cell phone ban, health care premium increases, federal acts and decisions affecting NJ schools. NJ School Board and Garden State Coalition have new programs and upcoming webinars and meetings.
- Mrs. Calas read in the addenda.

F. MINUTES

The Superintendent recommends:

1. To approve the following minutes:
   Executive Meeting – July 27, 2026
   Regular Meeting – July 27, 2026

Approval of the Minutes

Motion to Approve: Vice President Rinaldi
Seconded: Mrs. Gamarekian
Voice Vote: AYE- 6 NAY- 0 (Abstention 2- Wishna, Turnbull)

G. SUPERINTENDENT'S REPORT

1. NJQSAC, NJ Quality Single Accountability Continuum results
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
7. Student/ Teacher Internships

- Dr. Goldberg reported the following:
  - Reviewed the NJQSAC scores.
  - New cellphone policy was reviewed
  - Facilities updates were provided.
  - New staff had their staff orientation last week.
  - Staff was welcomed back to the school district.
  - Ribbon cutting for the new JDHS turf field was held on August 31, 2026.
  - District Strategic Plan for 2026-2029 process was reviewed. Portrait of a graduate was outlined. Priorities were reviewed.
  - Calendar reminders were provided.
- President Murphy commended the Buildings and Grounds staff for all the work put in over the summer.

Approval of the Superintendent's Report, as presented

Motion to Approve: Vice President Rinaldi
Seconded: Mrs. Gamarekian
Voice Vote: AYE- 8 NAY- 0

H. PUBLIC SESSION ON AGENDA ITEMS

None

I. BOARD GOVERNANCE, POLICY, AND COMMUNICATIONS COMMITTEE-

Vice President Rinaldi

Items 1 through 14 & Addenda Items 31-40 and Addenda Items 31-40 and 46

The Superintendent recommends:

1. **Staff Appointments**

To approve the following staff appointments:

a. Leslie Reyes, Elementary Teacher, FMG, effective on September 1, 2026 through June 30, 2027 at $62,647 Step 1-BA.
Account Number: 11-120-100-101-00-06

b. Christopher Johnson, Bus Driver, District, effective on/about September 1, 2026 through June 30, 2027 at $32.00/hr.
Account Number: 11-000-270-160-96-10

c. Jaiden Menen*, Elementary Leave Replacement Teacher, EVW, effective on/about September 1, 2026 through June 30, 2027 at $62,647 Step 1-BA.
Account Number: 11-120-100-101-00-06

d. Regine Riviere, School Counselor Leave Replacement, EVW, effective on/about September 28, 2026 through January 3, 2027 at $68,147 Step 1-MA.
Account Number: 11-120-100-101-01-09

e. Marie Cinevert, Instructional Aide Non Title I, Itinerant, effective on September 1, 2026 through June 30, 2027 at $24.62/hr.
Account Number: 20-218-100-106-00-00

f. Erika Cabral Juarez, Lunch/Recess Aide, Itinerant, effective on/about September 1, 2026 through June 30, 2027 at $24.62/hr.
Account Number: 11-000-262-107-95-10

g. Haleigh Longo*, 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

h. Zoe Diakides*, Secretary, JDHS, effective on/about September 1, 2026 through June 30, 2027 at $37,225 Step 1-C.
Account Number: 11-000-218-105-00-14

i. Anthony D'Agnenica*, Therapeutic Support Specialist/Social Worker, Itinerant, effective on/about September 1, 2026 through June 30, 2027 at $80,897, Step 12-MA.
Account Number: 11-000-219-104-00-10 (30%), 20-218-200-176-00-09 (70%)

j. Chantee Gentles-Titcombe*, Instructional Aide-Autism, Itinerant, effective on/about September 1, 2026 through June 30, 2027 at $24.62/hr. + $1,250 (annual stipend).
Account Number: 11-214-100-106-00-09; 20-250-100-100-66-11(stipend)

**Pending Criminal History Background Clearance*

2. **Staff Appointment Rescission**

To approve the following rescission of staff appointment:

a. Leslie Reyes, Elementary Leave Replacement Teacher, Itinerant.
b. Celine Setton, Leave Replacement School Counselor, EVW.
c. Christina Palermo, Therapeutic Support Specialist/Social Worker, Itinerant.
d. Nicole McFadden, Special Education Teacher, EVW.

3. **Staff Resignation**

To approve the following resignation:

a. Ashley Campos, Assistant Girls Tennis Coach, effective August 17, 2026.

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

Ella LaRosa*	Sub Certified Teacher	N-12
Sophie Tiger*	Sub Certified Teacher	N-12
Jaiden Menen	Sub Certified Teacher	N-12

AIDE

Catherine Limma

NURSE

Erica Campanello

CUSTODIAN

Audrey Rojas*

**Pending Criminal History Background Clearance*

5. **Leave of Absence Request**

To approve the following leave of absence and revisions:

Name	Leave Request	Dates	Rate
Tracy Budis	Family Leave	7/27/2026-9/7/2026	Full salary; accumulated sick days

6. **Mentor Teachers**

To approve the following staff to work as a mentor teachers as needed for the 2026-2027 school year:

a. Jay Faigenbaum
b. Lauren Turner
c. Dana Fretz
d. Erin Baker
e. Cheryl Paolino
f. Jolene Sinclair
g. Susan Breen
h. Marc Aranguren
i. Jeneva Fiamingo
j. Samantha Ally
k. Benjamin Krupit

7. **Change of Assignment/ Transfer**

To approve the following change of assignment/transfer:

Name	From Position	To Position
Catherine Limma	Instructional Aide Itinerant $5.95/hrs. $24.62/hr.	Lunch/Recess Aide Itinerant $1.25/hrs. $24.62/hr. Effective: 9/1/2026
Heidi Matthews	Preschool Teacher EVW $69,367, Step 3-MA	CPIS/Preschool Teacher EVW $69,397, Step 3-MA Effective: 9/1/2026 Account: 20-218-200-173-00-00 (50%) 20-218-100-101-00-00 (50%)
David Dougherty	Math Teacher FMG	Math Teacher Itinerant Effective: 9/1/2026
Jaime Gaughan	English Teacher FMG	English Teacher Itinerant Effective: 9/1/2026
Benjamin Krupit	Music Teacher FMG	Music Teacher Itinerant Effective: 9/1/2026
Jennifer Mortensen	Science Teacher FMG	Science Teacher Itinerant Effective: 9/1/2026

David Hilton	Music Teacher	Music Teacher Itinerant Effective: 9/1/2026

8. New Staff Orientation

To approve the following staff to provide new staff orientation professional development at a rate of $63.60/hr:

Name	Hrs./Days
Colleen Funk	Up to 1 hours
Megan Griffin	Up to 2 hours
Jay Faigenbaum	Up to 2 hours
Gillian Dillard	Up to 2 hours
Deborah Ricardo	Up to 2 hours

Account Number: 20-270-200-100-41-12 (Title IIA)

9. Athletic Coaches

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

Position	Name	Rate
Assistant Cheer Coach	Ashely Campos	$3,463.09
Middle School Boys Basketball Coach	Daniel Munoz	$4,806.21
Assistant Girls Tennis Coach	Catherine Limma	$3,674.97

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

10. Athletic Event/ Site Supervisor

To approve the following athletic event staff/site supervisor for the 2026-2027 school year. Site Supervisor Rate: $46.65/hr; Event Staff: $32.50/hr:

Staff Name	Position
Michael O'Brien	Site Supervisor
Ashley Campos	Site Supervisor
Jessica Meagher	Event Staff
Christopher White	Event Staff
David Dougherty	Event Staff
Jennifer Wetzel	Event Staff
Patricia Mannino	Event Staff
Mary Jo Campos	Event Staff
Susan Lies	Event Staff
Michele Lucarello	Event Staff
Sofia Paragioudakis	Event Staff
Wendy Garrod	Event Staff
Cheryl Paolino	Event Staff
Adelina Lico	Event Staff
Tina Ferreira	Event Staff
Melissa Lagemann	Event Staff
Cindy Ferretti	Event Staff
Daiana Permison	Event Staff
Trish Collins	Event Staff
Marissa Lehnert	Event Staff
Andrew Martin	Event Staff
Debra Lynch	Event Staff

Account Number: 11-402-100-100-00-06 (FMG); 11-402-100-100-00-14 (JDHS)

11. Before/ After School

To approve the following Before/ After School Appointment

Name	Position	Rate
Ashyah Lee	Group Leader	$25.25/hr.
*Malik Walker	Group Aide	$17.38/hr.

**Pending Criminal History Background Clearance*

12. Harassment/Intimidating/Bullying Incidents

To affirm the following harassment/intimidation/bullying incidents:

- 060-2627-01
- 060-2627-02

13. Professional Development

To approve the following personnel to participate in professional development:

Attendee	Training Course	Location	Dates	Cost	Account
Alyssa Vogas	Ukeru Systems	MUJC, New Providence, NJ	October 15, 2026	$595.00	11-000-219-580-70-11

14. District Policies

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

a. P 8500 – Food Services (M)
b. P 1643 - Family Leave (M)
c. P 8660 - Transportation by Private Vehicles-To and From School Related Activities(M)
d. P 8662 - Transportation by Private or District-Owned Vehicles-To and From School (M) (New)
e. P 2535 - Library Materials (M) (New)
f. Reg. 2535 - Library Materials (M) (New)
g. P 2530 - Resource Materials (M)
h. Reg. 2530 – Resource Materials (New)
i. P 9130 Public Complaints
j. Reg. 9130 Public Complaints
k. P 5516 – Student Use of Internet-Enabled Devices
l. Reg. 5516 – Student Use of Internet-Enabled Devices

ADDENDA

H. <u>BOARD GOVERNANCE, POLICY, AND COMMUNICATIONS COMMITTEE</u>

Items 31-40

31. Staff Appointment

To approve the following staff appointments:

a. Jacqueline Serans-LaRosa*, Instructional Aide-Autism, Itinerant, effective on/about September 1, 2026 through June 30, 2027 at $24.62/hr. + $1,250 (annual stipend).
Account Number: 11-214-100-106-00-09; 20-250-100-100-66-11(stipend)

b. Maria Carrillo*, Instructional Aide-Autism, Itinerant, effective on/about September 1, 2026 through June 30, 2027 at $24.62/hr. + $1,250 (annual stipend).
Account Number: 11-214-100-106-00-09; 20-250-100-100-66-11(stipend)

c. Janessa Cottage*, Instructional Aide-Autism, Itinerant, effective on/about September 1, 2026 through June 30, 2027 at $24.62/hr. + $1,250 (annual stipend).
Account Number: 11-214-100-106-00-09; 20-250-100-100-66-11(stipend)

d. Magdalena Starzec*, Instructional Aide, Itinerant, effective on/about September 1, 2026 through June 30, 2027 at $24.62/hr.
Account Number: 11-204-100-106-00-09

32. Staff Appointment Rescission

To approve the following rescission of staff appointment:

a. Courtney Meli, Instructional Aide, Itinerant.
b. Kenneth Jones, Instructional Aide, Itinerant.

33. 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.

<u>TEACHER</u>

Cassandra Carlstrom NJ Certified Teacher N-12

<u>AIDE</u>

Mindi Kaunfner

34. Change of Assignment/Transfer

To approve the following change of assignment/transfer:

Name	From Position	To Position
Jeanine Pentz	Registered Nurse JDHS $92,397	School Nurse JDHS $92,397 - Step 18-BA Effective 9/1/2026

35. Mentoring Novice Teachers

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

Novice Teacher	Mentor Teacher	Rate
Eliza Bruncaj	Dana Fretz	$550
Melanie Dos Santos	Diana Costa	$550
Caitlin Dasti	Lauren Turner	$1,000
Leslie Reyes	Erin Baker	$256.67
Helen Aguirre	Lorraine Mastrella	$700.01
Angela Schaefer	Michelle Guerrizzio	$550
Yasmeen Farag	Cheryl Paolino	$1,000
Cassandra Carlstrom	Susan Breen	$1,000
Gregory Lear	Marc Aranguren	$300.01
Anne Noe	Jennifer Beal	$550
Joshua Volpe	Samantha Ally	$550
Matthew Frobosilo	Benjamin Krupit	$550
Kenneth Yeager	Chihui Seo-Alfaro	$550
Andrew Martin	Jolene Sinclair	$550
Jaiden Menen	Marissa Jones	$550

36. Mentor Teachers

To approve the following staff to work as a mentor teachers as needed for the 2026-2027 school year.

a. Jennifer Beal
b. Diana Costa
c. Chihui Seo-Alfaro
d. Marissa Jones

37. Before/ after School & Childcare Program

To approve the following before/after school & childcare program appointments:

Name	Position	Rate
Lauren Turner	Group Leader	$25.25/hr.

38. Breakfast Monitor

To approve the following staff as breakfast monitors at the rate of $26.65/daily breakfast:

Name	Location
Kimberly Noto	JC
Cameron Sims - Substitute	JC
Adrianna Oliveira – Substitute	JC
Kayci Hora – Substitute	JC
Rebecca Perone	EVW
Kimberly Noto	TLS
Alyssa Krutis – Substitute	TLS
Alison Giuliano	TLS

Account Number: 60-910-100-100-00-00 (Food Service)

39. High School and Middle School Additional Teachers and Classes

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

Name	Location	Dept.	Section/ Periods	Amount *	Account	Effective Date
Marc Aranguren	JDHS	Science	1 Period	$7,141.98	11-140-100-101-28-14	9/1/2026 – 6/18/2027
Jennifer Beal	JDHS	Science	1 Period	$5,371.09	11-140-100-101-28-14	9/1/2026 – 6/18/2027
Carla Kelly	JDHS	Science	1 Period	$4,688.44	11-140-100-101-28-14	9/1/2026 – 6/18/2027
Nathaniel Lazar	JDHS	Science	4 Periods	$18,596.81	11-140-100-101-28-14	9/1/2026 – 6/18/2027
Erica Moore	JDHS	Business Education	4 Periods	$17,229.40	11-140-100-101-28-14	9/1/2026 – 6/18/2027

Lisa Bierly	FMG	Special Ed	5 Periods	$17,157.92	11-130-100-101-28-06	9/1/2026 – 6/18/2027
Meaghan Stolar	FMG	Special Ed	5 Periods	$13,343.52	11-130-100-101-28-06	9/1/2026 – 6/18/2027
Laura Laurencelle	FMG	Special Ed	5 Periods	$14,303.52	11-130-100-101-28-06	9/1/2026 – 6/182027

40. Co-Curricular/ Club Advisors 2026-2027

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

Name	Position	Rate	Dates
Melissa Lagemann	Altenatives Club Advisor	$1,201.00	9/1/2026 – 6/30/2027
Mary Tarncaki	Art Club	$1,838.00	9/1/2026 – 6/30/2027
Rebekah Butler	Assistant Band Director	$2,601.00	9/1/2026 – 6/30/2027
Benjamin Krupit	Band Director	$8,481.00	9/1/2026 – 6/30/2027
Barbara Reynolds	Book Club Advisor	$777.87	9/1/2026 – 6/30/2027
Alexis Mojka	Book Room Supervisor	$2,403.64	9/1/2026 – 6/30/2027
Anthony DeNicolo	Chess Club	$777.87	9/1/2026 – 6/30/2027
Megan Theobald	Musical Choreographer	$4,382.00	2/1/2027 – 6/30/2027
Lillian Chou	Christian Student Union	$777.87	9/1/2026 – 6/30/2027
Mary Tarnacki	Color Guard/ Dance Director	$2,601.00	9/1/2026 – 6/30/2027
Mary Ellen Powers	Computer Science Club Advisor	$777.87	9/1/2026 – 6/30/2027
Stephanie Hernandez	Drama Director (Fall)	$5,090.00	9/1/2026 – 1/31/2027
Mary Ellen Powers	Environmental Club Co.	$388.94	9/1/2026 – 6/30/2027
Jacqueline Stoller	Environmental Club Co.	$388.94	9/1/2026 – 6/30/2027
Lillian Chou	Eighth Grade Advisor	$1,201.82	9/1/2026 – 6/30/2027
Trish Collins	Eighth Grade Advisor	$1,201.82	9/1/2026 – 6/30/2027
Rebekah Butler	Sophomore Class Co Advisor Class of 2029	$600.50	9/1/2026 – 6/30/2027
Adelina Lico	Sophomore Class Co Advisor Class of 2029	$600.50	9/1/2026 – 6/30/2027
Erica Moore	Future Business Leaders of America	$777.87	9/1/2026 – 6/30/2027
Samantha Ally	Civic Leaders (JSA)	$777.87	9/1/2026 – 6/30/2027
Jaclene Santone	GSA Advisor	$777.87	9/1/2026 – 6/30/2027
Jacqueline Stoller	Jewish Student Union	$777.87	9/1/2026 – 6/30/2027
Samantha Ally	Senior Class Advisor Class of 2027	$2,120.00	9/1/2026 – 6/30/2027
Mary Ellen Powers	Math League	$777.87	9/1/2026 – 6/30/2027
Lauren Gettler	Medical Careers Club	$777.87	9/1/2026 – 6/30/2027
Mandee Bellarosa	Model UN Co Advisor	$780.50	9/1/2026 – 6/30/2027
Christopher White	Model UN Co Advisor	$780.50	9/1/2026 – 6/30/2027
Stephanie Hernandez	Theatre Club	$777.87	9/1/2026 – 6/30/2027
Rebekah Butler	Mock Trial	$3,534.00	9/1/2026 – 6/30/2027
Anthony DeNicolo	Newspaper Advisor	$4,877.00	9/1/2026 – 6/30/2027
Anthony DeNicolo	Newspaper Advisor, Business Manager	$1,838.00	9/1/2026 – 6/30/2027
Christopher White	National Honor Society Advisor	$777.87	9/1/2026 – 6/30/2027
Tracey Saladino	Peer Leadership Advisor	$1,201.00	9/1/2026 – 6/30/2027
Mark Cugliari	Peer Leadership Advisor	$1,201.00	9/1/2026 – 6/30/2027
Christopher White	Quiz Bowl Advisor	$3,534.00	9/1/2026 – 6/30/2027
Cheryl Paolino	Freshman Class Advisor, Class of 2030	$990.11	9/1/2026 – 6/30/2027
Daiana Permison	Junior Class Co Advisor Class of 2028	$919.00	9/1/2026 – 6/30/2027
Alexis Mojka	Junior Class Co Advisor Class of 2028	$919.00	9/1/2026 – 6/30/2027
Stephanie Hernandez	Musical Director – Spring	$5,513.00	2/1/2027 – 6/30/2027
Marc Aranguren	STEM Club Advisor	$777.87	9/1/2026 – 6/30/2027
Samantha Ally	Student Council Co Advisor	$1,060.00	9/1/2026 – 6/30/2027
Cheryl Paolino	Student Council Co Advisor	$1,060.00	9/1/2026 – 6/30/2027
Jaclene Santone	Volunteers Club	$600.50	9/1/2026 – 6/30/2027
Cheryl Paolino	Volunteers Club	$600.50	9/1/2026 – 6/30/2027
Mark Cugliari	Weight Room Supervisor (Fall, Winter, Spring & Summer)	$32.50/hr.	9/1/2026 – 6/30/2027
Yosvanni Cespedes	World Language Advisor - Spanish	$777.87	9/1/2026 – 6/30/2027
Laure D'Angelo	World Language Advisor – French	$777.87	9/1/2026 – 6/30/2027
Karyn Chomko	Yearbook Advisor	$4,877.00	9/1/2026 – 6/30/2027
Karyn Chomko	Yearbook Business Manager	$1,838.00	9/1/2026 – 6/30/2027
Kerry thoruburn	M.O.S.S. Club	$777.87	9/1/2026 – 6/30/2027
David Hilton	Tri M Society Advisor	$777.87	9/1/2026 – 6/30/2027
Benjamin Krupit	Pit Director*	$1,250.00*	2/1/2027 – 6/30/2027

Account Number: 11-401-100-100-45-XX, *To be paid from Student Activities account

46. Staff Retirement

To accept the following retirement revision:

a. Judith Malino, Special Education Teacher, JDHS, effective October 1, 2026.

Approval of Board Governance, Policy, and Communications Items 1 through 14 & Addenda Items 31-40 and 46

Motion to Approve: Vice President Rinaldi
Seconded: Mrs. Turnbull

Roll Call

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

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

Items 15 through 25

The Superintendent recommends:

15. 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
Woods Services, Inc. *	0802	$13,328.40		$84,857.48		$98,185.88
Morris Union Jointure Commission ^	0304 0719 1826	$55,632.00		$333,786.00		$389,418.00

Account Number: ^11-000-100-562-98-11, *11-000-100-567-98-11

16. Education Programs

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

Student	Vendor	Service	Dates	Cost Not to Exceed
0101	Actual Solutions, LLC.	Bedside Instruction	7/1/2026-7/15/2026	$1,435.00

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

17. Professional Services

To approve the following professional services contract for the 2025-2026 school year:

Vendor	Services	Original	Change	Cost Not to Exceed
Actual Solutions, LLC.	Home Instruction Services	$10,000.00	$978.75	$10,978.75

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

18. Education Programs

To approve the following education program for 2025-2026 school year:

Student	Vendor	Service	Dates	Cost Not to Exceed
0101	Actual Solutions, LLC.	Bedside Instruction	11/12/25-11/20/25 & 6/25/26-6/30/26	$1,400.00
0301	Actual Solutions, LLC.	Bedside Instruction	6/1/2026-6/19/2026	$1,785.00

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

19. 2026-2027 Evaluation Instruments

To approve the following evaluation instruments for the 2026-2027 school year.

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

for Professional Learning (NJPEL)

20. 2026-2027 Mentoring Plan

To approve the Mentoring Plan for 2026-2027 school year.

21. 2026-2027 Professional Development Plan

To approve the Professional Development Plan for the 2026-2027 school year.

22. Disposal of Property

To approve the disposal of the attached obsolete and surplus technology property and to seek the most beneficial disposal of said list. (Attachment A)

23. Field Trip Destinations

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

Destination	City	State
Alstede Farms	Chester	NJ
America's Grow-A-Row	Hunterdon	NJ
Bernards High School	Bernards	NJ
Burn Boot Camp	Springfield	NJ
Café Paris	Cranford	NJ
Campgaw Mountain	Mahwah	NJ
Cannon Ball House	Springfield	NJ
Chez Catherine	Westfield	NJ
Community Food Bank of NJ	Hillside	NJ
Doyle's Farm	Flemington	NJ
Drew University	Madison	NJ
Edison Museum	Edison	NJ
East Brunswick High School	East Brunswick	NJ
Fairleigh Dickinson University	Teaneck/Florham Park	NJ
First Presbyterian Church	Springfield	NJ
Grand Marquis	Old Bridge	NJ
Grounds for Sculpture	Hamilton Township	NJ
Hillside Food Bank	Evans Terminal Road	NJ
Horizon School	Livingston	NJ
Jackson Township High School	Jackson	NJ
Kean University	Union	NJ
Liberty Hall Museum	Union	NJ
Liberty Science Center	Jersey City	NJ
Mambo Restaurant	Union	NJ
McCarter Theater	Princeton	NJ
Middlesex College	Edison	NJ
Montclair State University	Montclair	NJ
Morris Museum	Morristown	NJ
Mayo Performing Arts Center (MPAC)	Morristown	NJ
Museum of Early Trades & Crafts	Madison	NJ
One Step Closer Animal Rescue	Byram Township	NJ
Papermill Playhouse	Millburn	NJ
Princeton University	Princeton	NJ
Raritan Valley Community College	Somerville	NJ
Renaissance Newark Airport Hotel	Elizabeth	NJ
Ridgewood High School	Ridgewood	NJ
Rocking Horse Rehab	Basking Ridge	NJ
Rutgers University-New Brunswick	New Brunswick	NJ
Rutgers University-Newark	Newark	NJ
RVCC Planetarium	Branchburg	NJ
Sandy Hook	Monmouth County	NJ
Seton Hall University	South Orange	NJ
Six Flags	Jackson	NJ
Springfield Historical Tour	Springfield	NJ
Springfield Public Library	Springfield	NJ
Springfield Town Hall	Springfield	NJ
Trailside Nature Center	Mountainside	NJ
Turtle Back Zoo	West Orange	NJ
Union Catholic High School	Scotch Plains	NJ
Union College	Cranford	NJ

Veterans Park	Springfield	NJ
Watchung Reservation Trailside Center	Mountainside	NJ
William Paterson University	Wayne	NJ
YMCA Camp Bernie	Port Murray	NJ

24. Sandy Hook Promise

To enter into a Memorandum of Understanding between Springfield Public Schools and Sandy Hook Promise: Know the Signs.

25. Tuition Contract

a. To approve the tuition contract between the Springfield Board of Education and the parent(s) of student# 1004. Tuition fee of $20,655.00 shall be paid to the District by the parent.
b. To approve the tuition contract between the Springfield Board of Education and the parent(s) of student# 1810. Tuition fee of $20,655.00 shall be paid to the District by the parent.

Approval of the School Administration, Academic Programs, and Athletics Items 15 through 25

Motion to Approve: Mrs. Gamarekian
Seconded: Mrs. Silva

Roll Call

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

K. FINANCE, FACILITIES, AND SECURITY COMMITTEE- *Mrs. Turnbull*

Items 26 through 30 and Addenda Items 41-45

The Superintendent recommends:

26. Bills List

To approve the check numbers 009615 through 009624 and 060276 through 060429 and wire transfer A63559, A63560, A63568, A63569, A63582, A63584 through A63588, A63592, A63594 through A63599, A63659, A63761, G63575, G63577 through G63579, G63581, G63583, G63593, G63655, G63658, P63580 and P63657 in the amount of $5,257,171.47 minus voided check 060117 for the grand total of $5,255,405.97.

27. Budget Transfers

a. To approve budget transfers for the 2025-2026 school year. (Attachment B)
b. To approve budget transfer for the 2026-2027 school year. (Attachment B-1)

28. Bus Routes 2026-2027 School Year

To approve the following bus routes and hazardous routes for the 2026-2027 school year. (Attachment C)

29. Transfer of Capital Project Funds

To approve the transfer of funds within Capital Projects. It has been determined that the funds from the capital projects listed are no longer needed.

Capital Project	From	To
Turf Replacement at Jonathan Dayton High School		$32,532.63
Tennis Court Renovations	$32,532.63	

30. Change Order

a. To approve the Change Order# 1 in the amount of $2,500.00 to Longo Associates, Ramsey, NJ for Jonathan Dayton High School Various Rooms Renovation.

b. To approve the Change Order# 1 in the amount of $15,776.63 to Fieldturf USA, Inc. Calhoun, GA for Jonathan Dayton High School Turf Field Renovations.
c. To approve the Change Order# 1 in the amount of $5,220.21 to Fieldturf USA, Inc. Calhoun, GA for Jonathan Dayton High School Tennis Court Renovations
d. To approve the Change Order #005 for $37,904.00 to H&S Construction & Mechanical, Inc., Elizabeth, NJ for project number 20433.09 (District HVAC)

ADDENDA

K. FINANCE, FACILITIES, AND SECURITY COMMITTEE

Items 41 – 45

41. Certificate of Payment

To approve the Certificate of Payment for:

a. K&B Contractors, LLC., Totowa, NJ Payment #1 in the amount of $193,418.50 for project #20433.23 (Bathroom Renovations at Various Schools)

42. Restatement of 403(b) Retirement Plan

To approve the restatement of 403(b) retirement plan

WHEREAS, the employer has maintained the Springfield Board of Education ("Plan") since January 1, 2009 for the benefit of eligible employees; and

WHEREAS, the employer is restating the above-referenced Plan to comply with 2022 Cumulative List of Changes in Section 403(b) Requirements for 403(b) Pre-Approved Plans and to continue to receive the tax benefits of the IRS pre-approved plan.

NOW, THEREFORE, BE IT RESOLVED that the Employer hereby adopts the Springfield Board of Education as a complete restatement of the prior Plan, to be effective on January 1, 2026;

RESOLVED FURTHER that the Springfield Board of Education's School Business Administrator is authorized to execute the restated Plan document and authorize the performance of any other actions necessary to implement the adoption of the Plan restatement.

43. Cooperative Pricing Systems

To authorize purchases, in accordance with N.J.A.C. 5:34-7.11(c), with vendors that have been awarded contracts through the following cooperative pricing systems. The following vendors agree to sell goods and services to the Board of Education in accordance with all conditions of the individual contract that has exceeded the bid threshold in the aggregate. The duration of the contracts between the Springfield Board of Education and the referenced vendor listing in the cooperative pricing system shall be for the 2026-2027 school year as amended from time-to-time by the cooperative pricing system. Listing of vendors shall be on file in the business office.

a. Passaic County (Attachment D)

44. Transportation

To approve the list of transportation companies to provide bus services for field trips and for use in emergencies, as needed. (Attachment E)

45. Bid Award

To approve the following bid award to the lowest responsible bidder:

WHEREAS, a recommendation was made by the Superintendent of Schools to the Springfield Board of Education ("Board") to seek a contract for Paraprofessional services for the 2026-2027 school year (hereinafter "Contract"); and

WHEREAS, the Project was properly advertised to prospective bidders in accordance with N.J.S.A. 18A:18A-4; and

WHEREAS, on May 27, 2026 the Board received the following bids from potential bidders in accordance with N.J.S.A.18A:18A-1, et seq.;

Bidder	Rate
Delta-T Group	$28.00 per hour
First Children	$42.00 per hour

Services	
Spectrum Support Services	$44.75 - $50.00 per hour

WHEREAS, upon review of the bid submitted by apparent low bidder Delta-T Group, together with the bid specifications and N.J.S.A. 18A:18A-1 et seq., the Board has determined that the bid submitted by Delta-T Group, is the lowest responsible bidder; and
NOW, THEREFORE BE IT RESOLVED, the Board awards the Contract to Delta-T Group at the rate as listed above.

Approval of Finance, Facilities, and Security Items 26 through 30 and Addenda Items 41-45

Motion to Approve: Mrs. Turnbull
Seconded: Vice President Rinaldi

Roll Call

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

L. OPEN PUBLIC SESSION

None

M. NEW BUSINESS

47. Recission of Increment Withholding

To rescind Item #33 from the July 27, 2026 board meeting, of the withholding of the employment increment, adjustment increment, column increment and any other salary adjustment of employee # 1889. The salary for employee# 1889 for the 2026-2027 contract year shall be retroactively paid back to July 2026.

Motion to Approve: Mrs. Rubin
Seconded: Vice President Rinaldi

Roll Call

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

- Mrs. Rubin commended the tennis coach for covering the program without an assistant.

N. OLD BUSINESS

O. ADJOURNMENT

Moved: Vice President Rinaldi
Seconded: Mrs. Turnbull
Time: 8:39 PM
Voice Vote: AYE- 8 NAY- 0

Upcoming Meeting

a. Regular Meeting– September 28, 2026 at 7:00 PM in the JDHS IMC

Springfield 2026-2027

Superintendent's Report

August 31, 2026

#SPSCompassionate&Extraordinary

Springfield Public Schools Vision & Mission

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.

#SPSCompassionate&Extraordinary

Report Overview

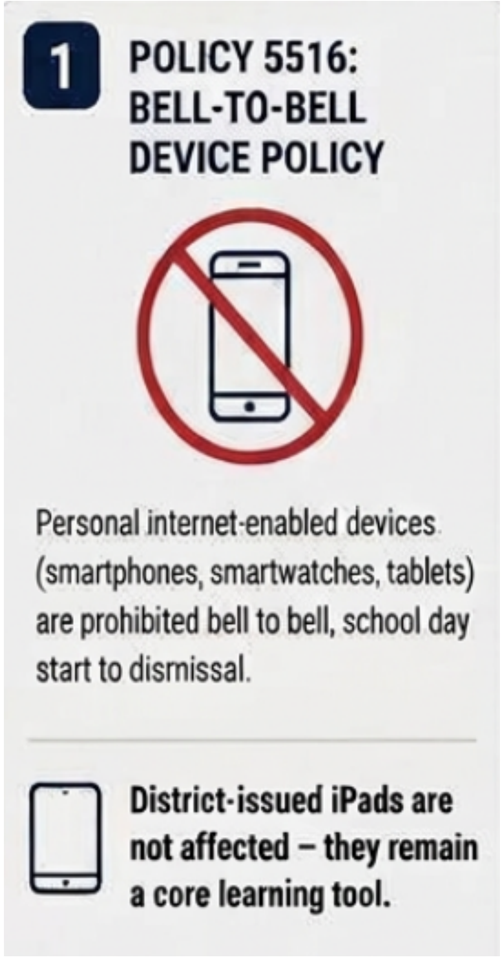
- NJQSAC- Springfield Earns High Performing District Designation
- Cell Phone Free Schools Policy
- Facilities Updates
- Welcome Back!
- Strategic Plan Draft
- Calendar Reminders

NJQSAC 2026 State Scores

NJQSAC Areas	2026	2023	2020
Instruction and Program	87%	84%	83%
Fiscal Management	100%	100%	100%
Governance	100%	100%	100%
Operations	97%	98%	84%
Personnel	100%	100%	100%

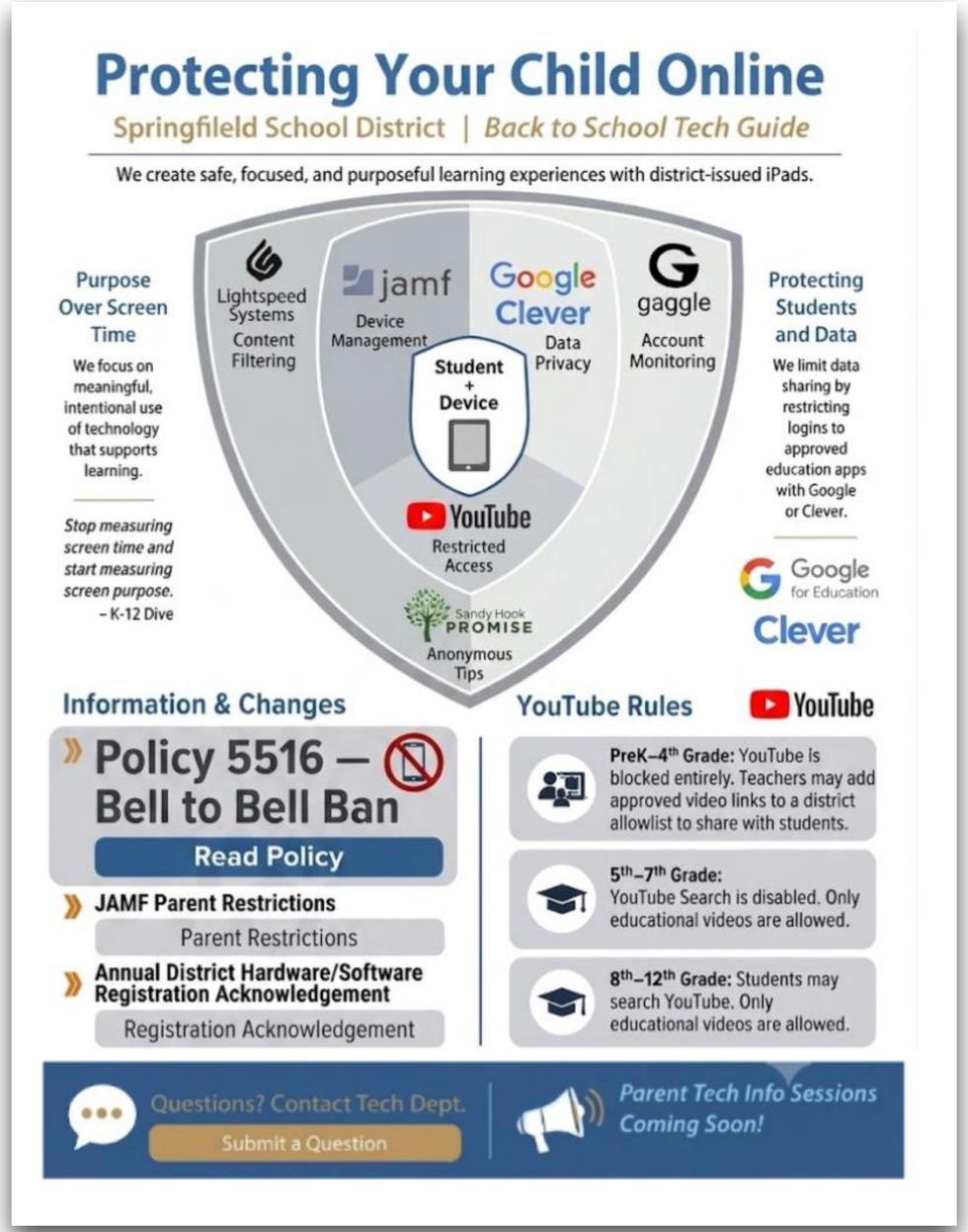
Personal Device Policy

- Policy & Regulation 5516: Student Use of Internet-Enabled Devices
- Devices include: Personal phones, earphones, ear buds, watches, iPads, meta-glasses– any device connected to the internet in anyway
- “Bell to Bell”: Grades K-12, no device use on school site during the school day.
  - Grades K-4: No device/use on board property at any time
  - Grades 5-12: No device/use from first bell to last
- Discipline
  - 1st Offense: Device taken from student, returned end of day
  - 2nd Offense: Device taken, parent pick up required
  - 3rd Offense +: Device taken, parent pick up, disciplinary action (detention, in-school suspension, etc)



Technology Updates

- Our Goal: Springfield Public Schools will create safe, focused, and purposeful learning experiences that utilize technology to support meaningful and engaging learning experience.
- To Do This:
  - Strengthening YouTube Rules
  - Supporting Parent Restrictions
  - Increasing Data Privacy Measures
  - Emphasizing Purposeful Use of Technology Resources
  - Extending Teacher Management Tools



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Facilities Updates

- JDHS Classroom Floors
- JDHS Turf Field
- JDHS Field House
- JDHS Tennis Courts
- JDHS East Gym Windows
- JDHS Faculty Bathrooms
- JDHS Roof
- FMG Faculty Bathrooms
- FMG Turf Field
- FMG Conference Room
- FMG HVAC (Cafe & Selected Classrooms
- JDHS Choir/Orchestra Room
- JDHS Band Room
- JDHS Auditorium Lighting
- JDHS Auditorium Carpet
- JDHS Window Replacements
- JDHS Life Skills Classroom & Sensory/ OT/PT Space
- Caldwell Bathrooms
- Caldwell Boiler
- Sandmeier Boiler
- Sandmeier Bullet-Proof Window Glazing
- Exterior Door Replacement

Welcome New Staff!



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Welcome Back Team Springfield!



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Ribbon Cutting



#SPSCompassionate&Extraordinary

Springfield Public Schools

District Strategic Plan 2026–2029

A summary of our vision, priorities, and goals for the next three years.

Strategic Planning Process

This plan follows the **"Analyze, Design, Implement, Monitor"** model used by high-performing districts, unfolding across four distinct phases from 2025 through 2029.

1

Phase 1: Design Year

Nov 2025 – June 2026

Data collection, community input, and plan development including the "Portrait of a Graduate" framework.

2

Phase 2: Launch & Alignment

2026–2027

Align Annual School Plans and Professional Development with district priorities. Establish baseline data.

3

Phase 3: Deepening Practice

2027–2028

Heavy emphasis on Professional Development. Identify indicators of cultural impact.

4

Phase 4: Evaluation & Evolution

2028–2029

Evaluate initiatives against 3-year targets. Begin community "Look Back" report.

Portrait of a Graduate



The "Portrait of a Graduate" outlines the essential competencies most valued by the Springfield community — going beyond academics to develop well-rounded individuals prepared to thrive in an ever-changing world.

Critical Thinkers & Problem Solvers

Analyze complex information and develop creative, effective solutions.

Effective Communicators

Express ideas clearly and persuasively across diverse contexts.

Self-Directed, Resilient & Adaptive Learners

Embrace challenges, learn from setbacks, and continuously grow.

Our Strategic Plan: Five Priority Areas

The strategic plan is organized around five interconnected priorities that together support every student, staff member, and family in Springfield Public Schools.

1. Instructional Excellence

Meaningful, engaging, and challenging learning experiences that develop critical thinking and lifelong skills.

2. Culture, Climate & Wellbeing

A positive, inclusive environment supported by social-emotional, mental health, and academic resources.

3. Professional Learning & Practice

High-quality, differentiated learning experiences aligned to each staff member's unique role.

4. Family & Community Engagement

Clear communication and collaborative partnerships so every student, family, and staff member belongs and thrives.

5. Operations, Facilities & Finance

Fiscal responsibility and operational excellence in support of student success.

PRIORITY 1

Instructional Excellence

Five goals drive instructional excellence across Springfield schools through 2029.

Goal 1.a — Universal Design for Learning

Embed UDL strategies district-wide through professional development and walkthroughs.

Goal 1.b — Post-Secondary Success

Expand career pathways, dual enrollment, and work-based learning for all.

Goal 1.c — Technology Integration

Build a safe digital learning environment measured by SAMR walkthroughs.

Goal 1.d — Inclusive Environments

Increase students with disabilities educated in least restrictive environments.

Goal 1.e — Student Achievement

Demonstrate measurable growth via DIBELS, iReady, NJSLA, and LinkIt assessments.

PRIORITY 2

Culture, Climate & Wellbeing

Goal 2.a — SEL Support

- Standardize HIB trainings across all schools
- Implement Second Step SEL curriculum K–12

Goal 2.b — School Belonging

- Reduce chronic absenteeism rates annually
- Establish building-based Attendance Review Teams

PRIORITY 3

Professional Learning & Practice

1

Goal 3.a — Building a Common Language

Build shared instructional leadership through walkthroughs, evaluator calibration, and Instructional Rounds.

- 100% of classrooms receive one walkthrough by Year 1
- Expand Instructional Rounds to teacher leaders by Year 3

2

Goal 3.b — Professional Learning Framework

Design a differentiated professional learning system aligned to all staff roles.

- Establish consistent PLC structure and shared vision in Year 1
- Embed PLCs as a self-sustaining improvement system by Year 3

PRIORITY 4

Family & Community Engagement

Goal 4.a — By June 2029, Springfield Public Schools will strengthen family and community engagement through intentional communication, meaningful participation, and collaborative input opportunities.

Year 1 (2026–27)

Launch a standardized district-wide quarterly communication calendar. Achieve **60% family engagement**. Deliver benchmark reports within 10 school days.

Year 2 (2027–28)

Introduce personalized student progress reports with actionable home-learning strategies. Increase workshop participation to **70%**.

Year 3 (2028–29)

Fully institutionalize quarterly data-sharing across all schools, achieving an **80%+ family engagement rate** with equity across all student subgroups.

PRIORITY 5

Operations, Facilities & Finance

Goal 5.a — Through June 2029, the district will annually review facility plans and align infrastructure and building enhancements to create safe, high-quality environments that support student success.

Safe & Secure Environments

Integrate camera, phone, and notification systems while continuously upgrading security technology districtwide.

Modern Learning Spaces

Update STEM classrooms, complete referendum projects, and standardize furniture in 75% of classrooms by 2029.

Infrastructure & Accessibility

Unify HVAC systems on a single BMS and implement accessibility and sensory-friendly upgrades districtwide.

Fiscal Stewardship

Responsibly leverage budget, referendum funding, and capital reserves to deliver all facility improvements.

Mark Your Calendars!





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2026-2027

Office Hours

WITH

Dr. Goldberg

OCT. 7, 2026	4 PM - 6 PM
DEC. 2, 2026	9 AM - 11 AM
JAN. 12, 2027	11 AM- 1 PM
FEB. 17, 2027	11 AM- 1 PM
MAR. 24, 2027	4 PM - 6 PM
APR. 28, 2027	9 AM - 11 AM
JUN. 2, 2027	11 AM- 1 PM

Office Hours will be held at the Chisholm Community Center, 100 S. Springfield Ave, all members of the Springfield community are welcome!

Any updates will be shared via our website & social media. Please note,if you have a specific matter that you wish to discuss, don't hesitate to email at rgoldberg@springfieldschools.com

#SPSCompassionate&Extraordinary


READY
TO
LEARN!
WELCOME
BACK TO SCHOOL!
EXTRAORDINARY
&
COMPASSIONATE

BUILDING USAGE - September 2026

FMG

	Rental	Organization/Event	Person Responsible	Dates/Location
		Recreation Men's Basketball	A. Lieb	9/3, 9/7. Gym.
		Musical Auditions/Rehearsals	A. Mojka	9/9 to 9/30. Choir Room.
		Soccer Club of Springfield	M. Glowacki	Monday to Sunday. Field.
		St. James	A. Prescott	9/6, 9/27. Cafeteria/Classrooms.
		Boy's Soccer Alumni Game	**G. Paternostro**	**8/24. Turf field.**
		Recreation Travel Practices	**A. Lieb**	**8/6, 8/13, 8/20, 8/27. Girl's gym.**
		JDHS Soccer Meeting	**R. Lepski**	**8/12. Boy's gym.**
		New Staff Orientation	**G. Felipe**	**8/25 to 8/27. IMC.**
		Leading Edge Launchathon	**N. Iannacone**	**8/17. IMC.**
		Player Evaluation Boy's Soccer	**Paternostro**	**8/20. Boy's gym.**
		Recreation Lacrosse Clinics	A. LIeb	9/27. Turf.
		Recreation Travel Practices	**A. Lieb**	**8/24-8/28, 8/31.Boy's/Girls gyms.**
		Recreation Travel Practices	A. Lieb	Monday to Friday. Boys/Girls gyms.

JDHS

	Rental	Organization/Event	Person Responsible	Dates/Location
		7th Annual Fall Mum Sale	JDHS PTSO	9/8. Front parking lot.
		Picture Day	K. Chomko	9/29, 9/30. Main Gym. Auditorium
				Lobby.
		Senior Sunrise	S. Ally	9/2. Turf field.
		Soccer Club of Springfield	M. Glowacki	Monday to Sunday. Turf field.
		Softball Tryouts	**A. Lieb**	**8/3. East gym.**
		New Staff Orientation	**G. Felipe**	**8/25 to 8/27. IMC.**
		Doyton Boy's Basketball Clinic	J. Pulice	9/28. Main/East Gyms.
		Marching Band Rehearsals	**B. Krupit**	**8/26, 8/27. Auditorium.**
		Recreation Men's Basketball	A. Lieb	Wednesdays. East gym.
		Freshman/8th Grade Orientation	N. Francis	9/1. Auditorium/cafeteria.

TLS

	Rental	Organization/Event	Person Responsible	Dates/Location
		Soccer Club of Springfield	M. Glowacki	Monday to Saturday. Fields.

WALTON

	Rental	Organization/Event	Person Responsible	Dates/Location
		Renaissance Church Parking	**T. Lee**	**8/10 to 8/14. Parking lot.**

Bolded items are additions to last months schedule.

2026-2027 FUNDRAISERS

August 31, 2026 Brd. Mtg.

SCHOOL	EVENT	DATE OF EVENT	PRIN. SENT to Central office	SUPT./APPD	PRESENTED TO BOE
FMG	NJHS Rice Krispie Treats	9/26-6/27	8/18/26	8/25/26	8/31/26
FMG	NJHS T-Shirts	9/26-12/26	8/18/26	8/25/26	8/31/26
FMG	FMG Musical-Cookie Sale	10/5-23/26	8/18/26	8/25/26	8/31/26
EVW	Stuff a Stuffy Bulldog	9/26	8/18/26	8/25/26	8/31/26
JDHS	Tennis-Storefront	8/10-25/26	8/20/26	8/25/26	8/31/26
JDHS	FBLA-Staff T-Shirts	8/31-9/11/26	8/20/26	8/25/26	8/31/26
JDHS	FBLA-JDHS School Store	Sept 2026-June 2027	8/20/26	8/25/26	8/31/26

Springfield Public Schools
Policy

1643 FAMILY LEAVE (M)

The Board of Education will provide family leave to staff members in accordance with the New Jersey Family Leave Act (NJFLA) and the Federal Family and Medical Leave Act (FMLA). These laws have similar and different provisions that provide different rights and obligations for a staff member and the Board.

If a staff member is eligible for leave for reasons recognized under both the FMLA and NJFLA, then the time taken shall run concurrently and be applied to both laws. The NJFLA provides twelve weeks leave in a twenty-four month period and the FMLA provides twelve weeks leave in a twelve month period.

A. New Jersey Family Leave Act

1. Definitions Relative to New Jersey Family Leave Act

"Base Hours" means the hours of work for which a staff member receives compensation. Base hours shall include overtime hours for which a staff member is paid additional or overtime compensation, and hours for which a staff member receives workers' compensation benefits. Base hours shall also include hours a staff member would have worked except for having been in military service. Base hours do not include hours for when a staff member receives other types of compensation, such as administrative, personal leave, vacation, or sick leave.

"Child" means a biological, adopted, foster child, or resource family child, stepchild, legal ward, or child of a parent, including a child who becomes the child of a parent pursuant to a valid written agreement between the parent and a gestational carrier.

"Eligible employee" means any individual employed by the same employer for three months or more, who has worked 250 or more base hours during the preceding twelve month period.

"Employer" includes the State, any political subdivision thereof, and all public offices, agencies, boards, or bodies.

"Family member" means a child, parent, parent-in-law, sibling, grandparent, grandchild, spouse, domestic partner, or one partner in a civil union couple, or any other individual related by blood to a staff member, and any other individual that a staff member shows to have a close association with a staff member which is the equivalent of a family relationship.

"Health care provider" means a duly licensed health care provider or other health care provider deemed appropriate by the Director of the Division on Civil Rights in the New Jersey Department of Law and Public Safety.

"Parent" means a person who is the biological parent, adoptive parent, foster parent, resource family parent, step-parent, parent-in-law, or legal guardian, having a "parent-child relationship" with a child as defined by law, or having sole or joint legal or physical custody, care, guardianship, or visitation with a child, or who became the parent of the child pursuant to a valid written agreement between the parent and a gestational carrier.

"Serious health condition" means an illness, injury, impairment, or physical or mental condition which requires:

a. Inpatient care in a hospital, hospice, or residential medical care facility; or

b. Continuing medical treatment or continuing supervision by a health care provider.

As used in the definition of a serious health condition, "continuing medical treatment or continuing supervision by a health care provider" means:

a. A period of incapacity (that is, inability to work, attend school, or perform regular daily activities due to a serious health condition, treatment therefore, and recovery therefrom) of more than three consecutive days, and any subsequent treatment or period of incapacity relating to the same condition, that also involves:

   (1) Treatment two or more times by a health care provider; or

   (2) Treatment by a health care provider on one occasion which results in a regimen of continuing treatment under the supervision of a health care provider;

b. Any period of incapacity due to pregnancy, or for prenatal care;

c. Any period of incapacity or treatment for such incapacity due to a chronic serious health condition;

d. A period of incapacity, which is permanent or long-term, due to a condition for which treatment may not be effective (such as Alzheimer's disease, a severe stroke, or the terminal stages of a disease) where the individual is under continuing supervision of, but need not be receiving active treatment by, a health care provider; or

e. Any period of absence to receive multiple treatments (including any period of recovery therefrom) by a health care provider or by a provider of health care services under orders of, or on referral by a health care provider, either for restorative surgery after an accident or other injury, or for a condition that would likely result in a period of incapacity of more than three consecutive calendar days in the absence of medical intervention or treatment, such as cancer (chemotherapy, radiation, etc.), severe arthritis (physical therapy), or kidney disease (dialysis).

"Spouse" means a person to whom a staff member is lawfully married as defined by New Jersey law.

"State of emergency" means a natural or man-made disaster or emergency for which a state of emergency has been declared by the President of the United States or the Governor, or for which a state of emergency has been declared by a municipal emergency management coordinator.

2. Reasons for NJFLA Leave

a. A staff member may take NJFLA leave to provide care made necessary by reason of:

(1) The birth of a child of the staff member, including a child born pursuant to a valid written agreement between the staff member and the gestational carrier;

(2) The placement of a child into foster care with the staff member or in connection with adoption of such child by a staff member;

(3) The serious health condition of a family member of the staff member; or

(4) A state of emergency declared by the Governor of New Jersey, or when indicated to be needed by the Commissioner of Health – New Jersey Department of Health or other public health authority, an epidemic or communicable disease, a known or suspected exposure to the communicable disease, or efforts to prevent spread of a communicable disease which:

(a) Requires in-home care or treatment of a child due to the closure of the school or place of care of the child of a staff member, by order of a public official due to the epidemic or other public health emergency;

(b) Prompts the issuance by a public health authority of a determination, including by mandatory quarantine, requiring

or imposing responsive or prophylactic measures as a result of illness caused by an epidemic of a communicable disease or known or suspected exposure to the communicable disease because the presence in the community of a family member in need of care by a staff member would jeopardize the health of others; or

(c) Results in the recommendation of a health care provider or public health authority, that a family member in need of care by a staff member voluntarily undergo self-quarantine as a result of suspected exposure to a communicable disease because the presence in the community of that family member in need of care by a staff member, would jeopardize the health of others.

3. Staff Member Eligibility

A month period. The NJFLA leave shall be unpaid with benefits subject to contributions required to be made by the staff member.

b. A staff member is eligible for NJFLA leave if a staff member is employed by the same Board for three months or more, and has worked 250 or more base hours during the preceding twelve month period.

c. The method to determine the twenty-four month period in which the twelve weeks of NJFLA leave entitlement occurs shall be

(1) a “rolling” twenty-four month period measured backward from the date a staff member uses any leave under NJFLA.

d. This Policy shall serve as notice to all staff members of the method chosen in A.3.c. above. This method shall be applied consistently and uniformly to all staff members.

(1) If the Board transitions to another method, the Board is required to give at least sixty days’ notice to all staff members and the transition must take place in such a way that staff members retain their full benefit of twelve weeks of NJFLA leave under whichever method affords the greatest benefit to a staff member.

e. The Board shall grant NJFLA leave to more than one staff member from the same family (for example, a husband and a wife, or a brother and a sister) at the same time, provided such staff members are otherwise eligible for NJFLA leave.

f. The fact that a holiday may occur within the week taken by a staff member as NJFLA leave has no effect and the week is counted as a week of NJFLA leave.

(1) However, if a staff member is out on NJFLA leave and the staff member is not regularly scheduled to work for one or more weeks, the weeks the staff member is not regularly scheduled to work do not count against their NJFLA leave entitlement.

4. Types of NJFLA Leave

a. Staff members are required to provide notice in writing for any NJFLA leave requested. In emergent circumstances, a staff member may provide the Board with oral notice when written notice is impracticable.

(1) Staff members must provide the Board written notice after submitting oral notice in emergent circumstances.

b. Consecutive NJFLA leave is NJFLA leave that is taken without interruption based upon a staff member's regular work schedule and does not include breaks in employment in which a staff member is not regularly scheduled to work.

(1) A staff member must provide the Board with notice of consecutive NJFLA leave no later than thirty days prior to the commencement of consecutive NJFLA leave, except where emergent circumstances warrant shorter notice.

(2) A staff member shall provide the Board with certification pursuant to A.5. below.

c. Intermittent NJFLA leave is NJFLA leave due to a single qualifying reason, taken in separate periods of time, broken up by periods in which the staff member returns to work.

(1) A staff member is entitled to take NJFLA leave intermittently for the birth of a child of the staff member, including a child born pursuant to a valid written agreement between the staff member and a gestational carrier or the placement of a child into foster care with the staff member or in connection with adoption of such child by the staff member.

(a) The staff member shall provide the Board with prior notice of not less than fifteen calendar days before the first day on which NJFLI benefits are paid for the intermittent NJFLA

leave, unless an emergency or other unforeseen circumstance precludes prior notice.

(b) The staff member shall make a reasonable effort to schedule the intermittent NJFLA leave so as not to unduly disrupt the operations of the Board and, if possible, provide the Board, prior to the commencement of intermittent NJFLA leave, with a regular schedule of the days or days of the week on which the intermittent NJFLA leave will be taken.

(c) A staff member shall provide the Board with certification for intermittent NJFLA leave pursuant to A.5.b. below.

(2) The staff member is entitled to take intermittent NJFLA leave for the serious health condition of a family member of the staff member when medically necessary if:

(a) The total time which the intermittent NJFLA leave is taken does not exceed twelve months if taken in connection with a single serious health condition. If the intermittent NJFLA leave is taken in connection with more than one serious health condition, the intermittent NJFLA leave must be taken within a consecutive twenty-four month period or until such time the twelve week NJFLA leave is exhausted, whichever is shorter;

(b) The staff member provides the Board with prior notice of not less than fifteen calendar days before the first day on which benefits are paid for the intermittent NJFLA leave.

(i) The staff member may provide notice less than fifteen days prior to the intermittent NJFLA leave if an emergency or other unforeseen circumstance precludes prior notice;

(c) The staff member makes a reasonable effort to schedule the intermittent NJFLA leave so as not to unduly disrupt the operations of the school district and, if possible, provide the school district, prior to the commencement of intermittent NJFLA leave, with a regular schedule of the days or days of the week on which the intermittent NJFLA leave will be taken; and

(d) The staff member provides the Board with a copy of the certification outlined in A.5.c. below.

(3) In the case of NJFLA leave taken due to an epidemic of a communicable disease, a known or suspected exposure to the communicable disease, or efforts to prevent spread of the communicable disease, the NJFLA leave may only be taken intermittently if:

(a) The staff member provides the Board with prior notice of the intermittent NJFLA leave as soon as practicable;

(b) The staff member makes a reasonable effort to schedule the NJFLA leave so as not to unduly disrupt the operations of the school district and, if possible, provide the school district prior to the commencement of the intermittent NJFLA leave, with a regular schedule of the day or days of the week on which the intermittent NJFLA leave will be taken; and

(c) A staff member provides the Board with a copy of the certification outlined in A.5.d. below.

(4) Intermittent leave taken on a reduced leave schedule is NJFLA leave due to a single qualifying reason, that is scheduled for fewer than a staff member's usual number of hours worked per workweek, but not for fewer than a staff member's usual number of hours worked per workday and may only be taken to care for the serious health condition of a family member of a staff member when medically necessary, except that:

(a) A staff member shall not be entitled to intermittent NJFLA leave on a reduced leave schedule for a period exceeding twelve consecutive months for any one period of NJFLA leave;

(b) The staff member must provide the Board with prior notice of the intermittent NJFLA leave on a reduced leave schedule as soon as practicable;

(c) A staff member shall make a reasonable effort to schedule intermittent NJFLA leave on a reduced leave schedule so as not to disrupt unduly the operations of the school district. A staff member shall provide the school district with prior notice of the care, medical treatment, or continuing supervision by a health care provider necessary due to a serious health condition of a family member, in a manner which is reasonable and practicable; and

(d) A staff member must provide the Board with a copy of the certification outlined in A.5.c. below.

d. NJFLA leave taken because of the birth or placement for adoption of a child of the staff member may commence at any time within a year after the date of the foster care placement, birth, or placement for adoption.

e. A staff member shall not, during any period of NJFLA leave, perform services on a full-time basis for any person for whom a staff member did not provide those services immediately prior to commencement of the NJFLA leave.

(1) A staff member on NJFLA leave may not engage in other full-time employment during the term of the NJFLA leave, unless such employment commenced prior to the NJFLA leave and is not otherwise prohibited by law.

(2) During the term of NJFLA leave a staff member may commence part-time employment which shall not exceed half the regularly scheduled hours worked for the Board from whom a staff member requested NJFLA leave. A staff member may continue part-time employment which commenced prior to a staff member's NJFLA leave, at the same number of hours that a staff member was regularly scheduled prior to such NJFLA leave.

(3) The Board may not maintain a policy or practice which prohibits part-time employment during the course of a NJFLA leave.

5. Certification

a. The Board shall require a staff member who requests NJFLA leave to sign a form of certification established by the Board attesting that such staff member is taking NJFLA leave in accordance with the law.

(1) The Board may not require a staff member to sign or otherwise submit a form of certification attesting to additional facts, including a staff member's eligibility for NJFLA leave.

(2) The Board may subject a staff member to reasonable disciplinary measures, depending on the circumstances, when a staff member intentionally misrepresents the reason that such staff member is taking NJFLA leave.

(3) The form of certification established by the Board shall contain a statement warning a staff member of the consequences of refusing to sign the certification or falsely certifying. Any staff member who

refuses to sign the certification established by the Board may be denied the requested NJFLA leave.

(4) The Board requires that any period of NJFLA leave be supported by certification issued by a health care provider.

b. Where the certification, issued by the health care provider, is for the birth of a child of a staff member, including a child born pursuant to a valid written agreement between the staff member and a gestational carrier or the placement of a child into foster care with the staff member or in connection with adoption of such child by the staff member, the certification need only state the date of birth or date of placement, whichever is appropriate.

c. Any period of NJFLA leave for the serious health condition of a family member of a staff member shall be supported by certification provided by a health care provider. The certification shall be sufficient if it states:

(1) The date, if known, on which the serious health condition commenced;

(2) The probable duration of the condition;

(3) The medical facts within the knowledge of the provider of the certification regarding the condition;

(4) The serious health condition warrants the participation of the staff member in providing health care to the family member, as provided in the "Family Leave Act," P.L. 1989, c.261 (C.34:11B-1 et seq.) and regulations adopted pursuant to the NJFLA;

(5) An estimate of the amount of time the staff member is needed for participation in the care of the family member;

(6) If the NJFLA leave is intermittent, a statement of the medical necessity for the intermittent NJFLA leave and the expected duration of the intermittent NJFLA leave; and

(7) If NJFLA leave is intermittent and for planned medical treatment, the dates of the treatment.

d. In any case in which the Board has reason to doubt the validity of the certification provided pursuant to A.5.c. above, the Board may require, at its own expense, that a staff member obtain an opinion regarding the serious health condition from a second health care provider designated or approved, but not employed on a regular basis, by the Board. If the second opinion differs from the certification provided pursuant to A.5.c. above, the Board

may require, at its own expense, that a staff member obtain the opinion of a third health care provider designated or approved jointly by the Board and a staff member concerning the serious health condition. The opinion of the third health care provider shall be considered to be final and shall be binding on the Board and a staff member.

e. Where the certification is for an epidemic of a communicable disease, a known or suspected exposure to the communicable disease, or efforts to prevent the spread of the communicable disease, the certification shall be sufficient if it includes:

(1) For NJFLA leave taken to provide in-home care or treatment of a child due to the closure of the school or place of care of the child of a staff member, by order of a public official due to the epidemic or other public health emergency, the date on which the closure of the school or place of care of the child of a staff member commenced and the reason for such closure;

(2) For NJFLA leave taken due to a public health authority's issuance of a determination requiring or imposing responsive or prophylactic measures as a result of illness caused by an epidemic of a communicable disease or known or suspected exposure to the communicable disease because the presence in the community of a family member in need of care by a staff member would jeopardize the health of others, the date of issuance of the determination, and the probable duration of the determination; or

(3) For NJFLA leave taken because a health care provider or public health authority recommends that a family member in need of care by a staff member voluntarily undergo self-quarantine as a result of suspected exposure to a communicable disease because the presence in the community of that family member in need of care by a staff member would jeopardize the health of others, the date of the recommendation, the probable duration of the condition, and the medical or other facts within the health care provider or public health authority's knowledge regarding the condition.

f. The Board shall not use the certification requirements as outlined in A.5. to intimidate, harass, or otherwise discourage a staff member from requesting or taking NJFLA leave or asserting any of a staff member's rights to NJFLA leave.

6. Denial or Exemption of NJFLA Leave

a. Denial of NJFLA Leave

(1) The Board may deny NJFLA leave to a staff member if:

(a) A staff member is a salaried staff member who is among the highest paid 5% of the Board's staff members or the seven highest paid staff members of the Board, whichever is greater;

(b) The denial is necessary to prevent substantial and grievous economic injury to the Board's operations; and

(c) The Board notifies a staff member of its intent to deny the NJFLA leave at the time the Board determines that the denial is necessary.

(2) The provisions of A.6.a.(1) above shall not apply when, in the event of a state of emergency declared by the Governor of New Jersey or when indicated to be needed by the Commissioner of Health – New Jersey Department of Health or other public health authority, the NJFLA leave is for an epidemic of a communicable disease, a known or suspected exposure to a communicable disease, or efforts to prevent spread of a communicable disease.

(3) In any case in which NJFLA leave has already commenced at the time of the notification pursuant to A.6.a.(1)(c) above, a staff member shall return to work within ten working days of the date of notification.

7. Reinstatement from NJFLA Leave

a. Upon the expiration of a NJFLA leave, a staff member shall be restored to the position such staff member held immediately prior to the commencement of the NJFLA leave. If such position has been filled, the Board shall reinstate such staff member to an equivalent position of like seniority, status, employment benefits, pay, and other terms and conditions of employment.

b. If, during NJFLA leave, the Board experiences a reduction in force or layoff and a staff member would have lost their position had a staff member not been on NJFLA leave, as a result of the reduction in force or pursuant to the good faith operation of a bona fide layoff and recall system including a system under a collective bargaining agreement where applicable, a staff member shall not be entitled to reinstatement to the former or an equivalent position. A staff member shall retain all rights under any applicable layoff and recall system, including a system under a collective bargaining agreement, as if a staff member had not taken the NJFLA leave.

8. Notice to Staff Members

   a. The Board shall display the official Family Leave Act poster of the Division on Civil Rights in the New Jersey Department of Law and Public Safety (Division) in accordance with N.J.A.C. 13:8-2.2. The poster is available for printing from the Division's website.

   b. Access to and/or distribution of this Policy shall serve as school district notice to staff members of their rights pursuant to N.J.A.C. 13:14-1.14.

9. Local Board of Education Practices

   a. Accrued Paid NJFLA Leave

      (1) Whether a staff member is required to use any other accrued leave time concurrent with NJFLA leave time will depend upon either the school district's practice or a provision in a collective bargaining agreement, if applicable.

         (a) Sick leave may only be used concurrently with the NJFLA leave in accordance with the provisions of N.J.S.A. 18A:30-1 and N.J.S.A. 34:11B-3.

   b. Multiple Leaves of Absence

      (1) Where a Board maintains leaves of absence which provide benefits, other than health benefits, that differ depending upon the type of leave taken, the Board shall provide those benefits to a staff member on NJFLA leave in the same manner as it provides benefits to staff members who are granted other leaves of absence which most closely resemble NJFLA leave.

10. New Jersey Family Leave Insurance Program (NJFLI)

    a. Board of Education staff members are eligible to apply for benefits under the NJFLI Program administered by the State of New Jersey Department of Labor and Workforce Development.

    b. All applications for benefits under the NJFLI Program must be filed directly with the State of New Jersey Department of Labor and Workforce Development. The eligibility requirements, wage requirements, benefit duration and amounts, and benefit limitations shall be in accordance with the provisions of the NJFLI Program as administered by the State of New Jersey Department of Labor and Workforce Development. A formal appeal may be submitted to the State of New Jersey Department of Labor and

Workforce Development if an employee or the Board disagrees with a determination on a claim.

c. The NJFLI Program provides eligible individuals a monetary benefit and not a leave benefit. The school district administrative and related staff will comply with the State of New Jersey Department of Labor and Workforce Development requests for information in accordance with the provisions of N.J.A.C. 12:21-3.9.

d. A printed notification of staff members' rights relative to the receipt of benefits under the NJFLI Program will be posted in each of the school district worksites and in a place or places accessible to all employees at the worksite.

e. Each staff member shall receive a copy of this notification in writing at the time of the staff member's hiring, whenever the staff member provides written notice to the Superintendent of their intention to apply for benefits under the NJFLI Program, or at any time upon the first request of the staff member.

(1) The written notification may be transmitted to the staff member in electronic form.

(2) Access to and/or distribution of this Policy shall serve as school district notice to staff members of their rights under the NJFLI Program.

B. Federal Family and Medical Leave Act

1. Definitions Relative to Federal Family and Medical Leave Act

"Covered Employer" means any public or private elementary or secondary school(s) regardless of the number of employees employed.

"Employee" means a staff member eligible for family and medical leave in accordance with the Federal Family and Medical Leave Act (FMLA).

"Hours of Service" means hours actually worked by the employee. It does not mean hours paid. Thus, non-working time – such as vacations, holidays, furloughs, sick leave, or other time-off (paid or otherwise) – does not count for purposes of calculating FMLA eligibility for the employee.

"Parent" means a biological, adoptive, step, or foster father or mother, or any other individual who stood in loco parentis to a staff member when a staff member has a son or daughter as defined below. This term does not include parents "in law."

"Serious health condition" means an illness, injury, impairment, or physical or mental condition that involves inpatient care in a hospital, hospice, or residential medical facility or continuing treatment by a health care provider. "Serious health condition" may include treatment of substance abuse pursuant to 29 CFR §825.119.

"Son" or "daughter" means a biological, adopted, or foster child, stepchild, a legal ward, or a child of a person standing in loco parentis, who is either under age eighteen or age eighteen or older and incapable of self-care because of a mental or physical disability at the time that FMLA leave is to commence.

"Spouse" means a husband or wife. For purposes of this definition, husband or wife refers to the other person with whom an individual entered into marriage as defined or recognized under State law in the State in which the marriage was entered into or, in the case of a marriage entered into outside of any State, if the marriage is valid in the place where entered into and could have been entered into in at least one State. This definition includes an individual in a same-sex marriage or common law marriage.

"Week" or "Workweek" means the number of days a staff member normally works each calendar week.

2. Qualifying Reasons for FMLA Leave

   a. A staff member may take FMLA leave to provide care made necessary:

      (1) For the birth of a son or daughter of a staff member and in order to care for such son or daughter;

      (2) For the placement of a son or daughter with a staff member for adoption or foster care;

      (3) In order to care for the spouse, son, daughter, or parent of a staff member if such spouse, son, daughter, or parent has a serious health condition;

      (4) For a serious health condition that makes a staff member unable to perform the functions of the position of such staff member.

   b. FMLA leave taken in relation to military service shall be in accordance with 29 CFR §825.112.

   c. Entitlement to FMLA leave taken for the birth of a son or daughter or placement of a son or daughter with a staff member for adoption or foster care shall expire at the end of the twelve month period beginning on the date of such birth or placement.

3. Staff Member Eligibility

   a. A staff member is eligible for up to twelve weeks of FMLA leave in a twelve month period.

   b. A staff member shall become eligible for FMLA leave after the staff member has been employed at least twelve months by the Board and employed for at least 1,250 hours of service during the twelve month period immediately preceding the commencement of the FMLA leave.

      (1) The twelve months a staff member must have been employed need not be consecutive months pursuant to 29 CFR §825.110(b).

      (2) The minimum 1,250 hours of service shall be determined according to the principles established under the Fair Labor Standards Act (FLSA) for determining compensable hours of work pursuant to 29 CFR §785.

      (3) The Board shall not provide pay for FMLA leave.

   c. The method to determine the twelve month period in which the twelve weeks of FMLA leave entitlement occurs will be

      (1) a "rolling" twelve month period measured backward from the date a staff member uses any FMLA leave.

   d. Pursuant to 29 CFR §825.201, a husband and wife both employed by the Board are limited to a combined total of twelve weeks of FMLA leave during the twelve month period if the FMLA leave is taken for the birth of a son or daughter of a staff member or to care for such son or daughter after birth; for placement of a son or daughter with a staff member for adoption or foster care or in order to care for the son or daughter after placement; or to care for a staff member's parent with a serious health condition.

4. Types of FMLA leave

   a. Continuous FMLA leave is taken by staff members for a continuous period of time. Such FMLA leave is not broken up by a period of work and is continuous when a staff member is absent for three consecutive working days or more. Continuous FMLA leave may be taken for any qualifying reason.

   b. Intermittent FMLA leave is FMLA leave taken in separate blocks of time due to a single qualifying reason. A reduced FMLA leave schedule is a FMLA leave schedule that reduces a staff member's usual number of

working hours per workweek, or hours per workday. A reduced FMLA leave schedule is a change in a staff member's schedule for a period of time, normally from full-time to part-time.

(1) Intermittent or reduced FMLA leave may be taken for the following qualifying reasons:

(a) For the serious health condition of the staff member or to care for a parent, son, or daughter with a serious health condition.

(i) For intermittent FMLA leave or FMLA leave on a reduced FMLA leave schedule taken for the reason outlined in B.4.b.(1)(a) above there must be a medical need for FMLA leave and it must be that such medical need can be best accommodated through an intermittent or reduced FMLA leave schedule.

(ii) The treatment regimen and other information described in the certification of a serious health condition and in the certification of a serious injury or illness, shall address the medical necessity of intermittent FMLA leave or FMLA leave on a reduced FMLA leave schedule.

(iii) Intermittent FMLA leave may be taken for a serious health condition of a parent, son, or daughter, for a staff member's own serious health condition, which requires treatment by a health care provider periodically, rather than for one continuous period of time, and may include FMLA leave of periods from an hour or more to several weeks.

(b) For planned and/or unanticipated medical treatment of a serious health condition when medically necessary.

(c) To provide care or psychological comfort to a covered family member with a serious health condition when medically necessary.

(d) For absences where a staff member or family member is incapacitated or unable to perform the essential functions of the position because of a chronic serious health condition even if he or she does not receive treatment by a health care provider.

(e) For FMLA leave taken after the birth of a healthy child or placement of a healthy child for adoption or foster care, only if the Board agrees.

(i) The Board's agreement is not required; however, for FMLA leave during which the mother has a serious health condition in connection with the birth of her child or if the newborn child has a serious health condition.

(2) If a staff member needs FMLA leave intermittently or on a reduced FMLA leave schedule for planned medical treatment, then a staff member must make a reasonable effort to schedule the treatment so as not to disrupt unduly the Board's operations.

(3) When a staff member takes FMLA leave on an intermittent or reduced FMLA leave schedule basis, the Board must account for the FMLA leave using an increment no greater than the shortest period of time that the Board uses to account for use of other forms of leave provided that it is not greater than one hour and provided further that a staff member's FMLA leave entitlement may not be reduced by more than the amount of FMLA leave actually taken.

(a) If the Board accounts for use of leave in varying increments at different times of the day or shift, the Board may not account for FMLA leave in a larger increment than the shortest period used to account for other leave during the period in which the FMLA leave is taken.

(b) If the Board accounts for other forms of leave use in increments greater than one hour, the Board must account for FMLA leave use in increments no greater than one hour.

5. Staff Member Notice Requirements

a. A staff member eligible for FMLA leave must give at least a thirty day written advance notice to the Superintendent or designee if the need for the FMLA leave is foreseeable based on an expected birth, placement for adoption or foster care, or planned medical treatment for a serious health condition of a staff member or a family member.

(1) If thirty days is not practical, a staff member must provide notice "as soon as practicable" which means as soon as both possible and practical, taking into account all the facts and circumstances in the individual case.

(2) Where it is not possible to give as much as thirty days' notice, "as soon as practical" ordinarily would mean at least verbal notification to the Superintendent or designee within one or two business days or when the need for FMLA leave becomes known to a staff member.

(3) The written notice shall include the reasons for the FMLA leave, the anticipated duration of the FMLA leave, and the anticipated start of the FMLA leave.

(4) When planning medical treatment, a staff member must consult with the Superintendent or designee and make a reasonable effort to schedule the FMLA leave so as not to unduly disrupt the educational program, subject to the approval of the health care provider.

(a) Staff members are ordinarily expected to consult with the Superintendent or designee prior to scheduling of treatment that would require FMLA leave for a schedule that best suits the needs of the Board and a staff member.

(5) Intermittent FMLA leave or FMLA leave on a reduced FMLA leave schedule must be medically necessary due to a serious health condition or a serious injury or illness. A staff member shall advise the Board of the reasons why the intermittent/reduced FMLA leave schedule is necessary and of the schedule for treatment, if applicable.

(a) A staff member and the Board shall attempt to work out a schedule for such FMLA leave that meets a staff member's needs without unduly disrupting the Board's operations, subject to the approval of the health care provider.

(6) Where a staff member does not comply with the Board's usual notice and procedural requirements, and no unusual circumstances justify the failure to comply, FMLA-protected leave may be delayed or denied.

b. When the approximate timing of the need for FMLA leave is not foreseeable, a staff member should give notice to the Superintendent or designee for FMLA leave as soon as practicable under the facts and circumstances of the particular case.

(1) It is expected a staff member will give notice to the Superintendent or designee within no more than one or two business days of

learning of the need for FMLA leave, except in extraordinary circumstances where such notice is not foreseeable.

(2) A staff member should provide notice to the Board either in person, by telephone, telegraph, fax machine, email, or other electronic means.

6. Outside Employment During FMLA Leave

a. A staff member during any period of FMLA leave is prohibited from performing any services on a full-time basis for any person for whom a staff member did not provide services immediately prior to commencement of the FMLA leave.

(1) A staff member using FMLA leave may commence part-time employment that shall not exceed half the regularly scheduled hours worked for the Board.

(2) A staff member may continue the part-time employment that commenced prior to the FMLA leave at the same number of hours that a staff member was regularly scheduled prior to such FMLA leave.

7. "Instructional Employees" Exceptions for FMLA Leave

a. "Instructional Employees" are those staff members whose principal function is to teach and instruct students in class, a small group, or in an individual setting. This term includes teachers, athletic coaches, driving instructors, and special education assistants, such as signers for the hearing impaired.

(1) Teacher assistants or aides who do not have as their principal job actual teaching or instructing, guidance counselors, child study team members, curriculum specialists, cafeteria workers, maintenance workers, and/or bus drivers are not considered instructional staff members for the purposes of this Policy.

(2) For purposes of this Policy "Instructional Employees" shall be referred to as "Instructional Staff Members".

b. "Semester" means the school semester that typically ends near the end of the calendar year and the end of the spring each school year. The Board can have no more than two semesters in a school year.

c. FMLA leave taken at the end of the school year and continues into the beginning of the next school year is considered consecutive FMLA leave.

d. Eligible instructional staff members that need intermittent or reduced FMLA leave to care for a family member or for a staff member's own serious health condition which is foreseeable based on planned medical treatment and would be on FMLA leave more than twenty percent of the total number of working days over the period the FMLA leave would extend, the Board may:

(1) Require a staff member to take the FMLA leave for a period or periods of a particular duration, not greater than the duration of the planned treatment; or

(2) Transfer a staff member temporarily to an available alternative position for which a staff member is qualified, which has equivalent pay and benefits and which better accommodates recurring periods of FMLA leave than does a staff member's regular position.

e. If the instructional staff member does not give the required notice for FMLA leave that is foreseeable and desires the FMLA leave to be taken intermittently or on a reduced FMLA leave schedule, the Board may require a staff member to take FMLA leave of a particular duration, or to transfer temporarily to an alternative position. Alternatively, the Board may require a staff member to delay taking the FMLA leave until the notice provision is met.

f. If an instructional staff member begins FMLA leave more than five weeks before the end of the school year, the Board may require a staff member to continue taking FMLA leave until the end of the semester if:

(1) The FMLA leave will last three weeks; and

(2) A staff member would return to work during the three-week period before the end of the semester.

g. If an instructional staff member begins FMLA leave for a purpose other than a staff member's own serious health condition during the five week period before the end of the semester, the Board may require a staff member to continue taking FMLA leave until the end of the semester if:

(1) The FMLA leave will last more than two weeks; and

(2) The staff member would return to work during the two week period before the end of the semester.

h. If an instructional staff member begins FMLA leave for a purpose other than a staff member's own serious health condition during the three week

period before the end of a semester, the Board may require a staff member to continue taking FMLA leave until the end of the semester if the FMLA leave will last more than five working days.

i. An example of FMLA leave falling within the situations outlined in B.7.f., B.7.g., and B.7.h. above:

(1) If a staff member plans two weeks of FMLA leave to care for a family member which will begin three weeks before the end of the term, the Board could require a staff member to stay out on FMLA leave until the end of the term.

j. In the case of a staff member who is required to take FMLA leave until the end of an academic term, only the period of FMLA leave until a staff member is ready and able to return to work shall be charged against a staff member's FMLA leave entitlement.

k. The Board may require a staff member to stay on FMLA leave until the end of the school term. Any additional leave required by the Board to the end of the school term is not counted as FMLA leave; however:

(1) The Board shall be required to maintain a staff member's group health insurance; and

(2) The Board shall be required to restore a staff member to the same or equivalent job including other benefits at the conclusion of the leave.

8. FMLA Leave Related to Military Service

a. Definitions for FMLA related to military service shall be in accordance with 29 CFR §§825.122; .126; .127; and .310.

b. The foreign deployment of the staff member's spouse, child, or parent in accordance with 29 CFR §§825.122 and .126:

(1) The district must grant an eligible staff member up to twelve work weeks of unpaid, job-protected FMLA leave during any twelve month period for qualifying exigencies that arise when the staff member's spouse, child, or parent is on covered active duty, or has been notified of an impending call or order to covered active duty.

c. Military caregiver FMLA leave provides care for a covered servicemember with a serious injury or illness in accordance with 29 CFR §§825.122 and .127:

(1) The district must grant up to a total of twenty-six workweeks of unpaid, job-protected FMLA leave during a "single twelve month period" to care for a covered servicemember with a serious injury or illness.

9. Verification

a. The Board shall require that a staff member's FMLA leave to care for a staff member's covered family member with a serious health condition, or due to a staff member's own serious health condition that makes a staff member unable to perform one or more of the essential functions of a staff member's position, be supported by a certification issued by the health care provider of a staff member or a staff member's family member.

(1) The Board must give written notice of a requirement for certification each time a certification is required. The Board's oral request to a staff member to furnish any subsequent certification is sufficient.

b. The Board shall require a staff member furnish certification at the time a staff member gives notice of the need for FMLA leave or within five business days thereafter, or, in the case of unforeseen FMLA leave, within five business days after the FMLA leave commences.

(1) The Board may request certification at some later date if the Board later has reason to question the appropriateness of the FMLA leave or its duration.

(2) A staff member must provide the requested certification to the Board within fifteen calendar days after the Board's request, unless it is not practicable under the particular circumstances to do so despite a staff member's diligent, good faith efforts or the Board provides more than fifteen calendar days to return the requested certification.

c. When FMLA leave is taken because of a staff member's own serious health condition, or the serious health condition of a family member, the Board shall require a staff member to obtain a medical certification from a health care provider that sets forth the following information:

(1) The name, address, telephone number, and fax number of the health care provider and type of medical practice/specialization;

(2) The approximate date on which the serious health condition commenced, and its probable duration;

(3) A statement or description of appropriate medical facts regarding the patient's health condition for which FMLA leave is requested.

The medical facts must be sufficient to support the need for FMLA leave.

(a) Such medical facts may include information on symptoms, diagnosis, hospitalization, doctor visits, whether medication has been prescribed, any referrals for evaluation or treatment (physical therapy, for example), or any other regimen of continuing treatment;

(4) If a staff member is the patient, information sufficient to establish that a staff member cannot perform the essential functions of a staff member's job as well as the nature of any other work restrictions, and the likely duration of such inability;

(5) If the patient is a covered family member with a serious health condition, information sufficient to establish that the family member is in need of care, and an estimate of the frequency and duration of the FMLA leave required to care for the family member;

(6) If a staff member requests FMLA leave on an intermittent or reduced schedule basis for planned medical treatment of a staff member's or a covered family member's serious health condition, information sufficient to establish the medical necessity for such intermittent or reduced schedule FMLA leave and an estimate of the dates and duration of such treatments and any periods of recovery;

(7) If a staff member requests FMLA leave on an intermittent or reduced schedule basis for a staff member's serious health condition, including pregnancy, that may result in unforeseeable episodes of incapacity, information sufficient to establish the medical necessity for such intermittent or reduced schedule FMLA leave and an estimate of the frequency and duration of the episodes of incapacity; and

(8) If a staff member requests FMLA leave on an intermittent or reduced schedule basis to care for a covered family member with a serious health condition, a statement that such FMLA leave is medically necessary to care for the family member, which can include assisting in the family member's recovery, and an estimate of the frequency and duration of the required FMLA leave.

d. A staff member may choose to comply with the certification requirement by providing the Board with an authorization, release, or waiver allowing the Board to communicate directly with the health care provider of a staff member or his or her covered family member.

(1) It is a staff member's responsibility to provide the Board with complete and sufficient certification and failure to do so may result in the denial of FMLA leave.

e. If the Board has reason to doubt the validity of a medical certification, the Board may require a staff member to obtain a second opinion at the Board's expense.

(1) The Board may designate the health care provider to furnish the second opinion, but the selected health care provider may not be employed on a regular basis by the Board.

f. If the opinions of a staff member's and the Board's designated health care providers differ, the Board may require a staff member to obtain certification from a third health care provider, again at the Board's expense. This third opinion shall be final and binding. The third health care provider must be designated or approved jointly by the Board and the staff member.

10. Reinstatement Following FMLA Leave

a. On return from FMLA leave a staff member is entitled to be returned to the same position a staff member held when FMLA leave commenced, or to an equivalent position with equivalent benefits, pay, and other terms and conditions of employment.

(1) A staff member is entitled to such reinstatement even if a staff member has been replaced or his or her position has been restructured to accommodate for a staff member's absence.

(2) The requirement that a staff member be restored to the same or equivalent job with the same or equivalent pay, benefits, and terms and conditions of employment does not extend to de minimis, intangible, or unmeasurable aspects of the job.

b. Denial of Reinstatement

(1) A staff member has no greater right to reinstatement or to other benefits and conditions of employment that if a staff member had been continuously employed during the FMLA leave period.

(a) The Board must be able to show that a staff member would not otherwise have been employed at the time reinstatement is requested in order to deny restoration to employment.

(2) The Board may deny job restoration to "key employees", if such denial is necessary to prevent substantial and grievous economic

injury to the operations of the Board.

(a) A "key employee" is a salaried FMLA-eligible staff member who is among the highest paid ten percent of all staff members employed by the Board within seventy-five miles of a staff member's worksite.

(3) If a staff member is unable to perform an essential function of the position because of a physical or mental condition, including the continuation of a serious health condition or an injury or illness also covered by workers' compensation, a staff member has no right to restoration to another position under the FMLA.

(a) The Board's obligation may; however, be governed by the Americans with Disabilities Act, State leave law, or workers' compensation laws.

(4) A staff member who fraudulently obtains FMLA leave from the Board is not protected by FMLA's job restoration or maintenance of health benefits provisions.

c. Intent to Return to Work

(1) The Board may require a staff member on FMLA leave to report periodically on a staff member's status and intent to return to work.

d. Fitness for Duty Certification

(1) As a condition of restoring a staff member whose FMLA leave was a result of a staff member's own serious health condition that made a staff member unable to perform a staff member's job, the Board shall require all similarly-situated staff members (i.e., same occupation, same serious health condition) who take FMLA leave for such conditions to obtain and present certification from a staff member's health care provider that a staff member is able to resume work.

(2) A staff member has the same obligations to participate and cooperate in the fitness-for-duty certification process as in the initial certification process.

11. The Board of Education Notice

a. Notice of Staff Member Rights Under FMLA

(1) The Board shall post and keep posted on its premises, in

conspicuous places where staff members are employed, a notice explaining the FMLA's provisions and providing information concerning the procedures for filing complaints of violations of the FMLA with the Wage and Hour Division.

(a) The notice will be posted prominently where it can be readily seen by staff members and applicants for employment.

(b) The poster and the text will be large enough to be easily read and contain fully legible text.

(c) Electronic posting is sufficient to meet this posting requirement as long as it otherwise meets the requirements of B.11.

(2) The Board shall also provide this general notice to each staff member by including the notice in staff members' handbooks or other written guidance to staff members concerning staff member benefits or FMLA leave rights, if such written materials exist, or by distributing a copy of the general notice to each new staff member upon hiring. In either case, distribution may be accomplished electronically.

(3) Access to and/or distribution of this Policy shall serve as school district notice to staff members of their rights pursuant to 29 CFR §825 et seq.

b. Eligibility Notice

(1) When a staff member requests FMLA leave, or when the Board acquires knowledge that a staff member's FMLA leave may be for an FMLA-qualifying reason, the Board must notify the staff member of the staff member's eligibility to take FMLA leave within five business days, absent extenuating circumstances.

c. Designation Notice

(1) The Board is responsible in all circumstances for designating leave as FMLA-qualifying, and for giving notice of the designation to a staff member. The Board must notify a staff member whether the leave will be designated and will be counted as FMLA leave within five business days absent extenuating circumstances.

(2) If the Board requires paid leave to be substituted for unpaid FMLA leave, or that paid leave taken under an existing leave plan be counted as FMLA leave, the Board must inform a staff member of

this designation at the time of designating the FMLA leave.

12. Local Board of Education Practices

a. Substitution of Paid Leave

(1) Whether a staff member is required to use sick time or any other accrued leave time concurrent with FMLA leave time will depend upon either the district's practice or a provision in the district's collective bargaining agreement, if applicable.

b. Maintenance of Staff Member Benefits

(1) The Board must maintain a staff member's coverage under any group health plan on the same conditions as coverage would have been provided if a staff member had been continuously employed during the entire FMLA leave period.

C. Shared Provisions

1. Interference with Family Leave Rights

The NJFLA and the FMLA prohibit interference with a staff member's rights under the law, and with legal proceedings or inquiries relating to a staff member's rights. Unless permitted by the law, no staff member shall be required to take family leave or to extend family leave beyond the time requested. A staff member shall not be discriminated against for having exercised his/her rights under the NJFLA and the FMLA nor discouraged from the use of family leave.

2. Non-Tenured Teaching Staff

Family leave granted to a nontenured staff member cannot extend a staff member's employment beyond the expiration of his/her employment contract.

3. Record Keeping

The Superintendent or designee shall ensure the keeping of accurate attendance records that distinguish family leave from other kinds of leave so a staff member's entitlement to NJFLA leave and FMLA leave can be properly determined.

4. Processing of Complaints

a. New Jersey Family Leave Act

(1) Any complaint alleging a violation of the NJFLA shall be processed in the same manner as a complaint filed under the terms of N.J.S.A.

10:5-1 et seq. and N.J.A.C. 13:4 through the New Jersey Department of Law and Public Safety, Division on Civil Rights.

b. Federal Family and Medical Leave Act (FMLA)

(1) If there is a dispute between the Board and a staff member as to whether leave qualifies as FMLA leave, it should be resolved through discussion between the staff member and the Superintendent or designee. Such discussions and the decision shall be documented by the Superintendent or designee.

(2) A staff member also may file, or have another person file on his/her behalf, a complaint with the United States Secretary of Labor. A complaint may be filed in person, by mail, or by telephone with the Wage and Hour Division, Employment Standards Administration, U.S. Department of Labor, at any local office of the Wage and Hour Division.

(3) This Policy 1643 shall be posted on the school district website, in a manner accessible to all staff members and a hard copy shall be provided to all staff members annually prior to the beginning of the school year and upon initial employment in the school district during the school year.

29 CFR §825 et seq.
29 CFR §785
N.J.S.A. 10:5-1;
N.J.S.A. 34:11B et seq.
N.J.A.C. 13:14-1 et seq.

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Springfield Public Schools
Policy

P 8500 - FOOD SERVICES (M)

The Board of Education shall make school lunch available to all students enrolled in a school in the district unless less than five percent of enrolled students in the school are Federally eligible for a free or reduced price lunch in accordance with N.J.S.A. 18A:33-4. School lunches made available pursuant to N.J.S.A. 18A:33-4 and this Policy shall meet minimum nutritional standards, established by the United States Department of Agriculture (USDOA).

Free or reduced price breakfast and lunch, as required, shall be offered, under a school lunch program, school breakfast program, or a breakfast after the bell program, to all enrolled students who are determined to be Federally eligible for free or reduced price meals. As provided by N.J.S.A. 18A:33-4.a.(3) and N.J.S.A. 18A:33-14a.a.(2), any student who is eligible for a reduced price lunch and breakfast, pursuant to Federal income eligibility standards and criteria, shall not be required to pay for such lunch or breakfast. Free lunch or breakfast shall also be offered to each enrolled student who is Federally ineligible for free or reduced price meals, but who has an annual household income that is not less than one hundred and eighty-six percent, and not more than one hundred and ninety-nine percent, of the Federal poverty level, as determined pursuant to N.J.S.A. 18A:33-21b1.

A. Definitions – N.J.S.A. 18A:33-3.2

"Categorically eligible" means that a student is homeless, is a migrant child, is a runaway child, is a foster child, or is a Head Start child, as defined in 7 CFR Part 245, or is receiving assistance under the Supplemental Nutrition Assistance Program (SNAP), the Temporary Assistance for Needy Families Program (TANF), the Food Distribution Program on Indian Reservations (FDPIR), or, to the extent that the USDOA authorizes the matching of Medicaid data to identify children who are eligible for free school meals, is a participant in the Medicaid program, and which student, by virtue of such status, is automatically eligible to be certified to receive free school meals under the National School Lunch Program or the Federal School Breakfast Program, without first submitting an application or being subject to the Federal income verification requirements established by 7 CFR Part 245.

"Eligible student" means a student who is categorically eligible or income-eligible for one or more subsidized school meals.

"Emergency meals distribution program" means a program, established under N.J.S.A. 18A:33-27.2, pursuant to which a school district is required to provide subsidized school meals to eligible students, through designated distribution sites, during any period in which a school in the district is subject to a public health-related closure due to the COVID-19 pandemic.

"Federal School Breakfast Program" means the Federal reimbursement program, established under the "Child Nutrition Act of 1966," 42 USC s.1771 et seq., pursuant to which the USDOA is authorized to provide grants-in-aid and other assistance to the States, as may be necessary to help finance the establishment, maintenance, operation, and expansion of school breakfast programs and facilitate the provision of free and reduced price breakfasts to eligible students.

"Federally eligible for free or reduced price meals" or "Federally eligible" means that a student is categorically eligible for free lunch under the National School Lunch Program or for free breakfast under the Federal School Breakfast Program, or that the student satisfies Federal income eligibility requirements, adopted by the USDOA pursuant to 7 CFR Part 245, as is necessary to Federally qualify for and receive free or reduced price lunch under the National School Lunch Program or free or reduced price breakfast under the Federal School Breakfast Program.

"Federally ineligible for free or reduced price meals" or "Federally ineligible" means that a student is not categorically eligible for, and fails to satisfy Federal income eligibility requirements, adopted by the USDOA pursuant to 7 CFR Part 245, as is necessary for the student to Federally qualify for and receive free or reduced price lunch under the National School Lunch Program or free or reduced price breakfast under the Federal School Breakfast Program.

"Income-eligible" means that a student either satisfies Federal income eligibility requirements, adopted by the USDOA pursuant to 7 CFR Part 245, or satisfies State-level income eligibility requirements, set forth in N.J.S.A. 18A:33-4.a. or N.J.S.A. 18A:33-14a.a., as is necessary for the student to qualify for and receive subsidized lunch under the National School Lunch Program or subsidized breakfast under the Federal School Breakfast Program, on the basis of income.

"Low-income family" means a family with an annual household income amounting to not more than one hundred and eighty-five percent of the Federal poverty level.

"Middle-income family" means a family with an annual household income amounting to not less than one hundred and eighty-six percent, and not more than two hundred and twenty-four percent, of the Federal poverty level.

"National School Lunch Program" means the Federal reimbursement program established under the "Richard B. Russell National School Lunch Act," 42 USC 1751 et seq., pursuant to which the USDOA is authorized to provide grants-in-aid and other assistance to the States, as may be necessary to help finance the establishment, maintenance, operation, and

expansion of school lunch programs and facilitate the provision of free and reduced price lunches to eligible students.

"Participating school" means a public or nonpublic school that provides daily lunch to enrolled students, through a school lunch program operated pursuant to the National School Lunch Program, or that provides daily breakfast to enrolled students, through a school breakfast program or breakfast after the bell program operated pursuant to the Federal School Breakfast Program, or both.

"Participating school district or nonpublic school" means a public school district or a nonpublic school that is required, or elects, to participate in the National School Lunch Program, the Federal School Breakfast Program, or both, as the case may be.

"School breakfast program" means a program that is established and operated by a public or nonpublic school, in accordance with the requirements of the Federal School Breakfast Program and, in the case of a public school, in accordance with a plan adopted pursuant to N.J.S.A. 18A:33-10 or N.J.S.A. 18A:33-10.1, and pursuant to which the school offers daily breakfasts to all enrolled students.

"School lunch program" means a program that is established and operated by a school district, or by a nonpublic school, in accordance with the requirements of the National School Lunch Program and the provisions of N.J.S.A. 18A:33-4, and pursuant to which the district or nonpublic school offers daily lunches to all students enrolled therein.

"Student" means a child eighteen years of age or younger who is enrolled at a school in the State.

"Subsidized school breakfast" or "subsidized breakfast" means a school breakfast that is offered to an eligible student, free of charge, and the costs of which are reimbursed by the State or Federal government, as provided by N.J.S.A. 18A:33-14a.a. and b.

"Subsidized school lunch" or "subsidized lunch" means a school lunch that is offered to an eligible student, free of charge, and the cost of which is reimbursed by the State or Federal government, as provided by N.J.S.A. 18A:33-14a.a. and b.

"Subsidized school meals" or "subsidized meals" includes both subsidized school breakfasts and subsidized school lunches.

"Subsidized school meals application" means an application that identifies a student's annual household income and is completed by the student's parent, pursuant to N.J.S.A. 18A:33-21b1, N.J.S.A. 18A:33-21.c., or applicable Federal law, and which may be used by a school district, or by a public school or nonpublic school, both for the purposes of determining whether a student is income-eligible for subsidized school meals and for the other limited purposes specified in N.J.S.A. 18A:33-21b1.c.

"Subsidized school meals certification process" or "subsidized meals certification" means the process pursuant to which a school or school district obtains and reviews a student's subsidized school meals application, or engages in the review of other relevant documentation and materials pertaining to the student, as necessary to determine whether the student is categorically eligible or income-eligible for subsidized school meals under the National School Lunch Program, or under the Federal School Breakfast Program, or both.

"Summer Food Service Program" means the Federal reimbursement program, established under 42 USC 1761 and 7 CFR Part 225, pursuant to which the USDOA is authorized to provide grants-in-aid and other assistance to the States, as may be necessary to help schools, local government agencies, nonprofit organizations, colleges and universities, and summer camps to finance the administrative and operational costs of providing meals to children, in low-income areas, during the summer months and other planned periods of school closure.

"Summer meals program" means the Summer Food Service Program, the Seamless Summer Option authorized by 42 USC 1761, or any other similar State or Federal program that is designed to ensure that children have access to nutritious meals during the summer months and other planned periods of school closure.

"Unsubsidized school breakfast" or "unsubsidized breakfast" means a school breakfast that is offered, upon the payment of a fee, to a student who is neither categorically eligible nor income-eligible for subsidized breakfast, regardless of whether such student remains income-eligible for subsidized school lunch under the provisions of N.J.S.A. 18A:33-4, and the cost of which breakfast is not reimbursable by the State or Federal government.

"Unsubsidized school lunch" or "unsubsidized lunch" means a school lunch that is offered, upon the payment of a fee, to a student who is not categorically eligible or income-eligible for subsidized lunch, and the cost of which is not reimbursable by the State or Federal government.

B. Breakfast Program – N.J.S.A. 18A:33-10; 18A:33-10.1; 18A:33-11; 18A:33-11.1; 18A:33-11.3; 18A:33-14a.

If twenty percent or more of the students enrolled in a school in the district on October 1 of the preceding school year were Federally eligible for free or reduced price meals under the National School Lunch Program or the Federal School Breakfast Program, the district shall establish a school breakfast program in the school in accordance with the provisions of N.J.S.A. 18A:33-10.

Notwithstanding the provisions of N.J.S.A. 18A:33-10 to the contrary, if ten percent or more of the students enrolled in a school in the district on October 1 of the preceding school year were Federally eligible for free or reduced price meals under the National School Lunch Program or the Federal School Breakfast Program the district shall establish a breakfast program in accordance with the provisions of N.J.S.A. 18A:33-10.1.

If seventy percent or more of the students enrolled in a school in the district on or before the last school day before October 16 of the preceding school year were Federally eligible for free or reduced price meals under the National School Lunch Program or the Federal School Breakfast Program, the district shall establish a breakfast after the bell program pursuant to N.J.S.A. 18A:33-11.3.

In accordance with N.J.S.A. 18A:33-11, in implementing a school lunch program, pursuant to N.J.S.A. 18A:33-4 et seq., a school breakfast program, pursuant N.J.S.A. 18A:33-9 et seq., or N.J.S.A. 18A:33-10.1, or a breakfast after the bell program, pursuant to N.J.S.A. 18A:33-11.1 or N.J.S.A. 18A:33-11.3, each school and the district shall:

1. Publicize, to parents and students, the availability of the respective school meals program, as well as the various ways in which a student may qualify to receive subsidized school meals under the program, as provided by N.J.S.A. 18A:33-4 and N.J.S.A. 18A:33-14a.;

2. Make every effort to ensure that students receiving subsidized school meals are not identified, by the student body, faculty, or staff, in a manner that is distinct from the manner in which students receiving unsubsidized school meals are identified as program participants. Such efforts shall include, but need not be limited to, the establishment of a neutral meal plan or voucher system that does not make a distinction between these two groups of students; and

3. To the greatest extent practicable:

    a. Facilitate and expedite the prompt and accurate identification of categorically eligible students who may be certified to receive subsidized school meals without first submitting an application therefor, and, whenever an application is required to establish income eligibility for subsidized meals, encourage students and their families to submit a subsidized school meals application for that purpose;

    b. Facilitate and expedite the subsidized school meals application and income eligibility determination processes that are used, by the school or school district, to certify a student for subsidized school meals on the basis of

income, and assist parents in completing the subsidized school meals application; and

c. Encourage students who are neither categorically eligible nor income-eligible for subsidized school lunch or subsidized school breakfast to nonetheless participate in the school lunch program or school breakfast program, or both, as appropriate, on a paid and unsubsidized basis.

If the district participates in the Federal School Breakfast Program, the district is encouraged to increase the number of students participating in the program by establishing a breakfast after the bell program that incorporates school breakfast into the first-period classroom or the first few minutes of the school day pursuant to N.J.S.A. 18A:33-11.1.

Pursuant to N.J.S.A. 18A:33-14a., school breakfasts made available to students under a school breakfast program or a breakfast after the bell program shall meet minimum nutritional standards, established by the USDOA.

The State of New Jersey shall provide funding to each school in the district if the school operates a School Breakfast Program or a breakfast after the bell program, as may be necessary to reimburse the costs associated with the school's provision of free breakfasts, pursuant to N.J.S.A. 18A:33-14a.b., to students who are Federally ineligible for free or reduced price meals.

C. Summer Food Service Program – N.J.S.A. 18A:33-23; 18A:33-24; 18A:33-25; 18A:33-26

In accordance with N.J.S.A. 18A:33-24, if fifty percent or more of the students enrolled in the school district on or before the last school day before October 16 of the preceding school year were Federally eligible for free or reduced price meals under the National School Lunch Program or the Federal School Breakfast Program, the district shall become a sponsor or site under the Federal Summer Food Service Program or apply for a waiver pursuant to N.J.S.A. 18A:33-26.

In accordance with N.J.S.A. 18A:33-23, the district shall notify each student enrolled in the school district and the student's parent of the availability of, and criteria of eligibility for, the summer meals program and the locations in the district where the summer meals are available. The district shall provide this notification by distributing flyers provided by the New Jersey Department of Agriculture (NJDOA) pursuant to N.J.S.A. 18A:33-23.c. The district may also provide electronic notice of the information through the usual means by which the district communicates with parents and students electronically.

Pursuant to N.J.S.A. 18A:33-26.a., the NJDOA may grant a waiver of the requirements of N.J.S.A. 18A:33-24 et seq. To be granted a waiver, the district must show that it lacks the staff, facilities, or equipment to sponsor the Federal Summer Food Service Program, or the

means to finance the hiring or acquisition of such staff, facilities, or equipment. The NJDOA also may grant a waiver for one year to the district if a different sponsor currently runs the Federal Summer Food Service Program within the district's community.

Pursuant to N.J.S.A. 18A:33-26.b., when requesting a waiver pursuant to N.J.S.A. 18A:33-26.a., the district shall report to the NJDOA, in the manner prescribed by the NJDOA, its reasons for requesting a waiver of the requirements of N.J.S.A. 18A:33-24. The report shall include, but need not be limited to, a description of the specific impediments to implementing the program and actions that could be taken to remove those impediments or, where applicable, the identification of the sponsor that currently runs the program within the same community.

D. Information Provided to Parents Regarding the National School Lunch Program and the Federal School Breakfast Program – N.J.S.A. 18A:33-21b1

1. At the beginning of each school year, or upon initial enrollment in the case of a student who enrolls during the school year, the participating school district shall provide each student's parent with:

   a. A hard copy of information on the National School Lunch Program and the Federal School Breakfast Program, including, but not limited to:

      (1) Information on the ability of all categorically eligible and income-eligible students to receive free school lunch under the National School Lunch Program, as provided by N.J.S.A. 18A:33-4.a., and free school breakfast under the Federal School Breakfast Program, as provided by N.J.S.A. 18A:33-14a.a.;

      (2) Information on the subsidized school meals application and certification processes that are used to determine whether a student is categorically eligible or income-eligible for subsidized school meals;

      (3) Information highlighting the need for parents to complete a subsidized school meals application for each student, and encouraging parents to complete the application, both to ensure that the student will have access to all subsidized school meals for which the student is eligible and to ensure that the school and the district have the necessary information to facilitate relevant eligibility determinations, receive appropriate reimbursement, and engage in all other activities authorized under N.J.S.A. 18A:33-21b1.c.; and

(4) Information on the rights that are available to students and their families under N.J.S.A. 18A:33-21b1 and N.J.S.A. 18A:33-21; and

b. A hard copy of a subsidized school meals application, as well as instructions for completing the application, and, as necessary, assistance in completing the application.

2. The school meals information and application provided to parents, pursuant to N.J.S.A. 18A:33-21b1.a. shall:

a. Be communicated in a language that the parent understands;

b. Specify the limited purposes for which collected personal data may be used, as provided by N.J.S.A. 18A:33-21b1.c.; and

c. Include a notice that an application to apply for the school lunch and school breakfast programs may be submitted at any time during the school year and is required to be submitted annually.

The district may also provide the information and application electronically, through the usual means by which the district electronically communicates with parents.

3. A subsidized school meals application that is completed by a parent shall be confidential, and shall not be used or shared by the student's school or school district, except as may be necessary to:

a. Determine whether a student identified in the application is income-eligible for free or reduced price school meals and, if so, whether the student satisfies Federal or State-level income eligibility requirements for subsidized school lunches, subsidized school breakfasts, or both;

b. Determine whether the school or school district is required, by N.J.S.A. 18A:33-11.3 or by N.J.S.A. 18A:33-24, to establish a breakfast after the bell program or to participate as a sponsor or site in the Federal Summer Meals Service Program.

c. Ensure that the school receives appropriate reimbursement, from the State and Federal governments, for subsidized school meals served to eligible students, free of charge, through a school lunch program, a school breakfast program, a breakfast after the bell program, a summer meals program, or an emergency meals distribution program; and

d. Facilitate school aid determinations under the "School Funding Reform Act of 2008," N.J.S.A. 18A:7F-43 et seq.

4. The school district shall require the parent to either submit an application to apply for the school lunch and school breakfast programs or submit a signed card provided by the school district indicating that the parent has received the application and information and is not interested in participating in the school lunch and school breakfast programs. The card shall include a notice stating that a parent may submit an application to apply for the school lunch and school breakfast programs at any time during the school year.

   If a school district does not receive an application or a signed card from the parent, the school district shall make at least one attempt to contact the student's parent and request that the parent submit either an application or signed card.

5. The provisions of N.J.S.A. 18A:33-21b1 shall not apply in the case of a school which participates in the Community Eligibility Provision.

E. Free or Reduced Price Meals' Application Process – 7 CFR 245

School meals applications shall be reviewed in a timely manner. An eligibility determination will be made, the family will be notified of its status, and the status will be implemented as soon as possible within ten operating days of receipt of the completed application pursuant to 7 CFR 245.6(c)(6). "Operating days" mean days that reimbursable meals are offered to eligible students under the National School Lunch Program or School Breakfast Program. Any student found eligible shall be offered free or reduced price meals or free milk immediately upon the establishment of their eligibility and shall continue to receive such meals during the pendency of any inquiry regarding their eligibility in accordance with the requirements of the Division of Food and Nutrition, School Nutrition Programs, NJDOA. Carry-over of previous year's eligibility for students shall be in accordance with the requirements of the Division of Food and Nutrition, School Nutrition Programs, NJDOA.

In accordance with 7 CFR 245.6(c)(1) and (2), eligibility for free or reduced price meals, as determined through an approved application or by direct certification, must remain in effect for the entire school year and for up to thirty operating days in the subsequent school year. Prior to the processing of an application or the completion of direct certification procedures for the current school year, children from households with approved applications or documentation of direct certification on file from the preceding year, shall be offered reimbursable free and reduced price meals, as appropriate.

In accordance with 7 CFR 245.6(c)(6)(iii), children from households that notify the local educational agency that they do not want free or reduced price benefits must have their benefits discontinued as soon as possible.

Pursuant to 7 CFR 245.6(c)(7), if the district receives an incomplete school meals application or a school meals application that does not meet the eligibility criteria for free or reduced priced benefits, the school meals application must be denied. The district shall document and retain the denied school meals application and reasons for ineligibility for three years in accordance with 7 CFR 245.6(e).

In accordance with 7 CFR 245.6(c)(7), parents of students who are denied benefits must receive prompt, written notification of their denial. The notification may be provided by mail or e-mail to the individual who signed the school meals application. Posting the denial on the "notification" page of an online system does not meet this requirement. Likewise, informing the parent of denial via telephone does not meet this requirement. If the district uses an automated telephone information system to notify parents of denied benefits, the district must also provide the parents with written notification of the denial. The notification must provide the: reason for denial of benefits; right to appeal; instructions on how to appeal; and ability to reapply for free and reduced price benefits at any time during the school year.

In accordance with 7 CFR 245.6(e), the district shall record the eligibility determination and notification in an easily referenced format. The record shall include the: denial date; reason for denial; date the denial notice was sent; and signature or initials of the determining official (may be electronic, where applicable).

Any parents of students who have benefits that are to be reduced or terminated must be given ten calendar days' written notice of the change prior to the date the change will go into effect pursuant to 7 CFR 245.6a(j). The first day of the advance notice period shall be the day the notice is sent. The notice of adverse action may be sent via mail or to the e-mail address of the parent. The district cannot notify the household of adverse action by phone only.

Pursuant to 7 CFR 245.6a(j), the notice of adverse action must advise the parents of: change in benefits; reasons for the change; an appeal must be filed within the ten calendar days advance notice period to ensure continued benefits while awaiting a hearing and decision; instructions on how to appeal; and the parents may reapply for benefits at any time during the school year.

If the district participates in any National School Lunch Program, School Breakfast Program, or provides free milk under the Special Milk Program, the district shall submit to the NJDOA a free and reduced price policy statement pursuant to 7 CFR 245.10.

In accordance with 7 CFR 245.1(b), the district shall avoid any policy or practice leading to the overt identification of students receiving free or reduced price meal benefits. Overt identification is any action that may result in a child being recognized as potentially eligible for or certified for free or reduced price school meals. Unauthorized disclosure or overt identification of students receiving free and reduced price meal benefits is prohibited. The district shall ensure that a child's eligibility status is not disclosed at any point in the process of providing free and reduced price meals, including: notification of the availability of free and reduced price benefits; certification and notification of eligibility; provision of meals in the cafeteria; and the point of service. In addition, the district shall ensure students who receive free and reduced price benefits are not overtly identified when they are provided additional services under programs or activities available to low-income students based on their eligibility for free and reduced price meals.

Pursuant to 7 CFR 245.2, disclosure means revealing or using individual student's program eligibility information obtained through the free and reduced price meal or free milk eligibility process for a purpose other than the purpose for which the information was obtained. Disclosure includes, but is not limited to, access, release, or transfer of personal data about students by means of print, tape, microfilm, microfiche, electronic communication, or any other means. It includes eligibility information obtained through the school meals application or through direct certification.

If the district accepts both cash and electronic payments, the district shall ensure students are not overtly identified through the method of payment pursuant to 7 CFR 245.8(b). To the maximum extent practicable, the district must ensure the sale of non-program foods and the method of payment for non-program foods do not inadvertently result in students being identified by their peers as receiving free and reduced price benefits.

The School Business Administrator/Board Secretary or designee will verify applications of those eligible for free or reduced price meals in accordance with the requirements of the Division of Food and Nutrition, School Nutrition Programs, NJDOA.

F. Meal Charge Program – N.J.S.A. 18A:33-21

The Board of Education provides a meal charge program to permit students in the district to charge for breakfast or lunch. Collection of any payment for a meal charge program account that is in arrears shall be addressed in accordance with provisions of this Policy.

The Board of Education recognizes a student may not have breakfast or lunch (meal), as applicable, or money to purchase an unsubsidized school breakfast or school lunch at

school on a school day causing the student's unsubsidized school breakfast or unsubsidized school lunch bill to fall into arrears. The participating school district shall contact the student's parent to provide notice of the arrearage and shall provide the parent with a period of ten school days to pay the amount due. If the student's parent has not made full payment by the end of the designated ten school day period, then the participating school district shall again contact the student's parent to provide notice of any action to be taken in response to the arrearage.

A parent who has received a second notice their student's unsubsidized school breakfast or unsubsidized school lunch bill is in arrears and who has not made payment in full within one week from the date of the second notice may be requested to meet with the Principal or designee to discuss and resolve the matter.

A parent's refusal to meet with the Principal or designee or take other steps to resolve the matter may be indicative of more serious issues in the family or household. However, when a parent's routine failure to provide breakfast or lunch is reasonably suspected to be indicative of child neglect, the Principal or designee shall immediately report such suspicion to the Department of Children and Families, Division of Child Protection and Permanency as required in N.J.S.A. 9:6-8.10. Such reporting shall not be delayed to accommodate a parent's meeting with the Principal or designee.

A participating school district shall report at least biannually to the NJDOA the number and percentage of enrolled students who have been denied school breakfast or school lunch on the basis of an unsubsidized meal bill arrearage, pursuant to N.J.S.A. 18A:33-21.a.(2) and this Policy.

Nothing in N.J.S.A. 18A:33-21 or this Policy shall be construed to:

1. Require the participating school district to deny or restrict the ability of a student to access unsubsidized school breakfast or unsubsidized school lunch, respectively, whenever the student's unsubsidized school breakfast or unsubsidized school lunch bill is in arrears; or

2. Authorize the participating school district to deny or restrict the ability of a student who is income-eligible for subsidized school lunch, but who is not income-eligible for subsidized school breakfast, to continue to access subsidized school lunch whenever the student's unsubsidized school breakfast bill is in arrears.

The participating school district shall not:

1. Publicly identify or stigmatize a student who cannot pay for an unsubsidized school breakfast or an unsubsidized school lunch or whose unsubsidized school breakfast

or lunch bill is in arrears, for example, by requiring the student to sit at a separate table, to wear a wristband, hand stamp, or identifying mark, or to accept an alternative meal;

2. Require a student, who cannot pay for an unsubsidized school breakfast or an unsubsidized school lunch or whose unsubsidized school breakfast or lunch bill is in arrears to do chores or other work to pay for the unsubsidized school breakfast or unsubsidized school lunch;

3. Require a student to discard an unsubsidized school breakfast or an unsubsidized school lunch after it has been served, either because the student is unable to pay for the unsubsidized school breakfast or unsubsidized school lunch or because the student's unsubsidized school breakfast or unsubsidized lunch bill is in arrears;

4. Prohibit a student, or a sibling thereof, from attending or participating in non-fee-based extracurricular activities, field trips, or school events, from receiving grades, official transcripts, or report cards, or from graduating or attending graduation events, solely because of the student's unresolved breakfast or lunch debt; or

5. Require a student's parent to pay fees or costs in excess of the actual amounts owed for unsubsidized school breakfasts or unsubsidized school lunches, or both, which have been previously served to the student.

If a student owes money for the equivalent of five or more unsubsidized school meals, the Principal or designee of the participating school district shall:

1. Determine whether the student is eligible for subsidized school meals, by conducting a review of all available records related to the student, and by making at least two attempts, not including the initial attempt made pursuant to N.J.S.A. 18A:33-21b1, to contact the student's parent and have the parent complete a subsidized school meals application; and

2. Contact the student's parent to:

   a. Offer assistance with respect to the completion of the subsidized school meals application; and

   b. Determine whether there are other issues in the household that have caused the student to have insufficient funds to purchase an unsubsidized school breakfast or unsubsidized school lunch, as the case may be; and

   c. Offer any other appropriate assistance.

The participating school district shall direct communications about a student's unsubsidized school meals arrearage to the parent and not to the student. Nothing in N.J.S.A. 18A:33-21 shall prohibit the participating school district from sending a student home with a letter addressed to a parent.

Notwithstanding the provisions of N.J.S.A. 18A:33-21 and the provisions of any other law, rule, or regulation to the contrary, a student shall not be denied access to a school meal, regardless of the student's ability to pay or the status of the student's meal arrearages, during any period of time in which the participating school district is making a determination, pursuant to N.J.S.A. 18A:33-21.c., as to whether the student is eligible for, and can be certified to receive, subsidized school meals.

If the student's meal bill is in arrears, but the student has the money to purchase a meal on a subsequent school day, the student will be provided a meal with payment and the food service program will not use the student's payment to repay previously unpaid charges if the student intended to use the money to purchase that school day's meal.

Students receiving free meals will not be denied a meal even if they accrued a negative balance from other purchases in the cafeteria.

The school district may post this Policy on the school district's website provided there is a method in place to ensure this Policy reaches all households without access to a computer or the Internet.**]**

G. Provision of Meals to Homeless Children – N.J.S.A. 18A:33-21c.

The district's liaison for the education of homeless children shall coordinate with district personnel to ensure that a homeless student receives free school meals and is monitored according to district policies pursuant to N.J.S.A. 18A:33-21c.

H. Provision of School Meals During Period of School Closure – N.J.S.A. 18A:33-27.2

Whenever the Board receives a written directive, from either the New Jersey Department of Health or the health officer of the jurisdiction, instituting a public health-related school closure due to the COVID-19 epidemic, the district having jurisdiction over the closed school shall implement and operate an emergency school meals distribution program during the period of the school closure. An emergency school meals distribution program implemented pursuant to N.J.S.A. 18A:33-27.2 shall provide for subsidized school meals to be made available, at meal distribution sites designated pursuant to N.J.S.A. 18A:33-27.2.b., to all students enrolled in the district who are either categorically eligible or income-eligible therefor.

In order to facilitate the emergency distribution of subsidized school meals in the event of an emergency public school closure, as described in N.J.S.A. 18A:33-27.2.a., each district shall identify one or more school meal distribution sites that are walkable and easily accessible to students in the district. The district shall collaborate with county and municipal government officials in identifying appropriate distribution sites including, but not limited to: faith-based locations; community centers, such as YMCAs; and locations in the district where meals are made available through a summer meals program. In a district that includes high density housing, the district shall make every effort to identify an emergency school meals distribution site in that housing area.

The district shall identify students enrolled in the district who are categorically eligible or income-eligible for subsidized school lunch, subsidized school breakfast, or both, and for whom an emergency school meal distribution site, identified pursuant to N.J.S.A. 18A:33-27.2.b., is not within walking distance. In the case of these students, the district shall distribute the subsidized school meals to the student's residence or to the student's bus stop along an established bus route, provided that, in the latter case, the student or the student's parent shall be present at the bus stop to accept the distribution. Distributions made pursuant to N.J.S.A. 18A:33-27.2.c. may include up to a total of three school days' worth of food per delivery.

The district may use school buses owned and operated by the district to distribute subsidized school meals pursuant to N.J.S.A. 18A:33-27.2. If the district does not own and operate its own buses, the district may enter into a contract authorizing another party to engage in the emergency distribution of subsidized school meals, on the district's behalf, pursuant to N.J.S.A. 18A:33-27.2, and any such contracts shall be exempt from the public bidding requirements established pursuant to the "Public School Contracts Law," N.J.S.A. 18A:18A-1 et seq.

The district shall collaborate, as feasible, with other districts and with local government units when implementing an emergency meals distribution program, pursuant to N.J.S.A. 18A:33-27.2, in order to promote administrative and operational efficiencies and cost savings.

School lunches and breakfasts that are made available through an emergency meals distribution program operating pursuant to N.J.S.A. 18A:33-27.2, shall be provided to eligible students free of charge, in accordance with the provisions of N.J.S.A. 18A:33-4.a. and N.J.S.A. 18A:33-14a.a.

I. Statement of Compliance

All food service programs shall be operated pursuant to 7 CFR 245, as appropriate, and this Policy.

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N.J.S.A. 18A:18A-42.1; 18A:33-4; 18A:33-5; 18A:33-10; 18A:33-10.1; 18A:33-11; 18A:33-11.1; 18A:33-11.2; 18A:33-11.3; 18A:33-14a.; 18A:33-21; 18A:33-21a.; 18A:33-21b1; 18A:33-21c.; 18A:33-23; 18A:33-24; 18A:33-25; 18A:33-26; 18A:33-27.2; 18A:58-7.1; 18A:58-7.2
N.J.A.C. 2:36
N.J.A.C. 6A:23-2.6 et seq.
N.J.A.C. 8:24-2.1 through 7.5
7 CFR 210.1 et seq.

Adopted : March 18, 2024
1st Reading : February 2, 2026
Readopted: February 24, 2026
First Reading : July 27, 2026
Readopted : August 31, 2026

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P2530 RESOURCE MATERIALS

The Board of Education shall provide resource materials to implement the school district's educational goals and objectives to meet student needs as district resources permit. Resource materials include, but are not limited to, reference materials; fiction and nonfiction books; maps; audio and audio-visual materials; pamphlets; periodicals; pictures; online references; other supplementary titles; and other sources of information for use by students that are not designated as textbooks. Resource materials are not library material as defined in N.J.S.A. 18A:34A-3 and Policy and Regulation 2535.

The Superintendent will develop regulations for the selection of resource materials pursuant to Regulation 2530 that provide for the effective consultation of teaching staff members at all appropriate levels, ensure that the Board's budgetary allotment for resource materials is efficiently spent and appropriately distributed throughout the instructional program and the district, and ensure an inventory of resource materials that is well balanced.

The Superintendent will evaluate resource materials and recommend to the Board the removal of resource materials that no longer meet the standards set forth in Policy and Regulation 2530. Any request by an individual for the removal of resource materials will be governed by Policy and Regulation 9130.

Adopted: 18 March 2019
First Reading: 27 July 2026
Readopted: 31 August 2026

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P2535 LIBRARY MATERIAL **(M) NEW**

The Board of Education believes the freedom to read is a human right, constitutionally protected by the First Amendment of the United States Constitution, and individuals have the right to free inquiry and the right to form their own opinions. The freedom to read does not require an individual to agree with topics or themes within a material, but instead allows a reader to explore and engage with differing perspectives to form and inform their own views pursuant to the "Freedom to Read Act" N.J.S.A. 18A:34A-1 through N.J.S.A. 18A:34A-7.

In accordance with N.J.S.A. 18A:34A-4, the purpose of Regulation 2535 and this Policy is to: provide standards for the curation of library material, establish criteria for the removal of existing school library material or library material selected for inclusion in the school library, and provide protection against attempts to censor library material.

A. Definitions – N.J.S.A. 18A:34A-3

1. For the purpose of Policy and Regulation 2535:

a. "Board of Education" means a Board of Education as defined in N.J.S.A. 18A:18A-2, the Board of Directors of an educational services commission, a Board of Trustees of a charter school, a Board of Trustees of a renaissance school project, or any other local education agency.

b. "Censorship" means to block, suppress, or remove library material based on disagreement with a viewpoint, idea, or concept or solely because an individual finds certain content offensive, but does not include limiting or restricting access to any library material deemed developmentally inappropriate for certain students.

c. "Diverse and inclusive material" means any material that reflects any protected class as enumerated in the "Law Against Discrimination," N.J.S.A. 10:5-1 et seq.; material produced by an author who is a member of a protected class as enumerated in the "Law Against Discrimination," N.J.S.A. 10:5-1 et seq.; and material that contains the author's points of view concerning contemporary problems and issues, whether international, national, or local; but excludes content that is inappropriate for grades served by the school library.

d. "Individual with a vested interest" means any teaching staff member employed by the Board of Education, any parent of a student enrolled in the school district at the time the removal form required pursuant to N.J.S.A. 18A:34A-5 is filed, and any student enrolled in the district at the time the removal form required pursuant to N.J.S.A. 18A:34A-5 is filed.

e. "Library material" means any material including, but not limited to, nonfiction and fiction books, magazines, reference books, supplementary titles, multimedia and digital material, software and instructional material, and other material not required as part of classroom instruction belonging to, on loan to, or otherwise in the custody of a school library.

f. "The Principal or designee" means a school library media specialist, school librarian, any certificated or non-certificated staff member assigned to duties in a school library, or any individual carrying out or assisting with the functions of a school library media specialist or school librarian.

B. Library Material Curation – N.J.S.A. 18A:34A-4

1. The Board of Education shall have control over the content of this Policy, except this Policy shall at a minimum:

a. Recognize that library material should be provided for the interest, information, and enlightenment of all students and should present diverse points of view in the collection as a whole;

b. Acknowledge that library material shall not be removed from a school library because of the origin, background, or views of the library material or those contributing to its creation;

c. Recognize the importance of school libraries as centers for voluntary inquiry and the dissemination of information and ideas;

d. Promote the free expression and free access to ideas by students by prohibiting the censorship of library material;

e. Acknowledge that a school library media specialist is professionally trained to curate and develop the school library collection that provides students with access to the widest array of developmentally appropriate library material available to schools; and

f. Establish a procedure for the Principal or designee to review library material within a school library on an ongoing basis, which shall include, but not be limited to:

(1) The library material's relevance;

(2) The condition of the library material;

(3) The availability of duplicates;

(4) The availability of more recent developmentally appropriate library material; and

(5) The continued demand for the library material.

2. The Board of Education, in consultation with the Principal or designees, shall have discretion in selecting, purchasing, or acquiring library material for inclusion in the school library. Nothing in N.J.S.A. 18A:34A-4 or this Policy shall be construed to require the Board of Education to purchase, or otherwise acquire, library material for a school library.

3. Nothing in N.J.S.A. 18A:34A-4 and this Policy shall be construed to restrict the Board of Education's authority to select textbooks and school supplies related to the curriculum.

C. Library Material Recommendation and Selection Process

1. The Principal or designee in each school building will accept the written requests of teaching staff members for new and revised library material. Each request should include:

a. The name and originator of the library material;

b. The publisher or distributor;

c. A brief description of the library material; and

d. The reason for the request, including the relevance of the library material to the instructional program.

2. The Principal or designee shall review each recommendation against the standards for selection in B.1.f. above and the amount budgeted for library material in the current or succeeding school year, as appropriate.

3. The Principal or designee shall present to the Superintendent or designee a list of recommended purchases of library material. The list will include multiple copies of library material when a high level of interest and need is anticipated.

4. Standards to be applied in the selection of library material shall relate to, support, and enrich the courses of study adopted by the Board of Education.

D. Censorship of School Library Material Prohibited, Right to Reserve, Check Out – N.J.S.A. 18A:34A-6

1. The Board of Education shall not remove library material from a school library in the district because of the origin, background, or views of the library material or those contributing to its creation, and shall not engage in censorship of library material.

2. The Board of Education shall allow a student to reserve or check out any developmentally appropriate library material, including diverse and inclusive material, regardless of the origin, background, or views of the library material or those contributing to its creation.

E. Removal Request Procedure

Any request by an individual with a vested interest to have library material removed from a school library in the district shall follow the grievance procedure outlined in Regulation 2535 in accordance with N.J.S.A. 18A:34A-5.

F. Immunity, School Library Staff – N.J.S.A. 18A:34A-7

The Principal or designee who engages in activities as required by N.J.S.A. 18A:34A-4 through 18A:34A-6 and B. through E. above shall be immune from civil and criminal liability arising from good faith actions performed pursuant to the provisions of N.J.S.A. 18A:34A-4 through 18A:34A-6 and B. through E. above.

N.J.S.A. 18A:34A-1 through N.J.S.A. 18A:34A-7

Frist Reading: 27 July 2026
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P5516 STUDENT USE OF INTERNET-ENABLED DEVICES (M)

The Board of Education prohibits student use of personal internet-enabled devices on school grounds during the school day in accordance with N.J.S.A. 18A:36-40b. The Board adopts this Policy and Regulation 5516 pursuant to N.J.S.A. 18A:36-40b. and the guidelines developed by the Commissioner of Education concerning student use of personal internet-enabled devices during regular school hours, on a school bus, or during school-sponsored events when the student is under the direct supervision of a teaching staff member or employee of the Board.

For the purpose of this Policy and Regulation 5516:

1. "Bell-to-bell" means the timeframe when the bell rings at the start of the school day until the dismissal bell rings at the end of the academic day. Bell-to-bell includes time in between class periods and lunch.

2. "Digital citizenship" means the development of thoughtful, empathetic citizens who can wrestle with important ethical questions at the intersection of technology and humanity. Model digital citizens focus on using technology to make communities better, engage respectfully online with others, and leverage technology to amplify voices and perspectives. They are careful to determine the validity of online sources of information and are always respectful of ideas different than their own.

3. "District-managed tools" means district-issued internet-enabled technology or platforms used for educational purposes (e.g., laptops, tablets, learning management systems, etc.).

4. Personal "internet-enabled device" means any device capable of connecting to the internet and accessing online content (e.g., smartphones, tablets, smartwatches, smart glasses, headphones, etc.), including social media applications. A personal internet-enabled device does not include an internet-enabled device provided by the Board when used for educational purposes.

5. Personal "non-internet-enabled device" means a basic communication device that is not capable of connecting to the internet or enabling the user to access content on the internet (e.g., basic flip-style cell phones, two-way radio/walkie-talkie, etc.).

6. "School grounds" means and includes land, portions of land, structures, buildings, and vehicles, not to include school buses, 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 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. "School grounds" also includes 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.

Board-issued technology and sponsored platforms are permitted to be used in classrooms for educational purposes. The district may use existing information technology systems to proactively establish and monitor restrictions to the district's network. The district may utilize device management software to restrict or monitor student browsing on school-issued devices or from devices connecting to the district's Wi-Fi. If the district chooses to use software or other technology to block students' use of their personal internet-enabled devices, the district may collaborate with the local municipality to determine that there are no safety or security concerns. The Board shall notify students and parents about the monitoring practices in Policy and Regulation 2361.

The Board shall assume no responsibility for the security of or damage to a student's personal internet-enabled device brought onto school grounds. If a student brings a personal internet-enabled device to school, the device must remain off and may be required to be as indicated in Regulation 5516. A personal internet-enabled device shall be password protected by the student so only the student owner of the device can use the internet-enabled device.

The district shall provide instruction aligned to the New Jersey Student Learning Standards (NJSLS) on Digital Citizenship and shall ensure classroom instructional time is entirely free of internet-enabled devices. Teachers shall not incorporate students' personal technology into lesson plans. All digital engagement shall occur through district-managed tools and devices.

A student's use of a personal internet-enabled device on a school bus or during school-sponsored events when the student is under the direct supervision of a teaching staff member or employee of the Board will be in accordance with the age-appropriate and grade-level differentiated requirements outlined in Regulation 5516.

The district shall communicate behavioral expectations for student use of personal internet-enabled devices to students and their parent(s) and reinforce these behavioral expectations throughout the school year. Communication of this Policy and Regulation 5516 may include, but not be limited to, school-wide notifications, signage, and reinforcement as part of classroom routines. District staff shall apply clear, age-appropriate consequences and use strategies to redirect students who attempt to use internet-enabled devices. Discipline and consequences shall be addressed in Regulation 5516. A student in violation of this policy and regulation 5516 will be subject to appropriate disciplinary action as outlined in Board policy and Regulations 5500/5600 Expectations for Student Conduct/Student Code of Conduct.

The district shall comply with all applicable State and Federal laws that protect the rights of students with disabilities or health related needs, including, but not limited to, the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act of 1973.

The Superintendent or designee will inform students and parents of their right to request a personal internet-enabled device accommodation. The parent(s) shall submit a written request to the Superintendent or designee. The written request shall include, but not be limited to, supporting documentation from the student's physician, child study team, and/or any other documentation as required by the Superintendent or designee as to why the student requires a personal internet-enabled device accommodation. The Superintendent or designee shall inform the parent(s) of the approval or denial of the written request for a personal internet-enabled device accommodation within five school days of receiving the written request. The Superintendent or designee shall base such an accommodation determination on documented educational, medical, developmental, accessibility, or other needs or specific purposes and review them on a regular basis and determine if the request cannot be met by a district managed device.

Students shall be permitted to use their personal internet-enabled device, if approved by the superintendent or other designee, on school grounds during the school day, on the school bus, and at school-sponsored events in the following circumstances in accordance with N.J.S.A. 18A:36-40b.:

1. To fulfill accommodations provided in a student's individualized education program (IEP);

2. To support the implementation of a 504 Plan;

3. To implement a student health plan established to monitor or address a student's health condition (upon submission by a parent of documentation from a healthcare professional indicating that the use of a personal internet-enabled device is necessary for the health or well-being of the student);

4. For translation services;

5. For a student caregiver who is routinely responsible for the care or well-being of a family member;

6. When no reasonable alternative to the use of the internet-enabled device for a specific purpose exists (upon authorization by the Superintendent, Principal, or designee);

7. When required by law; and

8. In the event of an emergency.

The Superintendent or designee may involve school nurses, case managers, and IEP/504 coordinators in planning for and implementing personal internet-enabled device accommodations. Staff responsible for implementation shall have ready access to documentation of the accommodation and shall ensure their enforcement strategies minimize disruption. The district shall develop and disseminate clear procedures to ensure staff implement personal internet-enabled device accommodations confidentially. Staff training may be necessary to recognize and honor

valid personal internet-enabled device accommodations without drawing unnecessary attention to the student. Staff shall treat students with an personal internet-enabled device accommodation with sensitivity and dignity.

Pursuant to N.J.A.C. 6A:16-5.1, the district has developed and implemented comprehensive plans, procedures, and mechanisms that provide for safety and security in the district's schools. School safety plans include thoughtful integration of personal internet-enabled device procedures during emergencies or perceived threats. The district has incorporated clear expectations into school safety plans, emergency drill protocols, and staff professional development.

In the event of an unplanned emergency closure that prevents students from retrieving stored personal internet-enabled devices, the district shall develop and communicate a clear, centralized protocol for retrieving devices safely and efficiently once the school building is accessible.

In the event of a family emergency or for non-emergency communication, families shall contact the school's main office directly rather than reaching out to students during the school day. District staff will then follow local notification procedures to ensure the student receives the information in a timely and appropriate manner.

When a student leaves school grounds, whether for an open lunch period, internship, or other purpose, the student may be permitted to use their personal internet-enabled device. However, upon returning to school grounds, the student's personal internet-enabled device must be stored for the remainder of the school day in accordance with Regulation 5516.

The district shall ensure students, parents, and school staff members are aware of this Policy and Regulation 5516 and understand how they apply to them. The Board shall include information about this Policy and Regulation 5516 in student handbooks.

No student enrolled as a student of an elementary or secondary school, knowingly and without the express written permission of the Board, its delegated authority, or any Principal, shall bring or possess any remotely activated paging device on any property used for school purposes, at any time and regardless of whether school is in session or others are present pursuant to N.J.S.A. 2C:33-19.

N.J.S.A. 2C:33-19.
N.J.S.A. 18A:36-40a.; 18A:36-40b.
Guidance for Schools on Student Use of Internet-Enabled Devices,
New Jersey Department of Education, January 2026
Guidance for Schools on Student Use of Internet-Enabled Devices,
Frequently Asked Questions

Adopted: March 18, 2019
Readopted: August 25, 2025
Frist Reading: July 27, 2026
Readopted: August 31, 2026

Springfield Public Schools
Policy

P8660 TRANSPORTATION BY PRIVATE VEHICLES – TO AND FROM SCHOOL-RELATED ACTIVITIES (M)

The Board of Education authorizes the transportation by private vehicle of students of the district between the school and school-related activities approved by the Board in accordance with this Policy and N.J.A.C. 6A:27-7.6(a).

Any such transportation must be approved in advance and in writing by the Superintendent or designee. The writing must set forth the date, time, and reason for the transportation; the places from and to which students will be transported; the name and address of the driver; the names of the students to be transported; a brief description of the transportation vehicle; and the signature of the driver. The parent(s) of a participating student will be given, on request, the name of the driver and the description of the vehicle.

No person shall be approved as driver for the transportation of students in a private vehicle who is not an employee of the Board or the parent(s) of a student enrolled in the district and the holder of a currently valid license to operate a motor vehicle in the State of New Jersey.

No person shall be permitted to transport students who has been convicted of a moving vehicle violation within the period of three calendar years immediately preceding the request for transportation approval.

The Board may withdraw the authorization of any private vehicle driver at any time.

Any private vehicle used for the transportation of students must be owned by the approved driver or the spouse of the approved driver, have the capacity to hold not more than eight persons, and must conform to registration, inspection, and insurance requirements of the State of New Jersey for privately owned vehicles. Seat belts shall be worn by the driver and the passengers while the vehicle is in motion. No vehicle may be used to transport more persons than its normal load capacity.

The responsibility of teaching staff members for the discipline and control of students will extend to their transportation of students in a private vehicle.

Drivers who are not teaching staff members are requested to report student misconduct to the Building Principal.

Expenses incurred by drivers of private vehicles who are employees of the Board in the course of transporting students may be reimbursed by the Board upon approval of the Superintendent.

N.J.S.A. 18A:16-6.; 18A:25-2.; 18A:39-20.1.
N.J.A.C. 6A:27-7.6; 6A:27-7.7

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Springfield Public Schools
Policy

P8662 TRANSPORTATION BY PRIVATE OR DISTRICT-OWNED VEHICLES – TO AND FROM SCHOOL **(M) NEW**

The Board of Education may designate school personnel who are not licensed as school bus drivers to transport students between home and school in a private or district-owned vehicle with a capacity of eight or fewer passengers, excluding the driver, provided the designated school personnel meet the criteria and requirements at N.J.A.C. 6A:27-7.6(c), N.J.A.C. 6A:27-7.6(d), and this Policy.

For the purpose of this Policy, "school personnel" means any person employed by the school district pursuant to N.J.A.C. 6A:27-7.6(b)1.

For the purpose of this Policy, "designated individual" means an individual designated by the Board to transport students between home and school in a private or district-owned vehicle.

The Board requires the designated school personnel to meet, at a minimum, the following criteria pursuant to N.J.S.A. 18A:39-20.1.:

1. Be at least twenty-one years of age;
2. Possess a valid New Jersey driver's license for a minimum of three years;
3. Have completed, within the past year, a physical examination pursuant to N.J.S.A. 18A:16-2., a copy of which is on file with the district;
4. Have completed, within the past year, a criminal history background check pursuant to N.J.S.A. 18A:6-7.1.;
5. Have completed, within the past year, a Child Abuse Record Information (CARI) check that demonstrates no evidence of abuse;
6. Have submitted, to the district, a driver history abstract that demonstrates evidence of no alcohol- or drug-related motor vehicle violations in the past five years;
7. Provide written consent to allow the district to conduct monthly motor vehicle record checks pursuant to N.J.S.A. 39:2-3.4.c.; and
8. Have completed the training required pursuant to N.J.S.A. 18A:39-19.1a.c. and N.J.S.A. 18A:39-19.2.

No later than August 15 of each year, the district shall provide, to the Executive County Superintendent, the following:

1. A list of school personnel who have been designated to provide student transportation between home and school;

2. A copy of each designated individual's driver history abstract documenting that, in the previous five years, the individual has not committed an alcohol- or drug-related motor vehicle violation, or any other motor vehicle violation, that would disqualify the individual from transporting students pursuant to Title 18A or Title 39 of the New Jersey Statutes; and

3. Documentation of automobile liability insurance for bodily injury and property damage in an amount in accordance with N.J.A.C. 6A:27-1.6(a).

School personnel shall not transport students between home and school pursuant to N.J.A.C. 6A:27-7.6(b) and this Policy if the school personnel are not included on the list required at N.J.A.C. 6A:27-7.6(d) and this Policy or if the list is not provided to the Executive County Superintendent by the August 15 due date.

A designated individual shall immediately notify the district of any alcohol- or drug-related motor vehicle violation, or any other motor vehicle violation, that would disqualify the individual from transporting students pursuant to Title 18A or Title 39 of the New Jersey Statutes, if the violation occurs in the current school year during which the individual has been designated to transport students between home and school.

The district shall access, on a monthly basis, each designated individual's driving record to ensure the individual has not committed a disqualifying offense.

If the district discovers that a designated individual has committed a disqualifying offense, pursuant to Title 18A or Title 39 of the New Jersey Statutes, the district shall immediately notify the Executive County Superintendent of the offense and shall immediately remove the individual from the list of designated drivers.

Any vehicle used to transport students only pursuant to N.J.A.C. 6A:27-7.6(a), N.J.A.C. 6A:27-7.6(b), or this Policy shall meet all State and Federal standards and requirements specific to the vehicle and in accordance with the transported student's IEP, if applicable.

Any vehicle used to transport students only pursuant to N.J.A.C. 6A:27-7.6(a), N.J.A.C. 6A:27-7.6(b) or this Policy shall be exempt from the requirements at N.J.A.C. 6A:27-7.1, N.J.A.C. 6A:27-7.2(a), N.J.A.C. 6A:27-7.4, N.J.A.C. 6A:27-7.9, and N.J.A.C. 6A:27-11.1.

A designated individual shall be exempt from the requirements at N.J.A.C. 6A:27-11.2, N.J.A.C. 6A:27-11.3, and N.J.A.C. 6A:27-12.1 except as set forth at N.J.A.C. 6A:27-7.6.

N.J.S.A. 18A:39-20.1.
N.J.A.C. 6A:27-7.1; 6A:27-7.2; 6A:27-7.4; 6A:27-7.6; 6A:27-7.9;
6A:27-11.2; 6A:27-11.3; 6A:27-12.1

First Reading: 27 July 2026
Adopted: 31 August 2026

Springfield Public Schools
Policy

P 9130 PUBLIC COMPLAINTS

The Board of Education shall establish procedures for the hearing and settlement of complaints concerning district staff members, the educational program, instructional or resource materials, or the operations of the district. Complaints regarding library material as defined in N.J.S.A. 18A:34A-3 shall be addressed in accordance with Policy and Regulation 2535. The procedures for the hearing and settlement of complaints shall provide a means for resolving complaints fairly and impartially and permit appropriate resolution.

The grievance procedure outlined in Regulation 9130 shall not be utilized by a district staff member or Board member unless the district staff member or Board member is doing so in their capacity as a parent of a student currently enrolled in the district.

When a Board member is confronted with a complaint concerning district staff members, the educational program, instructional or resource materials, or the operations of the district, the Board member will withhold comment and refer the complaint to the Superintendent in accordance with N.J.S.A. 18A:12-24.1.j., who shall review the complaint in accordance with Regulation 9130.

Any misunderstandings or disputes between the public and district staff members should, whenever possible, be settled by direct, informal discussions among the interested parties. It is only when such informal meetings fail to resolve differences that more formal procedures shall be employed.

Procedures for the resolution of complaints regarding district staff members, the educational program, instructional and resource materials, and the operations of the district shall be governed by Regulation 9130.

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Frist Reading: 27 July 2026
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Springfield Public Schools
Regulation

R 2530 RESOURCE MATERIALS (NEW)

A. Definition

"Resource materials" means all those sources of information for the use of students that have not been designated as textbooks and generally must be shared by individual students. Resource materials include, but are not limited to, reference materials; fiction and nonfiction books; maps; audio and audio-visual materials; pamphlets; periodicals; pictures; online references; other supplementary titles; and other sources of information for use by students that are not designated as textbooks. Resource materials are not library material as defined in N.J.S.A. 18A:34A-3 and Policy and Regulation 2535.

B. Selection Process

1. The teaching staff member shall submit written requests for new resource materials to the Principal or designee in the teaching staff member's school building. Each written request should include:

    a. The name and originator of the resource material;

    b. The publisher or distributor;

    c. A brief description of the resource material; and

    d. The reason for the request, including the relevance of the resource material to the instructional program;

2. All written requests will be forwarded to the Superintendent or designee for consideration; and

3. The Superintendent or designee shall evaluate each written request against the selection standards as outlined in C. below and the amount budgeted for resource materials in the current or succeeding school year, as appropriate.

4. The Superintendent or designee will develop a list of recommended purchases. The list may include multiple copies of resource materials when a high level of interest and need is anticipated.

C. Selection Standards

Standards to be applied in the selection of resource materials are those set forth below:

1. Resource materials will be suited to the varied interests, abilities, reading levels, and maturation levels of the students to be served.

2. Wherever appropriate, resource materials will provide major opposing views on controversial issues so that students may develop, under guidance, the practice of critical reading and thinking.

3. Wherever appropriate, resource materials will include the basic tenets of multiculturalism in accordance with N.J.A.C. 6A:7-1.7.

4. Resource materials will be factually accurate, as appropriate, and of genuine literary or artistic value.

5. Resource materials will be of a quality and durability appropriate to their intended uses.

6. Resource materials will relate to, support, and enrich the curriculum adopted by the Board of Education.

7. Resource materials will support the New Jersey Student Learning Standards.

D. Periodic Removal of Resource Materials

1. The Superintendent or designee shall conduct a periodic review of resource materials for their:

   a. Continuing usefulness;

   b. Relevance to the curriculum and the New Jersey Student Learning Standards;

   c. Representation of the needs and interests of all grade levels, subject areas, and departments; and

   d. Balance of content, types of resource materials, and manner of presentation.

2. Standard resource materials subject to frequent use that are worn or missing should be replaced periodically.

3. Outdated resource materials and resource materials no longer relevant to the curriculum may be withdrawn from the collection on Board of Education approval.

4. Any request by an individual for the removal of resource materials will be governed by Policy and Regulation 9130.

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Springfield Public Schools
Regulation

R 2535 LIBRARY MATERIALS (M)

Any individual with a vested interest requesting to have library material removed from a school library in the district shall follow the grievance procedure outlined below in accordance with the provisions of N.J.S.A. 18A:34A-5.

A. Definitions – N.J.S.A. 18A:34A-3

1. For the purpose of Policy 2535 and this Regulation:

a. "Board of Education" means a Board of Education as defined in N.J.S.A. 18A:18A-2, the Board of Directors of an educational services commission, a Board of Trustees of a charter school, a Board of Trustees of a renaissance school project, or any other local education agency.

b. "Censorship" means to block, suppress, or remove library material based on disagreement with a viewpoint, idea, or concept or solely because an individual finds certain content offensive, but does not include limiting or restricting access to any library material deemed developmentally inappropriate for certain students.

c. "Diverse and inclusive material" means any material that reflects any protected class as enumerated in the "Law Against Discrimination," N.J.S.A. 10:5-1 et seq.; material produced by an author who is a member of a protected class as enumerated in the "Law Against Discrimination," N.J.S.A. 10:5-1 et seq.; and material that contains the author's points of view concerning contemporary problems and issues, whether international, national, or local; but excludes content that is inappropriate for grades served by the school library.

d. "Individual with a vested interest" means any teaching staff member employed by the Board of Education, any parent of a student enrolled in the school district at the time the removal form required pursuant to N.J.S.A. 18A:34A-5 is filed, and any student enrolled in the district at the time the removal form required pursuant to N.J.S.A. 18A:34A-5 is filed.

e. "Library material" means any material including, but not limited to, nonfiction and fiction books, magazines, reference books, supplementary titles, multimedia and digital material, software and instructional material, and other material not required as part of classroom instruction belonging to, on loan to, or otherwise in the custody of a school library.

f. "School the Principal or designee member" assigned to duties in a school library, or any individual carrying out or assisting with the functions of the school library.

B. The following procedure shall be adhered to any time an individual with a vested interest submits a complaint requesting removal of library material from any of the district's school libraries.

1. Complaints about library material shall be made on a request for removal form and submitted to the Principal of the school building in which the library material is challenged to initiate a review of the material.

2. The individual with a vested interest shall complete and sign a request for removal form available in the Principal's office. The request for removal form shall include:

a. The title, author, and publisher of the library material at issue;

b. Sections of the library material to which the individual with a vested interest objects; and

c. An explanation of the reasons for the objection.

3. Within five working days of the receipt of the request for removal form, the Principal or designee shall forward the request for removal to the Superintendent.

4. Upon receipt of the request for removal form, the Superintendent or designee shall appoint a review committee consisting of:

a. The Superintendent or designee;

b. The Principal or designee of the school in which the library material is challenged;

c. The Principal or designee

d. A representative selected by the Board of Education;

e. At least one grade-appropriate teacher familiar with the library material, provided the teacher selected is not the individual who submitted the request for removal form;

f. A parent of a student enrolled in the school district, provided the parent selected is not the individual who submitted the request for removal form;

g. If appropriate, and at the discretion of the Superintendent, in cases where a student enrolled in the district in grades nine through twelve filed the request for removal form, a student enrolled in the district in grades nine through twelve may volunteer to serve on the review committee if that student did not file the request for removal form. The Superintendent shall consult with the Principal of the school involved in the removal request in making this determination; and

h. Any additional members the Superintendent or designee deem necessary.

5. The challenged library material shall remain within the school library and available for a student to reserve, check out, or access until there is a final decision reached by the Board of Education pursuant to N.J.S.A. 18A:34A-5.b.(5) and B.7. below.

6. The review committee members shall evaluate the request for removal form and review the challenged library material in its entirety. The review committee shall meet to discuss the library material and concerns raised and make a recommendation on whether the challenged library material should be removed from circulation, retained, or limited in use. The review committee shall submit its written report with recommendations to the Board of Education no later than sixty school days from the date of the next regularly scheduled Board of Education meeting after receipt of the request for removal form:

   a. A copy of the review committee's report shall also be provided to the individual with a vested interest who filed the request for removal form and the Principal who received the request for removal form.

7. The Board of Education shall review the review committee's report and make a final determination on whether the library material is to be removed from the school library or limited in use. The Board of Education shall provide a written statement of reasons for:

   a. The removal, limitation, or non-removal of a library material; and

   b. Any final determination that is contrary to the recommendations of the review committee.

8. The written statement of reasons shall be posted on the Board of Education's website in a prominent and easily accessible location within thirty days of the determination.

9. All decisions on whether to remove from circulation, retain, or limit in use library material shall be based on the library material as a whole, not isolated passages.

10. All request for removal forms and outcomes shall be maintained in accordance with other similar records in the district.

11. Library material that has been challenged pursuant N.J.S.A. 18A:34A-5.b.(1) through 18A:34A-5.b.(5), Policy 2535, and this Regulation shall not be subject to challenge for at least one year in accordance with N.J.S.A. 18A:34A-5.b.(6).

12. The district may consolidate requests for removal of the same challenged library material in accordance with N.J.S.A. 18A:34A-5.b.(7).

13. The Board of Education's determination issued in accordance with N.J.S.A. 18A:34A-5, Policy 2535, and this Regulation which denies a request for removal shall not constitute a controversy or dispute pursuant to N.J.S.A. 18A:6-9. However, an individual with a vested interest, as defined in N.J.S.A. 18A:34A-3, may file a petition of appeal of the Board of Education's final determination to remove library material to the Commissioner of Education through the Office of Controversies and Disputes in accordance with N.J.S.A. 18A:6-9 and the procedures set forth in State Board of Education regulations.

14. Nothing in N.J.S.A. 18A:34A-1 through 18A:34A-7, Policy 2535, and this Regulation shall be construed as creating a separate legal cause of action regarding any determination issued pursuant to N.J.S.A. 18A:34A-1 through 18A:34A-7, Policy 2535, and this Regulation.

15. A school the Principal or designee member who engages in activities as required by N.J.S.A. 18A:34A-4 through 18A:34A-6 shall be immune from civil and criminal liability arising from good faith actions performed pursuant to the provisions of N.J.S.A. 18A:34A-4 through 18A:34A-6.

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Springfield Public Schools
Regulation

R 5516 STUDENT USE OF INTERNET-ENABLED DEVICES (M)

The following age-appropriate and grade level differentiated provisions shall govern student use of personal internet-enabled devices on school grounds during the school day.

Kindergarten through Grade 12:

1. Students in Kindergarten through grade 12 are prohibited from using a personal internet-enabled device on school grounds during the school day.

2. Students in Kindergarten through grade 12 who bring a personal internet-enabled device to school are expected to turn the device off and store it the location(s) identified by the school. It is the student's responsibility to turn off the personal internet-enabled device(s) and have the device password protected to prevent any unauthorized use of the device.

3. Students in Kindergarten through grade 12 shall be permitted to use their personal internet-enabled device on a school bus while on their way to school or on the bus on their way home from school at the end of the school day.

4. Students in Kindergarten through grade 4 are prohibited from using their personal internet-enabled device on school grounds before the start of the regular school day and on school grounds after the regular school day.

5. Students in grade 5 through grade 12 shall be permitted to use their personal internet-enabled device on school grounds before the start of the regular school day and on school grounds after the regular school day.

6. Students in Kindergarten through grade 8 are prohibited from using their personal internet-enabled device during school-sponsored events off school grounds during the school day unless authorized to do so. Any use of a personal internet-enabled device may only occur with the authorization of the superintendent or designee and while under the direct supervision of a school staff member or employee of the Board (e.g. field trip) and only if no reasonable alternative to the use of the personal internet-enabled device is available.

7. Students in grade 9 through grade 12 shall be permitted to use their personal internet-enabled device for educational purposes during school-sponsored events off school grounds during the school day while under the direct supervision of a school staff member or employee of the Board (e.g. field trip) and only with the approval of the Principal or designee.

8. Students in Kindergarten through grade 12 shall be permitted to use their personal internet-enabled device during school-sponsored events taking place outside of the school day when students are under the direct supervision of a school staff member or employee of the Board (e.g., afterschool club meeting, sport team practice/game, etc.).

9. Students in Kindergarten through grade 12 are prohibited from using all other personal electronic devices and non-internet-enabled devices unless with authorization from the Superintendent or other designee.

10. Discipline

    a. School staff members shall apply clear, age-appropriate consequences and use strategies to redirect students who use personal internet-enabled devices in violation of this Regulation and Policy 5516. All discipline shall be in accordance with Board Policy and Regulations 5500/5600 Expectations for Student Conduct/Code of Conduct.

        (1) First Offense in a School Year

            (a) The personal internet-enabled device shall be taken from the student by a school staff member or employee of the Board and turned in to the Principal or designee's office for the remainder of the school day.

            (b) It is the student's responsibility to turn off the personal internet-enabled device and have the personal internet-enabled device password protected to prevent any unauthorized use of the personal internet-enabled device before turning the personal internet-enabled device in to the school staff member or employee of the Board.

            (c) The student will be permitted to pick up the personal internet-enabled device in the Principal or designee's office at the end of the school day.

            (d) The student will have the personal internet-enabled device returned upon signing an acknowledgment of their first offense in a school year in violation of this Regulation and Policy 5516.

(2) Second Offense in a School Year

(a) The personal internet-enabled device shall be taken from the student by the school staff member or employee of the Board and turned in to the Principal or designee's office for the remainder of the school day.

(b) It is the student's responsibility to turn off the personal internet-enabled device and have the personal internet-enabled device password protected to prevent any unauthorized use of the personal internet-enabled device before turning the personal internet-enabled device in to the school staff member or employee of the Board.

(c) The personal internet-enabled device must be picked up at the Principal or designee's office by a parent at the end of the school day.

(d) If the parent cannot pick up the personal internet-enabled device by the end of the school day, the parent may pick up the personal internet-enabled device before the end of the next or any subsequent school day.

(e) The parent shall be required to sign for receipt of the personal internet-enabled device with notice provided of a second offense in a school year for their child.

(3) Third Offense in a School Year

(a) The personal internet-enabled device shall be taken from the student by the school staff member or employee of the Board and turned in to the Principal or designee's office for the remainder of the school day.

(b) It is the student's responsibility to turn off the personal internet-enabled device and have the personal internet-enabled device password protected to prevent any unauthorized use of the personal internet-enabled device before turning the personal

internet-enabled device in to the school staff member or employee of the Board.

(c) The personal internet-enabled device must be picked up at the Principal or designee's office by a parent at the end of the school day.

(d) If the parent cannot pick up the personal internet-enabled device by the end of the school day, the parent may pick up the personal internet-enabled device before the end of the next or any subsequent school day.

(e) The parent shall be required to sign for receipt of the personal internet-enabled device with notice provided of a third offense in a school year for their child.

(f) A student with a third offense shall be assigned detention. Failure to attend shall result in discipline in accordance with Board Policy and Regulations 5500/5600 Expectations for Student Conduct/Code of Conduct.

(4) Additional Offenses in a School Year.

(a) Shall include the responses identified in (3) a-e. Disciplinary measures may include, but are not limited to detention, in-school suspension or other discipline in accordance with Board Policy and Regulations 5500/5600 Expectations for Student Conduct/Code of Conduct.

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Springfield Public Schools
Regulation

R 9130 PUBLIC COMPLAINTS

All complaints addressed to the Board of Education, Board members individually, school officials, or district staff members shall be referred to the Superintendent for consideration in accordance with the following procedures.

A. Complaints Regarding a Teaching Staff Member Other Than an Administrator or Supervisor

1. First Level

a. The complainant will be directed to address the complaint to the teaching staff member.

b. The teaching staff member will make every reasonable effort to address the complaint and take appropriate action, if necessary, in accordance with district policies and regulations and within the teaching staff member's authority.

c. The teaching staff member will report the complaint in writing, and whatever action that may have been taken to resolve the complaint, to the teaching staff member's Principal or supervisor.

2. Second Level

a. If the complaint cannot be resolved to the complainant's satisfaction at A.1. above, the complainant may appeal the teaching staff member's resolution to the teaching staff member's Principal or supervisor.

b. The Principal or supervisor will take all reasonable and prudent steps to resolve the complaint and meet with the complainant to discuss the Principal or supervisor's resolution to the complaint.

3. Third Level

a. If the complaint cannot be resolved to the complainant's satisfaction at A.2. above, the complainant may, within five working days of their meeting with the teaching staff member's Principal or supervisor, submit a written request for a conference to the Superintendent. The written request shall, at a minimum, include the specific nature of the complaint and a statement of the facts giving rise to it.

b. A copy of the complainant's written request for a conference will be submitted to the Board by the Superintendent.

c. Within seven working days of the Superintendent's receipt of the written request for a conference, the Superintendent shall conduct the conference, at a time convenient to the complainant and the Superintendent, and attempt to resolve the complaint informally.

d. The Superintendent shall record in writing their disposition of the complaint and shall, within ten working days of the conference, submit a copy of their written disposition to the complainant and the Board.

4. Fourth Level

a. A complaint that is not resolved to the complainant's satisfaction by a conference with the Superintendent at A.3.c. above or that seeks a remedy beyond the Superintendent's authority may be appealed by the complainant to the Board.

(1) The complainant shall, within three working days of their receipt of the Superintendent's written disposition, submit a written request with supporting documentation to the Superintendent for an informal hearing before the Board. The complainant's request, along with the Superintendent's disposition at A.3.d. above, shall be provided to the Board.

b. The Board shall decide whether to grant or deny the complainant's request for an informal hearing and provide their decision in writing to the complainant within five working days upon receiving the request for an informal hearing.

(1) If the Board denies the request for an informal hearing, the Board shall render a decision on the appeal and provide the decision in writing to the complainant within ten working days.

(2) If the Board grants the request for an informal hearing, the Board shall schedule the informal hearing within forty-five working days upon receiving the request for an informal hearing. At the conclusion of the informal hearing, the Board shall render a decision and provide the decision in writing to the complainant within ten working days at the conclusion of the informal hearing.

(a) The Board may designate a committee of the Board to conduct an informal hearing with the complainant.

(b) The Board may permit the complainant to present witnesses.

(c) The Board will comply with the provisions of the Open Public Meetings Act and Bylaw 0162 regarding any public complaints, where applicable.

5. Reasonable efforts will be made to expedite time sensitive complaints.

B. Complaints Regarding a Support Staff Member

1. The complaint procedure set forth in A.1. above will be followed and the complainant will be directed to discuss the complaint first with the support staff member, if appropriate.

2. If the complaint cannot be resolved to the complainant's satisfaction at A.1. above, the complainant may follow the complaint procedure set forth in A.2. above.

3. If the complaint cannot be resolved to the complainant's satisfaction at A.2. above, the complainant may, within three working days of their meeting with the support staff member's supervisor, submit to the Superintendent a written request for a conference in accordance with A.3. above.

4. A complaint that is not resolved to the complainant's satisfaction by a conference with the Superintendent at A.3.c. above or that seeks a remedy beyond the Superintendent's authority may be appealed to the Board of Education in accordance with A.4. above.

C. Complaints Regarding an Administrative Staff Member or Supervisory Staff Member

1. The complainant shall discuss the complaint first with the administrative staff member or supervisory staff member who is the subject of the complaint.

2. An appeal of the discussion with the administrative staff member or supervisory staff member will be made directly to the Superintendent in accordance with A.3. above.

3. A complainant wanting to appeal the Superintendent's written disposition to the Board of Education shall follow the appeal procedures as outlined in A.4. above.

D. Complaints Regarding a Program, Practice, or Operation

1. A complaint regarding a district or school policy; procedure; program; or operation, including entitlement programs established by State or Federal law, should be addressed, initially, to the Superintendent who will refer the complaint to the appropriate administrator or supervisor.

2. A complaint that cannot be resolved to the complainant's satisfaction at D.1. above may be appealed to the Superintendent and, thereafter, the Board of Education in accordance with the procedures set forth in A.3. and A.4.

E. Complaints Regarding Textbooks, Instructional Supplies, and Resource Materials

1. Complaints regarding textbooks, instructional supplies, and resource materials used in the district shall be submitted in writing by the complainant to the Superintendent.

2. The written complaint shall, at a minimum, include:

   a. The title, author, and publisher of the material at issue;

   b. Sections of the material to which the complainant objects (by page(s) and item(s));

   c. An explanation of the reason(s) for the objection;

   d. The students or class for whom the material is intended; and

   e. The way in which the material is used or presented to students.

3. Within seven working days of the receipt of the written complaint, the Superintendent shall appoint a review committee consisting of:

   a. The head of the department in which the material is being used;

   b. A teaching staff member in the subject area of the material;

   c. A Board of Education member;

   d. The Principal of the school in which the material is used or presented; and

   e. Any other staff member designated by the Superintendent.

4. The review committee will meet to evaluate the complaint and review the material at issue.

   a. The standards used by the review committee to review textbooks will be those set forth in Regulation 2510.

   b. The standards used by the review committee to review instructional supplies will be those set forth in Regulation 2520.

c. The standards used by the review committee to review resource materials will be those set forth in Regulation 2530.

5. The review committee will report its findings and recommendations to the Superintendent within fifteen working days upon the appointment of the review committee.

6. The Superintendent will submit the review committee's findings and recommendations to the Board at the next regularly scheduled Board meeting.

7. If the Board acts to remove the material at issue or to limit access to the material at issue, its action will be accompanied by a statement of reasons for the removal or limitation.

   a. The Board shall render its decision within forty-five working days of receipt of the review committee's findings and recommendations.

8. A copy of the review committee's findings and recommendations and the Board's action, if any, will be given to the complainant within five working days of the Board's action.

9. The complainant will be informed, in writing, that a decision of the Board may be appealed to the Commissioner of Education as permitted by law.

Issued: 18 March 2019
First Reading: 27 July 2026
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New Jersey Principal Evaluation for Professional Learning Observation Instrument

Structure and Use of Observation Instrument

Structure

1. The New Jersey Principal Evaluation for Professional Learning (NJPEPL) Observation Instrument has been designed to be used in conjunction with the New Jersey Evaluation for Professional Learning Process. Using this integrated approach will increase the effectiveness and value of the evaluation process.
2. Each domain in the observation instrument is tightly aligned to the Professional Standards for Educational Leaders (PSEL).[1] However, please note the following:
    i. Domain 3 of the instrument (Professional Capacity of School Personnel) condenses two standards into one; PSEL 6 (Professional Capacity of School Personnel) and PSEL 7 (Professional Community for Teachers and Staff);
    ii. Evidence for PSEL 10 (School Improvement) is collected through the development and implementation of a principal's AchieveNJ-required Administrator Goals; and
    iii. Ethics and Professional Responsibility described by PSEL 2 are foundational job expectations for a school leader but are better addressed outside of the typical evaluation process. Therefore, they are not included in this instrument.

Evidence Collection

3. Gather evidence for a principal's effectiveness in each of the seven domains throughout pre-established windows of time (e.g. 2-3 months each).
4. Collect a diverse sample of evidence of the principal's actions and the impact of these actions. This broad sample may include, but is not limited to, site visits, collaborative conversations, submitted and solicited artifacts, data, and stakeholder feedback.
5. If agreed to during the annual planning conference, focus evidence collection on those domains that are most aligned to Administrator Goals and priority areas for the principal's professional learning.
6. Use the "critical attributes" section associated with each domain as a non-exhaustive guide to "look-fors" but avoid using this as a checklist for compliance.

Individual Observation Score

7. Use the diverse sample of evidence collected during the 2-3 month observation window to generate a 1-4 score for each domain (scores with decimals, e.g. 3.5, are encouraged, if appropriate). It is likely that some evidence can be used for several domains.
8. To generate an observation score, average domain scores using the following rules: domains 1-3 represent instructional leadership and are collectively weighted at 50% of the observation score. Domains 4-7 represent organizational leadership and comprise the other 50% of the observation score.
9. If, based on conversations during the annual planning conference, certain domains have been prioritized for the evaluation cycle, make appropriate adjustments to the weighting formula such that a 50/50, instructional leadership/organizational leadership is maintained as much as possible.
10. Discuss the observation score and associated evidence with the principal during each post-observation conference, provide feedback and discuss next steps in the evaluation cycle.

Final Observation Score

11. Produce a final observation score for the year using either of the following methods:
    i. Average the individual observation scores, or
    ii. Review the portfolio of evidence collected throughout the entire year. Evaluate the evidence using the instrument language for each domain and use the prescribed domain weights to determine a final score.

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[1] Professional Standards for Educational Leaders http://npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders_2015.pdf

New Jersey Principal Evaluation for Professional Learning Observation Instrument

Domain 1. Mission, Vision, and Core Values Effective educational leaders develop, advocate, and enact a shared mission, vision, and set of core values of high-quality education and academic success for, and well-being of, each student.			
4- The principal consistently plans, implements and supports actions that develop, advocate and enact a shared mission, vision, and set of core values of high quality education for each student's success. Shared ownership by staff and students leads to significant improvements in or sustained excellence of the educational environment.	3- The principal plans, implements and supports actions that develop, advocate and enact a shared mission, vision, and set of core values of high quality education for each student's success resulting in a positive impact on the educational environment.	2- The principal is inconsistent in planning, implementing and supporting actions associated with mission, vision and core values or these actions have limited or no positive impact on the educational environment.	1- The principal's actions or attitude regarding the development and enactment of mission, vision, and core values have a negative impact on the educational environment.

Critical Attributes

- Collaborate to develop an educational mission for the school to promote the academic success and well-being of each student.
- Using relevant data, develop and promote a vision for the school on the successful learning and development of each child.
- Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- Strategically develop, implement, and evaluate actions to achieve the vision for the school.
- Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.

Domain 2. Curriculum, Instruction, and Assessment Develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.			
4- The principal consistently plans, implements and supports actions that develop and support rigorous, coherent systems of curriculum, instruction, and assessment for each student. Shared ownership by staff leads to significant improvements in or sustained high levels of student success.	3- The principal plans, implements and supports actions that develop and support rigorous, coherent systems of curriculum, instruction, and assessment for each student resulting in a positive impact on student success.	2- The principal is inconsistent in planning, implementing and supporting actions that develop and support rigorous, coherent systems of curriculum, instruction, and assessment or these actions have limited or no positive impact on student success.	1- The principal's actions or attitudes regarding the development and support of systems of curriculum, instruction and assessment have a negative impact on student success.

Critical Attributes

- Implement coherent systems of curriculum, instruction, and assessment that embody high expectations for student learning, align with academic standards, and are culturally responsive.
- Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success.
- Ensure instructional practice that is intellectually challenging, authentic to student experiences, and is differentiated and personalized.
- Promote the effective use of technology in the service of teaching and learning.
- Employ valid, developmentally appropriate assessments and use the assessment data to monitor student progress and improve instruction

Domain 3. Professional Capacity of School Personnel Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.			
4- The principal consistently plans, implements and supports actions to develop the professional capacity and practice of school personnel to promote each student's success. Shared ownership by staff leads to significant improvements in or sustained high levels of staff performance.	3- The principal plans, implements and supports actions that develop the professional capacity and practice of school personnel to promote the success of each student resulting in a positive impact on staff performance.	2- The principal is inconsistent in planning, implementing and supporting actions that develop the professional capacity and practice of school personnel or these actions have limited or no positive impact on staff performance.	1- The principal's actions or attitudes regarding the development of the professional capacity and practice of school personnel have a negative impact on staff performance.

Critical Attributes

- Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth.
- Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills and practice.
- Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- Develop workplace conditions for teachers and other professional staff that promote effective professional collaboration, development, practice, and student learning.
- Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance

Domain 4. Equity and Cultural Responsiveness Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.			
4- The principal consistently plans, implements and supports actions that promote equity of educational opportunity and cultural responsiveness for each student. Shared ownership by staff and students leads to significant improvements or sustained high levels of equity and responsiveness in the educational environment.	3- The principal plans, implements and supports actions that promote equity of educational opportunity and cultural responsiveness for each student resulting in a positive impact on equity and responsiveness.	2- The principal is inconsistent in planning, implementing and supporting actions that promote equity of educational opportunity and cultural responsiveness for students or these actions have limited or no positive impact on equity and responsiveness.	1- The principal's actions or attitudes regarding equity of educational opportunity and a culturally responsive climate for students have a negative impact on equity and responsiveness.

Critical Attributes

- Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
- Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
- Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
- Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.

Domain 5. Community of Care and Support for Students Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.			
4- The principal consistently plans, implements and supports actions that cultivate an inclusive, caring, and supportive school community for each student. Shared ownership by staff and students leads to significant improvements in or sustained excellence in the care and support of the school community.	3- The principal plans, implements and supports actions that cultivate an inclusive, caring, and supportive school community for each student resulting in a positive impact on the care and support of the school community.	2- The principal is inconsistent in planning, implementing and supporting actions that cultivate an inclusive, caring, and supportive school community for each student or these actions have limited or no positive impact on the care and support of the school community.	1- The principal's actions or attitudes regarding the cultivation of a community of care and support for students have a negative impact on the school community.

Critical Attributes

- Build and maintain a safe, caring, and healthy school environment.
- Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- Cultivate and reinforce student engagement in school and positive student conduct.
- Infuse the school's learning environment with the cultures and languages of the school's community.

Domain 6. Meaningful Engagement of Families and Community Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.			
4- The principal consistently plans, implements and supports actions that engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's success. Shared ownership by staff and students leads to significant improvements or sustained excellence in community engagement.	3- The principal plans, implements and supports actions that engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's success resulting in a positive effect on community engagement.	2- The principal is inconsistent in planning, implementing and supporting actions that engage families and the community in meaningful, reciprocal, and mutually beneficial ways or these actions have limited or no positive impact on community engagement.	1- The principal's actions or attitudes regarding engagement of families and community have a negative impact on community engagement.

Critical Attributes

- Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
- Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
- Develop and provide the school as a resource for families and the community.
- Advocate publicly for the needs and priorities of students, families, and the community.

New Jersey Principal Evaluation for Professional Learning Observation Instrument

Domain 7. Operations and Management. Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.			
4- The principal consistently manages school operations and resources to promote each student's success. Shared ownership by staff and students leads to a school that runs smoothly and efficiently.	3- The principal manages school operations and resources to promote each student's success resulting in a positive impact on how the school is run.	2- The principal is inconsistent in managing school operations and resources or these actions have limited or no positive impact on how the school is run.	1- The principal's management of school operations and resources negatively impacts how the school is run.

Critical Attributes

- Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.
- Protect teachers' and other staff members' work and learning from disruption.
- Employ technology to improve the quality and efficiency of operations and management.
- Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
- Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- Develop and manage productive relationships with the central office and school board.
- Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.

New Jersey Principal Evaluation for Professional Learning Process

Background and Rationale

Principal quality is second only to teacher quality among school-related factors that drive student achievement.[1,2] However, when compared to teacher evaluation, principal evaluation has been less commonly used as a professional learning tool to help school leaders grow. In districts where there is room to improve the effectiveness and value of principal evaluation, district and school leaders have identified a variety of challenges; structure and complexity of state evaluation requirements, complex or checklist-type observation instruments, and prioritization challenges in a crowded operational agenda.

Following a careful review of evaluation data and educator feedback, the New Jersey Department of Education (NJDOE) began to address these challenges in 2015 using a multi-pronged approach of adjusting regulations, strengthening and improving guidance, and broadly communicating and supporting best practices. For example, in order that goals better reflect the manner in which principal-driven initiatives affect student outcomes, the NJDOE recommended principals set multi-year administrator goals. Also, changes in 2016 have allowed districts to streamline principal evaluation by making the formerly required Evaluation Leadership Instrument, optional.

With the NJ Principal Evaluation for Professional Learning (NJPEPL) process and observation instrument, the NJDOE aims to further streamline and simplify AchieveNJ in order to assist district and school leaders to not only conduct accurate evaluations of their principals, but to utilize the evaluation process as a powerful professional development tool.

The NJPEPL Process and Observation Instrument were developed through broad stakeholder engagement and a two-year pilot process. Regardless of the principal observation instrument currently used by a district, the evaluation process outlined in this document can add significant value to principal evaluation. However, when used in conjunction with the NJPEPL Observation Instrument – a tool developed by New Jersey educators, for New Jersey educators – our pilot participants confirm that this integrated system offers a simpler, more powerful approach to the evaluation and professional development of school leaders. The NJPEPL Process more accurately captures the diversity and relative importance of principal roles. It can be performed more efficiently by principal evaluators, and provides a flexible approach for principals in different contexts and at different experience levels. Importantly, the NJPEPL process also strongly supports activities and conversations that lead to professional growth.

The comments of several participants in the pilot are provided below.

> "The [process] allows the observer to see the true picture of what the Principal does throughout the school year. It allows the Principal to focus on individual standards that helps to guide his/her work and improve his/her craft." ~ Samuel C. Hull, Principal, Bridgeton Public Schools
>
> "More appropriate evaluation of what the principals are doing on a day to day basis." ~ Chris Carrubba, Superintendent, Belvidere and Harmony Township
>
> "This process allows for more dialogue with the superintendent and also allows you to showcase your standards with specific artifacts rather than a multitude of artifacts. It focuses on the growth model." ~Jayme Orlando, Principal, Manalapan-Englishtown Regional School District
>
> "The 'window of time' aspect is a benefit and more truly captures the role of the principal." ~ Scott Oswald, Superintendent, Collingswood Public Schools

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[1] Leithwood, Kenneth; Louis, Karen Seashore; Anderson, Stephen; Wahlstrom, Kyla. *How Leadership Influences Student Learning*, 2004. The Wallace Foundation, New York.

[2] P. Goff; E. Goldring; J. Guthrie; L. Bickman. *Changing principals' leadership through feedback and coaching*, 2014. Journal of Educational Administration, 52(5), 682-704.

New Jersey Principal Evaluation for Professional Learning Process

Process Overview

The New Jersey Principal Evaluation for Professional Learning Process seeks to integrate existing evaluation[3] and professional development requirements, establish a calendar for regular collaborative conversations, and transform observations and goal-setting into processes that are more accurate and have more value for principal growth. The following table summarizes the key components of the process and their benefits and is arranged into three major areas; Planning and Goal Setting Conference, Observations and Post-observation Conferences, and Annual Summary Conference. Further details for each of these areas follow the table.

Annual Planning/Goal-setting Conference

Component	Benefits
Plan - Hold an annual evaluation and development planning conference at the beginning of the evaluation cycle.	Provides a foundation for success and growth for the principal, clarifying timelines, evaluation expectations, and evidence collection processes for observations. Opportunity to collaboratively set administrator goals and determine PD needs.
Prioritize – For observations, collect evidence for all domains prioritizing those that are closely connected to administrator goals.	Streamlines evaluation process by unifying observations and administrator goals. Creates targeted opportunity for principal growth and success in school improvement areas.
PDP - Align principal PD plan with Administrator Goals and prioritized practice standards.	Provides aligned focus point for personal professional development and helps principal attain goals and highest levels of effectiveness.

Observations/Post-observation Conference

Component	Benefits
Portfolio - Base observations on a portfolio of evidence collected over 2-3 months by practitioner and supervisor.	Evidence collected from a variety of sources over an extended period of time more accurately and fairly reflects the complexity of the principal's work.
Process- Discuss observation portfolios, and progress on Administrator Goals and PDP goals during in-person, post-observation conferences.	Dedicated coaching time to provide feedback and discuss progress maximizes principal growth and development. Discussion allows for course corrections and adjustments in the focus of the evaluation process as needed

Annual Summary Conference

Component	Benefits
Plan - Use the annual summary conference to discuss performance, determine scores and begin planning for the next cycle.	Formal review of successes and areas of growth establishes foundation for next evaluation cycle and steps for principal growth.

[3] AchieveNJ requirements, components and associated weights can be found in Principal Evaluation Overview.

Process Details

The following section provides information to help a principal and his or her supervisor navigate each of the key areas of the NJPEPL Process, particularly how to frame the conferences that are crucial to the overall process.

I. Annual Planning/Goal-setting Conference

In Advance

1. Principal reviews relevant student performance data, survey results and prior evaluation feedback
2. Principal develops first draft of Administrator Goals and updates Professional Development Plan (PDP)

During the Conference

1. **Establish a Foundation for Success**
   - Reflect on the successes and challenges of the prior year
   - Establish expectations for evaluation and development process
2. **Align and Set Administrator Goals**
   - Develop a shared understanding of district/school goals
   - Discuss student and school data including available mSGP scores
   - Agree to administrator goals that align to school and district priorities
3. **Determine Observation Protocol**
   - Identify domains aligned to Administrator Goals
   - Identify other priority domains
   - Agree on potential sources of direct and indirect evidence for each domain – determine evidence the principal will provide and what the evaluator will collect
   - Identify potential opportunities of direct observation of the principal
   - Discuss start and end dates of observation windows to capture full scope of principal's work (2-3 months per window)
4. **Identify and Align Principal's Professional Development Needs**
   - Determine PD needs related to most recent performance evaluation, administrator goals and prioritized practice standards
   - Agree to appropriate PD plan and goals

II. A. Observations

During the Observation Windows (two for tenured and three for non-tenured principals)

1. Collect a portfolio of evidence portraying principal's effectiveness in each practice domain

Type of Observation Evidence	Examples (may include, but are not limited to)
Direct The principal is present and leading	• teacher post-observation conference • instructional rounds • hiring interview • faculty meeting
Indirect The principal's effect is observed indirectly, through the actions of others and artifacts	• a data meeting led by a teacher leader • stakeholder feedback on a survey • testimony of staff and students • state test and benchmark testing results • meeting agendas • social media posts

B. Post-observation Conferences

In Advance

1. Principal and supervisor review Administrator Goals and PDP
2. Principal submits additional relevant evidence voluntarily and/or at the supervisor's request
3. Supervisor prepares observation report

During the Conference

1. Discuss evidence collected/submitted during the observation window
2. Discuss progress toward Administrator Goals and PDP
3. Review school and student data (including mSGP scores if available) to inform any course corrections in established priorities
4. Provide actionable feedback verbally and through the completed observation report
5. Provide an interim observation score
6. Final Post-observation conference may be combined with the Annual Summary Conference

III. Annual Summary Conference

In Advance

1. Supervisor provides Principal with an observation report from the final Observation Window
2. Principal submits completed Administrator Goals and PDP
3. Supervisor completes a preliminary annual performance report with rating

During the Conference

1. Discuss evidence collected/submitted regarding practice and provide a final observation score
2. Discuss attainment of Administrator Goals and scores
   Discuss SGO average score, provide a summative score (non-mSGP principals), and review the preliminary annual performance report
3. Discuss progress on PDP
4. Discuss strengths and potential areas for growth and development

New Jersey Principal Evaluation for Professional Learning Process

Planning/Goal-setting Conference

In Advance

- Principal reviews relevant student performance data, survey results and prior evaluation feedback
- Principal develops first draft of Administrator Goals and updates Professional Development Plan (PDP)

During

- Reflect on the successes and challenges of the prior year
- Establish expectations for evaluation and development process
- Develop a shared understanding of district/school goals
- Discuss student and school data including available mSGP scores
- Agree to administrator goals that align to school and district priorities
- Identify standards aligned to Administrator Goals and other priority standards
- Agree on potential sources of direct and indirect evidence and if and when formal site visits will occur
- Set start and end dates of observation windows
- Determine PD needs related to most recent performance evaluation, administrator goals and prioritized practice standards and set appropriate PD goals

Post-Observation Conference(s)

In Advance

- Principal and supervisor review Administrator Goals and PDP
- Principal submits additional relevant evidence
- Supervisor prepares observation report

During

- Discuss evidence collected/submitted during the observation window
- Review progress on Administrator Goals and PDP.
- Review school and student data (including mSGP scores if available) to inform any course corrections in established priorities
- Provide actionable feedback and a completed Observation report
- Provide an interim observation score

Final Post-observation conference may be combined with the Annual Summary Conference

Annual Summary Conference

In Advance

- Supervisor provides Principal with an observation report from the final Observation Window
- Principal submits completed Administrator Goals and PDP
- Supervisor completes a preliminary annual performance report with rating

During

- Discuss evidence collected/submitted during the final observation window
- Discuss evidence collected/submitted regarding practice and provide a final observation score
- Discuss attainment of Administrator Goals and scores

  Discuss SGO average score, Evaluation Leadership Instrument, if used, provide a summative score (non-mSGP principals), and review the preliminary annual performance report
- Discuss progress on PDP
- Discuss strengths and potential areas for growth and development
- Set provisional administrator and PDP goals for the following year

Observation Window 1

Observation Window 2

Jul Aug Sep Oct Nov Dec Jan Feb Mar Apr May Jun

Note: The timeline above would apply to a tenured principal who requires at least two observations. For non-tenured principals who require at least three observations, consider starting the first observation window close to the beginning of the administrative year to capture planning and preparation activities.

Springfield Public Schools

Cultivating compassionate and extraordinary learners!

District Mentoring Plan

2026-2027

Dr. Rachel Goldberg, Superintendent of Schools

Approved 8/24/2026

Springfield Public Schools
District Mentoring Plan & Guide

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Section 1: Statement of Assurance

All school districts must have a district mentoring program to provide non-tenured teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs (N.J.A.C. 6A:9C-5.1). As part of the induction, non-tenured novice provisional teachers who hold a Certificate of Eligibility (CE) or Certificate of Eligibility with Advanced Standing (CEAS) must receive one-to-one mentoring.

Mentors are employing various methods to continue to support their novice provisional teachers through this difficult period. Below is general guidance for offering ongoing support to mentors and novice provisional teachers.

Requirement Reminders

- N.J.A.C. 6A:9C-5.1 requires novice provisional teachers to receive the equivalent of at least 30 total weeks of mentoring.
- CE holders must receive at least eight weeks of one-to-one meetings with their mentors.
- CEAS holders must receive at least four weeks of one-to-one meetings with their mentors.
- All provisional teachers holding a Certificate of Eligibility or Certificate of Eligibility with Advanced Standing have a one-to-one mentor upon beginning their contracted teaching assignment.
- All provisional teachers holding a Certificate of Eligibility or Certificate of Eligibility with Advanced Standing participate in a one-year mentoring program.
- Each mentor teacher holds an instructional certificate, has at least three years of experience, and has taught full time for at least two years within the last five years.
- The mentor teacher does not serve as their mentee's direct supervisor nor conduct evaluations of teachers.
- Each mentor teacher demonstrates a record of success in the classroom, according to the stipulations in N.J.A.C. 6A:9C-5.2(a) regarding summative evaluation ratings.
- Each mentor teacher completes a comprehensive mentor training program that includes, at a minimum, training on the school district's teaching evaluation rubric and practice instrument, the New Jersey Professional Standards for Teachers, the New Jersey Student Learning Standards, classroom observation skills, facilitating adult learning and leading reflective conversations about teaching practice.
- Mentoring time is logged and mentor payments are handled through the district office.
- The district mentoring plan has been submitted to the district board of education for review of fiscal impact.
- The district mentoring plan has been shared with each school improvement panel.

Section 2: District Profile

Name of District: Springfield Public Schools

District Code: 5000

County Code: 39

District Address: 139 Mountain Avenue, Springfield, NJ 07081

Chief School Administrator: Mrs. Rachel Goldberg

Mentoring Program Contact: Mrs. Genesis Felipe

Mentoring Program Contact Phone: 973-376-1025 x 5291

Mentoring Program Contact Email: gfelipe@springfieldschools.com

Type of District (check one): __K-5 __ K-6 __ K-12 _ 7-12__ 9-12 _**X_ other** (specify): PreK-12

Please provide the following information:

Number of novice teachers with a Certificate of Eligibility: 7

Number of novice teachers with a Certificate of Eligibility with Advanced Standing: 8

Number of novice special education teachers with a standard license: 0

Number of Mentors: 12

Section 3: Needs Assessment Statement

A. Current Assessment of Mentoring Program

Springfield Public Schools is highly committed to providing an outstanding mentoring program to assist new hires with making important first-year adjustments. To ensure that the needs of new teachers and their mentors are being met in accordance with the 2014 New Jersey Teacher Mentoring Regulations (N.J.A.C. 6A9-8), Springfield Public Schools conducts a thorough needs assessment in the beginning of each year and then checks the progress of new teachers and their mentors throughout the school year. The new regulations include a new definition of Professional Development and revised standards for professional learning that are intended to focus on continuous improvement for enhanced student outcomes. Support includes:

- A comprehensive three-day orientation for all new employees
- Weekly mentoring support during the critical first four weeks of employment
- Mentor leads mentee in guided self-assessment on Danielson Evaluation
- Individualized support in the professional development plan (PDP) within 30 days of new assignment.
- A mentor training program.
- A required reflective mentoring log.
- Training in New Jersey Student Learning Standards.
- Ongoing professional development with a clear focus on teacher effectiveness and professional learning strategies that enhance student learning outcomes, so students can meet the Common Core State Standards (CCSS) aligned with N.J.A.C. 6A:9-3 and N.J.A.C. 6A:9-5.3.
- Constructive feedback on teaching practices.
- Comprehensive data analysis.

Mentor selection will include a more formal application process and monitoring system of mentor-mentee matches. The Superintendent or their designee will interview both the mentor and the mentee on a monthly basis to determine how the new hire is progressing in terms of classroom management, content knowledge, curriculum implementation that is aligned with state standards and school district expectations for teacher effectiveness. The district's School Improvement Panels (ScIPs) will support the implementation of professional development that is aligned to the annual District Professional Development Plan. The ScIPs were established through the TEACHNJ Act to support mentoring and professional development opportunities. ScIPs can ensure that teachers receive useful feedback on their practice and their students' learning outcomes; experience high quality, tailored professional learning and are a respected voice in decision-making.

Mentors will become more aware of their roles and responsibilities through district-wide training. Mentor training will also vary from new teacher to new teacher depending upon the identified needs of each new hire since new hire includes both novice teachers and experienced teachers who are new to the district. Through initial meetings, interviews, and a pre-mentoring survey, the mentor will determine if the new teacher needs assistance with:

- Learning routines and Springfield Public Schools - District Mentoring Program procedures, lesson planning, classroom management skills, discipline strategies, engaging students, establishing a positive classroom environment, assessing

student performance, understanding NJSLS, assessments, district curriculum alignment, communicating and involving parents, time management skills, participation in staff development, teaching with technology, and reflective practices.
- The individual mentoring plan will be tailored to meet the identified needs of each new teacher.
- Communication and interaction between mentors and mentees can also be enhanced through digital technology through the use of cell phones, emails and one-on-one meetings.

B. Current Needs of District Mentoring Plan

The assessment of the Springfield Public Schools' Mentoring Plan in accordance with New Jersey's Teacher Mentoring Regulations has identified the following district mentoring needs:

- Mentees need more assistance with effective lesson planning.
- Mentees need further assistance with effective classroom strategies that incorporate principles of differentiated instruction and more confidence to move away from "Chalk and Talk" teaching.
- Mentees need further assistance with behavior management practice.
- Mentees need more assistance with inclusion practices.
- Mentees need additional guidance with time and stress management.
- Substitutes are needed to free mentors/mentees to model and observe lessons.
- Mentors/mentees need more assistance with maximizing use of technology resources.
- Mentees need training in the Danielson Evaluation Tool, including self-assessment.
- Mentees need assistance with the development of Student Growth Objectives, data analysis and interpretation.
- Mentees need assistance in accessing IEPs in order to modify and differentiate instruction as needed.
- Mentees need support in the interpretation and application of NJ Student Learning Standards.

Section 4: Vision and Goals

A. Mentoring Vision

A primary goal of Springfield Public Schools is to prepare, support and guide new staff professionally, academically, socially, and emotionally. As stated in our mission statement:

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

The mentoring vision of the Springfield Public Schools, as guided by the Key Elements of High Quality Professional Development, is to promote professional and personal well-being of beginning teachers. All novice teachers (those holding a Certificate of Eligibility, Certificate of Eligibility with Advanced Standing, or a Standard Teacher of the Handicapped) are assigned a mentor upon beginning the provisional year. Experienced staff members will assist the beginning teacher with identifying and acquiring exemplary teaching skills that facilitate student achievement. As beginning teachers' skills develop, they will also be given the opportunity to analyze, reflect upon, and evaluate their growth in the profession. The overall expectation is that veteran teachers will provide new teachers, including new special education teachers with enough support so that they will be able to adjust to the demands and challenges beginning at the start of their provisional first year.

In an effort to carry-out our mission, all novice teachers will be assigned a mentor and participate in a one-year mentoring program (30 weeks for traditional route and alternate route) at the beginning of the provisional year. Mentees will keep a log of their interactions with their mentors as required by the New Jersey Teacher Mentoring Regulations. We believe our Mentoring Program is a vital first step in maintaining quality teaching, encouraging a high level of morale, and establishing a good rapport between educators and, ultimately, students within our schools and our community.

B. Mentoring Goals

The goals of Springfield Public Schools' Mentoring Program are:

- All novice teachers are entered into the NJ Ed Cert System) within 60 days of being hired.
- All novice teachers (those holding a Certificate of Eligibility, Certificate of Eligibility with Advanced Standing, or a Standard Teacher of the Handicapped) are assigned a mentor upon beginning the provisional year to participate in a one-year mentoring program (**30 weeks for traditional route or alternate route**).
- To enhance teacher knowledge of all strategies related to NJ Student Learning Standards in order to facilitate student achievement.
- To identify exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching.
- To assist novice teachers in the performance of their duties and adjustment to the challenge of teaching.
- To align with the New Jersey Professional Teaching Standards for teachers and to the district goals for professional development.
- To include participation in monthly meetings for all provisional staff.
- To ensure that novice teachers receive support so that they can enhance their understanding of students as learners with unique needs.

- To allow the novice teacher, through the establishment of a collaborative relationship, to meet the academic, professional, emotional and social needs of the profession.
- To ensure that novice teachers become reflective practitioners and strive for continuous professional growth.

Confidentiality Statement

All discussions between the mentor and his/her novice teacher will remain confidential. A mentor will not discuss the novice teacher's performance with anyone including school administrators, except under the following conditions:

- If at any time in the mentor's professional judgment, students or mentees are at risk.
- If the novice teacher gives permission to the mentor to seek further support.

C. Mentoring for Novice Teachers

During the first 30 weeks of employment, novice teachers will be mentored on a 1:1 basis. Mentors and mentees will meet at least once a week for the first four weeks of their teaching assignment. During the first four weeks newly, hired teachers will receive intensive mentoring have an orientation and guided experience in the following areas:

- NJ Student Learning Standards.
- Classroom management and discipline.
- State and district assessment of student progress and achievement.
- Lesson planning and reflection, including setting goals, meeting objectives and developing assessment tools.
- District curriculum.
- District policies and procedures (Employee Handbook).
- District online programs.
- New Jersey Professional Standards for Teachers.
- Development of SGOs.
- Understanding of the district's evaluation tool and completion of Self-Assessment.

Section 5: Mentor Selection

A. Guidelines for Selection of Mentors

In an effort to build a successful mentoring program, the Superintendent will set forth the following guidelines for the selection of mentors:

- Springfield Public Schools will implement a recruitment plan to attract mentors and familiarize all staff with the district mentoring plan.
- Springfield Public Schools will implement an application process and review that includes an analysis of personal information and credentials. The process will also assess suitability criteria that relate to the program statement of purpose and needs of the target population. This includes skills identification, level of education, occupation, and professional experience.
- Springfield Public Schools will provide orientation for mentors and participants that include: a program overview, description of eligibility, screening process, and suitability requirements, and expected level of commitment (time, energy, and flexibility).
- Springfield Public Schools will provide ongoing training and support throughout the year for mentors and mentees that align with New Jersey Professional Standards for Teachers (N.J.A.C. 6A:9-3.3) and New Jersey Professional Development Standards:
    - Learner Development
    - Learner Differences
    - Learning Environment
    - Content Knowledge
    - Application of Content
    - Assessment
    - Planning for Instruction
    - Instructional Strategies
    - Professional Learning
    - Leadership and Collaboration
    - Ethical Practice
    - Communication
    - Monthly Provisional Meetings
    - Training of mentors
    - Guidelines on how to get the most out of the mentoring relationship
    - Job and role descriptions
    - Confidentiality and liability information
    - Crisis management/problem solving resources
    - A statement of understanding that both parties agree to the conditions of the mentoring relationship as defined in the Code of Conduct and completion of logs regarding contact time

B. Application Process and Criteria for Selection of Mentors

Mentors are selected based on the mastery of pedagogical skills, content knowledge, teaching abilities, interpersonal relationship qualities and the willingness to be a mentor. Other criteria for the selection of Mentor Teachers include:

1. Interested participants will send a letter of interest for becoming a mentor to Genesis Felipe, Human Resource Specialist, Human Resources
2. Selected Mentors will be trained and board approved annually prior to September 30th.
3. Genesis Felipe, Human Resource Specialist, Human Resources will match mentors with mentees.
4. School Principals and Assistant Principals will be notified of mentor-mentee matches.
5. Novice Teacher, Mentor and Principal will sign a contract as well as an Ethical Code of Practice for Mentoring.
6. The mentor is a colleague employed by the district with at least three years of experience and completed within the previous 5 years.
7. The mentor is committed to the goals of the local mentor plan including respect for the confidential nature of the mentor teacher/novice teacher relationship.
8. The mentor has demonstrated exemplary command of content area knowledge and of pedagogy and has received a rating of Effective/Highly Effective on the most recent teacher evaluation.
9. The mentor agrees to maintain confidentiality in regard to the mentee relationship.
10. The mentor teacher is experienced and certified in the subject area in which the novice teacher is assigned; where not possible, in a closely aligned subject area.
11. The mentor is knowledgeable about the social/workplace norms of the district board of education and the community the district board of education serves.
12. The mentor is knowledgeable about the resources and opportunities in the district and community and is able to act as a referral source to the novice teacher.
13. The mentor has demonstrated exemplary command of content knowledge and of pedagogy.
14. The mentor is experienced and certified in the subject area in which the novice teacher is teaching, if possible.
15. The mentor is knowledgeable about the social and workplace norms of the district board of education and the community the district board of education serves.
16. The mentor is knowledgeable about the resources and opportunities in the district and able to act as a referral source to the novice teacher.
17. The mentor has agreed to complete a comprehensive mentoring training program.

Springfield Public Schools
Mentor Teacher Agreement

The mentor teacher will establish a relationship with the novice teacher in order to facilitate support efforts and fulfill the requirements as set forth below.

Name:

School:

Grade:

Please initial each item and respond if you would like to convey information to the Office of Human Resources:

_____ I understand that I must have attended district mentor training to become a mentor in Springfield Public Schools.

_____ I understand that I must meet with my mentee for an hour each week for the first four months, and an hour every other week until the end of the school year and utilize the district log.

_____ I will utilize the topic calendar to help guide our discussions as well as the issues that the mentees will bring to the table.

_____ I will keep a journal of our discussions and my observations of the mentee's teaching to better respond to needs and issues and the mentee will do so as well.

_____ I understand that I must adhere to the confidentiality statement.

Signature: _____

Date: _____

Return to Office of Human Resources

Section 6: Roles and Responsibilities

A. Mentor

Mentor Responsibilities to the Novice Teacher:

- To serve as a professional role model in both professional and classroom practice.
- To foster a trusting, respectful, and confidential relationship.
- To serve as a critical friend.
- To communicate appropriate feedback after a non-evaluation observation.
- To model effective instructional techniques for the novice teacher.
- To orient the novice teacher to district and school policies.
- To provide a variety of resources to help the novice begin forming a repertoire of effective strategies and techniques.
- To participate in a summer orientation meeting to help the novice teacher establish goals for the beginning of the year.
- To encourage the novice teacher to record needs, questions, or comments in a journal and to use the journal for discussion purposes.
- To help the novice teacher identify material for a portfolio.
- To participate in at least one session of continuing mentoring education.
- To maintain continued involvement in professional growth opportunities included required 20 hours of PD each year.
- To guide the development of PDP.
- To encourage participation in PLCs.
- Establish and implement a schedule for mentor/mentee meetings as outlined in the mentor agreement.
- Orient the mentee to the district, to his/her school(s), and to building procedures.
- Gather necessary resources to assist the initial educator with planning efforts. Examples include: Curriculum guides, schedules, grade level standards.
- Provide professional contacts as needed for the initial educator to meet content specific and teaching strategy needs.
- Discuss the teacher's responsibilities and expectations in the school district.
- Establish a system of on-going communication with the mentee.
- Use Standards-Based Dialogue questions to drive dialogue between mentor and mentee.
- Identify the novice teacher's strengths and needs with respect to the New Jersey Professional Teaching Standards.
- Maintain confidentiality in the professional relationship.
- Share resources for professional development opportunities.
- Attend mentor/mentee in-service and other professional development opportunities.
- Offer guidance to the mentee as they create and implement their Professional Development Plan.
- Keep a log of time spent in the mentor role that is due the last day of each month. This information will be used to enhance the mentoring program.
- Keep a journal of all meetings, observations and discussions, and assist and facilitate mentee to do the same.
- Attempt to observe mentee or have mentee observe mentor or other staff members 2 to 3 times during the year.
- Ensure that the mentor relationship and professional development plan process is separate from the formal employment evaluation process.
- Reflect on the year together and offer suggestions to improve the performance and mentoring relationship.

- Complete the Mentor Teacher Survey at the end of the year to help effectively evaluate and improve the mentoring program.

B. Novice Teacher (Mentee)

- Keep a personal journal of all meetings, observations and discussions, and using this journal as a place to reflect on their learning process.
- Meet with mentor for at least one hour each week for the first four months and at least one hour every other week until the end of the school year.
- Be open to being observed by their mentor and in turn observing their mentor or other staff, with their permission, at least twice a year.
- Request and attend professional development opportunities, which are aligned with their needs based on the New Jersey Professional Teaching Standards.
- Use Standards-Based Dialogue questions to assist in determining areas of concern or completion when meeting with a mentor.
- Complete the Novice Teacher Survey at the end of the year to help effectively evaluate and improve the mentoring program.

C. Building Administrator

- Participate in the selection and assignment of the mentors
- Provide support for observations of the mentor and mentee whenever possible
- Never ask the mentor to breach their confidentiality agreement during the administrative evaluation of the novice teacher
- Assist the novice teacher with whatever support they might need from their building and district administrator
- Orient the entire faculty regarding the school district's mission and the mentor program's purpose
- Recruit qualified individuals to serve as mentors. Appropriately match new faculty with mentors
- Provide common release time or joint planning time to facilitate mentor/mentee interaction
- Allow for release time to complete mentor/mentee classroom visits
- Share resources for professional development opportunities
- Re-assign a mentor if necessary
- Reflect on the year and offer suggestions to improve the mentor program to the building principal
- Ensure that the evaluation process for new teachers is separate from the mentor relationship and professional development plan process.
- Hold mentor/mentee meetings two to three times a year to make sure things are going well.

D. Mentoring Activities - Monthly Guide

Month	Date Completed	Activity
Before start of school/ Initial Onboarding		❑ Introduction to Organization ❑ Classroom setup and organization ❑ Rules, Routines and procedures ❑ Review curriculum and pacing guides ❑ Review lesson plan format ❑ First weekly/typical week of lesson plans ❑ Material checklist: supplies, teacher manuals, student supplies ❑ Tour school facilities ❑ Orientation with district instructional technology programming ❑ Classroom management program ❑ Articulation with previous teachers regarding student/parents
September		❑ Review “Before start of school” questions and concerns ❑ Committee sign up (2*) ❑ Review board policies ❑ Review Emergency slip chart ❑ Frontline System ❑ Substitute and emergency substitute plans ❑ Back to School Night Plans ❑ Set-up gradebook and attendance ❑ Review report cards & standards ❑ Read IEPs and 504s if needed ❑ Who’s who of the school?

October		❑ Meet with the nurse for allergies ❑ Guidance counselor ❑ Child Study Team ❑ Custodian ❑ Secretary ❑ "Go To" list ❑ Brainstorm ideas (PDPs, SGOs, PLCs) ❑ Peer Observation (see conference and observation sheet) ❑ Discuss homework, late work, make-up work policy ❑ Explain curriculum guides, lesson plans, and give access to useful website to enhance student engagement ❑ Assist with schedule ❑ Review navigation of Clever, District Website, Staff Lounge ❑ First observation protocol ❑ Identify Danielson domains ❑ Discuss possible evaluator's expectations ❑ Review September questions and concerns ❑ Address concerns of classroom management and discipline ❑ Review peer observation and provide feedback ❑ MTSS and the I&RS process ❑ Elementary Teachers- Guided small group instructions ❑ Review organizational and recordkeeping skills (gradebook, running records, etc.) ❑ Discuss district policies regarding parent involvement in the school ❑ Identify struggling students and advice when to contact parents and guidance counselors ❑ PDP & SGO completions ❑ Parent/Teacher conferences ❑ Book field trips for the year

November		❑ Review October questions and concerns ❑ Advise of delayed opening, closings and procedures ❑ Reflect on areas for growth ❑ Review data collection tools and techniques- Answer questions, if needed. ❑ Review report card rubrics ❑ Discuss first observation ❑ Identify struggling students and advise when to contact guidance counselors and /or parents
December		❑ Review November questions and concerns ❑ Discuss different learning styles ❑ Complete new teacher observation and provide feedback ❑ Arrange for new teacher to observe multiple lessons of variety content ❑ Check-in on classroom management and discipline procedures ❑ Report Card completion ❑ Reflect on what has been learned (Sept-Dec) What is different? What is surprising? What are the most significant challenges? What additional assistance might be needed?
January		❑ Review December questions and concerns ❑ Review classroom expectation and student behavior when returning from break ❑ Review Danielson framework for teacher observation and summative reports ❑ Review, revise, and/or modify SGO, if needed.
February		❑ Review January questions and concerns ❑ Review, revise, and/or modify SGO, if needed. ❑ Conference Prep, if needed ❑ Check in on instructional pacing in order to be prepared for NJSLA and district benchmarks ❑ Identify students at risk, communicate with school counselor, principal, parents

March		❑ Review February questions and concerns ❑ Training for NJSLA ❑ Science training (if applicable) ❑ Participate in simulation activities and practice tests ❑ 3rd formal observation ❑ Review instructional materials needs for the following school year- What is needed to support instruction in your classroom?
April		❑ Review March questions and concerns ❑ Prep for spring activities ❑ Peer observations, if time allows ❑ Administer NJSLA ❑ Preparation of documents related to summative evaluation conferences
May		❑ Review April questions and concerns ❑ Prepare for the end of the school year wrap up ❑ Prep end of year paperwork ❑ Summative with Principal ❑ Submit Mentoring paperwork
June		❑ Review May questions and concerns ❑ Plan end of the year activities ❑ Portfolios/ Cumulative folders ❑ Pack up classroom ❑ Completion of Mentor process confirmed ❑ Reflect on what has been learned (Sept-Dec) What is different? What is surprising? What are most significant challenges? What additional assistance might be needed in the coming year?

Section 7: Professional Learning Components for Mentors

All Springfield School District mentors will have the opportunity to participate in onsite professional development programs focused on current research on improving teaching practice, new understandings of learners and the learning process to align to the NJ Professional Development Standards and NJ Professional Standards for Teachers that articulate what effective teaching and learning look like in a transformed public education system.

Training Components will focus on:

- Roles and Responsibilities of the Mentor
- Transitioning to Mentorship
- Establishing Communication and Building Trust
- Challenges in Mentoring
- Adult Learning Theory
- Questioning Techniques
- Using Standards-Based Formative Assessments
- Classroom Visitations
- Collegial Coaching
- Designing Professional Development Activities
- Networking for Mentors

All mentors will receive a copy of Charlotte Danielson's detailed rubric to facilitate the peer-observation process and critical dialogue.

Section 8: Professional Learning Components for Mentors

All Springfield School District novice teachers have the opportunity to participate in on-site professional development programs focused on current research on improving teaching practice, new understandings of learners and the learning process to align to the NJ Professional Development Standards, and NJ Professional Standards for Teachers that articulate what effective teaching and learning look like in a transformed public education system. The following fundamental understandings anchor the content of the standards:

- Teaching and learning are a dynamic process.
- Expertise in teaching develops over time.
- 21st Century Skills are fundamental and need to be incorporated into all curriculum Focus must move from teachers' teaching to learners' learning.
- Collaborative professional culture improves teacher effectiveness.
- Teachers should embrace leadership roles.

The standards now include key themes such as: creativity/innovation; critical thinking/ problem solving; cultural competence; English language learners; individual differences; interdisciplinary/multiple perspectives/professional learning; student-directed learning; teacher responsibility; technology; use of data to support learning; and families and communities.

The District Professional Development Plan provides a listing of how annual professional development opportunities align with each of the NJ Professional Standards for Teachers. These opportunities will take place during shared planning time, team-teaching, department meetings, faculty meetings, curriculum review, textbook assessment meetings, administrative team meetings, district website, mentoring and modeling. Other opportunities include professional development: on-site and off-site workshops, state and local conferences, online courses, continuing education at local universities, and higher education degrees.

Section 9: Action Plan for Implementation with Timeline

Action	Date
Mentors will be trained in responsibilities using the plan for the upcoming school year.	September 2026
The Chief School Administrator will submit the mentoring plan to the BOE for approval.	August 24, 2026
The Chief School Administrator will submit a Statement of Assurance to the County Office and keep the plan in the district.	August 25, 2026
The Mentoring Plan will be shared with each School Improvement Panel (ScIP); ScIP will oversee the implementation at the school level.	September 2026
Staff new to the district will attend a 3-day orientation	August 25 – August 27, 2026
Mentors will be assigned to mentees	Within 1 Board Meeting from the Contract Start Date
Will provide mentoring to all novice teachers based on the district mentoring plan and the regulations that govern mentoring.	September 2026 - June 2027
Mentees will attend bi-monthly Provisional meetings with the Superintendent or their designee	September 2026 - June 2027
Mentor will submit log form to the Superintendent or their designee	Last day of every month for 10 months
During the school year, the administrator will meet with mentors and teachers to assess the program.	As Needed
Evaluation of District Mentoring Plan	May-August 2027

Section 10: Resource Options Used

In developing and implementing the district Mentoring Plan, Springfield Public Schools utilized resources provided by the New Jersey Department of Education. District resources to carry out our program will include: release time for classroom visitations, video resources, print resources, and substitute coverage. There are also opportunities for novice teachers to attend “In-House” professional development sessions provided by district staff.

Section 11: Funding Sources

Funding will be needed to cover the costs of training materials, substitutes, and fees for attendance at targeted professional development sessions.

Springfield Public Schools has made a financial commitment in order to support the novice teachers and will pursue reimbursement from the NJDOE as stated in 6A:9- 8.4.h. This funding includes the following:

- Title IIA, (ESSA) funds to support mentor-novice supplies and programs Money to purchase books to use for the workshop sessions and build the teachers' professional libraries.
- Funds for attending out-of-district workshops.
- Stipends for staff presenters for mentor workshop sessions.
- General supplies for workshop sessions.
- Release time for mentor and novice teachers to meet together and classroom visits.
- Substitute coverage.
- Funding for Outside Consultants.
- Additional support materials for the mentor program.
- Partnerships colleges and universities to support professional learning.

Novice teachers will be required to pay the mentoring stipend; equal payments will be withdrawn from the first ten paychecks. Mentors will be paid after June 30th once all documentation is completed and submitted.

The mentor stipend is a certification requirement for all novice teachers.

- The mentoring stipend for traditional route (CEAS) teachers is $550 for 30 weeks of mentoring.
- The mentoring stipend for alternate route (CE) teachers is $1,000 for 30 weeks of mentoring.

Section 12: Program Evaluation

The evaluation of this program, based on evidence of teacher retention, impact on teacher effectiveness, and student learning, will be determined based on positive movement along the essential understanding gains in each stage of mentoring. Dialogues between mentors and novice teachers will exemplify the level of effectiveness.

The Superintendent or their designee, Principals, ScIPs, and supervisors of the Springfield Public Schools will conduct an extensive evaluation of the Mentoring Program utilizing a survey as well as a comprehensive review of: mentoring logs, teacher evaluations, feedback from the professional development committee, individual Professional Development Plans, new teacher retention rates, and student assessment.

While previous results indicate that the Springfield Public Schools has a very high retention rate with new teachers regarding adjustment to the profession, job satisfaction, and success with gains in curriculum knowledge and classroom management, we feel annual evaluations of the program will enhance collaboration. Therefore, the District's Mentoring Program will undergo a period of evaluation, reflection, and adjustment at the end of each school year to better enhance our program for the subsequent year.

APPENDIX A

New Jersey Department of Education Guidelines for Novice Teachers

Provisional Teacher Process (PTP)

The Certificate of Eligibility with Advanced Standing (CEAS) and/or the Certificate of Eligibility (CE) allows a candidate to apply for a teaching position and be enrolled in the Provisional Teacher Process (PTP). New Jersey has a three-tiered system towards obtaining a standard license. CEAS/CE, Provisional and Standard. The Provisional Teacher Process requires all novice teachers to be mentored and evaluated by experienced professionals in their schools while under provisional certificates as they work toward obtaining their standard license.

Candidates must be registered into the (PTP)

All Certificate of Eligibility with Advanced Standing (CEAS) and/or Certificate of Eligibility (CE) teachers who are employed by a school must be registered in the PTP. The New Jersey Department of Education's (NJDOE) Office of Certification and Induction has created an online application to expedite the provisional registration process for teachers. The application is called the NJ Ed Cert found on the NJDOE's page. This system will be used for all provisional license registrations. The Department is no longer issuing paper certification documents and paper forms faxed to our office will be returned. All certificates held can be viewed online.

Candidates with a CE must be enrolled in a CE educator preparation program (CE EPP) and verify enrollment in a CE EPP to the hiring school. The hiring school must enter this information into NJEdCert.

Candidates must complete a minimum amount of 50 hours of pre-professional experience at a CE EPP prior to employment. A verification of the completion of the 50 hours must be presented to the hiring school in order to obtain a provisional certificate.

This 50 hour pre-professional experience requirement shall not apply to candidates with a CE who also hold a Standard or CEAS instructional teaching certificate or are exempt under reciprocity rules at N.J.A.C. 6A:9B-8.8.

Teachers who hold a standard instructional certificate and a CE in Teacher of Students with Disabilities (TOSD), Bilingual, English as a Second Language (ESL) and Pre-school through Grade 3 (P-3) must be registered in the PTP and provide verification of enrollment into a CE EPP. These candidates work under a provisional certificate while completing the required pedagogy, since they hold a standard certificate, and have previously been mentored and evaluated, they do not need to be mentored or evaluated a second time.

Renewal of Provisional Certificate

Candidates who are working under a provisional certificate that will expire on July 31, and who have not yet met the requirements for a standard certificate will need to be issued a provisional renewal to continue employment in their current role working towards a standard certificate. The school district must initiate the renewal process in NJEDCert.

Candidates may be eligible for one provisional renewal. CE teachers must provide the district with documentation of progress made towards alternate route program completion.

Candidates completing a TOSD, Bilingual, or ESL program must also provide documentation to the district of progress made towards program completion to be eligible for a second renewal of the provisional.

Verification of Completion of Formal Instruction for CE Teachers

- Candidates complete an approved **CE Educator Preparation Program (CE EPP)**, and completion is documented through the provider/program process.
- New Pathways to Teaching in New Jersey provides CE EPP completion forms to approved providers and verification of program completion.
- Candidates for the elementary K-6 certificate who are using an equivalent college/university course to satisfy the math and language arts requirements must submit a transcript showing completion of the course and a course description through NJEdCert.
- College or university approved programs for P-3, ESL, Bilingual and TOSD provide candidates official transcripts and either an original certificate of program completion or the Verification of Program Completion Form.
- Candidates who hold a standard license and a CE in P-3, ESL, Bilingual, and TOSD must submit through NJEdCert, official transcripts and either an original certificate of program completion or the Verification of Program Completion Form.

Completion of the Provisional Teacher Process and Applying for the Standard License

School districts must initiate conversion to a standard for all educators through NJEdCert. Before initiating conversion to standard, the school district must confirm the following has been completed:

Teachers: **Completed 30 weeks of mentoring; received two years of effective or highly effective evaluations, CE candidates must complete all required coursework.**

The school district recommends the educator by choosing the educator in the "list of conversions to standards".

Educators who have not previously applied online through NJEdCert must register before the district submits for a standard. The educator should not apply for a standard after creating an account. The educator needs to wait for the email with further instructions.

Once submitted, a case is created and is routed to the Provisional examiner for review.

Upon review, the Department of Education sends the educator an email with instructions to finalize the application in order to complete the oath and make payment. Note: everyone needs to click into the Payment tab, but only CE holders will be charged.

After completing the online application, the case will be routed back to the Provisional Office for final review/issuance.

(CE) provisional teachers who complete programs for P-3, ESL, Bilingual, and TOSD must submit to through NJEdCert official transcripts and either an original certificate of program completion or the Verification of Program Completion Form.

Traditional Route

Certificate of Eligibility with Advanced Standing (CEAS)

Step 1

Establishing Eligibility — Certificate of Eligibility with Advanced Standing (CEAS)

Step 2

Employment and Provisional Teacher Process (PTP) — Provisional Certificate

Step 3

Becoming Permanently Certified — Standard Teaching Certificate

Alternate Route

Certificate of Eligibility (CE)

Step 1

Establishing Eligibility — Certificate of Eligibility (CE)

Step 2

Employment and Provisional Teacher Process (PTP) — Provisional Certificate

Step 3

Becoming Permanently Certified — Standard Teaching Certificate

APPENDIX B

Springfield Public Schools

Needs Assessment Survey For Novice Teachers
2026-2027 School Year

Springfield Public School's Professional Development Committee is compiling data to further our efforts to meet the needs of all staff members. In doing so, we would like to gather some information from you that will help us improve our mentoring program. Your responses will be completely confidential. Please read each question carefully. Return your completed questionnaire to Genesis Felipe, Human Resource Specialist.

Part A. Please choose the response for each item that most closely indicates your level of need for assistance in the area described.

Possible responses:

A. **Little or no need** for assistance in this area
B. **Moderate need** for assistance in this area
C. **Very high need** for assistance in this area

___ 1. Finding out what is expected of me as a teacher
___ 2. Communicating with the principal
___ 3. Communicating with other teachers
___ 4. Communicating with parents
___ 5. Organizing and managing my classroom
___ 6. Maintaining student discipline
___ 7. Obtaining instructional resource and materials
___ 8. Planning for instruction
___ 9. Managing my time and work
___ 10. Diagnosing student needs
___ 11. Evaluating student progress
___ 12. Assisting students with special needs
___ 13. Dealing with individual differences among students
___ 14. Understanding the curriculum
___ 15. Completing administrative paperwork
___ 16. Using a variety of teaching methods
___ 17. Grouping for effective instruction
___ 18. Understanding the schools system's teacher evaluation process
_____19. Dealing with stress
___ 20. Becoming aware of special services provided by the school district

Part B. Please read each question carefully. Respond by writing

your answer in the space provided.

How many times did you observe your mentor teacher? ____ times
How many times did your mentor teacher observe you? ____ times

Open-ended Questions

1. The biggest challenge that I had this year was …..

_____

_____

_____

_____

_____

2. During this first year, I wish I had known …..

_____

_____

_____

_____

_____

3. One problem that I could not handle was …..

_____

_____

_____

_____

_____

4. One benefit of having a mentor was …..

_____

_____

_____5. The most important thing I learned from my mentor was …..

_____

_____

_____

6. If I was a mentor and I had a novice teacher, I would be sure to …..

_____

_____

_____

_____

7. If I were to design a mentor training program, I would emphasize …..

_____

_____

APPENDIX C

Springfield Public Schools

Needs Assessment Survey For Mentors
2026-2027 School Year

Springfield Public School's Professional Development Committee is compiling data to further assist our efforts to meet the needs of all staff members. In doing so, we would like to gather some information from you that will help us improve our mentoring program. Your responses will be completely confidential. Please read each question carefully. Return your completed questionnaire to Genesis Felipe, Human Resources Specialist.

Part A. Please choose the response for each item that most closely indicates your level of need for assistance in the area described.

Possible responses:

A. **Little or no need** for assistance in this area
B. **Moderate need** for assistance in this area
C. **Very high need** for assistance in this area

___ 1. Learning more about what is expected of me as a mentor
___ 2. Engaging in expert coaching of my novice teacher
___ 3. Diagnosing needs of my novice teacher
___ 4. Interpersonal skills
___ 5. Assisting my novice teacher with classroom management
___ 6. Assisting my novice teacher to develop a variety of effective teaching strategies
___ 7. Using principles of adult learning to facilitate the professional growth of my novice teacher
___ 8. Managing my time and work
___ 9. Assisting my novice teacher to maintain student discipline
___ 10. Assisting my novice teacher to design a long-range professional development plan
___ 11. Providing emotional support for my novice teacher
___ 12. Assisting my novice teacher to evaluate student progress
___ 13. Assisting my novice teacher to motivate students
___ 14. Assisting my novice teacher to identify student needs
___ 15. Assisting my novice teacher to deal with individual differences among students

Part B. Please read each question carefully. Respond by writing your answer in the space provided.

1. How many years have you been a mentor? ____ years
2. How many times did you observe your novice teacher? ____times
3. How many times did your novice teacher observe you? ____ times

4. Please describe any strategies you used that were effective in building a collegial relationship with your novice teacher.
   _____
   _____

5. One benefit of being a mentor was ……..
   _____
   _____

6. The biggest challenge that I had this year as a mentor was ……
   _____
   _____

7. As a mentor I wish I had known ……..
   _____
   _____
   __

8. If I were to give advice to a new mentor, it would be ……
   _____
   _____
   __

9. The most important thing I learned from my novice teacher was ….
   _____
   _____

10. One problem that my novice teacher had I could not handle was….
    _____
    _____

11. If I were to design a mentor-training program, I would emphasize….
    _____

APPENDIX D

Novice Provisional Teacher Mentoring Log

Instructions

Please log each session with your mentee in Table 1. Submit this log form to the district office on the last working day of each month for the duration of your mentorship. Please keep a record for yourself also.

Month: Year:

School/District:

Mentor Name:

Mentor Signature:

Mentee Name:

Mentee Signature:

Total Number of Mentoring Hours This Month:

Table 1: Monthly Log of Sessions

Date	Start Time	End Time	Description of Activities	Total Time

APPENDIX E

Springfield Public Schools

Mentor Teacher Agreement

The mentor teacher will establish a relationship with the novice teacher in order to facilitate support efforts and fulfill the requirements as set forth below.

Name:

School:

Grade:

Please initial each item and respond if you would like to convey information to the Office of Human Resources:

_____ I understand that I must have attended district mentor training to become a mentor in Springfield Public Schools.

_____ I understand that I must meet with my mentee for an hour each week for the first four months, and an hour every other week until the end of the school year and utilize the district log.

_____ I will utilize the topic calendar to help guide our discussions as well as the issues that the mentees will bring to the table.

_____ I will keep a journal of our discussions and my observations of the mentee's teaching to better respond to needs and issues and the mentee will do so as well.

_____ I understand that I must adhere to the confidentiality statement.

Signature: _____

Date: _____

Return to Office of Human Resources

APPENDIX F

MENTOR/MENTEE OBSERVATION SHEET

Date:	
Class:	
Teacher:	
Observer:	
What am I looking for?	
Observation Notes: **Action Plan:**	

APPENDIX G

Authorization of Mentoring Fees

Traditional Route - The mentoring fee for Traditional Route employees hired with a Certificate of Eligibility with Advanced Standing is $550.

Alternate Route - The mentoring fee for Alternate Route employees hired with a Certificate of Eligibility is $1000.

Employee Name: _____ School: _____

Social Security Number (last four digits): _____

Mentor's Name _____

Traditional Route Fee: $550 [ ] Alternate Route Fee: $1,000 [ ]

I acknowledge this fee will be deducted from my paycheck in equal bi-monthly installments for the first ten paychecks effective my start date and terminating when the full amount has been satisfied.

I authorize the Springfield School District to deduct _____ from my paycheck during the 20____- 20____ school year. This total fee will be paid to my mentor(s) as required by the New Jersey Department of Education.

Employee Signature: _____

Date: _____

Please return this form to Mrs. Genesis Felipe, Human Resource Specialist via email at gfelipe@springfieldschools.com

APPENDIX H

Springfield Public Schools Provisional Teacher Mentoring Agreement of Support Provisional

Staff Member: _____

Date of Hire: _____ Location: _____

Certification: _____ CE _____ CEAS _____ Provisional _____ Renewal

The undersigned commit to the following roles and responsibilities in the mentoring relationship with the provisional teacher identified in this agreement.

The provisional teacher commits to:

- Attend all scheduled mentor/novice sessions and district led Professional Development.
- Maintain ongoing lesson plans following district format and documenting the NJSLS.
- Invite mentors into the classroom for peer observations.
- Obtain ongoing support and reflect on classroom practices aligned with the New Jersey Standards for Teachers.
- Maintain confidentiality for all mentor-novice activities and discussions.
- Contribute to ongoing program evaluation.
- Develop professional goals.
- Ask questions, listen, participate in discussions, and read professional journals and articles.
- Receive constructive feedback from the mentor, school leaders, and other content experts.
- Keep a reflective journal throughout the process.
- Seek help!

The teacher mentor commits to:

- Devote time before school, after school, or during free time within the school day to meet with the novice teacher and attend all mandated district training.
- Meet weekly to discuss the new teacher's questions, needs, and experiences, except during district-mandated assessment weeks and approved school closings.
- Observe and be observed by the novice teacher within either the teacher's classroom and/or a third teacher's classroom in order to model effective teaching techniques (this may include demonstration lessons).
- Visit the novice teacher's classroom for the purpose of non-evaluative observation and the provision of feedback, coaching, and support.
- Be accessible for informal support, consultation, and orientation of the novice teacher about district and school policies, procedures, and expectations.
- Keep a log of times and dates of all contacts with the novice teacher using the

district format. The mentor and novice teacher must sign each entry. The completed signed log must be submitted by the last day of each month.

The administrator(s) commit to:

- Selecting mentors based upon application criteria and matching mentors and novice teachers considering years of experience, teaching assignment, proximity, and personality.
- Respecting the confidentiality of the mentor-novice relationship.
- Contributing to the ongoing program evaluation.
- Supporting and encouraging qualified teachers to apply to become mentors.
- Supporting the mentor-novice teacher relationship by scheduling time to plan together, observe each other, and conference.
- Becoming knowledgeable through training about the components of the mentoring and induction program.
- Coordinating and participating in orientation and other workshop sessions for novice teachers.
- Creating and supporting a professional learning community that enhances the mentor-novice teacher relationship.

Provisional Staff Signature	Date
Mentor Signature	Date
Principal Signature	Date
Supervisor Signature	Date
Mentoring Administrator Signature	Date

APPENDIX I

Suggested Discussion Topics for Teacher, Mentors, and Novice Teachers

- Lesson Plans and Common Planning Time Individualizing Instruction
- Curriculum Maps Large Group Instruction
- Developing rapport with parents/students Assessments
- Fire Drill/Emergency Procedures Differentiation
- Share911
- Department of Child Protection and Permanency (DCP&P)
- Student Intervention
- Student Referral Procedures
- Rapport with Staff
- Finding Instructional Materials
- NJ Student Learning Standards
- Classroom Management
- Time Management
- Report Cards
- Technology Integration
- Student Portfolios
- Conferences and Field Trips
- Danielson Framework and Teacher Evaluation Procedures
- SGOs and PDPs
- Confidentiality
- Technology Systems
    - Genesis SchoolFi
    - Genesis SIS
    - Google Classroom
    - Clever
    - Frontline (Substitutes)
    - Mojo HelpDesk
- Student Code of Conduct
- HIB Policy and Investigations
- Tuition Grants and Salary Guide
- Pension System

Springfield Public Schools District
Professional Development Plan (PDP)
2026 - 2027

District Name	Superintendent Name	Plan Begin/End Dates
Springfield Public Schools	**Rachel Goldberg**	**9/1/2026 – 6/30/2027**

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	Develop and support district and school leaders to engage in reflective practices related to instructional and organizational leadership with the goal of developing a shared language around teaching and learning, using that language to provide effective feedback, and identifying personal goals for leadership.	District and School Leaders	Annual School Plans Springfield Board of Education District Goals
2	Springfield Public Schools will respond to the complex educational environment while providing high-quality teaching and learning experiences for all students. Such a goal requires shifting district structures and practices to meet the learning needs of all Springfield students while working to support and promote academic and social-emotional success.	Teachers Instructional Aides Child Study Team Guidance Counselors Assistant Principals Principals District Administrators	Annual School Plans Springfield Board of Education District Goals

3	Engage in district-wide implementation of learning to collaboratively learn and implement culturally responsive practices in all aspects of the districts across all grades and content areas that celebrate the uniqueness and diverse learning experiences of all students. and the diverse experiences that serve as an integral part of our learning environment. This requires that all levels of the district work to support equitable learning opportunities and high expectations for student achievement.	All instructional staff (certificated and non certificated) Child Study Team Guidance Counselors Assistant Principals Principals District Administrators	Annual School Plans Springfield Board of Education District Goals
4	During the 2026-2027 school year, Springfield Public Schools will work to address the academic, social, emotional, and mental health needs of all students, through the identification, implementation, and ongoing review of research-based practices that support student development and achievement.	All instructional staff (certificated and non certificated) Child Study Team Guidance Counselors Assistant Principals Principals District Administrators	Annual School Plans Springfield Board of Education District Goals

2: Professional Learning Activities

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)	Timeframe
1, 2, 3, 4	Participation in Leadership Council Meetings on a monthly basis that includes readings and discussions.	District level data analysis, program evaluation, and leadership texts.	September 2026-June 2027
1, 2, 3, 4	Participation in NJPSA/FEA, Morris Union Jointure Commission (MUJC), Vector Solutions Online Learning aligned to professional development goals.	Engage and support the growth of teacher leadership by providing time for collaborative discussion related to curriculum, instruction, and assessment.	September 2026-June 2027

1, 2, 3, 4	Monthly professional learning committee meetings supporting teacher professional development	Utilize contractual meetings faculty, curriculum, and PLC meetings to facilitate curriculum and assessment alignment based on student data utilizing LinkIt.	September 2026-June 2027
1, 2, 3, 4	District and school level data meetings supporting inquiry regarding student learning and achievement data	Continue to support the DIBELS assessment. Data Teams will target struggling students. Continue to streamline the I&RS process goals, interventions, timelines and modifications, to align to the MTSS model utilizing LinkIt Intervention Manager (IM).	September 2026-June 2027
2, 3, 4	District Professional Development Days supporting adult learning generated by the needs of staff.	Nurtured Heart Training, SEL, Differentiation and Co-teaching Models with Jana Lee Associates, Curriculum Review, Instructional Coaching, SafetyCare Training and Behavior Support Assessments.	August 31, September 1, November 3, February 10
1, 2, 3	Ongoing opportunities to participate in teacher-led professional development throughout the school year to address struggling students, improve instruction, and increase student achievement	Specific content area PD in Mathematics reviewing materials/resources such as, Reveal, Ready Math, and continuation of Building Thinking Classrooms. In addition, enriching the elementary Literacy instruction with focused instructional PD support in research-based practices.	September 2026-June 2027
3	Professional development related to diversity, equity, inclusion, and access; District DEIA Committee Meetings; Culturally Responsive Teaching workshops	All schools will continue to support the No Place for Hate initiative. We will continue to participate with Sandy Hook Promise which provides anti-bullying and social inclusion support. "Be Brave" Programs and initiatives include Leadership Groups for grades 5-7, Grade Level Assemblies for grades 3-7, Small Group and Individual Counseling opportunities. All schools will implement the Universal Design for Learning (UDL) educational framework giving all students an equal opportunity to succeed	September 2026-June 2027

3: Budget

Account	Goal # & Activity #	District Participants (Category) and #	Description	Total Cost
Activities in Section 2 will be funded through LEA, ESSA, and additional grant programs. The information related to this section shall be maintained by the school, Office of Curriculum and Instruction, and the Business Office.				

4: PD Required by Statute or Regulation

State-Mandated PD Activities

	Topic Statue/Regulation	Recipients	Time	Training Method
A. Reading Disabilities	N.J.S.A.18A:6-131	● K-3 General Ed. Teachers ● Special Education Teachers ● ESL Teachers ● Reading Specialist ● Learning Disabilities Teacher Consultants ● Speech-Language Specialists	2 Hours Annually	**Internal Training** **"NJ Reading Disabilities (Dyslexia)"** **Online Training NJ DOE - Recommended** **https://decodingdyslexianj.org/** **https://www.nj.gov/education/specialed/programs/additionalsupports/dyslexia/**

B. Prevention: Suicide, Substance Abuse, and HIB	**Suicide Prevention** N.J.S.A.18A:6-112	● All Certificated Staff	2 Hours – Every 5 Year Completed in 2025-2026 (Minus new employees)	**Online Training Vector Solutions** **"Youth Suicide: Awareness, Prevention and Postvention"**
	HIB N.J.S.A.18A:37-17b and c. N.J.S.A.6A:16-7.7	● All District Employees ● Volunteers with student contact ● Contracted Service Providers **Anti-Bullying Specialists** **Report to:** Meredith Gerckens, Director of School Counseling Services	Annually	**Faculty Meetings** Annual presentation by Anti-Bullying Specialist **https://www.nj.gov/education/safety/sandp/hib/index.shtml** **Online Training Vector Solutions** **"Bullying: Recognition and Response"**
	Recognition of Substance Abuse N.J.S.A.18A:40A-15 N.J.A.C.6A:16-3.1	● All Certificated Staff	Annually	**Online Training Vector Solutions** **"Student Alcohol & Substance Misuse"**
C. School Safety, Security, and Code of Student Conduct	**School Safety** N.J.A.C.6A:16-5.1(d)	● All District Employees ● Volunteers	Within 60 days of employment Reviewed Annually	**Faculty Meetings** Annual Review of Springfield Public School's Emergency Crisis Plan
	Law Enforcement Operations N.J.A.C.6A:16-6.2	● School Staff	Annually	**Faculty Meeting/ Other Trainings** Training on the policies and procedures established in the Law Enforcement MOA

	Gang Awareness N.J.S.A.52:17B-4.7	• New School Administrators	During 1st year of employment as an administrator	**Online Training Vector Solutions "Gang Awareness"** **https://nj.gov/education/safety/sandp/schoolsafety/gangs.shtml**
	Code of Student Conduct N.J.A.C.6A:16-7.1a4	• All District Employees	Annually	**Faculty Meeting** **https://www.nj.gov/education/code/current/title6a/chap16.pdf** Review Regulations/Policies 5500/5600 on Code of Conduct
	Potentially Missing/Abused Children N.J.S.A.18A:36-25 N.J.A.C.6A:16-11	• All District Employees • Volunteers • Interns/Student Teachers	Annually	**New Staff Orientation** Review Board Policy **Faculty Meeting** Review district policy and school procedures for reporting a child missing and abused children **Online NJ DOE Training Recommended** **https://www.nj.gov/education/safety/sandp/cwss/childabuse/** **https://www.nj.gov/education/safety/sandp/cwss/** **https://www.nj.gov/education/safety/sandp/cwss/childabuse/training.shtml**

	School Safety Teams N.J.S.A.18A:37-21	• School Safety Team Members • School Principal • Teacher • Anti-Bullying Specialist • A Current Parent • Other Discretionary Members	Two Meetings Annually	**NJPSA/FEA Workshops** **Morris Union Jointure Commissions (MUJC)** **NJDOE Training**

	School Safety Specialist N.J.S.A.18A:17-43.3	• Designated School Safety Specialist	Annual 20 Hours Annually to Maintain Certification	**Participation in workshops identified and recommended by NJDOE**
	Incident Reporting of Violence, Vandalism and Alcohol and Other Drug Abuse N.J.S.A.18A:17-46 N.J.A.C.6A:16-5.3d2	• Identified Staff	Annually	**Administrator Training** **SSDS Data Entry** **NJDOE Trainings, as available**
D. Health	**Communicable Diseases** N.J.S.A.18A:40-3 N.J.A.C.6A:16-2.3	• All Certificated Staff	Annually	**School Nurse** **Online Training Vector Solutions Recommended** "Common Illness Prevention" **https://www.nj.gov/education/safety/health/cdpr/**
	Use of Nebulizer N.J.S.A.18A:40-12.8 N.J.A.C.6A:16-2.3b2	• School Nurse • Others are authorized to administer asthma	Annually	**Grade Level Meeting/Individual**

		medicine.		**1:1** with staff by a certified School Nurse
	Asthma N.J.S.A.18A:40-12.9	• School Nurse • All Certificated Staff • Medical Inspectors • School Physicians	Annually	**Grade Level Meeting/Individual 1:1** With staff by a certified School Nurse Student Confidentiality must be maintained Recommended Online Training Vector Solutions

	Diabetic Student Health Plan N.J.S.A.18A:40-12.13	• Staff with Diabetic Students • Training provided by the school nurse in the care of students with diabetes	Annually	**Grade Level Meeting/Individual 1:1** With staff by a certified School Nurse Student Confidentiality must be maintained
	Glucagon Administration N.J.S.A.18A:40-12.14 N.J.A.C.6A:16-2.3	• Volunteers designated by the school nurse to administer glucagon when not physically present	Annually	**Grade Level Meeting/Individual 1:1** With staff by a certified School Nurse Student Confidentiality must be maintained **Recommended Online Training** **Vector Solutions**
	Epinephrine Administration N.J.S.A.18A:40-12.6 N.J.A.C.6A:16-2.3	• Volunteers designated by the school nurse to administer glucagon when not physically present	Annually	**Grade Level Meeting/Individual 1:1** With staff by a certified School Nurse Student Confidentiality must be maintained **Recommended Online Training** **Vector Solutions**

	General Student Needs Recognition N.J.S.A.18A:40-2.2 N.J.A.C.6A:9B-14.3 N.J.A.C.6A:9B-14.4	• School Nurse	20 Hours During the Initial 3 Years	**Participation in workshops identified by NJDOE**
	Bloodborne Pathogens N.J.S.A.34:6A-25	• All School Staff	Annually	**Online Training Vector Solutions "Bloodborne Pathogens"**
	Alcohol, Tobacco, and Other Drug Prevention and Intervention N.J.S.A.18A:40A-3 N.J.S.A.18A:40A-15 N.J.A.C.6A:16-3.1	• All Certificated Staff	Annually	**Online Training Vector Solutions "Student Alcohol & Substance Abuse"**

	Career and Technical Education N.J.A.C.6A:19-6.4d8	• All new CTE staff and students • Training must focus on the safety and health issues working or participating in any career and technical education course or program	Prior to working or participating in CTE	**NJDOE Training "NJ CTE Safety Training for Program Coordinators"** **Online Training Vector Solutions**
	CPR/AED N.J.S.A.18A:40-41a-c	• Coaches • Athletic Trainer • Director of Athletics, Physical and Health Education • Every school must have **5 employees** certified in CPR/AED as part of the Action Plan for responding to a	Prior to Expiration	**In-Person Training**

		cardiac event		
	Lyme Disease N.J.S.A.18A:35-5.3	• Teachers of students with Lyme disease	Annually	**Grade Level Meeting/Individual 1:1** Lyme Disease Information (2009) With staff by a certified School Nurse Student confidentiality must be maintained.
	Epilepsy and Seizure Disorder "Paul's Law" N.J.S.A.18A:40-12.34	• All District Employees • Staff working before and after school programs that have students with epilepsy and seizure disorders	Annually	1. Seizure Training for School Personnel (*Epilepsy Foundation*) https://www.epilepsy.com/programs/training-education/school-personnel 2. T.R.U.S.T. Seizure Recognition and First Aid (*Epilepsy Alliance of America*) Student confidentiality must be maintained https://epilepsyservicesnj.org/pauls-law/
E. Interscholastic Athletics	**Interscholastic Athletic Head Injury Safety** N.J.S.A.18A:40-41.2	• School Physicians • Athletic Trainers • Coaches • Supervisor of Athletics, Physical and Health Education	Annually	**Online Training Vector Solutions "Concussion Awareness"** All Coaches must complete an interscholastic athletic head injury safety training program
	School Physician Completion of Cardiac Assessment PD Module N.J.S.A.18A:40-1.1	• School Physician		**Online Training Vector Solutions Recommended** **NJ DOE** **https://www.nj.gov/education/safety/health/profs/**

F. Other PD Topics	**Educator Evaluation – District Policy, Framework, Policy, and Procedures** N.J.S.A.18A:6-123 N.J.A.C.6A:10-2.2	• All Certificated Staff	Annually	**Administrator Training** September Faulty Meeting Use of Genesis Online Program https://www.nj.gov/education/edueval/
	Educator Evaluation – Training on the instrument used to conduct observations N.J.A.C.6A:10-2.2	• All district employees who conduct observations of: teachers, principals, assistant principals	Prior to Conducting Observations Annual Refresher	**District Identified Facilitator** https://www.nj.gov/education/edueval/resources/
	Ethics, Law, Governance, and HIB N.J.S.A.18A:26-8.2 N.J.A.C.6A:9C-4.3	• All School and District Leaders	Annually	**In consultation with BOE Counsel NJPSA, Morris Union Jointure**
	Bilingual Education N.J.A.C.6A:15-1.8	• Bilingual and ESL Teacher • Mainstream Teachers • Administrators who supervise bilingual/ESL programs • Administrators and any personnel who observe and evaluate teachers of ELLs	Annually	**Office of Title I Annual Bilingual/ESL Supervisors' Training fulfills this requirement** **https://www.nj.gov/education/title3/**

	Equity and Affirmative Action N.J.A.C6A:7-1.6	• All District Employees	New Staff within 90 days of employment Annual Refresher	New Staff - Affirmative Action Officer NJPSA Workshops NJDOE Training https://www.nj.gov/education/code/current/title6a/chap7.pdf **Online Training Vector Solutions** "Creating a Respectful Workplace and Learning Culture" "Title IX Compliance Overview"
	Integrated Pest Management (IPM) N.J.A.C.7:30-13.2(c)	• School staff involved with implementation of IPM Plan • Custodial Staff		**IPM Coordinator** must train school staff involved with the implementation of the school's IPM Policy and Plan on the components pertaining to their school's environment
	Integrated Pest Management N.J.A.C.7:30-13.2(c)	• All Staff by location • Students • Parents/Guardians		**IPM Coordinator** must train school staff involved with the implementation of the school's IPM Policy and Plan on the components pertaining to their school's environment
	Special Education N.J.A.C.6A:14-1.2	• All certificated staff and paraprofessionals who provide special education, or related services		Professional Learning Communities (PLC) Crisis Prevention Institute (CPI) Staff Development Summer Trainings Ukeru
	Preschool N.J.A.C.6A:13A-3.1	• Early childhood education administrators • Early childhood education teachers • Early childhood education paraprofessionals • Early childhood education teacher assistants	Annually	Creative Curriculum Training provided by Curriculum Associates Grade Level Team Meetings

	Teacher Mentor Training N.J.A.C.6A:9C-5.2	• Mentor teachers assigned to work 1:1 with new novice provisional teachers	Prior to Serving as a Mentor	Identified District Instructor Mentor Manual In-person or Virtual Training Session
	I&RS Referral N.J.A.C.6A:16-8.2(a)4	• All certificated staff	Annually	Faculty Meetings
	NJSLEDS N.J.A.C.6A:13-2.1(d)	• School Staff responsible for submission • Guidance Counselors • Anti-Bullying Specialists or School Principals • DistrictAdministration or Technology Staff	Annually	District Meetings NJDOE Support Sessions
	McKinney Vento Act	• All Certificated Staff and Paraprofessionals • Registrar • Transportation Coordinator	Annually	**Online Training Vector Solutions** "Students Experiencing Homelessness: Awareness and Understanding"

5: Resources and Justification

Resources
To meet the professional development needs of the districts' schools per this plan, the district will allocate funding from a combination of state and federal funds and will be adjusted based on needs assessments and available funding. The allocations will support external providers/consultants, materials, technology resources, travel expenses, subscriptions to online resources, and staff stipends. Professional development activities involving work by collaborative teams will be implemented through the team structures and procedures in place at each school.
Justification
The professional development identified in this overview represents the mandatory professional development prescribed by the New Jersey Department of Education as we all as the professional learning anticipated for the 2026-2027 school year based on ongoing assessment of adult and student learning needs. Additional professional development may be planned throughout the year in response to the needs of students and staff.

Superintendent Signature: _____ Date _____

Item Type	Generation/Model	Asset Tag	Serial Number	Condition/Notes
iPad	Pro	7107	DMPVTX2WHP50	Fair
iPad	Pro	7095	DMPW62RFHP83	Fair
iPad	Pro	7092	DMPW61VKHP83	Fair
smart attachment for projetor	Mimio	5083		Old/Usuable
smart attachment for projetor	Mimio	5373		Old/Usuable
Apple	MacBook Air (11" 2015)	4059A	C02L95DPFH51	Old/Usuable
Apple	MacBook Air (11" 2015)	3995A	C02L95MPFH51	Old/Usuable
Apple	MacBook Air (11" 2015)	3912A	C02L94J0FH51	Old/Usuable
iMac	iMac Intel (Retina 5k, 27-Inch, Late 2015)	7090	D25S50K8GQ17	Old/Usuable
iMac	iMac Intel (21.5-inch, Mid 2011)	4413	D25J60JUDHJT	Old/Usuable
iMac	iMac (27", Mid 2017)	9910	C02W80PSJ1GN	Fair
iMac	iMac (27" Mid 2019)	8987	C02ZT1PXJWF1	Fair
iMac	iMac (27" Mid 2017)	8970	C02X10BTJ1G9	Fair
iMac	iMac (27" Mid 2017)	7417	D25WK026J1GP	Fair
iMac	iMac (27" Late 2015)	7015	D25S50KAGQ17	Old/Usuable
iMac	iMac (27" Late 2015)	7016	D25S50K6GQ17	Old/Usuable
iMac	iMac (27" Late 2015)	7017	D25S50KVGQ17	Old/Usuable
iMac	iMac (27" Late 2015)	7018	D25S50KWGQ17	Old/Usuable
iMac	iMac (27" Late 2015)	7019	D25S50KJGQ17	Old/Usuable
iMac	iMac (27" Late 2015)	7020	D25S50KMGQ17	Old/Usuable
iMac	iMac (21.5" Late 2012)	6711	C02K61D6DNCT	Old/Usuable
iMac	iMac (21.5" 2019)	8988	H12C5HBPJWF1	Fair
iMac	iMac (21.5" 2019)	7450	C02ZC0N3JWF1	Fair
iPad	Gen8	4885	H98F4M65Q1GG	Good
iPad	Gen8	4961	H98F47CFQ1GG	Good
iPad	Gen8	7649	H98F56EGQ1GG	Good
iPad	Gen8	4776	GG7DGJDTQ1GG	Good
iPad	Gen8	5504	GG8FV1SCQ1GC	Good
iPad	Gen8	5501	GG8FV28ZQ1GC	Good
iPad	Gen8	4826	F6MDP0RWQ1GG	Good
iPad	Gen8	7525	F6QP305VQ1GG	Good
iPad	Gen8	7595	F6QP306FQ1GG	Good
iPad	Gen8	4772	FFLKK03NQ1GG	Good
iPad	Gen8	4739	GG7DGJ90Q1GG	Good
iPad	Gen8	4776	GG7DGJDTQ1GG	Good
iPad	Gen8	9781	H97FM8W8Q1GG	Good
iPad	Gen8	7614	H98F4G7GQ1GG	Good
iPad	Gen8	7556	H98F4HTHQ1GG	Good
iPad	Gen8	4986	H98F4UPHQ1GG	Good
iPad	Gen8	4941	H98F50XBQ1GG	Good
iPad	Gen8	7555	H98F51KQQ1GG	Good
iPad	Gen8	7484	H98F51T4Q1GG	Good
iPad	Gen8	7473	H98F55K6Q1GG	Good
iPad	Gen8	7649	H98F56EGQ1GG	Good
iPad	Gen8	7467	H98F56EQQ1GG	Good
iPad	Gen8	6973	H9CFF2A4Q1GG	Good
iPad	Gen8	4828	F6MDP00GQ1GG	Good
iPad	Gen8	4817	F6MDP0FYQ1GG	Good
iPad	Gen8	4811	F6MDP0MJQ1GG	Good
iPad	Gen8	4816	F6MDP0MWQ1GG	Good
iPad	Gen8	4814	F6MDP1T2Q1GG	Good
iPad	Gen8	4825	F6MDP1UBQ1GG	Good
iPad	Gen8	4823	F6MDP1UGQ1GG	Good
iPad	Gen8	4846	F6MDP1VQQ1GG	Good
iPad	Gen8	4813	F6MDP21CQ1GG	Good
iPad	Gen8	4815	F6MDP2DLQ1GG	Good
iPad	Gen8	4827	F6MDP2G9Q1GG	Good
iPad	Gen8	4852	F6MDP2RSQ1GG	Good

Item Type	Generation/Model	Asset Tag	Serial Number	Condition/Notes
iPad	Gen8	4824	F6MDP2W5Q1GG	Good
iPad	Gen8	7500	F6QLP06CQ1GG	Good
iPad	Gen8	4959	FFLK300HQ1GG	Good
iPad	Gen8	4879	FNXK510VQ1GG	Good
iPad	Gen8	4746	GG7DG9XBQ1GG	Good
iPad	Gen8	4747	GG7DGB9UQ1GG	Good
iPad	Gen8	4761	GG7DGBPBQ1GG	Good
iPad	Gen8	4731	GG7DGE52Q1GG	Good
iPad	Gen8	4766	GG7DGGVYQ1GG	Good
iPad	Gen8	4796	GG7DGGXBQ1GG	Good
iPad	Gen8	4769	GG7DGGXQQ1GG	Good
iPad	Gen8	4748	GG7DGHRRQ1GG	Good
iPad	Gen8	4741	GG7DGHUGQ1GG	Good
iPad	Gen8	4762	GG7DGHVZQ1GG	Good
iPad	Gen8	4719	GG7DGJ0YQ1GG	Good
iPad	Gen8	4716	GG7DGJ10Q1GG	Good
iPad	Gen8	4763	GG7DGJ2RQ1GG	Good
iPad	Gen8	4714	GG7DGJ4AQ1GG	Good
iPad	Gen8	4744	GG7DGJ67Q1GG	Good
iPad	Gen8	4767	GG7DGJE7Q1GG	Good
iPad	Gen8	4718	GG7DGJG5Q1GG	Good
iPad	Gen8	4764	GG7DGJK1Q1GG	Good
iPad	Gen8	4760	GG7DGJN4Q1GG	Good
iPad	Gen8	4730	GG7DGJQVQ1GG	Good
iPad	Gen8	4770	GG7DGJRWQ1GG	Good
iPad	Gen8	4791	GG7DGJSAQ1GG	Good
iPad	Gen8	4726	GG7DGJTHQ1GG	Good
iPad	Gen8	4802	GG7DGJU0Q1GG	Good
iPad	Gen8	4793	GG7DGJVAQ1GG	Good
iPad	Gen8	4749	GG7DGJVRQ1GG	Good
iPad	Gen8	4723	GG7DGJW1Q1GG	Good
iPad	Gen8	4768	GG7DGJXUQ1GG	Good
iPad	Gen8	4786	GG7DGKNUQ1GG	Good
iPad	Gen8	4774	GG7DGKRHQ1GG	Good
iPad	Gen8	4727	GG7DGKUDQ1GG	Good
iPad	Gen8	4743	GG7DGKWVQ1GG	Good
iPad	Gen8	7599	H96F4EJVQ1GG	Good
iPad	Gen8	7527	H96F4FEWQ1GG	Good
iPad	Gen8	9778	H97FM2ULQ1GG	Good
iPad	Gen8	9775	H97FM8GQQ1GG	Good
iPad	Gen8	4962	H98F46L0Q1GG	Good
iPad	Gen8	4961	H98F47CFQ1GG	Good
iPad	Gen8	4953	H98F48FHQ1GG	Good
iPad	Gen8	4964	H98F4B97Q1GG	Good
iPad	Gen8	7642	H98F4G7BQ1GG	Good
iPad	Gen8	7553	H98F4HTJQ1GG	Good
iPad	Gen8	7509	H98F4JNCQ1GG	Good
iPad	Gen8	7607	H98F4JRVQ1GG	Good
iPad	Gen8	4951	H98F4KQXQ1GG	Good
iPad	Gen8	7544	H98F4KU6Q1GG	Good
iPad	Gen8	7665	H98F4KUUQ1GG	Good
iPad	Gen8	4963	H98F4L4YQ1GG	Good
iPad	Gen8	4979	H98F4L5CQ1GG	Good
iPad	Gen8	4957	H98F4LP8Q1GG	Good
iPad	Gen8	7506	H98F4LT8Q1GG	Good
iPad	Gen8	4885	H98F4M65Q1GG	Good
iPad	Gen8	7505	H98F4NKCQ1GG	Good
iPad	Gen8	4955	H98F4NV8Q1GG	Good

Item Type	Generation/Model	Asset Tag	Serial Number	Condition/Notes
iPad	Gen8	7656	H98F4PA8Q1GG	Good
iPad	Gen8	7629	H98F4PQSQ1GG	Good
iPad	Gen8	7520	H98F4QAFQ1GG	Good
iPad	Gen8	4965	H98F4QCJQ1GG	Good
iPad	Gen8	4900	H98F4QDGQ1GG	Good
iPad	Gen8	7516	H98F4QJ0Q1GG	Good
iPad	Gen8	7582	H98F4RURQ1GG	Good
iPad	Gen8	7581	H98F4S23Q1GG	Good
iPad	Gen8	7586	H98F4S6JQ1GG	Good
iPad	Gen8	4892	H98F4SH2Q1GG	Good
iPad	Gen8	7573	H98F4T14Q1GG	Good
iPad	Gen8	4870	H98F4TGHQ1GG	Good
iPad	Gen8	7588	H98F4TK9Q1GG	Good
iPad	Gen8	7523	H98F4U96Q1GG	Good
iPad	Gen8	7482	H98F4UBGQ1GG	Good
iPad	Gen8	7587	H98F4USGQ1GG	Good
iPad	Gen8	7504	H98F4VDYQ1GG	Good
iPad	Gen8	4954	H98F4VJUQ1GG	Good
iPad	Gen8	4946	H98F4VN8Q1GG	Good
iPad	Gen8	7510	H98F4VSTQ1GG	Good
iPad	Gen8	7507	H98F4W6EQ1GG	Good
iPad	Gen8	4958	H98F4WL8Q1GG	Good
iPad	Gen8	7512	H98F4XGZQ1GG	Good
iPad	Gen8	7569	H98F50APQ1GG	Good
iPad	Gen8	7577	H98F50F3Q1GG	Good
iPad	Gen8	7632	H98F50L5Q1GG	Good
iPad	Gen8	7501	H98F50LVQ1GG	Good
iPad	Gen8	7668	H98F50MXQ1GG	Good
iPad	Gen8	7605	H98F50R2Q1GG	Good
iPad	Gen8	5000	H98F50S7Q1GG	Good
iPad	Gen8	7616	H98F50UGQ1GG	Good
iPad	Gen8	4988	H98F50X0Q1GG	Good
iPad	Gen8	7651	H98F50YSQ1GG	Good
iPad	Gen8	7480	H98F50Z4Q1GG	Good
iPad	Gen8	7580	H98F50ZAQ1GG	Good
iPad	Gen8	7600	H98F51EYQ1GG	Good
iPad	Gen8	7483	H98F51LJQ1GG	Good
iPad	Gen8	7574	H98F51LPQ1GG	Good
iPad	Gen8	7487	H98F51RXQ1GG	Good
iPad	Gen8	7660	H98F51U0Q1GG	Good
iPad	Gen8	7633	H98F51U7Q1GG	Good
iPad	Gen8	4960	H98F51W5Q1GG	Good
iPad	Gen8	4952	H98F51X7Q1GG	Good
iPad	Gen8	7474	H98F520QQ1GG	Good
iPad	Gen8	4948	H98F52BJQ1GG	Good
iPad	Gen8	7530	H98F52HZQ1GG	Good
iPad	Gen8	7609	H98F535RQ1GG	Good
iPad	Gen8	7593	H98F53H9Q1GG	Good
iPad	Gen8	7502	H98F53WFQ1GG	Good
iPad	Gen8	7572	H98F54BSQ1GG	Good
iPad	Gen8	7583	H98F54CDQ1GG	Good
iPad	Gen8	4950	H98F54CKQ1GG	Good
iPad	Gen8	4967	H98F54EYQ1GG	Good
iPad	Gen8	7526	H98F54EZQ1GG	Good
iPad	Gen8	7478	H98F54NNQ1GG	Good
iPad	Gen8	7618	H98F54QDQ1GG	Good
iPad	Gen8	7578	H98F54QYQ1GG	Good
iPad	Gen8	7585	H98F54ZAQ1GG	Good

Item Type	Generation/Model	Asset Tag	Serial Number	Condition/Notes
iPad	Gen8	4884	H98F550GQ1GG	Good
iPad	Gen8	7617	H98F55DGQ1GG	Good
iPad	Gen8	7653	H98F55L9Q1GG	Good
iPad	Gen8	7667	H98F55MHQ1GG	Good
iPad	Gen8	7481	H98F55TLQ1GG	Good
iPad	Gen8	4947	H98F580CQ1GG	Good
iPad	Gen8	4822	H99DM4J3Q1GG	Good
iPad	Gen8	4820	H9CDN54DQ1GG	Good
iPad	Gen8	4812	H9CDN7W4Q1GG	Good
iPad	Gen8	4831	F6MDP04LQ1GG	Good
iPad	Gen8	4836	F6MDP05WQ1GG	Good
iPad	Gen8	4844	F6MDP0TBQ1GG	Good
iPad	Gen8	4847	F6MDP1N3Q1GG	Good
iPad	Gen8	4839	F6MDP1QBQ1GG	Good
iPad	Gen8	4843	F6MDP1QJQ1GG	Good
iPad	Gen8	4840	F6MDP1R7Q1GG	Good
iPad	Gen8	4842	F6MDP1SFQ1GG	Good
iPad	Gen8	4833	F6MDP1ZHQ1GG	Good
iPad	Gen8	4845	F6MDP2SXQ1GG	Good
iPad	Gen8	4838	F6MDP2VKQ1GG	Good
iPad	Gen8	4841	F6MDP38AQ1GG	Good
iPad	Gen8	4832	F6MDP391Q1GG	Good
iPad	Gen8	7615	F6MF4B9HQ1GG	Good
iPad	Gen8	7620	FNXK507VQ1GG	Good
iPad	Gen8	4734	GG7D51BZQ1GG	Good
iPad	Gen8	4737	GG7DDD4TQ1GG	Good
iPad	Gen8	4778	GG7DGA1HQ1GG	Good
iPad	Gen8	4771	GG7DGA1RQ1GG	Good
iPad	Gen8	4736	GG7DGA73Q1GG	Good
iPad	Gen8	4712	GG7DGAE4Q1GG	Good
iPad	Gen8	4759	GG7DGAJ1Q1GG	Good
iPad	Gen8	4713	GG7DGH5BQ1GG	Good
iPad	Gen8	4720	GG7DGH6EQ1GG	Good
iPad	Gen8	4715	GG7DGH6HQ1GG	Good
iPad	Gen8	4797	GG7DGH74Q1GG	Good
iPad	Gen8	4805	GG7DGHV6Q1GG	Good
iPad	Gen8	4780	GG7DGHWHQ1GG	Good
iPad	Gen8	4806	GG7DGHX1Q1GG	Good
iPad	Gen8	4721	GG7DGHX4Q1GG	Good
iPad	Gen8	4799	GG7DGHXTQ1GG	Good
iPad	Gen8	4795	GG7DGHYMQ1GG	Good
iPad	Gen8	4800	GG7DGJ08Q1GG	Good
iPad	Gen8	4804	GG7DGJ40Q1GG	Good
iPad	Gen8	4775	GG7DGJABQ1GG	Good
iPad	Gen8	4792	GG7DGJCQQ1GG	Good
iPad	Gen8	4717	GG7DGJE2Q1GG	Good
iPad	Gen8	4779	GG7DGJEGQ1GG	Good
iPad	Gen8	4755	GG7DGJFHQ1GG	Good
iPad	Gen8	4756	GG7DGJFMQ1GG	Good
iPad	Gen8	4801	GG7DGJHPQ1GG	Good
iPad	Gen8	4735	GG7DGJJEQ1GG	Good
iPad	Gen8	4758	GG7DGJKAQ1GG	Good
iPad	Gen8	4808	GG7DGJKYQ1GG	Good
iPad	Gen8	4798	GG7DGJN6Q1GG	Good
iPad	Gen8	4803	GG7DGJNEQ1GG	Good
iPad	Gen8	4742	GG7DGJP1Q1GG	Good
iPad	Gen8	4724	GG7DGJQ7Q1GG	Good
iPad	Gen8	4809	GG7DGJXVQ1GG	Good

Item Type	Generation/Model	Asset Tag	Serial Number	Condition/Notes
iPad	Gen8	4783	GG7DGJZ8Q1GG	Good
iPad	Gen8	4810	GG7DGK09Q1GG	Good
iPad	Gen8	4777	GG7DGKGAQ1GG	Good
iPad	Gen8	4750	GG7DGKNYQ1GG	Good
iPad	Gen8	4711	GG7DGKSHQ1GG	Good
iPad	Gen8	4773	GG7DGKSYQ1GG	Good
iPad	Gen8	4751	GG7DGKT3Q1GG	Good
iPad	Gen8	4754	GG7DGKWAQ1GG	Good
iPad	Gen8	4757	GG7DGL0JQ1GG	Good
iPad	Gen8	4722	GG7DGL1JQ1GG	Good
iPad	Gen8	4729	GG7DGL2BQ1GG	Good
iPad	Gen8	4834	H95DMPDLQ1GG	Good
iPad	Gen8	4848	H95DMVMTQ1GG	Good
iPad	Gen8	7566	H96F4452Q1GG	Good
iPad	Gen8	7612	H96F4DNZQ1GG	Good
iPad	Gen8	9773	H97FM8TZQ1GG	Good
iPad	Gen8	9776	H97FMAELQ1GG	Good
iPad	Gen8	9774	H97FMAHAQ1GG	Good
iPad	Gen8	9772	H97FMAT2Q1GG	Good
iPad	Gen8	4999	H98F45ARQ1GG	Good
iPad	Gen8	7479	H98F4829Q1GG	Good
iPad	Gen8	4985	H98F4AU6Q1GG	Good
iPad	Gen8	7464	H98F4CQMQ1GG	Good
iPad	Gen8	4991	H98F4D9DQ1GG	Good
iPad	Gen8	7554	H98F4DT3Q1GG	Good
iPad	Gen8	7654	H98F4G82Q1GG	Good
iPad	Gen8	7550	H98F4G94Q1GG	Good
iPad	Gen8	4992	H98F4GCAQ1GG	Good
iPad	Gen8	7608	H98F4GDZQ1GG	Good
iPad	Gen8	7652	H98F4H7BQ1GG	Good
iPad	Gen8	7621	H98F4HCLQ1GG	Good
iPad	Gen8	7497	H98F4HGSQ1GG	Good
iPad	Gen8	7658	H98F4HTNQ1GG	Good
iPad	Gen8	7538	H98F4HU6Q1GG	Good
iPad	Gen8	7657	H98F4K97Q1GG	Good
iPad	Gen8	7548	H98F4M9SQ1GG	Good
iPad	Gen8	7492	H98F4N1ZQ1GG	Good
iPad	Gen8	7468	H98F4N5YQ1GG	Good
iPad	Gen8	4989	H98F4NBTQ1GG	Good
iPad	Gen8	7461	H98F4NESQ1GG	Good
iPad	Gen8	7559	H98F4NSRQ1GG	Good
iPad	Gen8	7561	H98F4PB2Q1GG	Good
iPad	Gen8	7568	H98F4PBLQ1GG	Good
iPad	Gen8	7475	H98F4PJLQ1GG	Good
iPad	Gen8	7517	H98F4PTMQ1GG	Good
iPad	Gen8	7630	H98F4Q1CQ1GG	Good
iPad	Gen8	7491	H98F4QDXQ1GG	Good
iPad	Gen8	4994	H98F4QHFQ1GG	Good
iPad	Gen8	4977	H98F4QK1Q1GG	Good
iPad	Gen8	7542	H98F4QPSQ1GG	Good
iPad	Gen8	7598	H98F4QUQQ1GG	Good
iPad	Gen8	7564	H98F4SK6Q1GG	Good
iPad	Gen8	7498	H98F4SRNQ1GG	Good
iPad	Gen8	4888	H98F4SYVQ1GG	Good
iPad	Gen8	7547	H98F4T0QQ1GG	Good
iPad	Gen8	7552	H98F4T1TQ1GG	Good
iPad	Gen8	7519	H98F4TE5Q1GG	Good
iPad	Gen8	7611	H98F4TJ1Q1GG	Good

Item Type	Generation/Model	Asset Tag	Serial Number	Condition/Notes
iPad	Gen8	7589	H98F4TP2Q1GG	Good
iPad	Gen8	7592	H98F4TPJQ1GG	Good
iPad	Gen8	4981	H98F4U7GQ1GG	Good
iPad	Gen8	7477	H98F4U97Q1GG	Good
iPad	Gen8	7570	H98F4UTHQ1GG	Good
iPad	Gen8	4968	H98F4V85Q1GG	Good
iPad	Gen8	7640	H98F4V88Q1GG	Good
iPad	Gen8	7596	H98F4VE5Q1GG	Good
iPad	Gen8	7558	H98F4VK1Q1GG	Good
iPad	Gen8	7531	H98F4VWBQ1GG	Good
iPad	Gen8	7562	H98F4W8TQ1GG	Good
iPad	Gen8	7518	H98F4WNFQ1GG	Good
iPad	Gen8	7499	H98F4WVDQ1GG	Good
iPad	Gen8	7590	H98F4X6SQ1GG	Good
iPad	Gen8	7545	H98F4XA7Q1GG	Good
iPad	Gen8	7514	H98F4XC6Q1GG	Good
iPad	Gen8	4997	H98F4XWQQ1GG	Good
iPad	Gen8	7557	H98F4YJYQ1GG	Good
iPad	Gen8	7541	H98F5044Q1GG	Good
iPad	Gen8	7521	H98F508BQ1GG	Good
iPad	Gen8	7465	H98F50HTQ1GG	Good
iPad	Gen8	7493	H98F50J9Q1GG	Good
iPad	Gen8	4982	H98F50MYQ1GG	Good
iPad	Gen8	7601	H98F50N0Q1GG	Good
iPad	Gen8	7604	H98F50PQQ1GG	Good
iPad	Gen8	7490	H98F50Q2Q1GG	Good
iPad	Gen8	7634	H98F50QPQ1GG	Good
iPad	Gen8	7471	H98F50SYQ1GG	Good
iPad	Gen8	7533	H98F50T1Q1GG	Good
iPad	Gen8	7625	H98F50THQ1GG	Good
iPad	Gen8	7540	H98F50U1Q1GG	Good
iPad	Gen8	7462	H98F50UKQ1GG	Good
iPad	Gen8	4990	H98F50XVQ1GG	Good
iPad	Gen8	4949	H98F50XXQ1GG	Good
iPad	Gen8	7488	H98F50YGQ1GG	Good
iPad	Gen8	7655	H98F50ZYQ1GG	Good
iPad	Gen8	4984	H98F510BQ1GG	Good
iPad	Gen8	7643	H98F510LQ1GG	Good
iPad	Gen8	7496	H98F51P2Q1GG	Good
iPad	Gen8	7560	H98F51PTQ1GG	Good
iPad	Gen8	4966	H98F51RRQ1GG	Good
iPad	Gen8	7669	H98F51RUQ1GG	Good
iPad	Gen8	4998	H98F51SAQ1GG	Good
iPad	Gen8	4974	H98F51SGQ1GG	Good
iPad	Gen8	7489	H98F51T7Q1GG	Good
iPad	Gen8	7472	H98F51WDQ1GG	Good
iPad	Gen8	7551	H98F51X8Q1GG	Good
iPad	Gen8	7534	H98F51XNQ1GG	Good
iPad	Gen8	7529	H98F51YTQ1GG	Good
iPad	Gen8	7627	H98F51Z4Q1GG	Good
iPad	Gen8	7537	H98F51Z7Q1GG	Good
iPad	Gen8	7535	H98F521RQ1GG	Good
iPad	Gen8	7622	H98F535WQ1GG	Good
iPad	Gen8	7494	H98F53DCQ1GG	Good
iPad	Gen8	4983	H98F53QKQ1GG	Good
iPad	Gen8	7513	H98F53R1Q1GG	Good
iPad	Gen8	7638	H98F53X9Q1GG	Good
iPad	Gen8	7469	H98F549CQ1GG	Good

Item Type	Generation/Model	Asset Tag	Serial Number	Condition/Notes
iPad	Gen8	7663	H98F549GQ1GG	Good
iPad	Gen8	7628	H98F54C5Q1GG	Good
iPad	Gen8	7476	H98F54GWQ1GG	Good
iPad	Gen8	4996	H98F54HSQ1GG	Good
iPad	Gen8	7524	H98F54K9Q1GG	Good
iPad	Gen8	7532	H98F54LNQ1GG	Good
iPad	Gen8	4976	H98F54MWQ1GG	Good
iPad	Gen8	7591	H98F54PHQ1GG	Good
iPad	Gen8	7637	H98F54S9Q1GG	Good
iPad	Gen8	7623	H98F54X4Q1GG	Good
iPad	Gen8	7539	H98F55LLQ1GG	Good
iPad	Gen8	4978	H98F55PGQ1GG	Good
iPad	Gen8	7635	H98F55RNQ1GG	Good
iPad	Gen8	7470	H98F55SMQ1GG	Good
iPad	Gen8	7644	H98F55SZQ1GG	Good
iPad	Gen8	4869	H98F55T6Q1GG	Good
iPad	Gen8	7563	H98F55WKQ1GG	Good
iPad	Gen8	4915	H98F55X5Q1GG	Good
iPad	Gen8	4969	H98F56B7Q1GG	Good
iPad	Gen8	4980	H98F56ELQ1GG	Good
iPad	Gen8	7503	H98F57E3Q1GG	Good
iPad	Gen8	9777	H98FM8KZQ1GG	Good
iPad	Gen8	4835	H99DMFY1Q1GG	Good
iPad	Gen8	7549	H9HF5004Q1GG	Good
iPad	Gen8	9780	H9JFMFJLQ1GG	Good
iPad	Gen8	4855	F6MDP02AQ1GG	Good
iPad	Gen8	4859	F6MDP031Q1GG	Good
iPad	Gen8	4853	F6MDP09DQ1GG	Good
iPad	Gen8	4854	F6MDP0QFQ1GG	Good
iPad	Gen8	4837	F6MDP0W9Q1GG	Good
iPad	Gen8	4821	F6MDP1NKQ1GG	Good
iPad	Gen8	4860	F6MDP1P7Q1GG	Good
iPad	Gen8	4858	F6MDP1PCQ1GG	Good
iPad	Gen8	4849	F6MDP1T1Q1GG	Good
iPad	Gen8	4830	F6MDP2Q0Q1GG	Good
iPad	Gen8	4856	F6MDP2RTQ1GG	Good
iPad	Gen8	4851	F6MDP2TDQ1GG	Good
iPad	Gen8	4829	F6MDP2Y5Q1GG	Good
iPad	Gen8	4868	F6QP1018Q1GG	Good
iPad	Gen8	4904	FFLH907HQ1GG	Good
iPad	Gen8	4867	FFLK402LQ1GG	Good
iPad	Gen8	7680	FNXGD08SQ1GG	Good
iPad	Gen8	7639	FNXK511ZQ1GG	Good
iPad	Gen8	4732	GG7D51GAQ1GG	Good
iPad	Gen8	4784	GG7DGA1VQ1GG	Good
iPad	Gen8	4733	GG7DGAETQ1GG	Good
iPad	Gen8	4740	GG7DGANEQ1GG	Good
iPad	Gen8	4738	GG7DGEF1Q1GG	Good
iPad	Gen8	4794	GG7DGH5AQ1GG	Good
iPad	Gen8	4781	GG7DGHRKQ1GG	Good
iPad	Gen8	4765	GG7DGHWWQ1GG	Good
iPad	Gen8	4728	GG7DGHY2Q1GG	Good
iPad	Gen8	4787	GG7DGJ1BQ1GG	Good
iPad	Gen8	4725	GG7DGJDJQ1GG	Good
iPad	Gen8	4788	GG7DGJMCQ1GG	Good
iPad	Gen8	4752	GG7DGJU7Q1GG	Good
iPad	Gen8	4785	GG7DGJVVQ1GG	Good
iPad	Gen8	4789	GG7DGJX1Q1GG	Good

Item Type	Generation/Model	Asset Tag	Serial Number	Condition/Notes
iPad	Gen8	4745	GG7DGJYSQ1GG	Good
iPad	Gen8	4782	GG7DGKZQQ1GG	Good
iPad	Gen8	5503	GG7FWFRWQ1GC	Good
iPad	Gen8	5502	GG8FV548Q1GC	Good
iPad	Gen8	4890	H96F41U1Q1GG	Good
iPad	Gen8	4919	H97F4J1RQ1GG	Good
iPad	Gen8	4818	H98DP0AJQ1GG	Good
iPad	Gen8	4819	H98DP0AZQ1GG	Good
iPad	Gen8	4971	H98F49MUQ1GG	Good
iPad	Gen8	4939	H98F4C04Q1GG	Good
iPad	Gen8	4970	H98F4DLBQ1GG	Good
iPad	Gen8	4882	H98F4DRFQ1GG	Good
iPad	Gen8	7619	H98F4ELSQ1GG	Good
iPad	Gen8	4928	H98F4GS3Q1GG	Good
iPad	Gen8	7626	H98F4HABQ1GG	Good
iPad	Gen8	4871	H98F4HB3Q1GG	Good
iPad	Gen8	4907	H98F4HJ7Q1GG	Good
iPad	Gen8	7664	H98F4HT0Q1GG	Good
iPad	Gen8	4873	H98F4JH7Q1GG	Good
iPad	Gen8	4995	H98F4JNAQ1GG	Good
iPad	Gen8	4945	H98F4JS6Q1GG	Good
iPad	Gen8	7610	H98F4JWEQ1GG	Good
iPad	Gen8	4917	H98F4JXDQ1GG	Good
iPad	Gen8	4920	H98F4JYSQ1GG	Good
iPad	Gen8	7602	H98F4K31Q1GG	Good
iPad	Gen8	4912	H98F4K3UQ1GG	Good
iPad	Gen8	4972	H98F4K7CQ1GG	Good
iPad	Gen8	4898	H98F4L75Q1GG	Good
iPad	Gen8	7511	H98F4LATQ1GG	Good
iPad	Gen8	7579	H98F4LS6Q1GG	Good
iPad	Gen8	7495	H98F4MN4Q1GG	Good
iPad	Gen8	4864	H98F4N6SQ1GG	Good
iPad	Gen8	4903	H98F4NCBQ1GG	Good
iPad	Gen8	7567	H98F4NS9Q1GG	Good
iPad	Gen8	4896	H98F4NZEQ1GG	Good
iPad	Gen8	4877	H98F4PDCQ1GG	Good
iPad	Gen8	4918	H98F4PTPQ1GG	Good
iPad	Gen8	4865	H98F4PVLQ1GG	Good
iPad	Gen8	4943	H98F4QGEQ1GG	Good
iPad	Gen8	4993	H98F4S1QQ1GG	Good
iPad	Gen8	4956	H98F4SX6Q1GG	Good
iPad	Gen8	7565	H98F4TDDQ1GG	Good
iPad	Gen8	7624	H98F4TMPQ1GG	Good
iPad	Gen8	7522	H98F4TNAQ1GG	Good
iPad	Gen8	7597	H98F4TUAQ1GG	Good
iPad	Gen8	7515	H98F4USUQ1GG	Good
iPad	Gen8	4894	H98F4UUPQ1GG	Good
iPad	Gen8	4891	H98F4VEHQ1GG	Good
iPad	Gen8	4937	H98F4VK4Q1GG	Good
iPad	Gen8	4940	H98F4VM6Q1GG	Good
iPad	Gen8	7546	H98F4VNKQ1GG	Good
iPad	Gen8	4889	H98F4W4PQ1GG	Good
iPad	Gen8	4899	H98F4W5SQ1GG	Good
iPad	Gen8	4893	H98F4WGEQ1GG	Good
iPad	Gen8	4926	H98F4X0FQ1GG	Good
iPad	Gen8	4932	H98F4X83Q1GG	Good
iPad	Gen8	7576	H98F4YMGQ1GG	Good
iPad	Gen8	7486	H98F500ZQ1GG	Good

Item Type	Generation/Model	Asset Tag	Serial Number	Condition/Notes
iPad	Gen8	7648	H98F501KQ1GG	Good
iPad	Gen8	7641	H98F5036Q1GG	Good
iPad	Gen8	7463	H98F504NQ1GG	Good
iPad	Gen8	4876	H98F507WQ1GG	Good
iPad	Gen8	4910	H98F50ACQ1GG	Good
iPad	Gen8	7594	H98F50B7Q1GG	Good
iPad	Gen8	4881	H98F50F6Q1GG	Good
iPad	Gen8	4923	H98F50FTQ1GG	Good
iPad	Gen8	7646	H98F50GLQ1GG	Good
iPad	Gen8	7631	H98F50K6Q1GG	Good
iPad	Gen8	4922	H98F50LJQ1GG	Good
iPad	Gen8	7661	H98F50LSQ1GG	Good
iPad	Gen8	7528	H98F50MBQ1GG	Good
iPad	Gen8	7670	H98F50QQQ1GG	Good
iPad	Gen8	7485	H98F50QSQ1GG	Good
iPad	Gen8	4905	H98F50QVQ1GG	Good
iPad	Gen8	4930	H98F50RMQ1GG	Good
iPad	Gen8	7536	H98F50TDQ1GG	Good
iPad	Gen8	7571	H98F50X9Q1GG	Good
iPad	Gen8	7650	H98F50YRQ1GG	Good
iPad	Gen8	7543	H98F50ZSQ1GG	Good
iPad	Gen8	4934	H98F51BQQ1GG	Good
iPad	Gen8	4921	H98F51EPQ1GG	Good
iPad	Gen8	4895	H98F51HNQ1GG	Good
iPad	Gen8	4924	H98F51LUQ1GG	Good
iPad	Gen8	7613	H98F51MGQ1GG	Good
iPad	Gen8	4973	H98F51NSQ1GG	Good
iPad	Gen8	7606	H98F51R9Q1GG	Good
iPad	Gen8	4975	H98F51RZQ1GG	Good
iPad	Gen8	7603	H98F51S2Q1GG	Good
iPad	Gen8	4872	H98F51S3Q1GG	Good
iPad	Gen8	7575	H98F51TRQ1GG	Good
iPad	Gen8	4925	H98F51ULQ1GG	Good
iPad	Gen8	4987	H98F51VLQ1GG	Good
iPad	Gen8	4861	H98F51X0Q1GG	Good
iPad	Gen8	7645	H98F51XCQ1GG	Good
iPad	Gen8	4913	H98F5212Q1GG	Good
iPad	Gen8	4942	H98F52TBQ1GG	Good
iPad	Gen8	4866	H98F534ZQ1GG	Good
iPad	Gen8	4874	H98F535MQ1GG	Good
iPad	Gen8	4902	H98F536AQ1GG	Good
iPad	Gen8	4897	H98F53P4Q1GG	Good
iPad	Gen8	4862	H98F53S5Q1GG	Good
iPad	Gen8	4933	H98F53WBQ1GG	Good
iPad	Gen8	4935	H98F53Y2Q1GG	Good
iPad	Gen8	7584	H98F5493Q1GG	Good
iPad	Gen8	4936	H98F549XQ1GG	Good
iPad	Gen8	4938	H98F54AVQ1GG	Good
iPad	Gen8	7636	H98F54C4Q1GG	Good
iPad	Gen8	4880	H98F54CVQ1GG	Good
iPad	Gen8	4887	H98F54DLQ1GG	Good
iPad	Gen8	7666	H98F54DZQ1GG	Good
iPad	Gen8	4883	H98F54PWQ1GG	Good
iPad	Gen8	4878	H98F54QJQ1GG	Good
iPad	Gen8	7647	H98F54TWQ1GG	Good
iPad	Gen8	4875	H98F55PPQ1GG	Good
iPad	Gen8	4929	H98F55PSQ1GG	Good
iPad	Gen8	4863	H98F55Q4Q1GG	Good

Item Type	Generation/Model	Asset Tag	Serial Number	Condition/Notes
iPad	Gen8	4944	H98F55Q5Q1GG	Good
iPad	Gen8	4886	H98F55T7Q1GG	Good
iPad	Gen8	4901	H98F56CQQ1GG	Good
iPad	Gen8	7466	H98F56CRQ1GG	Good
iPad	Gen8	4931	H98F56CTQ1GG	Good
iPad	Gen8	4911	H98F56EKQ1GG	Good
iPad	Gen8	4914	H98F5818Q1GG	Good
iPad	Gen8	4916	H98F586NQ1GG	Good
iPad	Gen8	4850	H99DN2DRQ1GG	Good
iPad	Gen8	4857	H9DDNS9PQ1GG	Good
iPad	Gen8	4927	H9HF506RQ1GG	Good
iPad	Gen8	9779	H9JFMFN4Q1GG	Good
iPad	Gen8	4772	GG7DGJVDQ1GG	Good
iPad	Gen8	4790	GG7DGJ7ZQ1GG	Good
iPad	Gen8	4807	GG7DGKSLQ1GG	Good
iPad	Gen8	7662	H98F4NXGQ1GG	Good
iPad	Gen8	7659	H98F54R7Q1GG	Good
iPad	Gen8	7508	H98F53VEQ1GG	Good
iPad	Gen8	4906	H98F51UAQ1GG	Good
iPad	Gen8	4908	H98F54N2Q1GG	Good
iPad	Gen8	4909	H98F50TSQ1GG	Good
iPad	Gen8	7674	F9GG2MNUQ1GC	Good
iPad	Gen6	7444	GG7XW44KJF8J	Fair
iPad	Gen6	7445	GG7XWBX8JF8J	Fair
iPad	Gen6	7443	GG7XW9UDJF8J	Fair
iPad	Gen5	7378	DMPWQLA4JF8J	OLD/Unusuable
iPad	Gen2	3636	DMQG98VPDFHW	OLD/Unusuable
iPad	5th Gen - Mini	3912	DMPFW2KPLM93	Old/Usuable

Know the Signs: Say Something Pilot Agreement between Sandy Hook Promise Foundation and Springfield Public School District (NJ)

Sandy Hook Promise Foundation (SHPF)'s *Know the Signs: Say Something* is a supplemental, prevention-focused curriculum for grades K-12, with developmentally aligned lessons at each grade level. The program includes a ten-lesson core sequence per grade. Each lesson is designed for minimal preparation and can be delivered in either one 30-minute session or two 15-minute segments, giving schools flexibility to fit their schedule. Across the sequence, students build skills in recognizing warning signs, seeking help from trusted adults, strengthening belonging, navigating peer dynamics, and contributing to the safety and well-being of their community.

By signing this agreement, Sandy Hook Promise Foundation (SHPF) and Springfield Public School District commit to partnering to pilot SHP's program, _Know the Signs: Say Something_, and follow the below Scope of Work until 6/30/2027 or once complete.

Springfield Public School District Expectations:

- Springfield Public School District agrees to recruit students in grade 8 to participate in the *Know the Signs: Say Something*
- Springfield Public School District ensures that participating educators attend the required 3-hour live virtual professional learning session provided by SHPF prior to student implementation, and that school leaders are invited to an optional 90-minute orientation and training.
- District/schools participating in the pilot can choose an implementation model that works best for them:
    - 1 30-minute lesson per week for 10 weeks
    - 2 15-minute lessons per week for 10 weeks
    - 2 30-minute lessons per week for 5 weeks

To support implementation, SHPF will provide:

- 3 hours of live virtual professional learning for educators focused on delivering content confidently and navigating sensitive topics
- All materials and resources are accessible via direct file links and a quick links flyer
- Regular email touchpoints throughout the pilot period, including reminders, tips, and guidance on where the school is in the implementation process
- Evaluation materials:
    - Educator Feedback:

        - 2 short surveys, each 10-minutes or less, designed to capture educator's knowledge of program messages and materials and their confidence in implementing student-facing program components
        - Implementation tracker: a series of surveys, each 3 questions or less that should take less than 5minutes, to offer educators an opportunity to offer feedback on each student-facing module
        - *Optional* focus group participation: Upon completion of implementation of student-facing materials, educators may choose to participate in an optional focus group - participating educators will receive compensation in addition to the facilitator incentive
    - Student Feedback:
        - A pre-and-post-training program evaluation survey that will take 5-10 minutes to complete. This survey will establish a baseline of student knowledge of key program outcomes, allowing for measurement of change from baseline upon completion of the 10 student-facing modules The survey will be administered before the start of the 10-lesson series and at the completion of the 10-lesson series.
- Facilitator incentive:
    - $200 paid directly to each participating educator in two installments:
        - $100 upon receiving signed tax documents and a valid email address for the participating educator and completion of this MOU
        - $100 upon completion of program implementation and all evaluation activities
    - Incentive will be paid via an electronic gift card

Please refer to the SHP Privacy Policy and Terms of Use at https://www.sandyhookpromise.org/privacy-policy/ and https://www.sandyhookpromise.org/terms-of-use/

Springfield Public School District Program Lead Contact Information

Name:
Title:
Entity:
Address:
Telephone:
E-mail:

Any questions for SHPF and/or signed agreements can be sent to programs@sandyhookpromise.org. Signature reflects agreement and acknowledgement of the terms outlined in Exhibit A.

Springfield Public School District	**SHPF**
BY (SIGN): _____	BY (SIGN): _____
NAME (Print): _____	NAME (Print): _____
POSITION: _____	POSITION: _____
DATE: _____	DATE: _____

EXHIBIT A: Program Offering and Professional Development Descriptions

Know the Signs: Say Something

Know the Signs: Say Something is a supplemental, prevention-focused curriculum for grades K-12, with developmentally aligned lessons at each grade level. The program includes a ten-lesson core sequence per grade. Across the sequence, students build skills in recognizing warning signs, seeking help from Trusted Adults, strengthening belonging, navigating peer dynamics, and contributing to the safety and well being of their community.

Professional Learning

As part of the pilot, educators, counselors, and other staff members who will teach the curriculum to students will attend a three-hour virtual professional learning session delivered by an SHP Implementation team member. In this session, participants will learn (1) the *Know the Signs: Say Something* foundational violence prevention principles and intended outcomes, and (2) how to teach the ten core sequence lesson plans focused on increasing knowledge, skills, and attitudes related to reducing social isolation, improving social connection and belonging, and recognizing the warning signs of violence and how to get support.

Starting date 7/28/2026 Ending date 8/31/2026

Chk#		Date	Rec date	Code	Vendor name	Check Comment	Check amount
009615		07/30/26		*VSP	VISION SERVICE PLAN		1,486.70
009616		07/30/26		*KJL	KENNETH J LECHARD, OFFICER		504.31
009617		07/30/26		*RCG	RICHARD C GENABITH, OFFICER		270.85
009618		07/30/26		*GAR	NJ FAMILY SUPPORT CENTER		554.68
009620		07/29/26		*EFT	EFTPS FEDERAL TAXES		228.92
009621		07/30/26		*EFT	EFTPS FEDERAL TAXES		53.55
009622		08/13/26		*GAR	NJ FAMILY SUPPORT CENTER		554.68
009623		08/13/26		*KJL	KENNETH J LECHARD, OFFICER		504.31
009624		08/13/26		*RCG	RICHARD C GENABITH, OFFICER		270.85
060117	V	06/30/26	08/26/26	F057	TOVA APPLESON		(1,765.50)
060276		07/28/26		Z006	NNAMDI AKWAJA		40,416.80
060277		08/19/26		ADDS	ACKERSON DRAPERY & DECORATOR SERVICES		10,845.84
060278		08/19/26		ACSO	ACTUAL SOLUTIONS LLC		2,922.50
060279		08/19/26		ALAM	ALL AMERICAN SPORT/RIDDELL		6,464.19
060280		08/19/26		ALLI	ALLIED FILTER CO		3,443.40
060281		08/19/26		APIN	APPLE INC.		99,511.75
060282		08/19/26		AWRM	ASSETWORKS RISK MANAGEMENT INC.		1,750.00
060283		08/19/26		ATSF	ATLANTIC SECURITY & FIRE, INC.		8,866.80
060284		08/19/26		ATTO	ATLANTIC TOMORROWS OFFICE		1,709.60
060285		08/19/26		BANC	BANCROFT		45,168.48
060286		08/19/26		BSNS	BSN SPORTS LLC		11,393.06
060287		08/19/26		CARS	CARE STATION MEDICAL GROUP PA		67.00
060288		08/19/26		CDWG	CDW GOVERNMENT INC.		1,059.51
060289		08/19/26		CIFE	CIFELLI & SON GENERAL CONSTRUCTION INC.		82,242.60
060290		08/19/26		COEN	CONCORD ENGINEERING GROUP, INC.		13,484.40
060291		08/19/26		DEWD	D&E WINDOW AND DOOR, LLC		269,104.32
060292		08/19/26		DRCO	DRILL CONSTRUCTION CO., INC.		199,620.36
060293		08/19/26		EDUI	EI US,LLC		736.84
060294		08/19/26		ENCO	ENVIROVISION CONSULTANTS INC		748.00
060295		08/19/26		EPOP	EPS OPERATIONS LLC		1,059.01
060296		08/19/26		FICH	FIRST CHILDREN LEARNING SERVICES LLC		17,942.60
060297		08/19/26		FIRC	FIRST CHILDREN LLC		12,835.59
060298		08/19/26		0393	FLINN SCIENTIFIC INC.		137.45
060299		08/19/26		GESE	GENERATIONS SERVICES INC.		45,615.36
060300		08/19/26		GETE	GENERATIONS TECHNOLOGIES INC.		3,400.00
060301		08/19/26		GRPA	GRAFAS PAINTING CONTRACTORS, INC.,		18,541.60
060302		08/19/26		HAFL	HANNON FLOORS		536,545.54
060303		08/19/26		HEFU	HERTZ FURNITURE SYSTEMS		19,355.99
060304		08/19/26		HOOD	HOODSRITE LLC		2,590.00

Starting date 7/28/2026 Ending date 8/31/2026

Chk#		Date	Rec date	Code	Vendor name	Check Comment	Check amount
060305		08/19/26		INLI	IN-LINE AIR CONDITIONING CO INC.		2,805.75
060306		08/19/26		JOSU	JONES SCHOOL SUPPLY CO INC.		139.00
060307		08/19/26		KBCO	K & B CONTRACTORS LLC		55,050.00
060308		08/19/26		LACL	LACROSSE CLUB OF SPRINGFIELD		1,691.57
060309		08/19/26		LAAS	Lan Associates, Engineering, Planning, Architectu		31,493.25
060310		08/19/26		LETR	LEARNING TREE MULTICULTURAL		3,520.00
060311		08/19/26		S094	MAP RESTAURANT SUPPLIES		2,885.00
060312		08/19/26		METW	METHFESSEL & WERBEL PA		759.50
060313		08/19/26		MGLP	MGL FORMS-SYSTEMS, LLC		819.00
060314		08/19/26		0211	NASCO		92.16
060315		08/19/26		NERM	NORTHEAST ROOF MAINTENANCE, INC		750,190.00
060316		08/19/26		OSGL	OAK SECURITY GROUP LLC		4,326.18
060317		08/19/26		PUHO	PURESAN HOLDINGS LLC		18,807.06
060318		08/19/26		D128	RENEE WHITE		47.93
060319		08/19/26		ROFE	ROSANDO FENCE COMPANY INC.		16,450.00
060320		08/19/26		RUTG	RUTGERS THE STATE UNIVERSITY		2,850.00
060321		08/19/26		NASC	SCHOOL SPECIALTY LLC		1,583.76
060322	V	08/19/26	08/19/26		00.0 $ Multi Stub Void	#060323 Stub	
060323		08/19/26		0402	SCHOOL SPECIALTY LLC.		20,019.15
060324		08/19/26		SIEL	SIGNAL ELECTRIC CORPORATION		640.00
060325		08/19/26		STEN	Stank Environment LLC		95.00
060326		08/19/26		STCC	STAPLES INC.		1,693.43
060327		08/19/26		TPOM	THE POMPTONIAN		52,236.74
060328		08/19/26		VERA	V E RALPH SON		1,184.00
060329		08/31/26		ACIN	ACTIVE INTERNET TECHNOLOGIES LLC DBA FIN/		8,820.00
060330		08/31/26		ACSO	ACTUAL SOLUTIONS LLC		1,557.50
060331		08/31/26		ABEL	ALEXIS BELLARDINO		1,100.00
060332		08/31/26		AMES	AMERICAN SCHOOL COUNSELOR ASSN.		139.00
060333		08/31/26		ANSU	ANN SUTER		1,600.00
060334		08/31/26		ARSP	ArbiterSports LLC		786.00
060335		08/31/26		ARTH	ARTHUR J. GALLAGHER RISK MANAGEMENT SEI		1,500.00
060336		08/31/26		NJAM	ASSOC OF MATHEMATICS SUPER. AND LEADERS		15.00
060337		08/31/26		ATSF	ATLANTIC SECURITY & FIRE, INC.		1,513.28
060338		08/31/26		ATRA	ATRA JANITORIAL SUPPLY CO., LLC		3,743.50
060339		08/31/26		AYGR	AYR GRAPHICS & PRINTING, INC.		962.00
060340		08/31/26		BANC	BANCROFT		59,048.64
060341		08/31/26		BASC	BANYAN SCHOOL INC, THE		15,772.40
060342		08/31/26		BESE	BELAIR SERVICES LLC		4,354.94
060343		08/31/26		PHHC	CARE OPTIONS FOR KIDS		15,120.00

Starting date 7/28/2026 Ending date 8/31/2026

Chk#	Date	Rec date	Code	Vendor name	Check Comment	Check amount
060344	08/31/26		CARS	CARE STATION MEDICAL GROUP PA		2,200.00
060345	08/31/26		CHFN	CHRISTOPHER FERIA-NOLASCO		160.00
060346	08/31/26		COSO	COLUMN SOFTWARE PBC		304.85
060347	08/31/26		COMP	COMPROSYS		450.00
060348	08/31/26		CODA	CORNERSTONE DAY SCHOOL		48,216.00
060349	08/31/26		CPNJ	CPNJ		20,593.50
060350	08/31/26		CACS	CRESTHAVEN ACADEMY CHARTER SCHOOL		1,168.00
060351	08/31/26		CUAS	CURRICULUM ASSOCIATES LLC		16,079.84
060352	08/31/26		CYMA	CYNTHIA MARRAPODI		1,000.00
060353	08/31/26		DESC	DERON SCHOOL OF NEW JERSEY INC		59,675.91
060354	08/31/26		DOWO	DOOR WORKS LLC		5,735.00
060355	08/31/26		EACH	EARLYCHILDHOOD LLC		502.66
060356	08/31/26		ECL	ECLC OF NEW JERSEY		10,963.26
060357	08/31/26		EDPU	EDpuzzle,Inc.		3,583.00
060358	08/31/26		EDUD	EDUCATIONAL DEVELOPMENT SOFTWARE LLC		7,200.00
060359	08/31/26		EMRP	EMR POWER SYSTEMS LLC		1,114.50
060360	08/31/26		EMAD	ERICK MAZARIEGO DIAZ		15.00
060361	08/31/26		FUSA	FIELDTURF USA, INC		1,082,832.44
060362	08/31/26		FICH	FIRST CHILDREN LEARNING SERVICES LLC		11,074.50
060363	08/31/26		FIRC	FIRST CHILDREN LLC		30,600.00
060364	08/31/26		FLCA	FLEETCARD, INC.		3,239.54
060365	08/31/26		FRTE	FRONTLINE TECHNOLOGIES GROUP LLC.		19,048.50
060366	08/31/26		0111	GANN LAW BOOKS		766.00
060367	08/31/26		GEPL	GENERAL PLUMBING SUPPLY INC.		114.44
060368	08/31/26		HAFL	HANNON FLOORS		15,166.50
060369	08/31/26		Y079	HEATHER HUPPERT		25.00
060370	08/31/26		HEFU	HERTZ FURNITURE SYSTEMS		9,861.73
060371	08/31/26		HOOD	HOODSRITE LLC		800.00
060372	08/31/26		INLI	IN-LINE AIR CONDITIONING CO INC.		2,338.04
060373	08/31/26		JAAT	JAG-ATC, LLC		361.25
060374	08/31/26		JAHI	JA-HILL CORP		320.00
060375	08/31/26		JCPL	JERSEY CENTRAL POWER & LIGHT		13,009.23
060376	08/31/26		JOGP	JOHNSTON, G.P. INC		523.34
060377	08/31/26		JDAT	JONATHAN DAYTON ATHLETICS		20,000.00
060378	08/31/26		JURR	JUST RIGHT READER INC		3,465.00
060379	08/31/26		LAAS	Lan Associates, Engineering, Planning, Architectu		36,577.75
060380	08/31/26		LETR	LEARNING TREE MULTICULTURAL		830.00
060381	08/31/26		LESE	LESCO SERVICES INC.		9,400.00
060382	08/31/26		MGLP	MGL FORMS-SYSTEMS, LLC		1,071.25

Starting date 7/28/2026 Ending date 8/31/2026

Chk#		Date	Rec date	Code	Vendor name	Check Comment	Check amount
060383		08/31/26		MIWE	MICHAEL T. WELTER		840.00
060384		08/31/26		MISC	MIDLAND SCHOOL		34,432.80
060385		08/31/26		NBSS	NATIONAL BENEFIT SERVICES, LLC		138.60
060386		08/31/26		NCSP	NCS PEARSON, INC		14.80
060387		08/31/26		NEWB	NEW BEGINNINGS		24,430.50
060388		08/31/26		NPBE	NEW PROVIDENCE BOARD OF EDUCATION		335.22
060389		08/31/26		NMHS	NEWMARK HIGH SCHOOL		20,789.64
060390		08/31/26		NJSS	NJ ASSOCIATION OF SCHOOL ADMINISTRATORS		500.00
060391		08/31/26		0229	NJ-AMERICAN WATER CO		5,085.49
060392		08/31/26		NJFE	NJPSA		930.00
060393		08/31/26		E204	NORTH STAR ACADEMY CHARTER SCHOOLS OF		1,985.00
060394		08/31/26		OCAB	O.C.A. BENEFIT SERVICES, LLC		57.15
060395		08/31/26		OSGL	OAK SECURITY GROUP LLC		22,906.20
060396		08/31/26		OMGR	OUTPUT MANAGEMENT GROUP, INC		23,798.14
060397		08/31/26		PGCH	P G CHAMBERS SCHOOL		25,570.08
060398		08/31/26		0256	P S E + G CO		1,991.16
060399		08/31/26		PAPL	PARA-PLUS TRANSLATIONS INC.		99.50
060400		08/31/26		PEPO	PEDIATRIC POTENTIALS THERAPY, LLC		1,643.00
060401		08/31/26		PHSE	PHILADELPHIA SECURITY PRODUCTS INC.		392.50
060402		08/31/26		PTNB	PITNEY BOWES		567.45
060403		08/31/26		PUHO	PURESAN HOLDINGS LLC		5,259.00
060404		08/31/26		RALE	RAYMOND LEPSKI		15.00
060405		08/31/26		READ	READING SOLUTIONS TUTORING LLC		2,531.25
060406		08/31/26		RIAS	RIVERSIDE ASSESSMENTS, LLC		3,891.60
060407		08/31/26		MRJO	RUSSELL REID		420.00
060408		08/31/26		0402	SCHOOL SPECIALTY LLC.		4,646.88
060409		08/31/26		SECO	SEARCH CONSULTING, LLC		23,580.00
060410		08/31/26		SPEC	SPECTRUM 360, A NJ NONPROFIT CORPORATION		82,818.36
060411		08/31/26		STEN	Stank Environment LLC		515.00
060412	V	08/31/26	08/31/26		00.0 $ Multi Stub Void	#060413 Stub	
060413		08/31/26		STCC	STAPLES INC.		6,898.25
060414		08/31/26		0539	SUMMIT INDUSTRIAL HARDWARE, INC.		205.33
060415		08/31/26		TMOB	T MOBILE USA INC		919.73
060416		08/31/26		TACS	TEAM ACADEMY CHARTER SCHOOL		1,168.00
060417		08/31/26		0596	THE CENTER SCHOOL		9,543.89
060418		08/31/26		F057	TOVA APPLESON		1,765.50
060419		08/31/26		N542	TRIANGLE COMMUNICATIONS, LLC.		298.30
060420		08/31/26		ULIN	ULINE INC.		297.01
060421		08/31/26		UCEC	UN CTY EDUCATIONAL SERVICES COMMISSION		21,700.00

Starting date 7/28/2026 Ending date 8/31/2026

Chk#		Date	Rec date	Code	Vendor name	Check Comment	Check amount
060422		08/31/26		UCRT	UNION COUNTY SUPERINTENDENTS ROUNDTABI		450.00
060423		08/31/26		E450	UNIVEST CAPITAL, INC.		4,157.00
060424		08/31/26		UTJH	UTJ HOLDCO, INC.		31,959.85
060425		08/31/26		VIST	VISTAS EDUCATION PARTNERS INC.		3,920.00
060426		08/31/26		WGRA	W.W. GRAINGER, INC.		2,258.95
060427		08/31/26		WRSG	WHITE ROCK SECURITY GROUP LLC		13,429.74
060428		08/31/26		WIMC	WILLIAM MACGILL		733.46
060429		08/31/26		XTEL	XTEL COMMUNICATIONS INC.		7,343.39
A63559		07/29/26	07/29/26	DEDE	DELTA DENTAL OF NJ INC.	CW2133051	3,799.30
A63560		07/29/26	07/29/26	DEDE	DELTA DENTAL OF NJ INC.	CW2133074	51.50
A63568		07/30/26	07/30/26	*NJT	NEW JERSEY DIVISION OF TAXATION		13,044.79
A63569		07/30/26	07/30/26	*EFT	EFTPS FEDERAL TAXES		90,600.62
A63582		08/10/26		0035	SPRINGFIELD BOARD OF EDUCATION		15,483.70
A63584		08/11/26		*OMN	OMNI		7,187.13
A63585		08/13/26		*OMN	OMNI		7,187.13
A63586		08/13/26		*NJT	NEW JERSEY DIVISION OF TAXATION		11,286.36
A63587		08/11/26		*PAT	PENNSYLVANIA STATE TAXES		207.13
A63588		08/13/26		*PAT	PENNSYLVANIA STATE TAXES		207.13
A63592		08/13/26		DEDE	DELTA DENTAL OF NJ INC.	Agency	30.00
A63594		07/30/26		*NJT	NEW JERSEY DIVISION OF TAXATION		1.35
A63595		08/13/26		*EFT	EFTPS FEDERAL TAXES		72,205.91
A63596		07/30/26		*MEN	SPRINGFIELD BOARD OF EDUCATION		2,393.31
A63597		07/30/26		*PER	PERS PENSION		23,426.16
A63598		07/30/26		*TPA	TPAF PENSION		16,399.40
A63599		07/30/26		*NBS	NATIONAL BENEFIT SERVICES		95.00
A63659		08/27/26		*SUI	SPRINGFIELD BOE UCI		5,575.83
A63761		08/27/26		*PAT	PENNSYLVANIA STATE TAXES		207.13
G63575		08/14/26		0292	STATE OF NEW JERSEY	AUGUST 2026	501.09
G63577		08/10/26		DEDE	DELTA DENTAL OF NJ INC.	CW2135728 7/19-7/25 REG CLAII	4,742.30
G63578		08/10/26		DEDE	DELTA DENTAL OF NJ INC.	CW2138590 7/19-7/25/26 RETIRE	547.50
G63579		08/11/26		DEDE	DELTA DENTAL OF NJ INC.	AM1012945 7/1-7/31/26 MO REG.	1,344.00
G63581		08/10/26		0035	SPRINGFIELD BOARD OF EDUCATION		7,385.97
G63583	V	08/12/26	08/12/26	B990	MII Life Insurance, Inc.	General Acct	
G63593		08/13/26		DEDE	DELTA DENTAL OF NJ INC.	General Acct	15,340.90
G63655		08/10/26		B990	MII Life Insurance, Inc.	General Acct	416.66
G63658		08/26/26		DEDE	DELTA DENTAL OF NJ INC.	General Acct	7,109.50
P63580		08/13/26		PAY	Payroll		309,186.67
P63657		08/25/26		PAY	Payroll		256,171.07

Fund Totals

10	GENERAL CURRENT EXPENSE	$11,706.97
11	GENERAL CURRENT EXPENSE	$2,226,288.27
12	CAPITAL OUTLAY	$56,964.36
20	SPECIAL REVENUE	$155,227.02
30	CAPITAL PROJECTS FUNDS	$2,484,070.59
50	ENTERPRISE FUND	$9,033.79
60	ENTERPRISE FUND	$57,661.74
90	PAYROLL AGENCY	$254,453.23
	Total for all checks listed	$5,255,405.97

Prepared and submitted by: _____ _____

Board Secretary Date

Budget Transfer
2025-2026

Attachment (B)

Account Code	Account Name	To	From
11-000-213-100-02-14	SUMMER NURSE	1,496.40	
11-000-213-300-00-11	Nursing/ Medical Services		1,496.40
11-000-240-105-00-09	SCHOOL SECRETARY SALARY		2,675.48
11-000-240-199-00-10	Unused Vacation Days	2,675.48	
11-000-261-420-00-06	MAINTENANCE SERVICES	50.00	
11-000-262-100-95-05	SUB CUSTODIANS	2,883.42	
11-000-262-100-95-10	OPER PLANT SERV SAL		50.00
11-000-262-107-95-10	NON INSTRUCTIONAL AIDES		2,883.42
11-000-270-161-96-10	SPECIAL EDUCATION PUPIL TRANS	7,716.82	
11-000-270-162-96-10	SALARIES OTHER THAN TO/FRO		7,716.82
11-120-100-101-01-09	SUBSTITUTES EVW		3,164.23
11-120-100-101-02-09	Class Coverage EVW	522.47	
11-120-100-101-03-08	Missed Prep- JC	404.28	
11-120-100-101-03-09	Missed Prep- EVW	1,286.08	
11-130-100-101-03-06	Missed Prep- FMG	951.40	
11-204-100-101-40-11	LLD Summer	11,989.16	
11-204-100-106-00-09	LLD AIDES		11,989.16
11-401-100-100-45-14	SALARIES STUDENT ACTIVITY JDHS		852.88
11-402-100-500-46-14	ATHLETICS PURCH.SERV.JDHS		0.06
11-402-100-610-46-06	ATHLETIC SUPPLIES FMG	0.02	
11-402-100-610-46-14	SUPPLIES ATHLETICS JDHS	0.01	
11-403-100-100-40-10	STUDENT WORKERS	852.88	
20-218-200-173-00-00	CPIS	434.54	
20-218-200-200-00-00	BENEFITS		434.54

Budget Transfer
2026-2027

Attachment (B-1)

Account Code	Account Name	To	From
11-000-100-562-98-11	TUITION SPECIAL ED OTHER DISTR	86,000.00	
11-000-100-566-98-11	TUITION PRIVATE SCHOOLS HANDIC		110,000.00
11-000-100-567-98-11	TUITION OUT OF STATE	24,000.00	
11-000-213-100-01-10	SALARIES SUBSTITUTE NURSES		4,400.00
11-000-213-300-00-11	Nursing/ Medical Services	7,400.00	
11-000-213-300-01-06	NURSE COVERAGE CONT. SERV FMG		500.00
11-000-213-300-01-07	NURSE COVERAGE CONT. SERV TLS		500.00
11-000-213-300-01-08	NURSE COVERAGE CONT. SERV JC		500.00
11-000-213-300-01-09	NURSE COVERAGE - CONT. SERV EW		500.00
11-000-213-616-00-00	SUPPLIES- MENSTRUAL PRODUCTS		1,000.00
11-000-222-600-01-04	DIST. LIBRARY BOOKS EMS		300.00
11-000-222-600-01-06	LIBRARY BOOKS FMG	248.97	
11-000-222-600-01-07	LIBRARY BOOKS TLS	248.97	
11-000-222-600-01-08	LIBRARY BOOKS JC	248.97	
11-000-222-600-01-09	LIBRARY BOOKS EVW	248.97	
11-000-222-600-05-06	AV SUPPLIES/BULBS FMG		350.00
11-000-222-600-81-14	SUPPLIES ED MEDIA JDHS		345.88
11-000-223-320-80-12	PROF SERVICE		145.00
11-000-223-500-80-04	INSTR.STAFF TRAIN.PURCH.SERVIC	145.00	
11-000-270-518-96-03	CONTRACT.SERV.(SPEC)-ESC		1,430.00
11-000-270-593-96-03	PUPIL TRANS INSURANCE	1,430.00	
11-190-100-500-00-08	PURCHASED SERVICES JC	6,000.00	
11-190-100-610-00-08	INSTRUCTIONAL SUPPLIES		6,000.00
11-190-100-610-27-14	PROJECT LEAD THE WAY SUPP JDHS		385.00
11-190-100-800-00-14	MISC FEES DUES	385.00	
11-204-100-101-40-11	LLD Summer	11,712.00	
11-214-100-101-40-11	ESY SALARIES		11,712.00
12-000-261-730-94-05	EQUIPMENT		13,526.70
12-402-100-730-00-14	Athletics Equipment	13,526.70	

SPRINGFIELD BOARD OF EDUCATION					
DEPARTMENT OF TRANSPORATION					
RSY 26-27 BUS ROUTES					
ROUTE - EVW 2AM					BUS # 239
TIME	STOP	LOCATION	STUDENTS	GRADE	CONTACT #
730	PICK UP	N TRIVITT & CENTER ST	CHRISTOS CASSARA	1-IEP-EVW	908-499-2250
			NIKOLAUS CASSARA	1-IEP-EVW	908-499-2250
732	PICK UP	MOUNTAIN & GAIL CT	JAYDEN PAYNE	PK3-IEP	347-405-4414
737	PICK UP	BRIANT PARK DR RENTAL OFFICE	VINCENT RUBINO	2	862-812-8599
			YEZIN SABRI	PK3-IEP	862-221-8014
742	PICK UP	CRESCENT & BALTUSROL	CAEDEN DORESTANT	K-IEP-EVW	862-338-1419
			GIANNA DORESTANT	K-IEP-EVW	862-338-1419
745	PICK UP	METROPOLITAN COMPLEX 92 MILLBURN AVE	REESE GARDENER	2-IEP-EVW	386-365-3440
			NURI BOWERS	PK4-IEP-EVW	908-759-3916
			MIKAEEL ISLAM **HAND TO HAND TRANSFER**	2-IEP-EVW	646-509-8400
			JIBRAEL ISLAM	PK3-IEP	646-509-8400
			RAINA HARRIS	2-IEP-EVW	862-588-9593
			ROMAN BADIO	PK3-IEP	347-860-3975
748	PICK UP	FOREST DRIVE CIRCLE	MILES ELLIS	2-IEP-EVW	516-967-7756
750	PICK UP	SPRINGBROOK & CREST	LUKE MILLER	PK4-EVW	908-418-0026
752	PICK UP	TULIP & ROBIN CT	NOAH MARQUES	K-IEP-EVW	908-380-3575
754	PICK UP	PROFIT & MORRIS	LAURA MOMPOINT	4-IEP-EVW	862-205-9033
			NICO FANG	PK4-IEP-EVW	845-802-6373
756		246 MORRIS AVE	SAMARA ESPANA	K-IEP-EVW	908-838-1006
803	PICK UP	39 MEISEL	CARLOS DIAZ SANTOS	3-IEP-EVW	908-764-1873
805	PICK UP	81 MORRIS AVE	LARRY VALE RODRIGUES	PK4-IEP-EVW	908-656-4891
807	PICK UP	MORRIS & BATTLEHILL	JACE PARAICO	K-IEP-EVW	201-414-6702
			YORDANO TAMARIZ	4-IEP-EVW	908-267-2130
809	PICK UP	MARION AVE & PERRY PL	VICEY JEAN BAPTISTE	4-IEP-EVW	862-704-3788
			COLLEEN WALTERS	1-IEP-EVW	973-787-7065
			SARAH VALER-ROMERO	1-EVW	908-341-5181
814	PICK UP	SO. SPRINGFIELD & BENJAMIN	NORA WEINBERG	2-IEP	310-367-0754
816	PICK UP	TUDOR CT	KHALIQ SHARRIEFF	K-IEP-EVW	201-38-0519
			LIAM COX	1-IEP-EVW	908-915-3489
			CHARLOTTE COX	PK3-IEP	908-915-3489
818	PICK UP	LELAK & ANN PL	EMILY BORAH	PK3-IEP	917-208-9906
823	PICK UP	PARK PLACE BUS STOP	ZACHARY GROM-MARSH	2-EVW	908-578-8499
			EMANUELLA ADIBE	3-EVW	973-204-2421
			DEVIN ODETTE	K-EVW	201-341-7826

			MIA MELNYK	K-EVW	207-210-8913
			VIRAJ VYAS	PK4-EVW	551-430-9822
			KIVE SURYADEVARA	3-EVW	610-533-8632
			KUSH SURYADEVARA	K-EVW	610-533-8632
			ALANA ENGELSMAN	PK4-EVW	908-800-4481
			EMILIA KOCHANOVA	3-EVW	347-440-7867
828	PICK UP	ROSEWOOD & ASTOR PL	ZARA TOMPKINS-BRADLEY	2-IEP-EVW	908-922-0027
			STEVEN CHEA	K-IEP-EVW	973-412-5536
832	PICK UP	WENTZ & REMER	ZAYN OLIVERIA	K-EVW-IEP	909-613-2547
834	PICK UP	WENTZ & JEFFERSON	AVERY JAMES SARNO	3-IEP-EVW	551-587-9369
835	PICK UP	55 BRIAR HILL	OLIVIA FRANZA	3-IEP-EVW	973-467-1540
8:40	DROP OFF	EVW = 45 STUDENTS			

SPRINGFIELD BOARD OF EDUCATION					
DEPARMENT OF TRANSPORATION					BUS #239
RSY 26-27 BUS ROUTES					
ROUTE - EVW 2PM					
TIME	STOP	LOCATION	STUDENTS	GRADE	CONTACT #
310	PICK UP	EVW - PICK UP 45 STUDENTS			
330	DROP OFF	55 BRIAR HILL	OLIVIA FRANZA	3-IEP-EVW	973-467-1540
331	DROP OFF	WENTZ & JEFFERSON	AVERY JAMES SARNO	3-IEP-EVW	551-587-9369
332	DROP OFF	WENTZ & REMER	ZAYN OLIVEIRA	K-EVW-IEP	909-613-2547
335	DROP OFF	ROSEWOOD & ASTOR PL	ZARA TOMPKINS-BRADLEY	2-IEP-EVW	908-922-0027
			STEVEN CHEA	K-IEP-EVW	973-412-5536
338	DROP OFF	LELAK & ANN PL	EMILY BORAH	PK3-IEP	917-208-9906
343	DROP OFF	PARK PLACE BUS STOP	ZACHARY GROM-MARSH	2-EVW	908-578-8499
			EMANUELLA ADIBE	3-EVW	973-204-2421
			DEVIN ODETTE	K-EVW	201-341-7826
			MIA MELNYK	K-EVW	207-210-8913
			VIRAJ VYAS	PK4-EVW	551-430-9822
			KIVE SURYADEVARA	3-EVW	610-533-8632
			KUSH SURYADEVARA	K-EVW	610-533-8632
			ALANA ENGELSMAN	PK4-EVW	908-800-4481
			EMILIA KOCHANOVA	3-EVW	347-440-7867
348	DROP OFF	TUDOR CT	KHALIQ SHARRIEFF	K-IEP-EVW	201-38-0519
			LIAM COX	1-IEP-EVW	908-915-3489
			CHARLOTTE COX	PK3-IEP	908-915-3489
351	DROP OFF	SO. SPRINGFIELD & BENJAMIN	NORA WEINBERG	2-IEP	310-367-0754
355	DROP OFF	39 MEISEL	CARLOS DIAZ SANTOS	3-IEP-EVW	908-764-1873
357	DROP OFF	81 MORRIS AVE	LARRY VALE RODRIGUES	PK4-IEP-EVW	908-656-4891
359	DROP OFF	MORRIS & BATTLEHILL	JACE PARAICO	K-IEP-EVW	201-414-6702
			YORDANO TAMARIZ	4-IEP-EVW	908-267-2130
401	DROP OFF	MARION AVE & PERRY PL	VICEY JEAN BAPTISTE	4-IEP-EVW	862-704-3788
			COLLEEN WALTERS	1-IEP-EVW	973-787-7065
			SARAH VALER-ROMERO	1-EVW	908-341-5181
404	DROP OFF	246 MORRIS AVE	SAMARA ESPANA	K-IEP-EVW	908-838-1006
407	DROP OFF	FOREST DRIVE CIRCLE	MILES ELLIS	2-IEP-EVW	516-967-7756
410	DROP OFF	METROPOLITAN COMPLEX 92 MILLBURN AVE	REESE GARDENER	2-IEP-EVW	386-365-3440
			NURI BOWERS	PK4-EVW	908-759-3916
			MIKAEEL ISLAM **HAND TO HAND TRANSFER**	2-IEP-EVW	646-509-8400
			JIBRAEL ISLAM	PK3-IEP	646-509-8400
			ROMAN BADIO	PK3-IEP	347-860-3975
			RAINA HARRIS	2-IEP-EVW	862-588-9593
420	DROP OFF	BRIANT PARK DR RENTAL OFFICE	VINCENT RUBINO	2	862-812-8599

			YEZIN SABRI	PK3-IEP	862-221-8014
430	DROP OFF	CRESCENT & BALTUSROL	CAEDEN DORESTANT	K-IEP-EVW	862-338-1419
			GIANNA DORESTANT	K-IEP-EVW	862-338-1419
432	DROP OFF	SPRINGBROOK & CREST	LUKE MILLER	PK4-EVW	908-418-0026
434	DROP OFF	TULIP & ROBIN CT	NOAH MARQUES	K-IEP-EVW	908-380-3575
436	DROP OFF	PROFIT & MORRIS	LAURA MOMPOINT	4-IEP-EVW	862-205-9033
			NICO FANG	PK4-IEP-EVW	845-802-6373
438	DROP OFF	N TRIVITT & CENTER ST	CHRISTOS CASSARA	1-IEP-EVW	908-499-2250
			NIKOLAUS CASSARA	1-IEP-EVW	908-499-2250
440	DROP OFF	MOUNTAIN & GAIL CT	JAYDEN PAYNE	PK3-IEP	347-405-4414
500					
RETURN					

SPRINGFIELD BOARD OF EDUCATION					
DEPARTMENT OF TRANSPOTATION					
RSY 26-27 BUS ROUTES					
ROUTE - EVW 3AM					BUS # 238
TIME	STOP	LOCATION	STUDENTS	GRADE	CONTACT #
740	PICK UP	ROLLING ROCK & CHIMNEY RIDGE	RYDER BLONSTEIN	K-IEP	914-980-2728
			AXEL GROSSMAN	3-EVW	917-757-0796
			JULIET MOSKAL	3-EVW	908-380-1479
			DEVON FREUNDLICH	1-EVW	973-945-1333
			TYLER FREUNDLICH	3-EVW	973-945-1333
			LAYTH KENNY	2-EVW	347-684-4641
748	PICK UP	SUMMIT RD & OUTLOOK	ILYAS HIRSI	4-EVW	917-770-1445
			ISRA HIRSI	2-EVW	917-770-1445
750	PICK UP	SUMMIT RD & JUNIPER	JANE TRINKOFF	1-EVW	908-268-1675
			LEON VUGMAN	1-EVW	201-626-8481
			SHAILY VUGMAN	3-EVW	201-626-8481
			LUKE LOMBARDO	4-EVW	908-416-4618
752	PICK UP	34 LITTLEBROOK RD	ISABELLA ALLESON	3-EVW	908-403-2488
			JUNE KUHARIC	PK4	862-754-1514
			GOLDIE KUHARIC	2-EVW	917-974-9251
			NATHAN BROWN	4-EVW	908-868-8177
			ANEESAH SHAIKH	2-EVW	347-247-1237
753	PICK UP	SUMMIT RD & HAMPSHIRE	MADELINE DAVITT	K	908-812-5243
754	PICK UP	FERNHILL & VISTA WAY	MILTILDA HOEY	4-EVW	973-985-1003
			CALEB CUBELO	2-EVW	516-320-4830
			NICOLAS RIVERA	PK4	201-415-6364
756	PICK UP	VISTA WAY & TREE TOP DR	CLAIRE WENOCUR	2-EVW	201-919-1200
			ZOEY TAYLOR	4-EVW	908-447-5666
			AUSTIN TAYLOR	2-EVW	908-447-5666
			VIVIENNA VELIKIY	1-EVW	973-699-0226
			REN ROSENBRUCH	K	908-370-4442
758	PICK UP	TREE TOP & HIGHLANDS	MICHAEL MARRA	4-EVW	732-713-0831
			MATTHEW MARRA	K-EVW	732-713-0831
800	PICK UP	TREE TOP & FAR HILLS	LILIANA GAMAREKIAN	2-EVW	732-991-8328
			TYSON HOLLOWAY	2-EVW	732-718-1398
802	PICK UP	TIMBER ACRES AND GREENHILL	SYDNEY FOX	4-EVW	516-456-2030
			CAMERON FOX	3-EVW	516-456-2030
			YASER ELGAZZER	3-EVW	718-316-7916
			AYAAN JAIN	PK4	408-646-8461

804	**PICK UP**	**HIGH POINT & GREENHILL**	BENJAMIN SOUZA	2- EVW	347-762-9165
			ELANA SOUZA	PK4	347-762-9165
			MILAN HUSSEIN	1- EVW	646-441-8674
			SYMPHONEY HUSSEIN	3-EVW	646-441-8674
806	**PICK UP**	**HIGH POINT & HIGHLANDS**	PENELOPE WELLNER	PK4	201-724-4931
808	**PICK UP**	**SKYLARK & PERSIMMONS**	KAI YEAGER	3-EVW	917-742-6814
			CELESTE YEAGER	PK4	917-742-6814
			COLE REILLY	3-EVW	908-403-5387
			LUKE TAYLOR	4-EVW	908-447-6672
			MICHAEL HARISH	1-EVW	908-918-5023
			VALENTINA HARISH	2-EVW	908-918-5023
			LUCAS CHACKO	PK4	908-265-3083
			HENRY URBAN	1	908-839-6127
810	**PICK UP**	**SKYLARK & TREE TOP**	ARIA COHEN	1-EVW	732-788-5523
815	**PICK UP**	**TROY DRIVE CIRCLE**	ELLIE ROBERTSON	K-IEP-EVW	973-303-8180
820	**PICK UP**	**FRANKLYN PL & HAWTHORNE**	NASH D'EGIDIO	2-IEP-EVW	908-403-1781
			XAVIER MENDOZA	K-IEP-EVW	908-395-5725
824	**PICK UP**	**WINDSOR DR & WARWICK CIR**	ZAYDEN IRSHAD	1-IEP-EVW	845-577-1215
833	**PICK UP**	**MOUNTAIN & RON'S EDGE**	LEGEND SHIVERS	1-IEP-EVW	302-543-3135
835	**PICK UP**	**MOUNTAIN & SHERWOOD RD**	DEAN VAN DER MEIREN	K-IEP-EVW	973-610-4033
840	**DROP OFF**	**EVW= 54 STUDENTS**			

SPRINGFIELD BOARD OF EDUCATION					
DEPARTMENT OF TRANSPORATION					BUS # 238
RSY 26-27 BUS ROUTES					
ROUTE - EVW 3PM					
TIME	STOP	LOCATION	STUDENTS	GRADE	CONTACT #
330		EVW STUDENTS - LEAVE WITH 54 STUDENTS			
340	DROP OFF	ROLLING ROCK & CHIMNEY RIDGE	RYDER BLONSTEIN	K-IEP	914-980-2728
			AXEL GROSSMAN	3-EVW	917-757-0796
			JULIET MOSKAL	3-EVW	908-380-1479
			DEVON FREUNDLICH	1-EVW	973-945-1333
			TYLER FREUNDLICH	3-EVW	973-945-1333
			LAYTH KENNY	2-EVW	347-684-4641
348	DROP OFF	SUMMIT RD & OUTLOOK	ILYAS HIRSI	4-EVW	917-770-1445
			ISRA HIRSI	2-EVW	917-770-1445
350	DROP OFF	SUMMIT RD & JUNIPER	JANE TRINKOFF	1-EVW	908-268-1675
			LEON VUGMAN	1-EVW	201-626-8481
			SHAILY VUGMAN	3-EVW	201-626-8481
			LUKE LOMBARDO	4-EVW	908-416-4618
352	DROP OFF	34 LITTLEBROOK RD	ISABELLA ALLESON	3-EVW	908-403-2488
			GOLDIE KUHARIC	2-EVW	917-974-9251
			JUNE KUHARIC	PK4	862-754-1514
			NATHAN BROWN	4-EVW	908-868-8177
			ANEESAH SHAIKH	2-EVW	347-247-1237
353	DROP OFF	SUMMIT RD & HAMPSHIRE	MADELINE DAVITT	K	908-812-5243
354	DROP OFF	FERNHILL & VISTA WAY	MILTILDA HOEY	4-EVW	973-985-1003
			CALEB CUBELO	2-EVW	516-320-4830
			NICOLAS RIVERA	PK4	201-415-6364
356	DROP OFF	VISTA WAY & TREE TOP DR	CLAIRE WENOCUR	2-EVW	201-919-1200
			ZOEY TAYLOR	4-EVW	908-447-5666
			AUSTIN TAYLOR	2-EVW	908-447-5666
			VIVIENNA VELIKIY	1-EVW	973-699-0226
			REN ROSENBRUCH	K	908-370-4442
358	DROP OFF	TREE TOP & HIGHLANDS	MICHAEL MARRA	4-EVW	732-713-0831
			MATTHEW MARRA	K-EVW	732-713-0831
400	DROP OFF	TREE TOP & FAR HILLS	LILIANA GAMAREKIAN	2-EVW	732-991-8328
			TYSON HOLLOWAY	2-EVW	732-718-1398
402	DROP OFF	TIMBER ACRES AND GREENHILL	SYDNEY FOX	4-EVW	516-456-2030
			CAMERON FOX	3-EVW	516-456-2030

			YASER ELGAZZER	3-EVW	718-316-7916
			AYAAN JAIN	PK4	408-646-8461
404	**DROP OFF**	**HIGH POINT & GREENHILL**	BENJAMIN SOUZA	2- EVW	347-762-9165
			ELANA SOUZA	PK4	347-762-9165
			MILAN HUSSEIN	1- EVW	646-441-8674
			SYMPHONEY HUSSEIN	3-EVW	646-441-8674
406	**DROP OFF**	**HIGH POINT & HIGHLANDS**	PENELOPE WELLNER	PK4	201-724-4931
408	**DROP OFF**	**SKYLARK & PERSIMMONS**	KAI YEAGER	3-EVW	917-742-6814
			CELESTE YEAGER	PK4	917-742-6814
			LUCAS CHACKO	PK4	908-265-3083
			HENRY URBAN	1	908-839-6127
			COLE REILLY	3-EVW	908-403-5387
			LUKE TAYLOR	4-EVW	908-447-6672
			MICHAEL HARISH	1-EVW	908-918-5023
			VALENTINA HARISH	2-EVW	908-918-5023
410	**DROP OFF**	**SKYLARK & TREE TOP**	ARIA COHEN	1-EVW	732-788-5523
415	**DROP OFF**	**TROY DRIVE CIRCLE**	ELLIE ROBERTSON	K-IEP-EVW	973-303-8180
420	**DROP OFF**	**FRANKLYN PL & HAWTHORNE**	NASH D'EGIDIO	2-IEP-EVW	908-403-1781
			XAVIER MENDOZA	K-EVW-IEP	908-395-5725
424	**DROP OFF**	**WINDSOR DR & WARWICK CIR**	ZAYDEN IRSHAD	1-IEP-EVW	845-577-1215
426	**DROP OFF**	**MOUNTAIN & RON'S EDGE**	LEGEND SHIVERS	1-IEP-EVW	302-543-3135
428	**DROP OFF**	**MOUNTAIN & SHERWOOD RD**	DEAN VAN DER MEIREN	K-IEP-EVW	973-610-4033
430	**RETURN**				

SPRINGFIELD BOARD OF EDUCATION					
DEPARMENT OF TRANSPORATION					BUS # 238
RSY 2026-27 BUS ROUTES					Hours 6:15-9:15
ROUTE FMG-1 AM					
TIME	STOP	LOCATION	STUDENTS	GRADE	CONTACT #
630 pre trip	PRE-TRIP				
640	PICK UP	NELSON & PITT RD	JULIANNA HANN	5-IEP	908-268-6728
648	PICK UP	PARK PLACE	GRACE PANIKER	6	973-830-4005
			MAXIM KOCHANOV	7	347-440-7867
			IMARA GUPTA	5	848-391-3508
			MILA HINNANT	6	973-619-4878
656	PICK UP	835 MOUNTAIN AVE	MEHKI BRYANT	5-IEP	908-943-8668
657	PICK UP	KIPLING & WENTZ	VYOM KUMAR	5-IEP	646-726-8294
700	PICK UP	CHIMNEY RIDGE & ROLLING ROCK	EMILY LEBENSTEIN	6	732-239-1894
			CAMILA MOSKAL	5	908-380-1479
			EMMA ZALAVSKY	7	917-589-4491
703	PICK UP	SUMMIT & JUNIPER	ALICE TRINKOFF	7	908-268-1675
			EDEN VUGMAN	6	201-626-8481
			NICOLAS LOMBARDO	6	908-416-4618
705	PICK UP	42 LITTLEBROOK RD	NICHOLAS BROWN	6	908-868-8177
			REBECCA ALLENSON	5	908-403-2488
707	PICK UP	SUMMIT & HAMPSHIRE CT	ADELINA TAN	6	973-704-7117
710	PICK UP	VISTA WAY & TREE TOP	JOLIE BAKER	7	201-410-0073
			MICHAEL WEINBERG	5	917-627-1125
			IAN WENOCUR	5	201-919-1200
712	PICK UP	HIGHLANDS & HIGH POINT	JAMES LAWLER	6	973-610-3654
713	PICK UP	TREE TOP & FAR HILLS	SAMUEL GAMAREKIAN	7	732-991-8328
			NICOLAS GAMAREKIAN	5	732-991-8328
714	PICK UP	GREENHILL & TIMBER ACRES	HARPER COHEN	6	973-477-5595
715	PICK UP	HIGHPOINT & FAR HILLS	DYLAN NEWMAN	7	973-220-8732
			JAKE NEWMAN	5	973-220-8732
			VALENTINO LUGO	5	201-966-9979
			ADDISON TRENK	6	973-390-7094
716	PICK UP	SKYLARK & PERSIMMONS	SLATE REILLY	6	908-403-5387
			ANDI TAYLOR	6	908-447-6672
718	PICK UP	SKYLARK & TREE TOP	NICHOLAS FAIELLA	6	973-277-1638
			SALOME LELEU	6	862-253-6085
			FELICITY SIDERMAN	7	917-584-3678
			FISHER SIDERMAN	7	917-584-3678
720	PICK UP	29 SHUNPIKE RD	DEREK JIMENEZ	5-IEP	862-247-2220
725	DROP OFF	FMG- STUDENTS			
730	PICK UP	AIDE @ WALTON			

DEPARTMENT OF TRANSPORATION					
RSY 26-27 BUS ROUTES					
ROUTE FMG-1 PM					BUS # 238
TIME	STOP	LOCATION	STUDENTS	GRADE	CONTACT #
230	JDHS	DISMISSAL	8TH GRADE ATHLETES		
235	FMG	DISMISSAL	STUDENTS		
240	DROP OFF	NELSON & PITT RD	JULIANNA HANN	5-IEP	908-268-6728
250	DROP OFF	PARK PLACE	GRACE PANIKER	6	973-830-4005
			MAXIM KOCHANOV	7	347-440-7867
			IMARA GUPTA	5	848-391-3508
			MILA HINNANT	6	973-619-4878
257	DROP OFF	835 MOUNTAIN AVE	MEHKI BRYANT	5-IEP	908-943-8668
300	DROP OFF	KIPLING & WENTZ	VYOM KUMAR	5-IEP	646-726-8294
304	DROP OFF	CHIMNEY RIDGE & ROLLING ROCK	EMILY LEBENSTEIN	6	732-239-1894
			CAMILA MOSKAL	5	908-380-1479
			EMMA ZALAVSKY	7	917-589-4491
307	DROP OFF	SUMMIT & JUNIPER	ALICE TRINKOFF	7	908-268-1675
			EDEN VUGMAN	6	201-626-8481
			NICOLAS LOMBARDO	6	908-416-4618
310	DROP OFF	42 LITTLEBROOK RD	NICHOLAS BROWN	6	908-868-8177
			REBECCA ALLENSON	5	908-403-2488
311	DROP OFF	SUMMIT & HAMPSHIRE CT	ADELINA TAN	6	973-704-7117
313	DROP OFF	VISTA WAY & TREE TOP	JOLIE BAKER	7	201-410-0073
			MICHAEL WEINBERG	5	917-627-1125
			IAN WENOCUR	5	201-919-1200
315	DROP OFF	HIGHLANDS & HIGH POINT	JAMES LAWLER	6	973-610-3654
317	DROP OFF	TREE TOP & FAR HILLS	SAMUEL GAMAREKIAN	7	732-991-8328
			NICOLAS GAMAREKIAN	5	732-991-8328
319	DROP OFF	GREENHILL & TIMBER ACRES	HARPER COHEN	6	973-477-5595
321	DROP OFF	HIGHPOINT & FAR HILLS	DYLAN NEWMAN	7	973-220-8732
			JAKE NEWMAN	5	973-220-8732
			VALENTINO LUGO	5	201-966-9979
			ADDISON TRENK	6	973-390-7094
323	DROP OFF	SKYLARK & PERSIMMONS	SLATE REILLY	6	908-403-5387
			ANDI TAYLOR	6	908-447-6672
325	DROP OFF	SKYLARK & TREE TOP	NICHOLAS FAIELLA	6	973-277-1638
			SALOME LELEU	6	862-253-6085
			FELICITY SIDERMAN	7	917-584-3678
			FISHER SIDERMAN	7	917-584-3678
326	DROP OFF	29 SHUNPIKE RD	DEREK JIMENEZ	5-IEP	862-247-2220
EVW RUN					

SPRINGFIELD BOARD OF EDUCATION					
DEPARTMENT OF TRANSPORTATION					
RSY 2026-27					
FMG2B-AM/PILLAR/PG CHAMBERS AM/PM			**BUS # 234**		
Hours: AM 615-1000=3.75					
TIME	**STOP**	**LOCATION**	**STUDENT**	**GRADE**	**CONTACT**
630 pre trip					
700	**PICK UP**	**METROPOLITAN COMPLEX 92 MILLBURN AVE**	TRENT HARRIS	6-IEP	862-588-9593
712	**PICK UP**	**MILLTOWN & LAUREL**	YOUSIF IBRAHIM	7-IEP	347-827-9549
715	**PICK UP**	**MILLTOWN & MOHAWK**	ADRIEN HENRIQUES	6-IEP	908-547-7385
720	**PICK UP**	**706 SO. SPRINGFIELD AVE**	TAEFIF AHMED	5-IEP	917-525-8086
724	**PICK UP**	**TUDOR CT-FRONT OF COMPLEX**	HARLEY AUSTIN-BAILEY	7-IEP	732-815-6743
730	**DROP OFF**	**FMG**	**DROP OFF 5 STUDENTS**		
750	**PICK UP**	269 OLD TOTE RD MOUNTAINSIDE	ROBERT O'HOLLA (STROLLER)	1	732-804-8202
800	**PICK UP**	2 PINE LANE	ANIKA VAKIL (STROLLER)	7	201-407-3094
805	**PICK UP**	18 WARWICK CIRCLE	ANWESHA MISHRA (WC)	12	551-580-5944
			NURSE		
840	**DROP OFF**	**PILLAR ACADEMY 71-77 OKNER PKWY LIVINGSTON, NJ**	ANWESHA MISHRA		
900	**DROP OFF**	**PG CHAMBERS 15 HALKO DR CEDAR KNOLLS, NJ**	ANIKA VAKIL (STROLLER) ROBERT O'HOLLA		
930	**DROP OFF**	18 WARWICK CIR	NURSE		
940	**RETURN**	**POST TRIP**			
PM 115-430=3.25					
TIME	**STOP**	**LOCATION**	**STUDENT**	**GRADE**	
115 PRE-TRIP					
145	**PICK UP**	18 WARWICK CIRCLE	NURSE		
230	**PICK UP**	**PILLAR HS**	ANWESHA MISHRA		
300	**PICK UP**	**PG CHAMBERS**	ANIKA VAKIL (STROLLER) ROBERT O'HOLLA		
335	**DROP OFF**	18 WARWICK CIRCLE	ANWESHA MISHRA & NURSE		
345	**DROP OFF**	2 PINE LANE	ANIKA VAKIL (STROLLER)		
355	**DROP OFF**	269 OLD TOTE RD MOUNTAINSIDE	ROBERT O'HOLLA		
415	**RETURN**	**POST TRIP**			
TOTAL DAILY HOURS= 7.25					

SPRINGFIELD BOARD OF EDUCATION						
DEPARMENT OF TRANSPORATION						
RSY 2025-26 BUS ROUTES					BUS # MINI VAN	
ROUTE - FMG2B-PM /NEWMARK PM						
PM						
TIME	STOP	LOCATION	STUDENTS	GRADE	CONTACT #	
1245	PRE-TRIP					
215	DISMISSAL	NEWMARK SCHOOL (HS)	AIDEN VILLAR DANIEL SCHROECK CONNER GALLO MITCHELL CHASE			
235	DROP OFF	1260 CEDAR AVE *MOUNTAINSIDE*	CONNER GALLO	9	845-729-8639	
245	DROP OFF	182 HILLSIDE	AIDEN VILLAR	12+	973-218-1793	
250	DROP OFF	50 MAPLE AVE	MITCHELL CHASE	9	862-236-9398	
255	PICK UP	FMG	5 STUDENTS			
305	DROP OFF	METROPOLITAN COMPLEX 92 MILLBURN AVE	TRENT HARRIS	5-IEP	862-588-9593	
312	DROP OFF	MILLTOWN & LAUREL	YOUSIF IBRAHIM	7-IEP	347-827-9549	
313	DROP OFF	MILLTOWN & MOHAWK	ADRIEN HENRIQUES	6-IEP	908-547-7385	
315	DROP OFF	706 SO. SPRINGFIELD AVE	TAEFIF AHMED	5-IEP	917-525-8086	
317	DROP OFF	TUDOR CT-FRONT OF COMPLEX	HARLEY AUSTIN-BAILEY	7-IEP	732-815-6743	
318	DROP OFF	141 HILLSIDE AVE	DANIEL SCHROECK	7-IEP FMG		
330	POST TRIP					
			NEWMARK CONTACTS:			
			VILLAR: 973-218-1793			
			SCHROECK: 973-493-9233			
			GALLO: 845-729-8639			
			CHASE: 862-236-9398			

JD					
DEPARTMENT OF TRANSPORATION					BUS# 239
RSY 2026-27 BUS ROUTES					
					Hours: 615-915
ROUTE JD-1AM					
AM					
TIME	STOP	LOCATION	STUDENTS	GRADE	CONTACT #
615	*PRE TRIP*				
630	PICK UP	MOLTER/SEVERNA	MICHAEL LABOO	8-IEP	973-232-6037
637	PICK UP	MT. VIEW & TREE TOP	SELENA CHEN	11	908-688-6638
			MATHEW BLASS	12	917-282-3814
			KYLE SARGIS	11	845-304-0943
			XAVIER HOLLOWAY	8	732-718-7398
			ZOYA MILENTIJEVIC	12	412-303-3580
			DONOVAN MCNAMEE	11	908-868-6623
			LYLA SIDERMAN	11	917-584-3678
			CLARA LELEU	8	862-253-6085
			TAYLOR TRIPET	11	908-578-4090
			MICHAEL TRIPET	8	908-578-4090
642	PICK UP	SKYLARK & PERSIMMONS	KEIRA DEANGELO	12	908-370-2872
			JULIANNA SANTANGELO	12	908-803-7531
			RUBY ELLEN REILLY	9	908-403-5387
			SOFIA DEANGELO	9	908-370-2872
			ALEXANDRA RUBIN	10	646-322-5564
			MAGGIE RUBIN	8	646-322-5564
			ZACK TAYLOR	8	908-447-6672
645	PICK UP	GREENHILL & TIMBER ACRES	GRIFFIN COHEN	8	973-477-5595
647	PICK UP	HIGH POINT & HIGHLANDS	LUKAS GARRAMONE	12	201-407-8251
			JULIA BONOMOLO	10	201-247-7636
			LYDIA BONOMOLO	11	201-247-7636
			NICO DAVILA	12	917-363-6209
			JESSE WEINBERG	11	917-627-1125
			CAROLINA MORGADO	12	973-204-8513
			BENJAMIN LAWYER	9	973-610-3654
			EMMA PANDO	10	973-220-0822
			CHLOE PANDO	9	973-220-0822
			ELIJAH YAMBOA	9	908-358-2145
			ABIGAIL TRENK	11	973-390-7094
651	PICK UP	VISTA WAY & FERNHILL	ALEXIS KESTIN	8	973-445-1620
653	PICK UP	SUMMIT RD & JUNIPER	PAYTON SANTIAGO	12	973-202-7466
657	~~PICK UP~~	~~SUMMIT RD & LITTLEBROOK~~	~~MIA BRIGGS~~	~~10~~	~~908-477-4147~~

700	**PICK UP**	**211 SUMMIT RD**	OSCAR VILLEGAS	12	917-280-4191
			JACQUELINE VILLEGAS	11	917-280-4191
			JANNETTE VILLEGAS	10	917-280-4191
			KAYLIE VILLEGAS-PEREZ	9	917-280-4191
			ELISABELA PEREZ DE ALEJO	10	551-998-3366
705	**PICK UP**	**CHIMNEY RIDGE & ROLLING ROCK**	LEILANI DALE	11	908-787-3240
			JACOB ROSENFELD	11	732-768-0356
			JORDAN ROSENFELD	9	732-768-0356
			SEAN LEBENSTEIN	8	732-239-7894
			ALEXANDRA MOSKAL	11	908-380-1479
			ETHAN ZALAVSKY	9	917-589-4491
708	**PICK UP**	**WENTZ & REMER**	BRENDAN BELL	11-IEP	973-908-5093
710	**PICK UP**	**LELAK & ANN PLACE**	AVA WABST	10-IEP	570-460-6837
715	**PICK UP**	**PARK PLACE BUS STOP**	LUCAS ELLIS	12	617-755-2662
			ZAVIAN DELANEY	11	917-717-8759
			JEREMY COPPLESON	11	908-415-9066
			NOAH COPPLESON	8	908-415-9066
			EMILY MALLOW	9	917-882-1801
			SIMA MUCHNIK	9	917-992-4583
			NEARCHOS YATROMANOLAKIS	9	917-991-0224
			DENIS STRUK	8	908-240-5065
			MARIA GUPTA	8	646-923-1699
			ALAN KHORDOS	8	917-607-7245
			ISABELLA RAIZBEG	8	732-742-4502
			ASHTON HINNANT	10	973-619-4878
720	**PICK UP**	**MILLTOWN & SMITHFIELD**	JENNIFER FONSECA	12-IEP	908-356-1327
721	**PICK UP**	**51 SMITHFIELD**	JOUDY MOHAMED	10-IEP	212-810-1901
722	**PICK UP**	**LINDEN AVE & WABENO**	CAYDEN WESTERFIELD	10-IEP	973-277-2740
725	**DROP OFF**	**JDHS- STUDENTS**			
		PICK UP AIDE FOR EVW2A			

SPRINGFIELD BOARD OF EDUCATION					
DEPARTMENT OF TRANSPORATION					BUS # 239
RSY 2026-27 BUS ROUTES					
					HOURS 2-5:00
ROUTE: JD-1PM					
TIME	STOP	LOCATION	STUDENTS	GRADE	CONTACT #
230	JDHS	DISMISSAL	STUDENTS		
240	DROP OFF	MOLTER/SEVERNA	MICHAEL LABOO	8-IEP	973-232-6037
250	DROP OFF	MT. VIEW & TREE TOP	SELENA CHEN	11	908-688-6638
			MATHEW BLASS	12	917-282-3814
			KYLE SARGIS	11	845-304-0943
			XAVIER HOLLOWAY	8	732-718-7398
			ZOYA MILENTIJEVIC	12	412-303-3580
			DONOVAN MCNAMEE	11	908-868-6623
			LYLA SIDERMAN	11	917-584-3678
			CLARA LELEU	8	862-253-6085
			TAYLOR TRIPET	11	908-578-4090
			MICHAEL TRIPET	8	908-578-4090
254	DROP OFF	SKYLARK & PERSIMMONS	KEIRA DEANGELO	12	908-370-2872
			JULIANNA SANTANGELO	12	908-803-7531
			RUBY ELLEN REILLY	9	908-403-5387
			SOFIA DEANGELO	9	908-370-2872
			ALEXANDRA RUBIN	10	646-322-5564
			MAGGIE RUBIN	8	646-322-5564
			ZACK TAYLOR	8	908-447-6672
257	DROP OFF	GREENHILL & TIMBER ACRES	GRIFFIN COHEN	8	973-477-5595
300	DROP OFF	HIGH POINT & HIGHLANDS	LUKAS GARRAMONE	12	201-407-8251
			LYDIA BONOMOLO	11	201-247-7636
			JULIA BONOMOLO	10	201-247-7636
			NICO DAVILA	12	917-363-6209
			JESSE WEINBERG	11	917-627-1125
			CAROLINA MORGADO	12	973-204-8513
			BENJAMIN LAWYER	9	973-610-3654
			EMMA PANDO	10	973-220-0822
			CHLOE PANDO	9	973-220-0822
			ELIJAH YAMBOA	9	908-358-2145
			ABIGAIL TRENK	11	973-390-7094
304	DROP OFF	VISTA WAY & FERNHILL	ALEXIS KESTIN	8	973-445-1620
305	DROP OFF	SUMMIT RD & JUNIPER	PAYTON SANTIAGO	12	973-202-7466
~~306~~	~~DROP OFF~~	~~SUMMIT RD & LITTLEBROOK~~	~~MIA BRIGGS~~	~~10~~	~~908-477-4147~~
307	DROP OFF	211 SUMMIT RD	OSCAR VILLEGAS	12	917-280-4191
			JACQUELINE VILLEGAS	11	917-280-4191

			JANNETTE VILLEGAS	10	917-280-4191
			KAYLIE VILLEGAS-PEREZ	9	917-280-4191
			ELISABELA PEREZ DE ALEJO	10	551-998-3366
310	**DROP OFF**	**CHIMNEY RIDGE & ROLLING ROCK**	LEILANI DALE	11	908-787-3240
			JACOB ROSENFELD	11	732-768-0356
			JORDAN ROSENFELD	9	732-768-0356
			SEAN LEBENSTEIN	8	732-239-7894
			ALEXANDRA MOSKAL	11	908-380-1479
			ETHAN ZALAVSKY	9	917-589-4491
314	**DROP OFF**	**WENTZ & REMER**	BRENDAN BELL	11-IEP	973-908-5093
316	**DROP OFF**	**LELAK & ANN PLACE**	AVA WABST	10	570-460-6837
320	**DROP OFF**	**PARK PLACE BUS STOP**	LUCAS ELLIS	12	617-755-2662
			ZAVIAN DELANEY	11	917-717-8759
			JEREMY COPPLESON	11	908-415-9066
			NOAH COPPLESON	8	908-415-9066
			EMILY MALLOW	9	917-882-1801
			SIMA MUCHNIK	9	917-992-4583
			NEARCHOS YATROMANOLAKIS	9	917-991-0224
			DENIS STRUK	8	908-240-5065
			MARIA GUPTA	8	646-923-1699
			ALAN KHORDOS	8	917-607-7245
			ISABELLA RAIZBEG	8	732-742-4502
			ASHTON HINNANT	10	973-619-4878
325	**DROP OFF**	**MILLTOWN & SMITHFIELD**	JENNIFER FONSECA	12-IEP	908-356-1327
326	**DROP OFF**	**51 SMITHFIELD**	JOUDY MOHAMED	9-IEP	212-810-1901
327	**DROP OFF**	**LINDEN AVE & WABENO**	CAYDEN WESTERFIELD	9-IEP	973-277-2740
evw run					

SPRINGFIELD BOARD OF EDUCATION					BUS # 210	
DEPARMENT OF TRANSPORATION					Hours 630-9; 2:30-4:30	
RSY 2026-27						
(JD) UCVT AM /NEWMARK HS AM						
TIME	STOP	LOCATION	STUDENT	GRADE	STUDENTS	GRADE
6:55	PICK UP	JDHS				
			RIHAN NAYAMPALLY	9	SEGUN SASHI	9
			DAVID PEREIRA	*9*	EMILY TAVERAS	9
			MAYA RUBIN	9	ETHAN ZALAVSKY	9
			AMBIKA AGGARWAL	10	MATEO PACIFICO	10
			MARIUS ALFARO	10	REVA PARASNIS	10
			LEVY ARDER	*10*	DEYA PARIKH	10
			TERESA CISNEROIS	10	ZOE NEKTANA NICHOLAS	10
			LILIANA DEL VALLE	10	ABIGAIL ROWLEY	10
			ARYAN DOSHI	10	*AMAYA SAN DIEGO*	*10*
			HENRIQUE DURAN DE PAULA	10	SPARSHA SHETTY	10
			NICHOLAS DUARTE	10	JAYDEN SU	10
			HEATH KELLER	10	ZACHARY WEINBERGER	10
			GEMMA KRAUSS	10	JAVOB WINTER	10
			GAIL KUSHNIR	10	ANDRIY ZAVOLOKA	10
			JACKSON LEVY	10	CONOR LEYZEROVICH	10
			DAVIS LEWY	10	ARDEN LEVY	10
			NATASHA PERIANAYAGAM	11	KAYLEE RODRIGUEZ	11
			KAI RICKETTS	11		
			AMAN NAYAMPALLY	12	TYLER LEYZEROVICH	12
			JESSICA REN	12	CAITLIN SAYAH	12
			CHELSEA BAKER	12	NITISHA TALATI	12
			ALANA BAVLI	12	*PARISA HOLANDEZ*	*12*
			VICTORIA CISNEROS	12	SIMON KAMINSKI	12
			DAZZLYN LEIGH DELERA	12	JUDAN KRAUSS	12
			KAMEELA HASSAN	12		
		AM VO-TECH	Emmanuel Ortiz	11		
			Chinwendo Chilaka	11	Isabella Rosa	11
			Leilani Dale	11	Brianna Salazar	11
			Lola Mastroeni	10	Oscar Villegas	12
			Alexandra Moskal	11	Jacqueline Villegas Perez	11
705	PICK UP	50 MAPLE AVE	MITCHELL CHASE	9		
706	PICK UP	141 HILLSIDE AVE	DANIEL SCHROECK	10		
706	PICKUP	182 HILLSIDE AVE	AIDEN VILLAR	12+		
710	PICK UP	PARK PLACE	ERIKA KHORDOS	12	EMILY MALLOW	9
			SIMA MUCHNIK	9	NEARCHES YATROMANOLAKIS	9
720	PICK UP	1260 CEDAR AVE MOUNTAINSIDE	CONNER GALLO	9		
735	DROP OFF	UVCTS 1776 RARITAN RD SCOTCH PLAINS	DROP OFF STUDENTS			
740	DROP OFF	NEWMARK HS 1000 CELLAR AVE SCOTCH PLAINS	M. CHASE; A VILLAR; C. GALLO; D. SCHROECK			
900		return/post trip				
			NEWMARK CONTACTS:			
			VILLAR: 973-218-1793		GALLO: 845-729-8639	
			SCHROECK: 973-493-9233		CHASE: 862-236-9398	

SPRINGFIELD BOARD OF EDUCATION						
DEPARTMENT OF TRANSPORATION					BUS # 210	
RSY 2026-27 BUS ROUTES						
(JD) UCVT PM						
TIME	STOP	LOCATION	STUDENTS	GRADE	STUDENT	GRADE
2:50	PICK UP	UCVTS 1776 Raritan Rd Scotch Plains, NJ	LEAVE WITH STUDENTS			
		PM VO TECH	Justin Carvallo	11	Eduardo Nepomuceno	12
			Matthew Castro	12	*Ivy Patchkes*	*11*
			Emma Elizondo	10	Julianna Santangelo	12
			RIHAN NAYAMPALLY	9	SEGUN SASHI	9
			DAVID PEREIRA	*9*	EMILY TAVERAS	9
			MAYA RUBIN	9	ETHAN ZALAVSKY	9
			AMBIKA AGGARWAL	10	MATEO PACIFICO	10
			MARIUS ALFARO	10	REVA PARASNIS	10
			LEVY ARDER	10	DEYA PARIKH	10
			TERESA CISNEROIS	10	ZOE NEKTANA NICHOLAS	10
			LILIANA DEL VALLE	10	ABIGAIL ROWLEY	10
			ARYAN DOSHI	10	*AMAYA SAN DIEGO*	*10*
			HENRIQUE DURAN DE PAULA	10	SPARSHA SHETTY	10
			NICHOLAS DUARTE	10	JAYDEN SU	10
			HEATH KELLER	10	ZACHARY WEINBERGER	10
			GEMMA KRAUSS	10	JAVOB WINTER	10
			GAIL KUSHNIR	10	ANDRIY ZAVOLOKA	10
			JACKSON LEVY	10	CONOR LEYZEROVICH	10
			DAVIS LEWY	10	ARDEN LEVY	10
			NATASHA PERIANAYAGAM	11	KAYLEE RODRIGUEZ	11
			KAI RICKETTS	*11*		
			AMAN NAYAMPALLY	12	TYLER LEYZEROVICH	12
			JESSICA REN	12	CAITLIN SAYAH	12
			CHELSEA BAKER	12	NATALI SULINSKI	12
			ALANA BAVLI	12	NITISHA TALATI	12
			VICTORIA CISNEROS	12	*PARISA HOLANDEZ*	*12*
			DAZZLYN LEIGH DELERA	12	SIMON KAMINSKI	12
			KAMEELA HASSAN	12	JUDAN KRAUSS	12
3:30	DROP OFF	PARK PLACE BUS STOP	ERIKA KHORDOS	12	EMILY MALLOW	9
			SIMA MUCHNIK	9	NEARCHES YATROMANOLAKIS	9
3:40	DROP OFF	JDHS	DROP OFF STUDENTS			
3:50	DROP OFF	MOUNTAIN VIEW & TREE TOP	ELENA RUGGIERO	12	DYLAN BAKER	9
			IVE LIEBEMAN	12	DANIEL JEAN BAPTISTE	10
			JULIANNA SANTANGELO	12 ST		

DEPARTMENT OF TRANSPORATION						
RSY 2026-27 BUS ROUTES						
ROUTE MUJC UCVT 6-1 AM						
TIME	STOP	LOCATION	STUDENTS	GRADE	STUDENTS	GRADE
6:55	PICK UP	JDHS				
			BRYAN ESSAH	9	CHIJIOKE AKWEJA	9
			ANAAYA NATH	9	SAMANTHA SOLIS	9
			LENNY OKNIN	9	AIDEN-JOHN ABOAGYE	9
			JEREIL TANSECO	9	ANDRI BYTYQI	9
			VALERIE CASTRO	9	EMILIA KUSHNIR	9
			SANAYA SHARMA	9	THOMAS REIMUNDO	9
			BAYLA BROOME	9	NOAH SA	9
			ELIZABETH CHAN	9	JACEY CHACHOMORALES	9
			CASSANDRA CHIN	9	CLAUDIA KUCUKBOYACI	9
			CHRISTOPHER CAPODICE	9	JONAH WING	9
			AANYA NAIR	10	GUILIANA TIZIANO	10
			EVIN ANTONY	11	*MADDEN HO*	*11*
			MIGUEL ARAUJO	11	*PEARCE KIRSCHNER*	*11*
			MAKAYLA BARTE	11	KHLOE LAVOURA	11
			MARCELLO BIANCHI	11	ARIA MOLINELLI	11
			AVA CARTWRIGHT	*11*	MARK MUKALEL	11
			SOPHIA CONLON	11	FINLEY OLSON-SAWYER	11
			LUCA CZIKORA	11	GRACE RIVERA	11
			SHARKYN DUBEY	11	WADE ROBINSON	11
			DANIELA FREITAS	11	*RENEE SANRELUS*	*11*
			AARON FRIEDMAN	11	ELYAS SHANAWANI	11
			NOAH GORDON	11	SOPHIA STEWART	11
			LIAM GROTE	11	ABRIELLE THELUSCA	11
			MARGARET HILDEBRAND	11	VALENTINA TIZIANO	11
			RACHEL HIRSCH	*11*	LILIANA ZARATE	11
			SOPHIA LUCARELLO	*11*		
			NATALIE SULINSKI	12	SARAH THELUSCA	12
			JUSTIN TANSECCO	12	JACLYN WANG	12
7:05	PICK UP	MOUNTAIN VIEW & TREE TOP	Selan Chen	11-ST	OSCAR VILLEGAS	12-ST
			IVE LIEBEMAN	12	ELENA RUGGIERO	12
			DANIEL JEAN BAPTISTE	10	DYLAN BAKER	9
7:30	DROP OFF	UCVTS	STUDENTS			

SPRINGFIELD BOARD OF EDUCATION						
DEPARTMENT OF TRANSPORATION						
RSY 2026-27 BUS ROUTES						
ROUTE MUJC UCVT 6-1 PM						
TIME	STOP	LOCATION	STUDENTS	GRADE	STUDENTS	GRADE
250PM	PICK UP	UCVT	LEAVE WITH STUDENTS			
340	DROP OFF	JDHS				
			BRYAN ESSAH	9	CHIJIOKE AKWEJA	9
			ANAAYA NATH	9	SAMANTHA SOLIS	9
			LENNY OKNIN	9	AIDEN-JOHN ABOAGYE	9
			JEREIL TANSECO	9	ANDRI BYTYQI	9
			VALERIE CASTRO	9	EMILIA KUSHNIR	9
			SANAYA SHARMA	9	THOMAS REIMUNDO	9
			BAYLA BROOME	9	NOAH SA	9
			ELIZABETH CHAN	9	JACEY CHACHOMORALES	9
			CASSANDRA CHIN	9	CLAUDIA KUCUKBOYACI	9
			CHRISTOPHER CAPODICE	9	JONAH WING	9
			AANYA NAIR	10	GUILIANA TIZIANO	10
			EVIN ANTONY	11	MADDEN HO	11
			MIGUEL ARAUJO	11	PEARCE KIRSCHNER	11
			MAKAYLA BARTE	11	KHLOE LAVOURA	11
			MARCELLO BIANCHI	11	ARIA MOLINELLI	11
			AVA CARTWRIGHT	11	MARK MUKALEL	11
			SOPHIA CONLON	11	FINLEY OLSON-SAWYER	11
			LUCA CZIKORA	11	GRACE RIVERA	11
			SHARKYN DUBEY	11	WADE ROBINSON	11
			DANIELA FREITAS	11	RENEE SANRELUS	11
			AARON FRIEDMAN	11	ELYAS SHANAWANI	11
			NOAH GORDON	11	SOPHIA STEWART	11
			LIAM GROTE	11	ABRIELLE THELUSCA	11
			MARGARET HILDEBRAND	11	VALENTINA TIZIANO	11
			RACHEL HIRSCH	11	LILIANA ZARATE	11
			SOPHIA LUCARELLO	11		
			NATALIE SULINSKI	12	SARAH THELUSCA	12
			JUSTIN TANSECCO	12	JACLYN WANG	12

SPRINGFIELD BOARD OF EDUCATION				
DEPARTMENT OF TRANSPORTATION			BUS 238	
RSY 2026-27 BUS ROUTES				
ROUTE: 10:00a UCVT SHARE TIME				
TIME	STOP	LOCATION	STUDENTS	GRADE
1010	PICK UP	UCVT	Selan Chen	11
			Chinwendo Chilaka	11
			Leilani Dale	11
			Lola Mastroeni	10
			Alexandra Moskal	11
			Emmanuel Ortiz	11
			Isabella Rosa	11
			Brianna Salazar	11
			Oscar Villegas	12
			Jacqueline Villegas Perez	11
1040	DROP OFF	JDHS	10 STUDENTS	

SPRINGFIELD BOARD OF EDUCATION				
DEPARTMENT OF TRANSPORTATION				
RSY 2026-27 BUS ROUTES			**BUS 210**	
ROUTE: 12:00p UCVT SHARE TIME				
TIME	**STOP**	**LOCATION**	**STUDENTS**	**GRADE**
1200	**PICK UP**	**JDHS**	**Justin Carvallo**	**11**
			Matthew Castro	**12**
			Emma Elizondo	**10**
			Eduardo Nepomuceno	**12**
			Ivy Patchkes	**11**
			Julianna Santangelo	**12**
1230	**DROP OFF**	**UCVT**	**6 students**	

DEPARTMENT OF TRANSPORTATION			BUS # 111	
RSY 2026-27 - DERON/ACADEMY 360				
AM				
TIME	STOP	LOCATION	STUDENT	GRADE
645 PRETRIP				
715	PICK UP	PROFITT & MORRIS AVE	EMMANUEL MOMPOINT	10
722	PICK UP	92 MILLBURN AVE - METROPOLITAN COMPLEX	GAEL ALMANSA-FAISON NURSE	11
729	PICK UP	226 MORRIS AVE	WYNTER MURPHY	9
740	PICK UP	PARK PLACE BUS STOP	AVIANNA RUCKI	7
810	DROP OFF	DERON HS GROVE ST MONTCLAIR	EMMANUEL MOMPOINT GAEL ALMANSA-FAISON WYNTER MURPHY	
845	DROP OFF	ACADEMY 360 630 W. MT. PLEASANT AVE LIVINGSTON	AVIANNA RUCKI	
930	DROP OFF	92 MILLBURN AVE - METROPOLITAN COMPLEX	NURSE	
945	RETURN			
PM				
TIME	STOP	LOCATION	STUDENT	GRADE
130 PRE-TRIP				
200	PICK UP	92 MILLBURN AVE - METROPOLITAN COMPLEX	NURSE	
245	PICK UP	DERON HS GROVE ST MONTCLAIR	EMMANUEL MOMPOINT GAEL ALMANSA-FAISON WYNTER MURPHY	
315	PICK UP	ACADEMY 360 630 W. MT. PLEASANT AVE LIVINGSTON	AVIANNA RUCKI	
415	DROP OFF	PARK PLACE BUS STOP	AVIANA RUCKI	
430	DROP OFF	226 MORRIS AVE	WYNTER MURPHY	
435	DROP OFF	PROFITT & MORRIS	EMMANUEL MOMPOINT	
440	DROP OFF	92 MILLBURN AVE - METROPOLITAN COMPLEX	GAEL ALMANSA-FAISON NURSE	
500	RETURN			
HRS=6.5				

SPRINGFIELD BOARD OF EDUCATION				
DEPARTMENT OF TRANSPORTATION				
RSY 2026-27				
CORNERSTONE/WESTLAKE/LINCOLN AM/PM			**Bus 121**	
HOURS:615-930				
AM				
TIME	**STOP**	**LOCATION**	**STUDENT**	**GRADE**
615 PRE-TRIP				
630	**PICK UP**	AIDE		
645	**PICK UP**	872 WOODLAND AVENUE *MOUNTAINSIDE*	JORDAN ROGERS	6
650	**PICK UP**	151 PARKWAY *MOUNTAINSIDE*	NATALIE "ACE" MALAVE	11
702	**PICK UP**	436 BRIANT PARK DR	LUBNA HALLAK	11
705	**PICK UP**	176 BALTUSROL AVE	SADIE ENDERSON	11
714	**PICK UP**	45 PITT RD	RASHID MEMON	12+
717	**PICK UP**	73 MECKES ST	ISABELLA TORRES	12
720	**PICK UP**	49 MAPES AVE	ANTONINO AVILES	3
740	**DROP OFF**	**CORNERSTONE DAY SCHOOL** **10-12 COMMERCE DR** **CRANFORD, NJ**	ISABELLA TORRES SADIE ENDERSON NATALIE "ACE" MALAVE JORDAN ROGERS	
810	**DROP OFF**	**LINCOLN SCHOOL** **132 THOMAS ST** **CRANFORD, NJ**	ANTONINO AVILES	
820	**DROP OFF**	**WESTLAKE SCHOOL** **1571 LAMBERTS MILL RD** **WESTFIELD, NJ**	RASHID MEMON LUBNA HALLAK	
915	**RETURN**	**POST TRIP**		
PM				
HRS:130-515				
TIME	**STOP**	**LOCATION**	**STUDENT**	**GRADE**
130	PRE TRIP			
145	PICK UP	AIDE @ Walton		
230				
230	**PICK UP**	**WESTLAKE SCHOOL**	RASHID MEMON LUBNA HALLAK	
240	**PICK UP**	**LINCOLN SCHOOL** **132 THOMAS ST** **CRANFORD, NJ**	ANTONINO AVILES	
300 M,TU,TH,FR ***** WED*** ***110PM*****	**PICK UP**	**CORNERSTONE**	ISABELLA TORRES SADIE ENDERSON NATALIE "ACE" MALAVE JORDAN ROGERS	
330	**DROP OFF**	872 WOODLAND AVENUE *MOUNTAINSIDE*	JORDAN ROGERS	6
333	**DROP OFF**	151 PARKWAY *MOUNTAINSIDE*	NATALIE "ACE" MALAVE	11
342	**DROP OFF**	49 MAPES AVE	ANTONINO AVILES	
354	**DROP OFF**	73 MECKES ST	ISABELLA TORRES	
357	**DROP OFF**	45 PITT RD	RASHID MEMON	
400	**DROP OFF**	176 BALTUSROL AVE	SADIE ENDERSON	
415	**DROP OFF**	436 BRIANT PARK DRIVE	LUBNA HALLAK	
430	**DROP OFF**	AIDE @ Walton		
445	**RETURN**	POST TRIP		
TOTAL DAILY HOURS:				

VENDOR	CATEGORY	BID NO.	TERM
C.J. Vanderbeck & Son	Boiler Yearly Maintenance/Service/Emergency New Equipment Replacement During Heating Season	SB-25-021	04/01/26 - 03/31/27

SPRINGFIELD BOARD OF EDUCATION
PO Box 210
Springfield, New Jersey 07081

Attachment E

CHARTERED BUS SERVICE FOR EMERGENCIES AND FIELD TRIPS

2026-2027

		Insurance Certificate Expiration Date
Easton Coach Co. 1200 Conroy Place Easton, PA 18040	610-253-4055	05/15/2027
Villiani Bus Company 811 East Linden Ave Linden, NJ 07036	908-862-3333	07/01/2027
Stations Cab 40 E. Milton Ave Rahway, NJ 07065	732-388-2222	03/07/2027