

SPRINGFIELD BOARD OF EDUCATION
Springfield, New Jersey

MISSION STATEMENT

The Springfield Board of Education is committed to providing high quality, efficient educational programs through which all students achieve the New Jersey Core Curriculum Contents Standards. Every effort is made to ensure that the district's certificated and support personnel are among the best in their fields.

The staff and Board of Education are dedicated to maintaining excellence in the delivery of child-centered educational programs. Very simply stated, in Springfield...SCHOOLS ARE FOR KIDS!

Regular Meeting April 3, 2017

A. Call to Order and Statement by Board President Robin Cornelison

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, 2017.

B. Roll Call: Mr. Scott Donner, Mr. Marc Miller, Mr. Hector Munoz, Mrs. Jacqueline Shanes, Mr. Scott Silverstein, Mrs. Hilary Turnbull, Mr. Steven Wolcott, Mrs. Elissa Zylbershlag, Mrs. Robin Cornelison

C. Closed Session

1. SUGGESTED MOTION: "I move to suspend the rules of the order of business of the Regular Meeting and adjourn to closed conference session for the reasons contained in the following resolution:"

RESOLUTION

"WHEREAS the Board of Education must discuss subjects concerning matters protected by Attorney/Client privilege which are not appropriate subjects to be discussed in a public meeting and which are within the exemptions permitted to be discussed and acted upon in private session pursuant to P.L. 1975 Chapter 231, it is therefore

RESOLVED that the aforesaid subjects shall be discussed in private session by this Board and the administrative staff and information pertaining thereto will be made available to the public as soon thereafter as possible and once the reasons for non-disclosure no longer exist."

Closed Conference Items

1. Matters protected by Attorney/Client privilege

D. Reconvene from Closed Conference

1. SUGGESTED MOTION: "I move approval to reconvene to the to the Regular Meeting Agenda of the Board of Education."

- E. Pledge of Allegiance
- F. Communications
- G. SUGGESTED MOTION: "I move to approve the following minutes:
 - Regular Meeting - March 20, 2017
 - Executive Meeting - March 20, 2017
- H. Superintendent Report
 - 1. Student/Staff Recognitions
 - 2. HIB Report (The Board will go into closed session at the end of the meeting if specific clarification is needed.)
 - 3. Building Usage Request
 - 4. Fund Raiser Request
 - 5. Fieldtrip Request
 - 6. Contracts PL2015, Chapter 47

SUGGESTED MOTION: "I move to accept and approve the Superintendent's Report as presented."

- I. Public Input of Items of the Agenda of the Regular Meeting

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

- J. Finance Committee – Mr. Donner
 - 1. SUGGESTED MOTION: "I move to approve the Board Secretary's Report dated February 28, 2017 and that it be received and placed on file."
 - 2. SUGGESTED MOTION: "I move to approve the Treasurer's Report dated February 28, 2017 and that it be received and placed on file."
 - 3. SUGGESTED MOTION: "Pursuant to N.J.A.C. 6:20-2.13 (e) and after review of the Board Secretary's and Treasurer's monthly financial reports and upon consultation with the appropriate district officials, I move the Board certify that to the best of its knowledge as of February 28, 2017 no major account or fund has been over expended in violation of N.J.A.C. 6:20-2.13 (b) and that sufficient funds are available to meet the district's financial obligations for the remainder of the fiscal year."
 - 4. SUGGESTED MOTION: "I move approval of a cafeteria management service to operate the breakfast/lunch program and the before/after school snack meals program at all district schools for the 2017-2018 school year and that such service be provided by POMPTONIAN School Support Services (FSMC), and that the FSMC shall receive, in addition to the costs of operation, an administrative/management fee of \$.0901 per reimbursable meal and meal equivalent to compensate the FSMC for administrative and management costs."

This fee shall be billed monthly as a cost of operation. The LEA (Springfield Board of Education) guarantees the payment of such costs and fee to the FSMC.

Total meals are calculated by adding reimbursable meal pattern meals (breakfast, lunch program meals) served and meal equivalents. The number of reimbursable meals served to the children shall be determined by actual count. Cash receipts, other than from sales of reimbursable program meals served to the children, shall be divided by \$1.00 to arrive at an equivalent meal count.

The per meal administrative/management fee of \$.0901 will be multiplied by total meals.

The FSMC guarantees the SFA (Springfield Board of Education) a no cost of operation for the SFA for school year 2017-2018.”

ROLL CALL VOTE

I so recommend M.D.

K. School Government Committee – Mr. Silverstein

1. SUGGESTED MOTION: “At the recommendation of the Superintendent, I move approval of the appointment of personnel on the attachment.” (Attachment A)

ROLL CALL VOTE

I so recommend M.D.

2. SUGGESTED MOTION: “At the recommendation of the Superintendent, I move approval of the attached personnel travel for Professional Development.” (Attachment B)

ROLL CALL VOTE

I so recommend M.D.

3. SUGGESTED MOTION: “At the recommendation of the Superintendent, I move that the Board of Education approve Special Education request for Related Services/Placements on the attachment.” (Attachment C)

ROLL CALL VOTE

I so recommend M.D.

4. SUGGESTED MOTION: “At the recommendation of the Superintendent, I move the following overnight field trip –
 - JDHS Track – (Penn Relays) Philadelphia, PA (April 27 – April 29, 2017)
 - JSA – Iselin, NJ (April 22 – 23, 2017).”

L. Buildings and Grounds – Mr. Wolcott

1. SUGGESTED MOTION: “I move approval authorizing the Springfield Board of Education that the attached library books be identified as obsolete and no longer used (surplus property), and to seek the most beneficial disposal of said list.” (Attachment D)

ROLL CALL VOTE

I so recommend M.D.

2. SUGGESTED MOTION: "I move approval authorizing the following grant application -
The Springfield Board of Education hereby approves the submission of grant application for the 2017 Safety Grant Program through the New Jersey Schools Insurance Group's ERIC NORTH Subfund for the purposes described in the application, in the amount of \$6,561.33 for the period July 1, 2017 through June 30, 2018."

ROLL CALL VOTE

I so recommend M.D.

3. SUGGESTED MOTION: "I move approval of Payment #8 in the amounts of \$11,537.00 to Pennoni Associates, Edison, NJ for project ESP (Phase 03 B3 – Attachment E1)."

ROLL CALL VOTE

I so recommend M.D.

4. SUGGESTED MOTION: "I move approval of Payment #9 in the amounts of \$5,768.50 to Pennoni Associates, Edison, NJ for project ESP (Phase 03 B3 – Attachment E2)."

ROLL CALL VOTE

I so recommend M.D.

M. Policy – Mr. Munoz

1. SUGGESTED MOTION: "I move to approve the first reading of the following policies (Attachment F):
Policy #6146 - Graduation
Policy #6171.4 - Special Education."

N. Open Public Session

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

O. New Business

P. Old Business

Q. Adjournment

Upcoming Meetings:

1. Regular Meeting & Public Hearing – April 24, 2017 at 7:30 PM in the IMC at JDHS
2. Regular Meeting – May 8, 2017 at 7:30 PM in the IMC at JDHS

**Springfield Public Schools
Personnel**

Attachment (A)

Last Name	First Name	Position	Location	Guide/Step	Salary	Replacement/ Renewal/New	Additional Information	Effective Date
Certificated Staff								

Last Name	First Name	Position	Location	Guide/Step	Salary	Replacement/ Renewal/New	Additional Information	Effective Date
Substitute/Home instructor/Volunteer								
Godfrey	Blair	Substitute Teacher and Aide	District	---	****	Renewal	---	4/4/17-6/30/17
Marques	Maria	Substitute Custodian	District	---	****	New	---	4/4/17-6/30/17
Giordino	Rachel	Substitute Nurse/Teacher	District	---	****	New	---	4/4/17-6/30/17

Last Name	First Name	Position	Location	Guide/Step	Salary	Replacement/ Renewal/New	Information	Effective Date
Non-Certificated								

Last Name	First Name	Position	Location	Guide/Step	Salary	Replacement/ Renewal/New	Additional Information	Effective Date
Before and After School Program/Childcare								
Centeno	Juanita	Enrichment Aide	JCS	---	15.48/hr	---	---	3/1/17-5/15/17

* In accordance with the Negotiated Contract between the Springfield BOE and the Springfield Education Association (July 1, 2016-June 30, 2019)
**** Special Salaries, Compensation and Fees 2016-2017

CONFERENCES/CONVENTIONS/WORKSHOPS 2016-2017							
LAST NAME	FIRST NAME	SCHOOL	DESCRIPTION	LOCATION	DATE	AMOUNT	BOE APPROVED
Boehm	Tiffany	District	NJASA Spring Conference	Atlantic City	May 17-19 2017	762.76	Apr 3 2017
Davino	Michael	District	NJASA Spring Conference	Atlantic City	May 17-19 2017	950.00	Apr 3 2017
Scudero	Erica	District	NJASA Spring Conference	Atlantic City	May 17-19 2017	840.42	Apr 3 2017

**Special Education Request
Related Services/OOD Placements**

Attachment (C)

1. RELATED SERVICES REQUEST

<u>Vendor</u>	<u>Related Service</u>	<u>Rate</u>	<u>Hours/days/weeks</u>	<u>Term</u>	<u>Student</u>
Princeton HealthCare System Plainsboro, NJ	Bedside Instruction	\$65/Hr.	Per IEP	2016 - 17 SY	

2. OUT OF DISTRICT PLACEMENT REQUEST

<u>School/Placement</u>	<u>Student</u>	<u>Tuition</u>	<u>Term</u>	<u>Comments</u>
Fusion Academy Morristown, NJ	1613	33,350.00	2016 - 17 SY	Tuition
The Deron II School Montclair, NJ	0203	49,705.20	2016 - 17 SY	Tuition



INVOICE

Newark, NJ
973-265-9775 Fax:

(E1)

Remit Payment To:
Pennoni
P.O. Box 827328
Philadelphia, PA 19182-7328

Springfield Board of Education
P.O. Box 210
Springfield, NJ 07081
Attention: Matthew A. Clarke

Invoice # : 735660
Invoice Date : 02/23/2017
Project : SBOE1403
Project Name : Springfield BOE ESIP

For Services Rendered through: 2/5/2017

Phase Code / Name	Contract Amount	Previously Billed	% Complete	Complete To Date	Amount This Invoice
A -- Phase 1 ESP - Devel & Approve	\$161,519.00	\$161,519.00	100.00%	\$161,519.00	\$0.00
B1 -- Ph 02 ECMs - Construction Docs	\$138,445.00	\$138,445.00	100.00%	\$138,445.00	\$0.00
B2 -- Ph 02 ECMs - Bidding	\$23,074.00	\$23,074.00	100.00%	\$23,074.00	\$0.00
B3 -- Ph 02 ECMs - Construction Admin	\$115,370.00	\$86,527.50	85.00%	\$98,064.50	\$11,537.00
B4 -- Ph 02 ECMs - Measure & Verify	\$23,074.00	\$16,151.80	70.00%	\$16,151.80	\$0.00
Total :	<u>\$461,482.00</u>	<u>\$425,717.30</u>		<u>\$437,254.30</u>	<u>\$11,537.00</u>

Amount Due This Invoice

\$11,537.00

(EZ)



INVOICE
Newark, NJ
973-265-9775 Fax:

Remit Payment To:
Pennoni
P.O. Box 827328
Philadelphia, PA 19182-7328

Springfield Board of Education
P.O. Box 210
Springfield, NJ 07081
Attention: Matthew A. Clarke

Invoice # : 000
Invoice Date : 03/24/2017
Project : SBOE1403
Project Name : Springfield BOE ESIP

For Services Rendered through: 3/12/2017

::::: Phases 01 through 03 set up for budgeting purposes only

PH 03 - \$352,560.42 (Tozour) & \$17,628 (5% markup)

See attached for detail of work performed.

Phase Code / Name	Contract Amount	Previously Billed	% Complete	Complete To Date	Amount This Invoice
A -- Phase 1 ESP - Devel & Approve	\$161,519.00	\$161,519.00	100.00%	\$161,519.00	\$0.00
B1 -- Ph 02 ECMs - Construction Docs	\$138,445.00	\$138,445.00	100.00%	\$138,445.00	\$0.00
B2 -- Ph 02 ECMs - Bidding	\$23,074.00	\$23,074.00	100.00%	\$23,074.00	\$0.00
B3 -- Ph 02 ECMs - Construction Admin	\$115,370.00	\$98,064.50	90.00%	\$103,833.00	\$5,768.50
B4 -- Ph 02 ECMs - Measure & Verify	\$23,074.00	\$16,161.80	70.00%	\$16,151.80	\$0.00
Total :	\$461,482.00	\$437,254.30		\$443,022.80	\$5,768.50

Amount Due This Invoice \$5,768.50

INVOICES DUE ON RECEIPT. Invoices outstanding over 30 days will have a Service Charge of 1 1/2% per month.

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: GRADUATION REQUIREMENTS

In order to be graduated from the Springfield District high school, and receive a state-endorsed Board of Education diploma, a pupil must:

- A. Meet both state and district proficiency standards in the core curriculum content areas; achieve or exceed passing grade on HSPA;
- B. Complete successfully any course requirements stated in the administrative code, unless those of the district are greater, in which case the district's standard must be met. The proficiencies required must include the Core Curriculum Content Standards approved by the State Board of Education;
- C. Select and complete successfully enough elective credits to meet the district minimum of 130 credits.
- D. Students, beginning in grade 9, are required to complete a minimum of 40 hours of community service and/or volunteer work each year. Service hours will be reviewed quarterly with your child's assigned guidance counselor.

Successful completion means that the pupil has demonstrated the degree of proficiency required by the district to indicate achievement of the district goals for the particular course, and has attended the required number of course sessions.

Transfer pupils must meet all state and local requirements in order to receive a diploma.

The Chief School Administrator shall put into effect the procedures necessary to assess each pupil upon entry into the system, and, annually thereafter, to identify those pupils not meeting the state or district proficiency requirements. He/she shall develop the programs necessary to remedy these deficiencies at the lowest possible grade level.

Basic Skills

Pupils who do not pass the NJASK8 shall be provided appropriate remediation.

Twelfth-grade pupils who have satisfied all other graduation requirements but have repeatedly failed the statewide examination shall receive an alternate assessment as provided by law.

Pupils with Limited English Proficiency

Pupils with limited English proficiency must be provided with the program opportunities required by law, and must fulfill the regular state and district requirements for graduation.

Special Education Pupils

A disabled pupil must meet all state and local high school graduation requirements in order to receive a state-endorsed high school diploma unless exempted in his/her IEP with the written approval of the Chief School Administrator.

A pupil who qualifies may take the Alternate Proficiency Assessment, if alternate requirements for graduation have been specified in his/her IEP.

By June 30 of a disabled pupil's last year in the elementary program, the pupil's case manager, parent/guardian and teacher(s) shall meet to review the instructional guide and basic plan of the pupil's IEP in view of the transition to the secondary program. Input from appropriate staff from the secondary school shall be part of the review.

The basic plan of the IEP for the pupil exiting the elementary program will address all the elements required in the administrative code. The description of the educational program will include exemptions, if any, from regular education program options or state and local graduation requirements including HSPA, along with the rationale for the exemptions. The exemptions must be approved in writing by the Chief School Administrator.

Required reviews of the IEP shall continue to address graduation requirements and shall explain why the proficiencies required for graduation are not part of the IEP.

Because graduation with a state-endorsed diploma is a change of placement that requires written notice, all procedures described in the administrative code shall be followed scrupulously. Procedures shall include written notice to parents/guardians that includes a copy of procedural safeguards published by the State Department of Education and opportunity for mediation or a due process hearing.

Proficiency

In consultation with appropriate professional staff, the Chief School Administrator shall develop and present to the Board for adoption indicators of achievement and standards of

proficiency and attendance demonstrating successful completion of each course offered at every level of the high school. The proficiencies listed shall include but not be limited to those approved by the State Board of Education.

The subject matter and standards of proficiency shall be articulated with the district's elementary schools and with sending elementary districts.

In accordance with law, the Board of Education shall have copies of this policy distributed to all ninth-grade (or otherwise entering) pupils and their parents/guardians.

They shall also be informed as to the examinations, demonstrated proficiencies, course and credit hour requirements, attendance policies, and any other state and local requirements.

Proficiency requirements for each individual course shall be given to pupils on registering for the course.

The yearly program of studies for each pupil in the high school must be approved and signed by the parent/guardian, except in the case of 18-year-old pupils.

Early Graduation

Pupils who have clearly demonstrated a scholastic aptitude, an unusual readiness for the world of work, a financial need, or a serious health or family concern may be considered for early graduation. Minimal graduation requirements must be completed early. Approval must be obtained from the parents/guardians and the administration.

Individualized Student Learning Opportunities

The board shall establish a process to approve individualized student learning opportunities that meet or exceed the Core Curriculum Content Standards.

- A. Individualized student learning opportunities areas include, but are not limited to, the following:
 1. Independent study;
 2. Online learning;
 3. Study abroad programs;
 4. Student exchange programs; and
 5. Structured learning experiences, including, but not limited to, work-based programs, internships, apprenticeships, and service learning experiences.

- B. Individualized student learning opportunities based upon specific instructional objectives aimed at meeting or exceeding the Core Curriculum Content Standards shall:
 1. Be based on student interest and career goals as reflected in the Personalized Student

- Learning Plans;
2. Include demonstration of student competency;
 3. Be on file in the school district and subject to review by the Commissioner or his or her designee.

To earn credit toward high school graduation for individualized student learning opportunities, the student shall successfully complete assessments that verify student achievement in meeting or exceeding the Core Curriculum Content Standards at the high school level. Achievement may be verified by assessments including standards achieved by means of the individualized student learning opportunities. Such programs or assessments may occur all or in part prior to a student's high school enrollment.

No assessments administered shall preclude or exempt student participation in applicable Statewide assessments at grades three through 12.

Pupil Enrollment in College Courses

The board shall make reasonable efforts to develop articulation agreements with New Jersey colleges and universities to facilitate the delivery of college credit courses to qualified pupils.

The board shall establish a process to approve post-secondary learning opportunities that may consist of Advanced Placement (AP) courses, College-Level Examination Program (CLEP), or concurrent/dual enrollment at accredited higher education institutions. Students shall receive credit for successful completion of an approved, accredited college course that assures achievement of knowledge and skills that meets or exceeds the Core Curriculum Content Standards.

The board shall determine eligibility requirements for these pupils and monitor the quality of the courses offered and college faculty who teach the courses.

Reporting and Monitoring

The chief school administrator shall report annually at a public meeting, not later than September 30, to the board and to the commissioner:

- A. The total number of students graduated in the aggregate and disaggregated according to subgroups described in federal law;
- B. The number of students graduated under the Alternative High School Assessment (AHSA) process;
- C. The number of students receiving state-endorsed high school diplomas as a result of meeting any alternate requirements for graduation as specified in their IEP's;
- D. The total number of students denied graduation from the 12th grade class;
- E. The number of students denied graduation from the 12th grade class solely because of failure to pass the High School Proficiency Assessment (HSPA) or Alternative High School Assessment (AHSA), based on the provisions of administrative code.

This information shall be reported to the board at a public meeting prior to the date prescribed by law.

The board shall review this policy annually and shall adopt all regulations required by law.

Legal References:

- N.J.S.A. 18A:4-25 Prescribing minimum courses of study for public schools; approval of courses of study
- N.J.S.A. 18A:7C-1 Commissioner of education to develop a program of standards and guidelines
- N.J.S.A. 18A:7C-2 Boards of education; establishment of standards
- N.J.S.A. 18A:7C-4.1 Operation Recognition; purpose; eligibility; application procedure
- N.J.S.A. 18A:7C-5.1 Boards of education prohibited from excluding students from graduation ceremony or from obtaining yearbook for inability to pay fees
- N.J.S.A. 18A:7F-4 Periodic review of curriculum content standard by state board; establishment of thoroughness and efficiency standards and cost per pupil
- N.J.S.A. 18A:7F-29 Academic achievement reward program
- N.J.S.A. 18A:33-1 District to furnish suitable facilities; adoption of courses of study
- N.J.S.A. 18A:35-1 et seq. Curriculum and courses
- N.J.S.A. 18A:36-17 Credit of seniors in active military and naval service,
- N.J.A.C. 6:30-3.7 Graduation
- N.J.A.C. 6A:8-1.1 et seq. Standards and Assessment
- N.J.A.C. 6A:14-3.7 Individualized education program
- N.J.A.C. 6A:14-4.12 Graduation
- N.J.A.C. 6A:15-1.11 Graduation requirements for limited English proficient Students
- N.J.A.C. 6A:23-8.3 Commissioner to ensure achievement of the Core Curriculum Content Standards
- N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts
- N.J.A.C. 6A:32-2.1 Definitions
- N.J.A.C. 6A:32-12.1 et seq. Annual Reporting and Planning Requirement
- N.J.A.C. 6A:32-13.1 et seq. Student Behavior
- N.J.A.C. 6A:32-14.1 et seq. State and Federally Mandated Programs and Services

The Department of Education Website,
<http://www.nj.gov/njded/assessment/>
(Lists the state assessment components)

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

Manual for the Evaluation of Local School Districts

Cross References:

- 1120 Board of education meetings
- 5113 Absences and excuses
- 5120 Assessment of individual needs

5127 Commencement activities
6000 Concepts and roles in instruction
6010 Goals and objectives
6122 Articulation
6140 Curriculum adoption
6141.4 Independent study
6142 Subject fields
6142.2 English as a second language; bilingual/bicultural
6142.6 Basic skills
6145 Extracurricular activities
6147 Standards of proficiency
6154 Homework/makeup work
6171.4 Special education
6200 Adult community education

Approved: June 30, 1997

Revised: November 17, 2008

Revised: November 3, 2014

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: SPECIAL EDUCATION

In compliance with State Department of Education interpretation of the administrative code on special education, the board adopts the following revision/amendment of its existing policies on providing educational and related services to pupils identified as having educationally disabling conditions as defined in federal and state law.

A. Exemption of educationally disabled pupils from the high school graduation requirements according to N.J.A.C. 6A:14-4.11 through -4.12

A disabled pupil must meet all state and local high school graduation requirements in order to receive a state-endorsed high school diploma unless exempted in his/her IEP. When a pupil has been exempted from any graduation requirement, his/her IEP shall address alternate requirements to be met. By the year specified in code, the Board shall ensure that all pupils with disabilities participate in statewide assessments with appropriate accommodations or modifications, as determined by the pupil's IEP. If the nature of the pupil's disability is so severe that the pupil is not receiving instruction in any of the knowledge and skills measured by the statewide assessment and the pupil cannot complete any of the questions on the assessment in a subject area with or without accommodations, the pupil shall participate in a locally determined assessment of pupil progress.

Students with disabilities are included in statewide and districtwide assessment programs, with appropriate accommodations, where necessary according to N.J.A.C. 6A:14-4.10 All students with disabilities will participate in statewide assessments or the applicable Alternate Proficiency Assessment in grades 3, 4, 5, 6, 7, 8, and high school in applicable courses.

By June 30 of a disabled pupil's last year in the elementary program, the pupil's case manager, parent/guardian and teacher(s) shall meet to review the instructional guide and basic plan of the pupil's IEP in view of the transition to the secondary program. Input from appropriate staff from the secondary school shall be part of the review.

The basic plan of the IEP for the pupil entering the secondary program will address all the elements required in the administrative code, including specifically addressing graduation requirements. Required reviews of the IEP shall continue to address graduation requirements.

A disabled pupil who has not been exempted from the proficiencies or has performed below the state minimum level of pupil proficiency on one or more areas of the state-mandated high school proficiency test may participate in the special review assessment (SRA).

Educationally disabled pupils meeting the standards for graduation according to N.J.A.C. 6A:14-4.12 shall have the opportunity to participate in graduation exercises and related activities on a nondiscriminatory basis.

B. Prevention of needless public labeling of educationally disabled pupils

The Board directs that the names and other personally identifiable data concerning educationally disabled children shall be kept confidential and shall not be included in the public acts and public records of this district. Such names and data shall be reduced to code for inclusion in the public record. A special confidential file shall be maintained listing the names of educationally disabled pupils on whose behalf the Board of Education must take public action. Motions concerning disabled pupils made at public meetings shall be anonymous and referred to this confidential file. This file shall be maintained in accordance with N.J.A.C. 6A:32-7.1.

Further, the Board, administrators, faculty and other personnel shall avoid unnecessary and needless public labeling of such pupils. This shall include the avoidance of public address announcements so designating pupils, any open identification of classrooms with signs so designating, or any item of open or general circulation, such as photographs, audio/videotapes, etc., that so designates an individual pupil or class. Pupil records shall be maintained in accordance with N.J.A.C. 6A:32-7.4.

C. Compilation, maintenance, access to and confidentiality of pupil records according to N.J.A.C. 6A:32-7.4 through -7.6.

To ensure proper accessibility and confidentiality, the records of educationally disabled pupils shall be gathered, updated, maintained, stored, transferred, made accessible and finally disposed of in accordance with the district policy 5125 on pupil records in general. To assure the security of special education records:

1. Provision shall be made for access and security of computer-stored records of educationally disabled pupils;
2. Clerical and secretarial tasks related to such records shall be performed only under the supervision of appropriately certified staff.

As with all pupil records, access shall be guaranteed to persons authorized according to N.J.A.C. 6A:32-7.5 within 10 days of the request, but prior to any review or hearing conducted in accordance with State Board of Education regulations.

For the district's general policy and regulation on pupil records see 5125, which deals with all requirements common to disabled and general pupil records including enumeration and description of records, provisions for access, notice to parents/guardians of their rights in regard to the child's records, etc.

D. Identification, location and evaluation of potentially educationally disabled pupils, according to N.J.A.C 6A:14-3.3

The Chief School Administrator shall prepare written procedures for identifying those pupils ages three through 21, including pupils attending nonpublic schools, who reside within the district and may be educationally disabled, who are not receiving special education and/or related services as required.

Homeless students are located, identified and evaluated according to N.J.A.C. 6A:14-3.3, and are provided special education and related services in accordance with the IDEA, including the appointment of a surrogate parent for unaccompanied homeless youths as defined in 42 U.S.C. 111431 et. seq.

Procedures shall include provision for the referral of pupils who may be experiencing physical, sensory, emotional, communication, cognitive or social difficulties. In order to ensure program placement by a disabled child's third birthday, a written request for initial evaluation shall be forwarded to the district at least 120 days prior to the preschooler attaining age three.

The Board shall ensure that all preschool pupils with disabilities shall have their IEPs implemented no later than their third birthdays. To provide a smooth transition between a child's preschool program and his/her school age program (public or private), particular attention shall be paid to articulation between those programs. If a child's third birthday occurs during the summer, the child's IEP team shall determine the date when services under the IEP will begin.

These procedures and arrangements shall be adopted by the Board after review and possible revision. The procedures shall include criteria by which to identify the potentially disabled, and require the participation of staff, parents/guardians and appropriate agencies.

The school district screens students who have exhibited one or more potential indicators of dyslexia or other reading disabilities in accordance with N.J.S.A. 18A:40-5.1 *et seq.*

1. Select and implement age-appropriate screening instruments for the early diagnosis of dyslexia and other reading disabilities;
2. Ensure that each student enrolled in the district who has exhibited one or more potential indicators of dyslexia or other reading disabilities is screened for dyslexia and other reading disabilities using the selected screening tool no later than the student's completion of the first semester of second grade;
3. Develops a procedure to screen eligible newly-enrolled students in accordance with the legislation;
4. Ensures the screening is administered by a teacher or other teaching staff member properly trained in the screening process for dyslexia and other reading disabilities; and

5. Ensures that students who are diagnosed with dyslexia or other reading disability receive appropriate evidence-based interventions.

Evaluation and Determination of Eligibility

The evaluation process to determine a pupil's eligibility for educational and related services beyond those available within the regular public school program shall be conducted in strict compliance with the provisions of N.J.A.C. 6A:14-2.3, 2.5, 3.4 and 3.5 dealing with:

1. Parental notice, notification, consent and involvement, including determination of the parents/guardians' dominant language and necessary accommodations if the language is other than English or if the parents/guardians are deaf;
2. An initial evaluation that consists of a multi-disciplinary assessment in all areas of suspected disability and a written report of the results of each assessment;
3. Determination that a pupil is eligible for special education and related services when he/she has been identified as having one or more of the thirteen categories of disability described in the administrative code, and the disability adversely affects the pupil's educational performance.

The Chief School Administrator shall oversee development of detailed procedures to govern the evaluation process, and shall implement them after they have been reviewed and adopted by the board.

The board shall ensure that a variety of assessment tools and strategies shall be applied to gather information to develop and monitor the IEP, including cooperation and input from the parents/guardians. Relevant information shall also be related to enabling the pupil to be involved in and progress in the general education curriculum or, for preschool children with disabilities to participate in appropriate activities.

E. Provision of full educational opportunity to educationally disabled pupils

The Board of Education is responsible for providing education for all children resident in the district. All reasonable efforts will be made to resolve an enrolled child's learning and adjustment difficulties prior to his/her referral to the child study team for screening and/or evaluation. When a pupil is found eligible for special education and related services and the Board of Education cannot provide required instruction and related services from its own resources and facilities, the Board will seek appropriate placement outside the district, and will assume such costs of that placement as are required by law.

The goal of the Board's special education program is to provide full educational opportunity to all educationally disabled resident pupils ages three through 21, including students with disabilities who have been suspended or expelled from school, as those terms are defined in

federal and state law. The Board will make available to parents/guardians of educationally disabled children below the age of three information regarding services available through other state, county and local agencies.

The Chief School Administrator shall ensure that the district's special education programs comply with the law in every respect, including fiscal regulations and reports. All personnel serving students with disabilities will be highly qualified and appropriately certified and licensed. The school district will provide teacher aides and the appropriate general or special education teaching staff time for consultation on a regular basis as specified in each student's I.E.P.

The Chief School Administrator shall also ensure that the district plan for special education is in compliance with administrative code and the approved state plan for special education, according to N.J.A.C. 6A:14-4.1. This plan shall consist of policies, procedures, assurances, a comprehensive system of personnel development, data collection and an application that describes the use of IDEA Part B funds. The Chief School Administrator shall ensure that the plan is implemented in this district and shall supervise its operation so that it will accomplish its stated goals and objectives.

F. Participation of and consultation with the parents of educationally disabled pupils toward the goal of providing full educational opportunity to all educationally disabled pupils ages three through 21

In order to achieve the district's goal of providing full educational opportunity to all educationally disabled pupils in accordance with the administrative code, parent/guardian participation shall be sought in every successive stage of the special education decisional process, pursuant to N.J.A.C. 6A:14-2.3 and 2.4.

All notifications shall be made and all necessary conferences conducted in the language used for communication by the parent/guardian and the pupil unless it is not feasible to do so, in which case the provisions of administrative code shall be followed.

Written notice to parents/guardians and/or adult pupils shall be provided as follows:

1. The Board shall provide written notice no later than 15 calendar days after making a determination;
2. The Board shall provide written notice at least 15 calendar days prior to the implementation of a proposed action so that the parents/guardians and/or adult pupil may consider the proposal.

The Chief School Administrator shall develop and present to the Board for review and adoption procedures for:

1. Giving notice to parents/guardians when an initial request is being made for consent to evaluate or when a proposal has been made to initiate or change a classification, evaluation or educational

placement of the pupil, or the provision of a free, appropriate education. For each instance, all required information and documentation shall be supplied to the parents/guardians within the timelines set by the administrative code. Particular care must be taken to inform parents/guardians of their right to appeal and their rights in regard to low-cost legal counsel and fees;

2. Seeking consent of parents/guardians to the actions in 1, when such consent is required;
3. Seeking parent/guardian participation in conferences and determinations as specified in 1, and in evaluation of the success of the educational plan for their child. When necessary, conference schedules shall be altered to accommodate working parents/guardians;
4. Mediation when disputes arise during any stage of the special education process which cannot be settled between the original parties.
5. Particularly, parental consent shall be obtained prior to implementation of the initial IEP resulting from evaluation; prior to reevaluation except in the circumstances outlined in code; and prior to the release of pupil records according to N.J.A.C. 6:3-6.

Procedures set out in the administrative code (N.J.A.C. 6A:14-2.1 et seq.) shall be followed when parent/guardian cooperation and/or participation cannot be obtained. When necessary, a surrogate parent shall be appointed to ensure the protection of a pupil's rights when the parents/guardians cannot be identified or located or the child is a ward of the State of New Jersey. The district shall select and train such surrogate parents in compliance with the administrative code.

No more than 90 calendar days after parental consent has been received shall be allowed for the evaluation, determination of eligibility and, if the pupil is eligible, the development and implementation of the IEP.

G. Provision of special services to enable educationally disabled pupils to participate in regular educational programs to the maximum extent appropriate

The Board of Education will provide the kind and quality of those special education-related services prescribed in the IEP to enable educationally disabled pupils to participate in regular educational programs to the maximum extent appropriate. Such education-related services shall include transportation, ensuring that hearing aids worn by deaf and/or hard of hearing children in school are functioning properly, etc. Instructional materials will be provided to blind or print disabled students as required by their individual I.E.Ps.

When instruction in health, industrial arts, fine arts, music, home economics, and other education programs is provided to groups consisting solely of pupils with disabilities, the size of the groups and age range shall conform to the requirements for special class programs described in the administrative code.

When pupils with disabilities participate in physical education, intramural and interscholastic sports, non-academic and extracurricular activities in groups consisting solely of pupils with disabilities, the age range and group size shall be based on the nature of the activity, needs of the pupils participating in the activity and the level of supervision required.

The evaluation process to determine a pupil's eligibility for educational and related services beyond those available within the regular public school program shall be conducted in strict compliance with the provisions of the administrative code.

H. Determination of eligibility according to N.J.A.C. 6A:14-2.3(i) and 3.5 through -3.6

Eligibility for special education and related services shall be determined collaboratively by the parents/guardians; a teacher who is knowledgeable about the pupil's educational performance or district's programs; the pupil, where appropriate; at least one child study team member who participated in the evaluation; the case manager; other appropriate individuals at the discretion of the parent or district; and for an initial eligibility meeting, certified school personnel referring the pupil as potentially disabled, or the school principal or designee if they choose to participate.

A pupil shall be determined eligible and classified for special education and related services when it is determined that the pupil has one or more of the disabilities defined in the administrative code. A pupil shall be determined eligible for speech-language services when he/she exhibits a speech or language disorder as outlined in the administrative code.

I. The individualized education program for each educationally disabled pupil shall be developed in accordance with the provisions of the administrative code, at N.J.A.C. 6A:14-2.3(i) and N.J.A.C.6A:14-3.6 and 3.7.

The Board shall ensure that an IEP is in effect for every pupil in the district who is receiving special education and related services.

A written individualized education program shall be developed and implemented for each classified pupil and, in accordance with New Jersey law, a review shall be conducted by the appropriate staff members annually or more often, if necessary, to evaluate the disabled pupil's progress and to revise the individualized education program.

Meetings shall be conducted to determine eligibility and to develop, review and revise a pupil's individualized education program. Such meetings shall be scheduled at a mutually agreed upon time and place, and notice of the meetings shall indicate the purpose, time, location and participants. If the parents/guardians cannot attend the meetings, the Chief School Administrator/designee shall attempt to ensure parental participation, including the use of individual or conference telephone calls. Documentation shall be maintained of all attempts to secure parent/guardian participation.

Parents/guardians shall receive a copy of the pupil's IEP and of any revisions made to it.

All communication with parents/guardians, including written notice, notifications and required meetings, shall be conducted in the language used for communication by the parent/guardian and pupil unless it is not feasible to do so. This shall include providing foreign language interpreters or translators and sign language interpreters for the deaf at no cost to the parents.

The IEP shall be developed and monitored with the cooperation and input of parents/guardians. In addition to educational programming, the IEP shall provide for necessary disciplinary action and specify graduation requirements when appropriate. Any accommodations and/or modifications for the administration of statewide assessments shall be specified in the IEP.

1. No more than 90 calendar days after parental consent has been received shall be allowed for the evaluation, determination of eligibility and, if the pupil is eligible, the development and implementation of the IEP. The IEP shall be implemented as soon as possible following the IEP meeting.
2. The Board of Education will provide the kind and quality of those special education-related services prescribed in the IEP to enable educationally disabled pupils to participate in regular educational programs to the maximum extent appropriate. Such education-related services shall include transportation, ensuring that hearing aids worn by deaf and/or hard of hearing children in school are functioning properly, etc.

J. Protection of pupils rights in regard to evaluation and reevaluation procedures according to N.J.A.C. 6A:14-3.4 and 3.8

Procedures shall provide all due process protection for the rights of the pupil and his/her parents/guardians whether the pupil is already enrolled in the schools or has been located through the process for identification in the section D of this policy.

In order to achieve the district's goal of providing full educational opportunity to all educationally disabled pupils in accordance with the administrative code, parent/guardian participation shall be sought in every successive stage of the special education decisional process. All notifications shall be made and all necessary conferences conducted in the language used for communication by the parent/guardian and the pupil unless it is not feasible to do so, in which case the provisions of administrative code shall be followed. The Chief School Administrator shall develop and present to the Board for review and adoption procedures for:

1. Giving notice to parents/guardians and adult pupils in accordance with N.J.A.C. 6A:14-2.3 when an initial request is being made for consent to evaluate or when a proposal has been made to initiate or change a classification, evaluation or educational placement of the pupil, or the provision of a free, appropriate education. For each instance, all required information and documentation shall be supplied to the parents/guardians within the timelines set by the administrative code. Particular care must be taken to inform parents/guardians and adult

- pupils of their right to review all educational records with respect to the identification, evaluation and educational placement of the pupil; to appeal these by requesting a due process hearing; and their rights in regard to free and low cost legal services and legal fees;
2. An independent evaluation at the request of the parent/guardian or adult pupil in accordance with N.J.A.C. 6A:14-2.5(c). Such independent evaluation shall be at no cost to the parent/guardian if it is conducted in compliance with administrative code, unless the district Board of Education initiates a due process hearing to show that its evaluation is appropriate and a final determination to that effect is made following the hearing. The IEP team shall consider any independent evaluation submitted to it when making decisions regarding special education and/or related services;
 3. Mediation when disputes arise during any stage of the special education process which cannot be settled between the original parties. A due process hearing may be initiated by the Board of Education, a parent/guardian or adult pupil;
 4. Ensuring what all evaluation procedures, including but not limited to observations, tests and interviews used to determine eligibility and placement of disabled pupils, shall comply with the requirements of N.J.A.C. 6A:14-3.4, 3.5 and 3.7.

K. Placement of educationally disabled pupils in the least restrictive environment according to N.J.A.C. 6A:14-4.2

Educational placement decisions made for each disabled pupil shall always be, insofar as possible, in the least restrictive environment commensurate with the pupil's educational needs. This means that to the maximum extent appropriate, educationally disabled pupils shall be educated with children who are not educationally disabled. These decisions should be designed to produce a positive effect on the pupil and to ensure the quality of services which he/she requires as close to the student's home as possible.

The school district has a plan in effect to establish stability in special education programming. The plan takes into account the consistency of the location, curriculum, and staffing in the provision of special education services as required by N.J.A.C. 6A:14-3.7(C)4.

The Chief School Administrator shall encourage positive attitudes toward the educationally disabled in all district pupils and personnel.

Special classes, separate schooling or other removal of educationally disabled pupils from the regular educational environment shall occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

In order to ensure a continuum of alternative placements, when the Board cannot provide required instruction and related services from its own resources and facilities, it will seek appropriate placement outside the district and will assume such costs of that placement as are required by law.

Placement of a disabled pupil in the least restrictive environment shall be determined annually. Placement shall be provided in appropriate educational settings as close to home as possible. When the IEP does not describe specific restrictions, the pupil shall be educated in the school he/she would attend if not disabled.

- L. Establishment and implementation of procedural safeguards according to N.J.A.C. 6A:14-2.3 through -2.4 and N.J.A.C. 1:6A

The Board of Education directs the Chief School Administrator to establish and implement the required procedural safeguards.

Procedural safeguards shall include:

1. Giving notice to parents/guardians per N.J.A.C. 6A:14-2.3 when an initial request is being made for consent to evaluate or when a proposal has been made to initiate or change a classification, evaluation or educational placement of the pupil, or the provision of a free, appropriate education. For each instance, all required information and documentation shall be supplied to the parents/guardians within the timelines set by the administrative code. Particular care must be taken to inform parents/guardians of their right to appeal and their rights in regard to legal fees;
2. Seeking consent of parents/guardians to the actions in 1, when such consent is required;
3. Seeking parent/guardian participation in conferences and determinations as specified in 1, and in evaluation of the success of the educational plan for their child. When necessary, conference schedules shall be altered to accommodate working parents/guardians;
4. Mediation when disputes arise during any stage of the special education process which cannot be settled between the original parties.

The Chief School Administrator shall ensure that the district's special education programs comply with the law in every respect, including fiscal regulations and reports.

These procedures shall provide all due process protection for the rights of the pupil and his/her parents/guardians. Procedures shall be conducted in strict compliance with the provisions of the administrative code dealing with parental notification, consent and involvement, including determination of the parents/guardians' dominant language and necessary accommodations if the language is other than English or if the parents/guardians are deaf.

To implement achievement of the Board's goal for provision of special education, the Chief School Administrator shall oversee development of a written plan for special education conforming to the state plan for the educationally disabled. The plan shall consist of policies, procedures, assurances; a comprehensive system of personnel development; data collection and an application that describes the use of IDEA Part B funds.

- M. Complying with other aspects of the district program for special education and/or requirements of N.J.A.C. 6A:14

Written Plan

To implement achievement of the Board's goal for provision of special education, the Chief School Administrator shall oversee development of a written plan for special education conforming to the state plan for the educationally disabled. After the plan has been approved by the Board of Education and the County Superintendent, the Chief School Administrator shall implement it in this district and supervise its operation so that it will accomplish its stated goals and objectives. The plan, any alterations to it, and an evaluation of its effectiveness will be shared annually with the community.

Discipline

In general, educationally disabled pupils are subject to the same disciplinary constraints and sanctions as nondisabled pupils. However, before disciplinary action is taken against an educationally disabled pupil, consideration must be given to whether the behavior is caused by the disabling condition, whether the program that is being provided meets the pupil's needs, whether a component of the pupil's IEP covers the behavior, or whether the pupil is an immediate danger to himself/herself or others.

A disabled pupil may be removed for disciplinary reasons from his/her current educational placement to an interim alternative educational setting, another setting, or a suspension without the provision of educational services for up to 10 consecutive or cumulative school days in a school year. Such suspensions are subject to the same district Board of Education procedures as nondisabled pupils. However, at the time of removal, the principal shall forward written notification and description of the reasons for such action to the case manager.

Procedures for imposing and implementing disciplinary sanctions on educationally disabled pupils, including removal to an interim alternative educational setting, suspension for more than 10 school days in a school year, or expulsion, shall be in strict compliance with the provisions of state and federal law and the administrative code.

Early Intervention

The Chief School Administrator or designee shall gather and make available to parents/guardians of disabled children below the age of three information regarding ameliorative services and

programs provided by other state, county and local agencies. The procedures for such dissemination shall be reviewed and adopted by the board.

Preschool Disabled Program

The Chief School Administrator shall develop and propose for Board adoption programs and related services for pupils ages three through five who have been identified and classified as preschool disabled. Such programs and services shall be in strict accordance with New Jersey administrative code.

Placement in Nonpublic Schools

The Board shall provide a genuine opportunity for the equitable participation of pupils with disabilities who have been enrolled in nonpublic schools by their parents/guardians, in accordance with federal law and regulations. All students with disabilities who are placed in private schools by the district Board of Education are provided special education and related services with the consent of parents/guardians and at no cost to their parents according to N.J.A.C. 6A:14-1.1(d) and N.J.A.C. 6A:14-7.5(b)3.

Pupils shall receive programs and services as specified in N.J.A.C. 6A:14-6.1.

Limited English Proficient

Pupils with limited English proficiency may have educationally disabling conditions that must be addressed in order to provide them the full educational opportunity that is the goal of the district for every child.

Evaluation procedures shall be selected so that the pupil's cultural background and language abilities are taken into consideration unless it is clearly unfeasible to do so; and shall accurately reflect the pupil's ability rather than the impairment. All actions under Parent/Guardian Notification, Consent and Participation are to be conducted in the parents/guardians' dominant language, unless that is clearly impossible. In that case, care shall be taken that the facts and procedures are made intelligible to the parents/guardians.

Cooperation with Other Agencies

The Chief School Administrator shall investigate the possibilities of working with organizations and agencies providing services for the disabled, and shall present feasible programs and relationships to the board for consideration.

Evaluation of Program

At least annually, the Board shall review in a public meeting evidence of progress toward achievement of the special education plan as a whole, the success of identification procedures specifically, and the effectiveness of implementation of IEPs.

Eligibility for State and Federal Funds

The Chief School Administrator shall ensure that all requirements for receiving, using and accounting for state and federal funds shall be fulfilled in an accurate and timely manner.

Procurement, control, use and disposition of equipment and supplies purchased with state/federal funds shall be in full compliance with law.

Access

In addition to educational programs, the Board directs that the Chief School Administrator take into consideration physical access to district facilities for disabled pupils, staff and the community in determining location of programs or planning new facilities per state and federal law.

Legal References:

N.J.S.A. 10:5-1 et seq. Law Against Discrimination
N.J.S.A. 18A:46-1 et seq. Classes and Facilities for Handicapped Children
N.J.S.A. 18A:46A-1 et seq. Auxiliary Services
N.J.A.C. 5:23-7 Barrier free subcode of the uniform construction code
N.J.A.C. 6A:7-1.7 Equality in school and classroom practices
N.J.A.C. 6A:8-1.2 Scope
N.J.A.C. 6A:8-1.3 Definitions
N.J.A.C. 6A:8-3.1 Curriculum and instruction
N.J.A.C. 6A:8-4.1 et seq. Implementation of the Statewide Assessment System
N.J.A.C. 6A:8-5.1 et seq. Implementation of Graduation Requirements
N.J.A.C. 6A:9-1.1 et seq. Professional Licensure and Standards
N.J.A.C. 6A:14-1.1 et seq. Special Education
N.J.A.C. 6A:15-1.4 Bilingual programs for limited English proficient students
N.J.A.C. 6A:23-1.1 et seq. Finance and Business Services
N.J.A.C. 6A:26-6.1 et seq. Planning and Construction Standards for School Facilities
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts
N.J.A.C. 6A:32-7.1 et seq. Student Records
N.J.A.C. 6A:32-8.3 School attendance
N.J.A.C. 6A:32-12.1 Reporting requirements
N.J.A.C. 6A:32-14.1 Review of mandated programs and services

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

20 U.S.C.A. 1400 et seq. - 1990 Individuals With Disabilities Education Act,
P.L. 101-476 (formerly Education for All Handicapped Children Act--Part B)

29 U.S.C.A. 794 et seq. - Section 504 of the Rehabilitation Act of 1973

34 CFR 76.1 et seq. - General Administrative Regulation EDGAR

34 CFR 77.1 et seq. - General Administrative Regulation EDGAR

34 CFR 300 - Assistance to States for the Education of Children with Disabilities
(IDEA Regulations)

Agostini v. Felton, 521 U.S. 203 (1997), overruling Aguilar v. Felton, 473 U.S. 402 (1985)

Honig v. Doe, 484 U.S. 305 (1988)

Oberti v. Board of Education of Clementon School District, 995 F.2d 1204,
1216-17 (C. A.3 1993)

Cedar Rapids Community School District v. Garrett F., 526 U.S. 66 (1999)

Manual for the Evaluation of Local School Districts

Cross References:

1120 Board of education meetings

4112.2 Certification

4131/4131.1 Staff development; inservice education/visitations/conferences

5114 Suspension and expulsion

5120 Assessment of individual needs

5125 Pupil records

5131 Conduct/discipline

5200 Nonpublic school pupils

6121 Nondiscrimination/affirmative action

6145 Extracurricular activities

6151 Class size

6164.2 Guidance services

6164.4 Child study team

9322 Public and executive sessions

Approved: June 30, 1997

Revised: March 23, 2009

Revised: May 8, 2017

Springfield Board of Education Regular Meeting April 3, 2017

