# Mountain Lakes Board of Education Check Register By Check Number



Check # PO #	Invoice Number	Account Number		Ba- tch	Check Check Amount Description	Check Check Date Type
<b>INPOSTED CHE</b>	CKS					
96759 23-0498		11-000-261-420-DW-0750	4813/AC DAUGHTRY, INC. *	61	239.70#455727, #457765	08/31/2022 C
		Total For Check Number	96759		\$239.70	
96760 23-0442		11-000-240-610-HS-0250A	6373/ACCURATE LABEL DESIGNS *	61	224.95Inv. 172476	08/31/2022 C
		Total For Check Number	96760		\$224.95	
96761 23-0628		11-000-266-300-DW	8300/ALERTUS TECHNOLOGIES, LLC	61	4,950.00 Inv. 00142679	08/31/2022 C
		Total For Check Number	96761		\$4,950.00	
96762 23-0296		11-000-261-610-DW-0730B	1123/ANCHOR ACE HARDWARE *	61	728.59Aug. Invoices	08/31/2022 C
		Total For Check Number	96762		\$728.59	
96763 23-0177		11-190-100-610-HS-0240A-C -	5609/ARBOR SCIENTIFIC *	61	123.43 Inv. 460453	08/31/2022 C
		Total For Check Number	96763		\$123.43	
96764 23-0108		11-000-261-420-DW-0750	5261/ARROW ELEVATOR INC.	61	410.00 Inv. 108223 Sept.'22	08/31/2022 C
		Total For Check Number	96764		\$410.00	
96765 23-0501		11-000-263-420-DW-0720A	7882/ATLANTIC COMMUNICATIONS	61	875.00 Inv. 20833	08/31/2022 C
		Total For Check Number	96765		\$875.00	
96766 23-0172		11-190-100-610-BC-0730A	6282/B&H PHOTO *	61	154.44 Inv. 204417854	08/31/2022 C
23-0315		11-190-100-610-WW-0240A-W -	6282/B&H PHOTO *	61	692.54 Inv. 204738369	08/31/2022 C
		Total For Check Number	96766		\$846.98	
96767 23-0447		20-043-100-610-WW	1273/BLICK ART MATERIALS *	61	344.80 Inv. 9100811	08/31/2022 C
		Total For Check Number	96767		\$344.80	
96768 23-0264		11-402-100-610-HS-1020A-54-	1342/BSN SPORTS, LLC *	61	268.07 Inv. 918036185	08/31/2022 C
23-0265		11-402-100-610-HS-1020A-54-	1342/BSN SPORTS, LLC *	61	443.59 Inv. 917723911	08/31/2022 C
23-0321		11-402-100-610-HS-1020A-54-	1342/BSN SPORTS, LLC *	61	357.10 Inv. 917723933	08/31/2022 C
		Total For Check Number	96768		\$1,068.76	
96769 23-0509		11-000-262-610-DW-0620C	1252/CAPITAL SUPPLY *	61	2,647.05Inv. 791529	08/31/2022 C
23-0510		11-000-262-610-DW-0620C	1252/CAPITAL SUPPLY *	61	3,115.79Inv. 791530	08/31/2022 C
		Total For Check Number	96769		\$5,762.84	
96770 23-0522		11-190-100-500-TD-0720D	5750/CDW-G, INC.	61	1,559.25 Inv. CL37754	08/31/2022 C
		<b>Total For Check Number</b>	96770		\$1,559.25	
96771 23-0235		11-000-222-610-HS-0230B	8284/CENGAGE LEARNING	61	5,644.82 Inv. 78090504	08/31/2022 C
23-0188		11-190-100-640-WW-0220A-B -	8284/CENGAGE LEARNING	61	4,365.90 Inv. 78268047	08/31/2022 C
		Total For Check Number	96771		\$10.010.72	
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Check # PO #	Invoice Number	Account Number	Vendor No./ Name	Ba- tch	Check Check Amount Description	Check Date	Check Type
NPOSTED CHE	and the second second	Number		ten	Amount Description	Date	1360
96772 23-0206	CNS	11-190-100-610-HS-0730C	7894/CHIEF ARCHITECT *	61	800.00 REG PROG UND-SUPPLIES	08/31/202	20
23-0206		11-190-100-640-HS-0730C	7894/CHIEF ARCHITECT *	61	200.00 REG PROG UND-SOFFLIES	08/31/202	
25-0200				01 <u></u>	\$1,170.00	00/3 //202	20
96773 23-0429		Total For Check Number 11-000-261-420-DW-0750	5011/COMBUSTION SERVICE CORP.	61	22,395.00 Inv. 8944	08/31/202	20
90773 23-0429		11-000-201-420-040-0750	*	01	22,353.00 mV. 6544	00/31/202	20
		Total For Check Number	96773		\$22,395.00		
96774 23-0527		11-190-100-500-TD-0720D	9228/COMTEX INC *	61	1,440.00 Inv. 41518	08/31/202	2 C
		Total For Check Number	96774		\$1,440.00		
96775 23-0448		11-000-251-600-AD-0130I	8254/CUSTOMINK *	61	427.50 Inv. 58672091	08/31/202	2 C
23-0477		11-000-252-610-TD-0130A	8254/CUSTOMINK *	61	890.00 Inv. 58511273	08/31/202	2 C
		<b>Total For Check Number</b>	96775		\$1,317.50		
96776 23-0002		11-000-291-270-DW-0820C	4676/DELTA DENTAL OF N J *	61	24,616.50 Dental Premium - Aug'22	08/31/202	2 C
		Total For Check Number	96776	-	\$24,616.50		
96777 23-0208		11-190-100-610-HS-0240A-B -	5107/EAI EDUCATION *	61	102.85Inv. INV1202030	08/31/202	2 C
		Total For Check Number	96777		\$102.85		
96778 23-0310		11-402-100-610-HS-1020A-54-	8592/EPIC SPORTS, INC. *	61	94.69 Inv. 6387872	08/31/202	2 C
		<b>Total For Check Number</b>	96778		\$94.69		
96779 23-0353		11-000-240-580-BC-0130	5719/FEA *	61	320.00 Inv. 61780	08/31/202	2 C
		Total For Check Number	96779		\$320.00		
96780 22-1330		11-000-261-610-DW-0730B	4312/FERGUSON ENTERPRISES, INC. *	61	3,549.99 inv. 7758637	08/31/202	2 C
		Total For Check Number	96780		\$3,549.99		
96781 23-0134		11-190-100-610-BC-0240A	4199/FISHER SCIENCE EDUCATION	61	149.91 Inv. 5275877	08/31/202	2 C
		Total For Check Number	96781		\$149.91		
96782 22-1424		30-002-401-450-HS-0001	8598/FKA ARCHITECTS	61	7,927.50 Inv. 4 Project 2226.00	08/31/202	2 C
		Total For Check Number	96782		\$7,927.50		
96783 Non A/P Ch	k	DB10-101- , CR10-499-	9286/FLEMINGTON-RARITAN SCHOOL DISTRICT	61	5,129.50LD Itinerant OverPmt	08/31/202	2 C
		Total For Check Number	96783		\$5,129.50		
96784 23-0620		11-000-263-420-DW-0720A	9092/FRANCIS IRON & DIESEL LLC *	61	1,500.00 Inv. 367	08/31/202	2 C
		Total For Check Number	96784		\$1,500.00		
96785 23-0380		11-000-251-600-AD-0130I	1924/GANN LAW BOOKS *	61	316.00 Invs. D664840, D664841	08/31/202	2 C
		Total For Check Number	96785		\$316.00		
96786 23-0487		11-190-100-610-HS-0240A-V -	9279/GOGUARDIAN *	61	5,268.00 Inv. INV54555	08/31/202	2 C

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Check # PO #	Invoice Number	Account Number	Vendor No./ Name	Ba- tch	Check Check Amount Description	Check Check Date Type
NPOSTED CHE	CKS					
		Total For Check Numbe	r 96786		\$5,268.00	
96787 Non A/P Ch	ik	DB10-101- , CR10-499-	9287/GREENWICH TWP BOE	61	742.50LD Itinerant OverPmt	08/31/2022 C
		Total For Check Numbe	r 96787		\$742.50	
96788 23-0529		11-000-213-330-LR-0430A	8994/HEATHER LYN BLACKWELL LONG *	61	1,320.00 Jul'22	08/31/2022 C
		Total For Check Numbe	r 96788		\$1,320.00	
96789 23-0300		11-000-262-610-DW-0620C	2059/HOME DEPOT USA, INC	61	613.266035 3225 3191 4384 8/28/22	08/31/2022 C
23-0541		11-190-100-610-TD-0730E	2059/HOME DEPOT USA, INC	61	2,013.006035 3225 3191 4384 7/28/22	08/31/2022 C
		Total For Check Number	r 96789	<u> </u>	\$2,626.26	
96790 23-0480		11-000-270-420-DW	8799/HOOVER TRUCK & BUS CENTERS	61	2,717.73 Inv. 71009	08/31/2022 C
		Total For Check Number	г 96790		\$2,717.73	
96791 23-0257		11-402-100-610-HS-1020A-54-	9270/HYPE SOCKS, LLC *	61	658.31 Order #1500050	08/31/2022 C
		Total For Check Number	r 96791		\$658.31	
96792 23-0330		11-000-222-610-BC-0230A	7805/INFOBASE LEARNING *	61	1,231.96 Inv. INV430663	08/31/2022 C
23-0383		11-190-100-500-BC	7805/INFOBASE LEARNING *	61	581.57 Inv. INV431264	08/31/2022 C
		Total For Check Number	r 96792		\$1,813.53	
96793 23-0192		11-190-100-500-TD-0720D	8516/INSTRUCTURE, INC *	61	3,500.00 INV. INV381569	08/31/2022 C
		Total For Check Number	7 96793		\$3,500.00	
96794 23-0279		11-000-240-610-WW-0250A	5493/J K LAMINATING *	61	1,034.00 Inv. dated 8/10/22	08/31/2022 C
		Total For Check Number	96794		\$1,034.00	
96795 23-0281		11-402-100-610-HS-1020A-54-	9184/JGB SPORTS LLC *	61	348.60 Inv. 4976	08/31/2022 C
		Total For Check Number	96795		\$348.60	
96796 23-0205		11-190-100-610-HS-0240A-S -	6827/KELVIN LP	61	202.15 Inv. 315881	08/31/2022 C
		Total For Check Number	96796		\$202.15	
96797 23-0450		11-000-263-420-DW-0720A	1561/M.J. CORIGLIANO *	61	275.00 Inv. dated 7/27/22	08/31/2022 C
		Total For Check Number	96797		\$275.00	
96798 23-0528		11-000-213-330-LR-0430A	4428/MARY OSBORNE *	61	4,725.00 Jul'22	08/31/2022 C
		Total For Check Number	96798		\$4,725.00	
96799 23-0441		11-000-240-890-BC-0250D-BE-	2402/MCAEMSA	61	150.0022-23 Membership Renewal	08/31/2022 C
23-0441		11-000-240-890-LR-0250D	2402/MCAEMSA	61	150.0022-23 Membership Renewal	08/31/2022 C
23-0441		11-000-240-890-WW-0250D-BB-	2402/MCAEMSA	61	150.0022-23 Membership Renewal	08/31/2022 C
		Total For Check Number	96799		\$450.00	
96800 23-0484		11-207-100-610-LR-0240	7334/MED-EL CORPORATION	61	609.00 Inv. PSI419923	08/31/2022 C
		Total For Check Number	96800		\$609.00	

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NPOSTED CHE	CKS						
96801 23-0466		11-000-263-610-DW	8551/METRO SUPPLY & SERVICE	61	142.00 Inv. 0050665-00	08/31/2022	2 C
		Total For Check Number 96801			\$142.00		
96802 23-0435		11-402-100-890-HS-1020A-21-	9275/MILLBURN BOARD OF EDUCATION *	61	300.00 Registration Fee-Sat, 10/8/22	08/31/2022	2 C
		Total For Check Number	96802	100	\$300.00		
96803 23-0106		11-000-263-420-DW-0720A	9052/MOORE CONTROL EXTERMINATING CO *	61	238.99 Invs 78299-78303 Sep'22	08/31/2022	2 C
		Total For Check Number	96803		\$238.99		
96804 Non A/P Ch	k	DB20-101- , CR20-499-	9288/MOUNTAIN LAKES EDUCATIONAL FOUNDATION	61	1,500.00 Grant Check OverPmt	08/31/2022	2 C
		Total For Check Number	96804		\$1,500.00		
96805 23-0561		11-000-230-895-AD-0130A	2702/N.J. SCHOOL BOARDS ASSOCIATION	61	16,548.05 Order # ORD-226676-D8G5W6	08/31/2022	2 C
		Total For Check Number	96805		\$16,548.05		
96806 23-0455		11-000-261-420-DW-0750	9277/NAETI SERVICES, LLC *	61	1,795.00 inv. 1173	08/31/2022	C
		Total For Check Number	96806		\$1,795.00		
96807 20-1281		11-207-100-890-DW	9150/NEWARK PUBLIC SCHOOLS	61	2,041.0018-19 Tuition Refund	08/31/2022	C
		Total For Check Number	96807		\$2,041.00		
96808 23-0563		11-000-230-890-AD-0130D	8833/NJ EDUCATION FOUNDATION PARTNERSHIP *	61	225.00 Inv. dated 8/22/22	08/31/2022	2 C
		Total For Check Number	96808		\$225.00		
96809 22-1016		30-002-401-450-HS-0001	9171/NJSB CONSTRUCTION, LLC *	61	29,750.00 Inv. 3992	08/31/2022	C
		Total For Check Number	96809		\$29,750.00		
96810 23-0437		11-402-100-890-HS-1020A-21-	4919/NJSIAA *	61	2,500.00 Inv. 22/23 Dues	08/31/2022	C
		Total For Check Number	96810		\$2,500.00		
96811 23-0559		11-000-230-890-AD-0130D	8996/NJSSC *	61	700.0022-23 Membership	08/31/2022	C
		Total For Check Number	96811		\$700.00		
96812 23-0485		11-207-100-610-LR-0240	4359/OTICON INC.	61	185.00 Inv. INV9150186	08/31/2022	C
		Total For Check Number	96812		\$185.00		
96813 23-0203		11-190-100-610-HS-0240A-S -	5955/PAXTON/PATTERSON LLC *	61	1,075.80 Inv. 407160	08/31/2022	C
		Total For Check Number	96813		\$1,075.80		
96814 22-1425		11-000-261-420-DW-0750	7934/PDM GROUP *	61	4,630.00 Inv. 35389	08/31/2022	С
22-1426		11-000-261-420-DW-0750	7934/PDM GROUP *	61	2,350.00 Inv. 35363	08/31/2022	
23-0305		11-000-261-420-DW-0750	7934/PDM GROUP *	61	2,770.00Inv. 35364	08/31/2022	С
		Total For Check Number	96814		\$9,750.00		

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NPOST	ED CHE	CKS					
96815	23-0486		11-000-218-890-HS-0250D-BD-	7351/POWERSCHOOL GROUP LLC	61	4,339.00 Inv. INV323093	08/31/2022 C
			Total For Check Number	96815		\$4,339.00	
96816	23-0425		11-000-218-610-HS-0250A-G -	5723/QUILL CORPORATION *	61	313,36#26588382	08/31/2022 C
	23-0397		11-000-240-610-HS-0250A	5723/QUILL CORPORATION *	61	571.44#26528036, #26530615	08/31/2022 C
	23-0469		11-000-240-610-HS-0250A	5723/QUILL CORPORATION *	61	448.04(4) Invoices	08/31/2022 C
	23-0520		11-000-240-610-HS-0250A	5723/QUILL CORPORATION *	61	192.12(4) Invoices	08/31/2022 C
	23-0476		11-190-100-610-HS-0240A-U -	5723/QUILL CORPORATION *	61	1,619.16(6) Invoices	08/31/2022 C
	23-0524		11-402-100-610-HS-1020A-54-	5723/QUILL CORPORATION *	61	113.96#27037347, #27037660	08/31/2022 C
			Total For Check Number	96816		\$3,258.08	
96817	23-0438		11-000-261-420-DW-0750	5696/R&J CONTROL, INC. *	61	523.90#22203002, #22203140	08/31/2022 C
			Total For Check Number	96817		\$523.90	
96818	23-0426		11-000-240-610-HS-0250A	7770/RAINBOW PRINTING *	61	298.00 Inv. 00159326	08/31/2022 C
			Total For Check Number	96818		\$298.00	
96819	23-0245			6507/REALLY GOOD STUFF, INC. *	61	137.97 Inv. 7986888	08/31/2022 C
	23-0248			6507/REALLY GOOD STUFF, INC. *	61	62.92 Inv. 7985764	08/31/2022 C
	23-0249			6507/REALLY GOOD STUFF, INC. *	61	108.64 Inv. 7986887	08/31/2022 C
			Total For Check Number	96819		\$309.53	
96820	23-0391		11-402-100-610-HS-1020A-54-	8279/RESILITE *	61	269.50 Inv. 1MV030851	08/31/2022 C
			Total For Check Number	96820		\$269.50	
96821	23-0489		11-000-219-610-CS-1101A	9135/RESOUND *	61	295.95Inv. 14-E780375	08/31/2022 C
			Total For Check Number	96821		\$295.95	
96822	23-0361		11-000-222-610-BC-0230A	3834/SCHOOL HEALTH ALERT	61	27.00 Oct'22-Sep'23 Renewal	08/31/2022 C
			Total For Check Number		·	\$27.00	
96823	23-0482		11-207-100-610-LR-0240	8302/SCHOOL MATE *	61	112.50 Inv. IN000584172	08/31/2022 C
			Total For Check Number			\$112.50	
96824	23-0215		11-000-222-610-WW-0230A-Q -	9170/SCHOOL SPECIALTY, LLC *	61	407.30#208130426382	08/31/2022 C
OUGET	23-0373		11-000-240-610-BC-0250A	9170/SCHOOL SPECIALTY, LLC *	61	710.08#308104065171, #208130712992	
	23-0133		11-190-100-610-BC-0240A	9170/SCHOOL SPECIALTY, LLC *	61	238.04#308104066939, #208130713204	
	23-0157		11-190-100-610-BC-0240A	9170/SCHOOL SPECIALTY, LLC *	61	205.42#208130352476	08/31/2022 C
	23-0185		11-190-100-610-BC-0240A	9170/SCHOOL SPECIALTY, LLC *	61	136.70#208130352547	08/31/2022 C
	23-0200		11-190-100-610-BC-0240A	9170/SCHOOL SPECIALTY, LLC *	61	66.20#308104050914	08/31/2022 C
	23-0255		11-190-100-610-BC-0240A	9170/SCHOOL SPECIALTY, LLC *	61	147.45#308104057795	08/31/2022 C
	23-0200		11-190-100-610-BC-0250D-BR-	9170/SCHOOL SPECIALTY, LLC *	61	47.52 REG PROG UND-SUPPLIES	08/31/2022 C
	23-0212		11-190-100-610-HS-0240A-C -	9170/SCHOOL SPECIALTY, LLC *	61	65.62#208130529366	08/31/2022 C
	23-0253		11-190-100-610-WW-0240A-B -	9170/SCHOOL SPECIALTY, LLC *	61	173.40#208130413627	08/31/2022 C
	23-0184			9170/SCHOOL SPECIALTY, LLC *	61	1,829.20#308104046892	08/31/2022 C

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UNPOSTED CHE	CKS						
96824 23-0138		11-190-100-610-WW-0240A-U -	9170/SCHOOL SPECIALTY, LLC *	61	429.76#308104059476, #208130734985	08/31/2022	2 C
23-0140		11-190-100-610-WW-0240A-U -	9170/SCHOOL SPECIALTY, LLC *	61	392.39#308104025395	08/31/2022	2 C
23-0142		11-190-100-610-WW-0240A-U -	9170/SCHOOL SPECIALTY, LLC *	61	394.34#308104062532, #208130722733	08/31/2022	C
23-0146		11-190-100-610-WW-0240A-U -	9170/SCHOOL SPECIALTY, LLC *	61	353.41#308104062549	08/31/2022	C
23-0163		11-190-100-610-WW-0240A-U -	9170/SCHOOL SPECIALTY, LLC *	61	329.82#308104062552	08/31/2022	C
23-0164		11-190-100-610-WW-0240A-U -	9170/SCHOOL SPECIALTY, LLC *	61	280.72#308104027631	08/31/2022	2 C
23-0174		11-190-100-610-WW-0240A-U -	9170/SCHOOL SPECIALTY, LLC *	61	225.81#308104066633, #208130723025	08/31/2022	C
23-0220		11-190-100-610-WW-0240A-U -	9170/SCHOOL SPECIALTY, LLC *	61	324.15#308104062760	08/31/2022	C C
23-0241		11-190-100-610-WW-0240A-U -	9170/SCHOOL SPECIALTY, LLC *	61	445.47#308104072744	08/31/2022	C
23-0243		11-190-100-610-WW-0240A-U -	9170/SCHOOL SPECIALTY, LLC *	61	796.67#208130424479	08/31/2022	C
23-0339		11-207-100-610-LR-0240	9170/SCHOOL SPECIALTY, LLC *	61	22.60#208130426774	08/31/2022	C
23-0341		11-207-100-610-LR-0240	9170/SCHOOL SPECIALTY, LLC *	61	281.40#308104061595	08/31/2022	C
23-0343		11-207-100-610-LR-0240	9170/SCHOOL SPECIALTY, LLC *	61	178.86#308104061586	08/31/2022	C
		Total For Check Number	96824		\$8,482.33		
96825 23-0497		11-000-262-610-DW-0620C	9073/SCOLES FLOORSHINE INDUSTRIES, LLC *	61	1,579.50 lnv. 446907	08/31/2022	C
23-0500		11-000-262-610-DW-0620C	9073/SCOLES FLOORSHINE INDUSTRIES, LLC *	61	7,572.87Inv. 446905	08/31/2022	C
		<b>Total For Check Number</b>	96825		\$9,152.37		
96826 23-0504		11-190-100-610-TD-0730A	8712/SHI INTERNATIONAL CORP *	61	220.00 Inv. B15711224	08/31/2022	C
23-0523		11-190-100-610-TD-0730A	8712/SHI INTERNATIONAL CORP *	61	304.56Inv. B15710313	08/31/2022	C
		Total For Check Number	96826		\$524.56		
96827 23-0463		11-000-221-500-CI	9077/SPOTIFY USA INC *	61	584.00 Inv. CIUS133532	08/31/2022	C
		Total For Check Number	96827		\$584.00		
96828 23-0374		11-207-100-610-LR-0240	3297/SUPER DUPER PUBLICATIONS, CORP *	61	99.85 Inv. 2762447A	08/31/2022	С
		Total For Check Number	96828		\$99.85		
96829 23-0444		11-000-240-610-HS-0250A	9192/SUPREME SCHOOL SUPPLY CO. *	61	162.77 Inv. 148684	08/31/2022	С
		Total For Check Number	96829		\$162.77		
96830 23-0570		11-000-230-339-AD-0120D	3872/SYSTEMS 3000, INC. *	61	10,723.00 Inv. S-26021892	08/31/2022	С
00000 10 00/0		Total For Check Number			\$10,723.00		
96831 23-0479		11-000-218-600-HS-0250E-6 -	3320/TEACHER	61	106.57 Cara Pagan	08/31/2022	С
00001 20.0410		Total For Check Number			\$106.57		
						00/04/0000	
96832 23-0547		11-190-100-500-BC	3320/TEACHER	61	324.99 Erica Ebersole	08/31/2022	(C)

# Mountain Lakes Board of Education Check Register By Check Number



Check # PO #	Invoice Number	Account Number	Vendor No./ Name	Ba- tch	Check Check Amount Description	Check Check Date Type
NPOSTED CHE	CKS					
96833 23-0565		13-423-100-610-SA	3320/TEACHER	61	956.20 Michael Hollick	08/31/2022 C
		Total For Check Numbe	r 96833		\$956.20	
96834 22-0989		30-002-401-450-HS-0001	9132/THE GILLESPIE GROUP *	61	88,421.46 Inv. 00000262	08/31/2022 C
		Total For Check Number	r 96834		\$88,421.46	
96835 23-0201		11-190-100-610-WW-0240A-P -	5192/TIME FOR KIDS	61	908.16 Inv. for AC#4096817228	08/31/2022 C
		Total For Check Number	r 96835		\$908.16	
96836 23-0618		11-000-261-420-DW-0750	5481/TK ELEVATOR *	61	1,388.61 Inv. 3006726259	08/31/2022 C
		Total For Check Number	r 96836		\$1,388.61	
96837 23-0335		11-402-100-610-HS-1020A-54-	8450/UNIVERSAL LACROSSE COMPANY, LLC	61	54.97 Inv. 10783	08/31/2022 C
		Total For Check Number	96837		\$54.97	
96838 23-0569		11-000-230-590-DW-0820D	8849/USI INSURANCE SERVICES	61	24,000.00 Inv. 4267467	08/31/2022 C
23-0569		11-000-230-590-DW-0820D	8849/USI INSURANCE SERVICES	61	7,903.00 Inv. 4270931	08/31/2022 C
		Total For Check Number			\$31,903.00	
96839 23-0178		11-190-100-610-HS-0240A-C -	3591/WARD'S NATURAL SCIENCE *	61	673.17#8810166986, #8810209330	08/31/2022 C
23-0213		11-190-100-610-HS-0240A-C -	3591/WARD'S NATURAL SCIENCE *	61	136.62#8810209331	08/31/2022 C
		Total For Check Number	96839		\$809.79	
96840 23-0303		11-000-261-610-DW-0730B	8187/WARSHAUER ELECTRIC SUPPLY CO. *	61	151.19 Inv. SI00454794-001	08/31/2022 C
		Total For Check Number	96840		\$151.19	
96841 23-0186		11-190-100-610-BC-0730A	4247/WENGER CORPORATION *	61	551.06 Inv. 832393	08/31/2022 C
		Total For Check Number	96841		\$551.06	
96842 23-0368		11-207-100-610-LR-0240	8971/WESTERN PSYCHOLOGICAL SERVICES *	61	668.80 Inv. WPS-437040	08/31/2022 C
		Total For Check Number	96842		\$668.80	
96843 23-0193		11-190-100-610-WW-0240A-P -	8026/WILLIAM H. SADLIER INC. *	61	1,119.31 Inv. INV141663	08/31/2022 C
		Total For Check Number	96843		\$1,119.31	
		Total Unr	oosted Checks		\$356,741.83	

# Mountain Lakes Board of Education Check Register By Check Number

1

Fund Summary	Fund Category	Sub Fund	Computer Checks	Computer Checks Non/AP	Hand Checks	Hand Checks Non/AP	Total Checks
	10 10 10 Fund 10	10 11 13 TOTAL	\$221,969.87 \$956.20 \$222,926.07	\$5,872.00 \$5,872.00			\$5,872.00 \$221,969.87 \$956.20 \$228,798.07
	20	20	\$344.80	\$1,500.00			\$1,844.80
	30	30	\$126,098.96				\$126,098.96
	GRAND	TOTAL	\$349,369.83	\$7,372.00	\$0.00	\$0.00	\$356,741.83

* Total Prior Cycle Checks Voided in selected cycle(s):	\$0.00
Total Checks from selected cycle(s) voided in the selected cycle(s):	\$0.00

# Mountain Lakes Board of Education Check Register By Check Number



for Batch 51 and Posted Checks : Current Cycle : July

Check #	PO#	Invoice Number	Account Number	Vendor No./ Name	Ba- tch	Check Check Amount Description	Check Date	Check Type
POSTED	CHECKS							
600068	Non A/P Chk		DB10-141- , CR10-101-	3688/PAYROLL AGENCY ACCOUNT	51	6,059.48 FICA	07/15/202	2 H
	23-0004		11-000-291-220-DW-0810B	3688/PAYROLL AGENCY ACCOUNT	51	20,476.68 EMP BENEFITS-SS/FICA/MED	07/15/202	2 H
			Total For Check Number	600068		\$26,536.16		
613498	Non A/P Chk		DB10-141- , CR10-101-	3688/PAYROLL AGENCY ACCOUNT	51	6,059.48FICA	07/31/202	2 H
	23-0004		11-000-291-220-DW-0810B	3688/PAYROLL AGENCY ACCOUNT	51	10,037.16 EMP BENEFITS-SS/FICA/MED	07/31/202	2 H
	23-0003		11-000-291-249-LR-0822B	3688/PAYROLL AGENCY ACCOUNT	51	22.38 EMP BENEFITS-DCRP	07/31/202	2 H
						7/16-7/31/22		
			Total For Check Number	613498		\$16,119.02		
7142022	23-0289		11-402-100-890-HS-1020A-85-	9097/VANTAGESPORTZ, LLC	51	187.90 Ref Pay 7/14/22	07/14/202	2 H
			Total For Check Number	7142022		\$187.90		
7282022	23-0289		11-402-100-890-HS-1020A-85-	9097/VANTAGESPORTZ, LLC	51	269.85 Ref Pay 7/28/22	07/28/202	2 H
			<b>Total For Check Number</b>	7282022		\$269.85		
19543321	23-0001		11-000-291-270-DW-0820C	8877/NJSHBP	51	398,905.62 Health Benefits - Jul'22	07/15/202	2 H
			Total For Check Number	19543321		\$398,905.62		
			Total Pos	ted Checks		\$442,018.55		

# Mountain Lakes Board of Education Check Register By Check Number

for Batch 51 and Posted Checks : Current Cycle : July

Fund Summary	Fund Category	Sub Fund	Computer Checks	Computer Checks Non/AP	Hand Checks	Hand Checks Non/AP	Total Checks			
	10	10				\$12,118.96	\$12,118.96			
	10	11			\$429,899.59	<b>*</b> 40,440,00	\$429,899.59			
	Fund 10	TOTAL			\$429,899.59	\$12,118.96	\$442,018.55			
	GRAND	TOTAL	\$0.00	\$0.00	\$429,899.59	\$12,118.96	\$442,018.55			

* Total Prior Cycle Checks Voided in selected cycle(s):	\$0.00
Total Checks from selected cycle(s) voided in the selected cycle(s):	\$0.00

# Mountain Lakes Board of Education Check Register By Check Number

1

for Batch 79 and Posted Checks : Current Cycle : July

Check # PO #	Invoice Number	Account Number	Vendor No./ Name	Ba- tch	Check Check Amount Description	Check Check Date Type
		Number	NO./ Name	ten	Amount Description	
POSTED CHECK	(S					
600062 23-2223		11-000-218-104-HS-0214B	2813/PAYROLL ACCOUNT	79	5,833.33 GUIDANCE-SAL	07/15/2022 H
23-2223		11-000-218-105-HS-0215B	2813/PAYROLL ACCOUNT	79	4,399.91 GUIDANCE-SAL CLERICAL	07/15/2022 H
23-2223		11-000-219-104-CS-0214C	2813/PAYROLL ACCOUNT	79	7,328.33CST-SAL	07/15/2022 H
23-2223		11-000-219-105-CS-0215C	2813/PAYROLL ACCOUNT	79	2,898.75CST-SAL CLERICAL	07/15/2022 H
23-2223		11-000-221-102-HS-0212	2813/PAYROLL ACCOUNT	79	12,301.83 IMPROV INSTR-SAL SUPERV	07/15/2022 H
22-2022		11-000-221-104-DW-0250E-2 -	2813/PAYROLL ACCOUNT	79	1,000.00 IMPROV INSTR-SAL OTH PRO	07/15/2022 H
23-2223		11-000-230-100-AD-0110C	2813/PAYROLL ACCOUNT	79	144.92 GEN ADMIN-SAL	07/15/2022 H
23-2223		11-000-230-100-AD-0110D	2813/PAYROLL ACCOUNT	79	6,990.19 GEN ADMIN-SAL	07/15/2022 H
23-2223		11-000-230-100-AD-0110E	2813/PAYROLL ACCOUNT	79	5,469.42 GEN ADMIN-SAL	07/15/2022 H
23-2223		11-000-230-100-LR-0000	2813/PAYROLL ACCOUNT	79	1,823.15 GEN ADMIN-SAL	07/15/2022 H
23-2223		11-000-230-100-LR-0110	2813/PAYROLL ACCOUNT	79	68.20 GEN ADMIN-SAL	07/15/2022 H
23-2223		11-000-230-100-LR-0110D	2813/PAYROLL ACCOUNT	79	2,330.06 GEN ADMIN-SAL	07/15/2022 H
23-2223		11-000-240-103-BC-0211	2813/PAYROLL ACCOUNT	79	6,227.54 SCH ADMIN-SAL	07/15/2022 H
23-2223		11-000-240-103-HS-0211	2813/PAYROLL ACCOUNT	79	13,110.41 SCH ADMIN-SAL	07/15/2022 H
23-2223		11-000-240-103-LR-0211	2813/PAYROLL ACCOUNT	79	7,754.87 SCH ADMIN-SAL	07/15/2022 H
23-2223		11-000-240-103-WW-0211	2813/PAYROLL ACCOUNT	79	7,154.87 SCH ADMIN-SAL	07/15/2022 H
23-2223		11-000-240-104-HS-0212	2813/PAYROLL ACCOUNT	79	6,000.45SCH ADMIN-SAL OTH PROF	07/15/2022 H
23-2223		11-000-240-105-BC-0215A	2813/PAYROLL ACCOUNT	79	2,898.75 SCH ADMIN-SAL CLERICAL	07/15/2022 H
23-2223		11-000-240-105-HS-0215A	2813/PAYROLL ACCOUNT	79	5,818.33 SCH ADMIN-SAL CLERICAL	07/15/2022 H
23-2223		11-000-240-105-LR-0215A	2813/PAYROLL ACCOUNT	79	2,940.41 SCH ADMIN-SAL CLERICAL	07/15/2022 H
23-2223		11-000-240-105-WW-0215A	2813/PAYROLL ACCOUNT	79	2,842.29 SCH ADMIN-SAL CLERICAL	07/15/2022 H
23-2223		11-000-251-100-AD-0110A	2813/PAYROLL ACCOUNT	79	5,171.25 CENTRAL SERV-SAL	07/15/2022 H
23-2223		11-000-251-100-AD-0110B	2813/PAYROLL ACCOUNT	79	8,111.49CENTRAL SERV-SAL	07/15/2022 H
23-2223		11-000-251-100-LR-0110A	2813/PAYROLL ACCOUNT	79	3,920.25 CENTRAL SERV-SAL	07/15/2022 H
23-2223		11-000-252-100-DW	2813/PAYROLL ACCOUNT	79	6,008.33IT-SAL	07/15/2022 H
22-2022		11-000-261-100-DW-0610B	2813/PAYROLL ACCOUNT	79	607.80 REQ MAINT-SAL	07/15/2022 H
23-2223		11-000-261-100-DW-0710A	2813/PAYROLL ACCOUNT	79	7,708.52 REQ MAINT-SAL	07/15/2022 H
23-2223		11-000-261-100-LR-0710	2813/PAYROLL ACCOUNT	79	1,197.92 REQ MAINT-SAL	07/15/2022 H
23-2223		11-000-262-100-AD-0610A-8 -	2813/PAYROLL ACCOUNT	79	4,997.75CUSTODIAL-SAL	07/15/2022 H
23-2223		11-000-262-100-BC-0610A-8 -	2813/PAYROLL ACCOUNT	79	6,625.19CUSTODIAL-SAL	07/15/2022 H
23-2223		11-000-262-100-HS-0610A-8 -	2813/PAYROLL ACCOUNT	79	13,906.44 CUSTODIAL-SAL	07/15/2022 H
23-2223		11-000-262-100-LR-0610A	2813/PAYROLL ACCOUNT	79	4,607.07CUSTODIAL-SAL	07/15/2022 H
23-2223		11-000-262-100-WW-0610A-8 -	2813/PAYROLL ACCOUNT	79	9,195.40 CUSTODIAL-SAL	07/15/2022 H
23-2223		11-000-263-100-DW	2813/PAYROLL ACCOUNT	79	3,960.62 GROUNDS-SAL	07/15/2022 H
23-2223		11-000-291-280-DW-0250B	2813/PAYROLL ACCOUNT	79	1,372.97 EMP BENEFITS-TUITION	07/15/2022 H
22-2022		11-140-100-101-HS-0213A	2813/PAYROLL ACCOUNT	79	20,933.00 GR9-12-SAL	07/15/2022 H
23-2223		11-190-100-106-TD-0216A	2813/PAYROLL ACCOUNT	79	8,939.07 REG PROG UND-SAL OTH INS	07/15/2022 H

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07/01/2022

# Mountain Lakes Board of Education Check Register By Check Number

1

for Batch 79 and Posted Checks : Current Cycle : July

	Check # PO #	Invoice Number	Account Number	Vendor No./ Name	Ba- tch	Check Check Amount Description	Check Date	Check Type
					ten		Puto	1300
1	<b>OSTED CHECK</b>	8						
	600062 22-2022		11-207-100-101-LR-0213B	2813/PAYROLL ACCOUNT	79	556.58AUD IMP-SAL	07/15/202:	
	22-2022		11-207-100-101-LR-0213E	2813/PAYROLL ACCOUNT	79	2,448.94AUD IMP-SAL	07/15/202:	2 H
	23-2223		11-401-100-100-WW-1010A-2 -	2813/PAYROLL ACCOUNT	79	1,813.00EXTRA-CURR-SAL	07/15/202	2 H
	23-2223		11-402-100-100-HS-1010A-20-	2813/PAYROLL ACCOUNT	79	2,877.91ATHLETICS-SAL	07/15/2022	2 H
	23-2223		13-422-100-101-LS	2813/PAYROLL ACCOUNT	79	72,786.05SS TEACHING SALARIES	07/15/2022	2 H
	23-2223		13-422-100-106-LS	2813/PAYROLL ACCOUNT	79	15,147.68SS AIDES SALARIES	07/15/2022	2 H
	23-2223		13-422-100-106-LS-OT/PT	2813/PAYROLL ACCOUNT	79	27,143.62 OCCUP/PHYSICAL THERAPY	07/15/2022	2 H
	23-2223		13-423-100-101-SA	2813/PAYROLL ACCOUNT	79	16,713.00ACADEMY TEACH SAL	07/15/2022	2 H
			Total For Check Number	600062		\$352,085.86		
¢.	613496 22-2022		11-000-213-330-CS-0431A	2813/PAYROLL ACCOUNT	79	552.50 HEALTH-OTH PUR PROF SERV	07/31/2022	2 H
	23-2223		11-000-218-104-HS-0214B	2813/PAYROLL ACCOUNT	79	5,833.33 GUIDANCE-SAL	07/31/2022	2 H
	23-2223		11-000-218-105-HS-0215B	2813/PAYROLL ACCOUNT	79	4,399.91 GUIDANCE-SAL CLERICAL		
	22-2022		11-000-219-104-CS-0001	2813/PAYROLL ACCOUNT	79	148.50 CST-SAL NON PENS		
	23-2223		11-000-219-104-CS-0214C	2813/PAYROLL ACCOUNT	79	7,328.33CST-SAL	07/31/2022	2 H
	23-2223		11-000-219-105-CS-0215C	2813/PAYROLL ACCOUNT	79	2,898.75CST-SAL CLERICAL	07/31/2022	2 H
	23-2223		11-000-221-102-HS-0212	2813/PAYROLL ACCOUNT	79	12,301.83 IMPROV INSTR-SAL SUPERV	07/31/2022	2 H
	23-2223		11-000-221-104-DW-0250E-2 -	2813/PAYROLL ACCOUNT	79	1,483.80 IMPROV INSTR-SAL OTH PRO	07/31/2022	2 H
	23-2223		11-000-230-100-AD-0110C	2813/PAYROLL ACCOUNT	79	144.92 GEN ADMIN-SAL	07/31/2022	2 H
	23-2223		11-000-230-100-AD-0110D	2813/PAYROLL ACCOUNT	79	6,990.19 GEN ADMIN-SAL	07/31/2022	2 H
	23-2223		11-000-230-100-AD-0110E	2813/PAYROLL ACCOUNT	79	5,469.42 GEN ADMIN-SAL	07/31/2022	2 H
	23-2223		11-000-230-100-LR-0000	2813/PAYROLL ACCOUNT	79	1,823.15 GEN ADMIN-SAL	07/31/2022	2 H
	23-2223		11-000-230-100-LR-0110	2813/PAYROLL ACCOUNT	79	68.20 GEN ADMIN-SAL	07/31/2022	2 H
	23-2223		11-000-230-100-LR-0110D	2813/PAYROLL ACCOUNT	79	2,330.06 GEN ADMIN-SAL	07/31/2022	2 H
	23-2223		11-000-240-103-BC-0211	2813/PAYROLL ACCOUNT	79	6,227.54 SCH ADMIN-SAL	07/31/2022	2 H
	23-2223		11-000-240-103-HS-0211	2813/PAYROLL ACCOUNT	79	13,110.41 SCH ADMIN-SAL	07/31/2022	2 H
	23-2223		11-000-240-103-LR-0211	2813/PAYROLL ACCOUNT	79	7,754.87 SCH ADMIN-SAL	07/31/2022	2 H
	23-2223		11-000-240-103-WW-0211	2813/PAYROLL ACCOUNT	79	7,154.87 SCH ADMIN-SAL	07/31/2022	2 H
	23-2223		11-000-240-104-HS-0212	2813/PAYROLL ACCOUNT	79	6,000.45SCH ADMIN-SAL OTH PROF	07/31/2022	2 H
	23-2223		11-000-240-105-BC-0215A	2813/PAYROLL ACCOUNT	79	2,898.75 SCH ADMIN-SAL CLERICAL	07/31/2022	2 H
	23-2223		11-000-240-105-HS-0215A	2813/PAYROLL ACCOUNT	79	5,818.33 SCH ADMIN-SAL CLERICAL	07/31/2022	2 H
	23-2223		11-000-240-105-LR-0215A	2813/PAYROLL ACCOUNT	79	2,940.41 SCH ADMIN-SAL CLERICAL	07/31/2022	2 H
	23-2223		11-000-240-105-WW-0215A	2813/PAYROLL ACCOUNT	79	2,842.29SCH ADMIN-SAL CLERICAL	07/31/2022	2 H
	23-2223		11-000-251-100-AD-0110A	2813/PAYROLL ACCOUNT	79	5,171.25CENTRAL SERV-SAL	07/31/2022	2 H
	23-2223		11-000-251-100-AD-0110B	2813/PAYROLL ACCOUNT	79	8,111.49CENTRAL SERV-SAL	07/31/2022	
	23-2223		11-000-251-100-LR-0110A	2813/PAYROLL ACCOUNT	79	3,920.25 CENTRAL SERV-SAL	07/31/2022	2 H
	23-2223		11-000-252-100-DW	2813/PAYROLL ACCOUNT	79	6,008.331T-SAL	07/31/2022	
	23-2223		11-000-261-100-DW-0610B	2813/PAYROLL ACCOUNT	79	2,710.00 REQ MAINT-SAL	07/31/2022	

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### 07/01/2022

# Mountain Lakes Board of Education Check Register By Check Number

1

for Batch 79 and Posted Checks : Current Cycle : July

Check # PO #	Invoice Number	Account Number	Vendor No./ Name	Ba- tch	Check Check Amount Description	Check Check Date Type
POSTED CHECK	S					
613496 23-2223		11-000-261-100-DW-0710A	2813/PAYROLL ACCOUNT	79	7,708.52 REQ MAINT-SAL	07/31/2022 H
23-2223		11-000-261-100-LR-0710	2813/PAYROLL ACCOUNT	79	1,197.92 REQ MAINT-SAL	07/31/2022 H
23-2223		11-000-262-100-AD-0610A-8 -	2813/PAYROLL ACCOUNT	79	4,997.75CUSTODIAL-SAL	07/31/2022 H
23-2223	23-2223 11-000-262-100-BC-0610A-8 - 2813/PAYROLL ACCOUNT 79 6,625.19CUSTOD		6,625.19 CUSTODIAL-SAL	07/31/2022 H		
23-2223		11-000-262-100-HS-0610A-8 -	2813/PAYROLL ACCOUNT	79	14,884.04 CUSTODIAL-SAL	07/31/2022 H
23-2223		11-000-262-100-LR-0610A	2813/PAYROLL ACCOUNT	79	4,607.07 CUSTODIAL-SAL	07/31/2022 H
23-2223		11-000-262-100-WW-0610A-8 -	2813/PAYROLL ACCOUNT	79	9,195.40 CUSTODIAL-SAL	07/31/2022 H
23-2223		11-000-263-100-DW	2813/PAYROLL ACCOUNT	79	3,960.62 GROUNDS-SAL	07/31/2022 H
23-2223		11-190-100-106-HS-0216A	2813/PAYROLL ACCOUNT	79	1,297.50 REG PROG UND-SAL OTH INS	S 07/31/2022 H
23-2223		11-190-100-106-TD-0216A	2813/PAYROLL ACCOUNT	79	8,939.07 REG PROG UND-SAL OTH INS	6 07/31/2022 H
23-2223		11-402-100-100-HS-1010A-20-	2813/PAYROLL ACCOUNT	79	2,877.91 ATHLETICS-SAL	07/31/2022 H
23-2223		13-422-100-106-LS-OT/PT	2813/PAYROLL ACCOUNT	79	1,721.72OCCUP/PHYSICAL THERAPY	07/31/2022 H
23-2223		13-423-100-101-SA	2813/PAYROLL ACCOUNT	79	17,290.00 ACADEMY TEACH SAL	07/31/2022 H
		<b>Total For Check Number</b>	613496		\$217,744.84	
	Total Posted Checks				\$569,830.70	

# Mountain Lakes Board of Education Check Register By Check Number

for Batch 79 and Posted Checks : Current Cycle : July

Fund Summary	Fund Category	Sub Fund	Computer Checks	Computer Checks Non/AP	Hand Checks	Hand Checks Non/AP	Total Checks
	10 10 Fund 10	11 13 TOTAL			\$419,028.63 \$150,802.07 \$569,830.70		\$419,028.63 \$150,802.07 \$569,830.70
	GRAND	TOTAL	\$0.00	\$0.00	\$569,830.70	\$0.00	\$569,830.70

\* Total Prior Cycle Checks Voided in selected cycle(s):\$0.00Total Checks from selected cycle(s) voided in the selected cycle(s):\$0.00

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07/01/2022

# Mountain Lakes Board of Education Monthly Transfer Report

Budget Category	Accounts	Original Budget	Revenues Allowed + Pr Yr Reserve	Orig + Rvnues Allowed + Pr Yr Reserve	Maximum Transfer Out Allowed		YTD Net Transfers	% change of Transfers	Remaining Transfers Out Allowed	Account Balance
INSTRUCTION										
Regular Programs	11-1XX-100-XXX	11,400,319.00	85,077.90	11,485,396.90	1,148,539.69	(	5,369.75)	-0.05	1,143,169.94	10,719,820.19
	12-1XX-100-XXX									
	13-1XX-100-XXX									
	15-1XX-100-XXX									
Special Education, Basic Skills/Remedial	1X-2XX-100-XXX	6,368,829.00	60,703.94	6,429,532.94	642,953.29	(	1,399.30)	-0.02	641,553.99	6,358,018.04
and Bilingual Instruction and Speech/OT/PT	T 1X-000-216-XXX									
and Ex	1X-000-217-XXX									
Vocational Programs-Local	1X-3XX-100-XXX	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00
School-Spon. Co/Extra-Curr. Activities,	11-4XX-100-XXX	1,155,171.00	21,809.57	1,176,980.57	117,698.06		1,813.00	0.15	119,511.06	1,029,492.86
School Sponsored Athletics, and Other	11-4XX-200-XXX									
Instructiona	12-4XX-100-XXX									
	15-4XX-100-XXX									
	15-4XX-200-XXX									
Community Services Programs/Operations	1X-800-330-XXX	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00
TOTAL INSTRUCTIONAL EXPENSE		18,924,319.00	167,591.41	19,091,910.41						18,107,331.09
UNDISTRIBUTED EXPENDITURES									8	
Tuition	11-000-100-XXX	1,035,693.00	65,599.43	1,101,292.43	110,129.24		0.00	0.00	110,129.24	414,971.90
Attendance and Social Work, Health,	1X-000-211-XXX	3,063,279.00	24,631.81	3,087,910.81	308,791.08	(	970.70)	-0.03	307,820.38	2,545,646.51
Guidance, Child Study Teams, Education	1X-000-213-XXX									
Media Services/	1X-000-218-XXX									
	1X-000-219-XXX									
	1X-000-222-XXX									
Improvement of Instruction Services and	1X-000-221-XXX	814,079.00	1,949.00	816,028.00	81,602.80		0.00	0.00	81,602.80	510,210.51
Instructional Staff Training Services	1X-000-223-XXX									
General Administration	1X-000-230-XXX	708,786.00	5,326.63	714,112.63	71,411.26		60,612.00	8.49	132,023.26	152,803.17
School Administration	1X-000-240-XXX	1,421,637.00	1,363.53	1,423,000.53	142,300.05	(	1,950.00)	-0.14	140,350.05	85,871.76
Central Services & Administrative	1X-000-25X-XXX	622,267.00	9,647.91	631,914.91	63,191.49		5,200.00	0.82	68,391.49	57,467.22
Information Technology										
Operation and Maintenance of Plant	1X-000-26X-XXX	2,593,606.00	234,236.79	2,827,842.79	282,784.28		122,150.00	4.32	404,934.28	547,048.40
Services										
Student Transportation Services	1X-000-270-XXX	584,734.00	6,426.67	591,160.67	59,116.07		0.00	0.00	59,116.07	561,626.02
Personal Services-Employee Benefits	1X-XXX-XXX-2XX	6,197,663.00	1,937.98	6,199,600.98	619,960.10	(	186,962.00)	-3.02	432,998.10	238,010.24

va\_s1701 07/01/2022

# **Mountain Lakes Board of Education Monthly Transfer Report**

Budget Category	Accounts	Original Budget	Revenues Allowed + Pr Yr Reserve	Orig + Rvnues Allowed + Pr Yr Reserve	Maximum Transfer Out Allowed	YTD Net Transfers	% change of Transfers	Remaining Transfers Out Allowed	Account Balance
Food Services	11-000-310-XXX	40,000.00	2,428.70	42,428.70	4,242.87	0.00	0.00	4,242.87	40,000.00
Transfer Property Sale Proceedes to Debt Service Reserve	11-000-520-934	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transfer from General Fund Surplus to Deb Service Fund to Repay CDL	t 11-000-520-936	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL UNDISTRIBUTED EXPENSE		17,081,744.00	353,548.45	17,435,292.45					5,153,655.73
TOTAL GENERAL CURRENT EXPENSE		36,006,063.00	521,139.86	36,527,202.86					23,260,986.82
Equipment	12-XXX-XXX-73X 15-XXX-XXX-73X	42,000.00	72,443.10	114,443.10	11,444.31	11,876.75	10.38	23,321.06	40,028.07
Facilities Acquisition and Construction Services	12-000-4XX-XXX	458,298.00	0.00	458,298.00	0.00	0.00	0.00	0.00	21,189.29
Capital Reserve-Transfer to Capital Expend Fund	. 12-000-4XX-931	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Capital Reserve-Transfer to Repayment of Debt	12-000-4XX-933	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL CAPITAL EXPENDITURES		500,298.00	72,443.10	572,741.10					61,217.36
TOTAL SPECIAL SCHOOLS	13-XXX-XXX-XXX	494,000.00	354.60	494,354.60	49,435.46	( 5,000.00)	-1.01	44,435.46	332,962.54
Transfer of Funds to Charter Schools	10-000-100-56X	16,173.00	0.00	16,173.00	1,617.30	0.00	0.00	1,617.30	16,173.00
Transfer of Funds to Renaissance	10-000-100-571	0.00	0.00	0.00	0,00	0.00	0.00	0.00	0.00
General Fund Contribution to School Based Budgets	10-000-520-930	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OPERATING BUDGET GRAND TOTAL		37,016,534.00	593,937.56	37,610,471.56					23,671,339.72

< School Business Administrator Signature

9.16.22 Date

## REPORT OF THE TREASURER TO THE BOARD OF EDUCATION DISTRICT OF MOUNTAIN LAKES

## ALL FUNDS

## FOR THE MONTH ENDING JULY 31, 2022

	OPENING CASH BALANCE 7/1/22	ADJUST'S	CASH RECEIPTS THIS MONTH	CASH DISBURSE MENTS THIS MONTH	CLOSING CASH BALANCE 7/31/22
GOVERNMENTAL FUNDS					
10 GENERAL FUND	\$3,874,721.71	\$0.00	\$2,963,417.79	\$1,659,232.90	\$5,178,906.60
20 SPECIAL REVENUE FUND	\$65,849.10	\$0.00	\$169,435.82	\$30,128.48	\$205,156.44
30 CAPITAL PROJECTS FUND	\$1,325,460.25	\$0.00	\$1,203.14	\$3,303.75	\$1,323,359.64
40 DEBT SERVICE FUND	\$140,044.11	\$0.00	\$174,383.00	\$626,440.63	(\$312,013.52)
60 CAFETERIA ACCOUNT	\$103,019.72	\$0.00	\$1,477.56	\$37,984.09	\$66,513.19
TOTAL GOVERNMENTAL FUNDS:	\$5,509,094.89	\$0.00	\$3,309,917.31	\$2,357,089.85	\$6,461,922.35
TRUST AND AGENCY FUNDS					
UNEMPLOYMENT	\$426,320.76	\$0.00	\$10,709.58	\$0.00	\$437,030.34
NET PAYROLL	\$0.00	\$0.00	\$379,629.02	\$379,629.02	\$0.00
PAYROLL AGENCY	\$26,510.09	\$0.00	\$230,889.03	\$254,507.79	\$2,891.33
TOTAL TRUST & AGENCY FUNDS:	\$452,830.85	\$0.00	\$621,227.63	\$634,136.81	\$439,921.67
TOTAL ALL FUNDS:	\$5,961,925.74	\$0.00	\$3,931,144.94	\$2,991,226.66	\$6,901,844.02

PREPARED AND SUBMITTED BY

TREASURER OF SCHOOL MONIES

D. TIMOTHY ROBERTS

### MOUNTAIN LAKES SCHOOL DISTRICT SUMMARY SHEET RECONCILIATION OF BOOK AND BANK BALANCES

### FOR THE MONTH ENDING: JULY 31, 2022

	ACCOUNT NUMBER	AMOUNT	Interest
CHECKING ACCOUNT - FUND 10 THRU 40			July
GENERAL ACCOUNT LAKELAND BANK DEPOSITS IN TRANSIT OUTSTANDING CHECKS ADJUSTMENTS	#624611616	\$6,194,464.93 \$11,800.13 (\$965,369.02) \$0.00	5,670.48
MONEY MARKET		\$1,154,513.12	1,203.14
ENDING BALANCE	-	\$6,395,409.16	
INVESTMENTS			
Debt Service Investment			
		\$6,395,409.16	
CAFETERIA ACCOUNT - LAKELAND BANK -FUND 60 OUTSTANDING CHECKS ADJUSTMENTS DEPOSITS IN TRANSIT	3624611829	\$108,003.13 (\$41,489.94)	117.56
ENDING BALANCE		\$66,513.19	
PAYROLL & TRUST ACCOUNTS			
NET PAYROLL ACCOUNT LAKELAND BANK DEPOSITS IN TRANSIT ADJUSTMENT	624611691	\$8,467.52	32.74
OUTSTANDING CHECKS		(\$8,467.52)	
ENDING BALANCE		\$0.00	
PAYROLL AGENCY ACCOUNT LAKELAND BANK DEPOSITS IN TRANSIT ADJUSTMENT	#624611640	\$3,786.53	71.66
OUTSTANDING CHECKS		(\$895.20)	
ENDING BALANCE		\$2,891.33	
UNEMPLOYMENT ACCOUNT DEPOSITS IN TRANSIT ADJUSTMENT OUTSTANDING CHECKS	#624611802	\$437,030.34	451.01
ENDING BALANCE		\$437,030.34	
TOTAL FUNDS - CASH AND INVESTMENTS		\$ <u>6,901,844.02</u>	7,546.59

#### GENERAL ACCT RECONCILIATION

DATE OF STATEMENT	07/31/22		DEPOSITS IN	TRANSIT:	
element was not as the second data and the second of a second state data and the second s		DATE	AMOUNT	REMARKS	
BANK STATEMENT BALANCE: LAKELAND	\$6,194,464.93		0.01	Ck 89551	
MONEY MARKET ACCOUNT	1,154,513,12		141,91	December Adj	
INVESTMNET ACCOUNT	0.00		7.24	Over Voided	
PLUS DEPOSITS NOT SHOWN	11,800,13		4.27	Jan, Difference	
LESS OUTSTANDING CHECKS	965,369 02		167.00	Aug Adj	
			681.26	Interest Adj	
			-2.91	Ocl Adj	
			7,096.00	Audit Adj	
			199.50	Charge Back Item 12/9/21	
ADJUSTED STATEMENT BALANCE	\$6,395,409.16		3,505,85	Due From Cafeteria	
		TOTAL	11,800,13		
CHECKBOOK BALANCE:	\$6,395.409.16		OUTSTANDING CHECKS		
		CHECK #	AMOUNT	DATE PAYEE	
			963,300.65	Checks	
UNE ADJUSTMENT - BATCH 94			2,068,37	Payroll Adj	
DJUSTED CHECKBOOK BALANCE	\$6,395,409.16				
	00,000,400.10				

\$0.00

TOTAL:

965,369.02

DIFFERENCE:

### Mountain Lakes Board of Education Outstanding Check List July 31, 2022

Date Issued 12/29/21	<b>AMOUNT</b> 599.00	CHECK #
12/29/21	599.00	
	000.00	95735
10/14/21	2,800.00	95240
10/14/21	567.90	95270
03/17/22	147.35	96114
04/13/22	25.38	96183
04/13/22	150.00	96231
04/27/22	25.38	96248
	541.70	Jan-22
	1,414.02	Feb-22
	5,304.83	May-22
	229,350.98	Jun-22
	680,815.88	Jul-22
Int to be Adjusted	41,556.03	08/01/20 Adj
TOTAL:	963,300.65	

09/16/22

### **CAFETERIA ACCT RECONCILIATION**

#### **RECONCILATION DATE:**

DATE OF STATEMENT	07/31/22		DEPOSITS IN TRANSIT:				
	وروب ويدرونهم والمراجع المراجع والمراجع والمراجع والمراجع والمراجع والمراجع والمراجع والمراجع والمراجع	DATE	AMOUNT	REMARK	(S		
BANK STATEMENT BALANCE:	\$108,003.13						
PLUS: DEPOSITS NOT SHOWN:	0.00						
LESS OUTSTANDING CHECKS:	41,489.94						
		TOTAL:	0.00				
ADJUSTED STATEMENT BALANCE:	\$66,513.19						
		OUTSTANDING CHECKS			S		
******	*****	CHECK #	AMOUNT	DATE	PAYEE		
CHECKBOOK BALANCE:	\$66,513.19	1156	34,523.44	07/28/22			
		1157	1,665.65	07/28/22			
		1158	1,795.00	07/28/22			
			565.85	03/30/22	Due to Operating		
			2,940.00	06/30/22	Due to Operating		
		TOTAL:	41,489.94				
ADJUSTED CHECKBOOK BALANCE:	\$66,513.19						
DIFFERENCE	\$0.00						

### UNEMPLOYMENT BANK REC

### RECONCILATION DATE:

09/16/22

DATE OF STATEMENT	07/31/22		DEPOS	ITS IN TRANSI	Τ:
	·····	DATE	AMOUNT	REMARKS	
BANK STATEMENT BALANCE:	\$437,030.34	······			
PLUS: DEPOSITS NOT SHOWN:	0.00				
LESS: OUTSTANDING CHECKS:	0.00				
ADJUSTED STATEMENT BALANCE:	\$437,030.34		· · · · · · · · · · · · · · · · · · ·		
**********	****	TOTAL:	0.0	0	
			OUTSTA	NDING CHECK	S
CHECKBOOK BALANCE:	\$437,030.34	CHECK #	AMOUNT	DATE	PAYEE
					· · · · · · · · · · · · · · · · · · ·
INTEREST EARNED:					
ADJUSTED CHECKBOOK BALANCE:	\$437,030.34				
DIFFERENCE:	\$0.00				
			<b>4</b>		

TOTAL:

0.00

#### NET PAYROLL ACCOUNT RECONCILIATION

RECONCILATION DATE:

09/16/22

DATE OF STATEMENT	07/31/22		DEPOS	BITS IN TRANSIT:	
		DATE	AMOUNT	REMARKS	
BANK STATEMENT BALANCE: LAKELAND	\$8,467.52				
Bran of Areaching Provide Proceedings	\$0,401.52				
PLUS: DEPOSITS NOT SHOWN:	0.00				
LESS: OUTSTANDING CHECKS:	8,467.52				
ADJUSTED STATEMENT BALANCE:	65.00	TOTAL	0_00		
	\$0.00		OUTST	ANDING CHECKS	
****	****	CHECK #	AMOUNT	DATE	
		150691	74.46	03/31/20	1
CHECKBOOK BALANCE:	\$0.00	150863	166.47	05/31/21	4
		150981	694.72	12/31/21	
			7,253.78	July	2
			22.21	Jan Interest	
DJUSTED CHECKBOOK BALANCE:	\$0.00		32.68	Feb Int	
	40.00		23.29	March Int	
FFERENCE:	\$0.00		32.26	April Int	
			63.88	May Int	
			71.03	June Int	
			32.74	July Int	

### AGENCY ACCOUNT RECONCILIATION

**RECONCILATION DATE:** 

09/16/22

DATE OF STATEMENT	07/31/22		DEPOS	SITS IN TRANSIT	ia -	
		DATE	AMOUNT	REMARKS		
BANK STATEMENT BALANCE: LAKELAND	\$3,786.53	·····				
PLUS: DEPOSITS NOT SHOWN;	0.00					
LESS: OUTSTANDING CHECKS:	895.20	<u></u>				
ADJUSTED STATEMENT BALANCE:	\$2,891.33					
***	***	TOTAL	0.00			
		OUT	STANDING CHE	скѕ		
CHECKBOOK BALANCE:	\$2,891.33		AMOUNT	DATE		
		337	895.20	06/30/22		
INTEREST EARNED:						

ADJUSTED CHECKBOOK BALANCE: \$2,891.33

DIFFERENCE:

\$0.00

	ANOUNT	DATE
337	895.20	06/30/22
TOTAL:	895.20	

REPORT OF THE SECRETARY TO THE BOARD OF EDUCATION Mountain Lakes Board of Education General Fund - Fund 10 Interim Balance Sheet For 1 Month Period Ending 07/31/2022

ASSETS AND RESOURCES

\_\_\_\_\_\_\_\_\_

--- ASSETS ----

1.01			** *** ***
101	Cash in bank		\$3,856,196.50
102-107	Cash and cash equivalents		(\$364.80)
116	Capital reserve Account		\$1,322,710.10
121	Tax levy receivable		\$20,707,435.00
	Accounts receivable:		
132	Interfund	\$140,041.17	
141	Intergovernmental - State	\$145,669.97	
153,154	Other (net of est uncollectible of \$)	\$9,933,543.84	\$10,219,254.98
	Loans receivable:		
131	Interfund	(\$14,454.86)	
			(\$14,454.86)
R E S	OURCES		
301	Estimated Revenues	\$36,060,534.00	

		+,
302	Less Revenues	(\$32,761,322.35)
		\$3,299,211.65

Total assets and resources

\$39,389,988.57

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REPORT OF THE SECRETARY

TO THE BOARD OF EDUCATION

Mountain Lakes Board of Education

General Fund - Fund 10

Interim Balance Sheet

For 1 Month Period Ending 07/31/2022

LIABILITIES AND FUND EQUITY

\_\_\_\_\_

---- LIABILITIES ----

Other current liabilities including Net Assets

\$90,636.86

TOTAL LIABILITIES			\$90,636.86
FUND BALANCE			
Appropriated			
753 Reserve for Encumbrances - Current Year		\$11,809,912.84	
754 Reserve for Encumbrance - Prior Year		\$506,466.27	
Reserved fund balance:			
761 Capital reserve account -	\$1,322,710.10		
307 Less: Budg w/d from Capital Rsrv Elgbl. Cost	(\$292,336.00)		
		\$1,030,374.10	
760 Reserved Fund Balance		\$196,716.14	
601 Appropriations	\$37,610,471.56		
602 Less : Expenditures \$1,622,752.73			
603 Encumbrances \$12,316,379.11 (	(\$13.939.131.84)		
		\$23,671,339.72	
Total Appropriated		\$37,214,809.07	
Unappropriated			
770 Unreserved Fund Balance -		\$3,040,542.64	
303 Budgeted Fund Balance		(\$956,000.00)	
TOTAL FUND BALANCE			\$39,299,351.71
TOTAL LIABILITIES AND FUND EQUITY			\$39,389,988.57

### Mountain Lakes Board of Education General Fund - Fund 10 Interim Balance Sheet For 1 Month Period Ending 07/31/2022

RECAPITULATION OF FUND BALANCE:	Budgeted	Actual	Variance
Appropriations	\$37,610,471.56	\$13,939,131.84	\$23,671,339.72
Revenues	(\$36,060,534.00)	(\$32,761,322.35)	(\$3,299,211.65)
	\$1,549,937.56	(\$18,822,190.51)	\$20,372,128.07
Change in Capital Reserve accounts:			
307 Less: Eligible Withdrawal (\$292,336.00)			
Change in Tuition Reserve accounts:			
Subtotal Reserve Adjustments	(\$292,336.00)	(\$292,336.00)	
Less: Adjust for prior year encumb.	(\$593,937.56)	(\$593,937.56)	
Budgeted Fund Balance	\$663,664.00	(\$19,708,464.07)	\$20,372,128.07
Recapitulation of Budgeted Fund Balance by Subfund			
Fund 10 (includes 10, 11, 12, and 13)	\$663,664.00	(\$19,708,464.07)	\$20,372,128.07
TOTAL Budgeted Fund Balance	\$663,664.00	(\$19,708,464.07)	\$20,372,128.07

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UNREALIZED

NOTE : OVER

#### REPORT OF THE SECRETARY

TO THE BOARD OF EDUCATION Mountain Lakes Board of Education

GENERAL FUND - FUND 10

### INTERIM STATEMENTS COMPARING

BUDGET REVENUE WITH ACTUAL TO DATE AND

APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE

For 1 Month Period Ending 07/31/2022

BUDGETED ACTUAL TO

		ESTIMATED	DATE	OR (UNDER)	BALANCE
*** REVENUES/S	OURCES OF FUNDS ***				
1xxx	From Local Sources	\$34,805,826.00	\$32,761,322.35		\$2,044,503.65
зххх	From State Sources	\$1,254,708.00	. 00		\$1,254,708.00
	TOTAL REVENUE/SOURCES OF FUNDS	\$36,060,534.00	\$32,761,322.35		\$3,299,211.65
					AVAILABLE
*** EXPENDITUR	ES ***	APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	BALANCE
CURRENT EX	PENSE				
11-1XX-100-XXX	Regular Programs - Instruction	\$11,480,027.15	\$183,552.46	\$576,654.50	\$10,719,820.19
11-2XX-100-XXX	Special Education - Instruction	\$5,837,056.94	\$11,103.25	\$58,336.15	\$5,767,617.54
11-240-100-XXX	Bilingual Education - Instruction	\$500.00	\$0.00	\$0.00	\$500.00
11-401-100-XXX	School-Spon. Cocurr. Acti-Instr	\$312,522.34	\$1,854.88	\$3,164.35	\$307,503.11
11-402-100-XXX	School-Spons. Athletics - Instruction	\$866,271.23	\$27,527.43	\$116,754.05	\$721,989.75
UNDISTRIBUT	TED EXPENDITURES				
11-000-100-XXX	Instruction	\$1,101,292.43	\$30,770.75	\$655,549.78	\$414,971.90
11-000-213-XXX	Health Services	\$992,691.01	(\$10,416.38)	\$34,140.05	\$968,967.34
11-000-216-XXX	Speech, OT, PT & Related Svcs	\$167,870.70	\$0.00	\$676.20	\$167,194.50
11-000-217-XXX	Other Support Serv - Students Extra Srvc	\$422,706.00	\$0.00	\$0.00	\$422,706.00
11-000-218-XXX	Guidance	\$1,029,484.99	\$20,466.48	\$230,268.18	\$778,750.33
11-000-219-XXX	Child Study Teams	\$844,684.80	\$20,602.66	\$225,291.71	\$598,790.43
11-000-221-XXX	Improv of Inst Instruc Staff	\$784,479.00	\$29,822.46	\$274,742.53	\$479,914.01
11-000-222-XXX	Educational Media Serv/School Library	\$220,079.31	\$4,234.50	\$16,706.40	\$199,138.41
11-000-223-XXX	Instructional Staff Training Services	\$31,549.00	\$273.50	\$979.00	\$30,296.50
11-000-230-XXX	Supp. ServGeneral Administration	\$774,724.63	\$166,051.38	\$455,870.08	\$152,803.17
11-000-240- <b>XXX</b>	Supp. ServSchool Administration	\$1,421,050.53	\$116,141.93	\$1,219,036.84	\$85,871.76
11-000-25 <b>X-XXX</b>	Central Serv & Admin. Inform. Tech.	\$637,114.91	\$66,356.55	\$513,291.14	\$57,467.22
11-000-261-XXX	Require Maint. for School Facilities	\$651,409.36	\$45,602.51	\$544,388.74	\$61,418.11
11-000-262-XXX	Custodial Services	\$1,996,893.27	\$184,964.40	\$1,428,558.46	\$383,370.41
11-000-263-XXX	Care and Upkeep of Grounds	\$202,246.16	\$12,789.27	\$105,097.01	\$84,359.88
11-000-266-XXX	Security	\$99,444.00	\$0.00	\$81,544.00	\$17,900.00
11-000-270-XXX	Student Transportation Services	\$591,160.67	\$20,060.25	\$9,474.40	\$561,626.02
11-XXX-XXX-2XX	Allocated and Unallocated Benefits	\$6,012,638.98	\$537,290.30	\$5,237,338.44	\$238,010.24
11-000-310- <b>XXX</b>	Food Services	\$42,428.70	\$2,428.70	. 00	\$40,000.00
:	TOTAL GENERAL CURRENT EXPENSE				
	EXPENDITURES/USES OF FUNDS	\$36,520,326.11	\$1,471,477.28	\$11,787,862.01	\$23,260,986.82

### REPORT OF THE SECRETARY

TO THE BOARD OF EDUCATION

Mountain Lakes Board of Education GENERAL FUND - FUND 10

INTERIM STATEMENTS COMPARING

### BUDGET REVENUE WITH ACTUAL TO DATE AND

APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE

For 1 Month Period Ending 07/31/2022

*** EXPENDITURES - cont'd ***	APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	AVAILABLE BALANCE
*** CAPITAL OUTLAY ***			<u> </u>	
12-XXX-XXX-73X Equipment	\$126,319.85	\$0.00	\$86,291.78	\$40,028.07
12-000-4XX-XXX Facilities acquisition & constr. serv.	\$458,298.00	.00	\$437,108.71	\$21,189.29
TOTAL CAP OUTLAY EXPEND./USES OF FUNDS	\$584,617.85	\$0.00	\$523,400.49	\$61,217.36
*** SPECIAL SCHOOLS ***				
13-422-100-XXX Summer school -instruction	\$242,000.00	\$116,799.07	.00	\$125,200.93
13-4XX-100-XXX Other spec. schools-instruction	\$247,354.60	\$34,476.38	\$5,116.61	\$207,761.61
TOTAL SPECIAL SCHOOLS EXPENDITURES/USES OF FUNDS	\$489,354.60	\$151,275.45	\$5,116.61	\$332,962.54
10-000-100-56% Transfer of Funds to Charter Schools	\$16,173.00	. 00	. 00	\$16,173.00
TOTAL GENERAL FUND EXPENDITURES	\$37,610,471.56	\$1,622,752.73	\$12,316,379.11	\$23,671,339.72

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### REPORT OF THE SECRETARY TO THE BOARD OF EDUCATION Mountain Lakes Board of Education GENERAL FUND - FUND 10 SCHEDULE OF REVENUES ACTUAL COMPARED WITH ESTIMATED For 1 Month Period Ending 07/31/2022

		ESTIMATED	ACTUAL	UNREALIZED
LOCAL	SOURCES			
1210	Local Tax Levy	\$23,008,261.00	\$23,008,261.00	.00
1310	Tuition from Individuals	\$428,310.00	\$443,089.15	(\$14,779.15)
1320	Tuition from LEAs Within State	\$11,157,459.00	\$9,301,711.64	\$1,855,747.36
1340	Tuition from Other Sources	\$72,100.00	. 00	\$72,100.00
1350	Tuition From Summer School	\$80,000.00	.00	\$80,000.00
1410	Transp Fees from Individuals	\$9,800.00	.00	\$9,800.00
1910	Rents and Royalties	\$5,000.00	\$2,245.00	\$2,755.00
1 XXX	Miscellaneous	\$44,896.00	\$6,015.56	\$38,880.44
	TOTAL LOCAL	\$34,805,826.00	\$32,761,322.35	\$2,044,503.65
STATE S	SOURCES			
3121	Categorical Transportation Aid	\$78,377.00	.00	\$78,377.00
3131	Extraordinary Aid	\$79,549.00	.00	\$79,549.00
3132	Categorical Special Education Aid	\$1,057,821.00	.00	\$1,057,821.00
3177	Categorical Security	\$38,961.00	. 00	\$38,961.00
	TOTAL	\$1,254,708.00	\$0.00	\$1,254,708.00
	TOTAL REVENUES/SOURCES OF FUNDS	\$36,060,534.00	\$32,761,322.35	\$3,299,211.65

Available

### REPORT OF THE SECRETARY TO THE BOARD OF EDUCATION Mountain Lakes Board of Education GENERAL FUND - FUND 10 STATEMENT OF APPROPRIATIONS COMPARED WITH EXPENDITURES AND ENCUMBRANCES For 1 Month Period Ending 07/31/2022

				Available
	Appropriations	Expenditures	Encumbrances	Balance
*** GENERAL CURRENT EXPENSE ***				
Regular Programs - Instruction				
11-105-100-101 Preschool - Salaries of Teachers	\$294,604.00	.00	. 00	\$294,604.00
11-110-100-101 Kindergarten - Salaries of Teachers	\$299,606.00	.00	. 00	\$299,606.00
11-120-100-101 Grades 1-5 - Salaries of Teachers	\$2,578,650.00	.00	. 00	\$2,578,650.00
11-130-100-101 Grades 6-8 - Salaries of Teachers	\$2,317,594.00	.00	.00	\$2,317,594.00
11-140-100-101 Grades 9-12 - Salaries of Teachers	\$4,656,442.00	\$20,933.00	.00	\$4,635,509.00
Regular Programs - Home Instruction				
11-150-100-101 Salaries of Teachers	\$20,000.00	\$0.00	\$0.00	\$20,000.00
11-150-100-320 Purchased ProfEd. Services	\$15,000.00	.00	.00	\$15,000.00
Regular Programs - Undistr. Instruction				
11-190-100-106 Other Salaries for Instruction	\$215,836.00	\$19,175.64	\$196,659.54	\$0.82
11-190-100-340 Purchased Technical Services	\$26,500.00	.00	.00	\$26,500.00
11-190-100-500 Other Purch. Serv. (400-500 series)	\$358,881.18	\$75,094.05	\$206,132.38	\$77,654.75
11-190-100-610 General Supplies	\$619,113.33	\$68,318.02	\$137,260.23	\$413,535.08
11-190-100-640 Textbooks	\$67,339.64	\$31.75	\$34,601.35	\$32,706.54
11-190-100-800 Other Objects	\$10,461.00	.00	\$2,001.00	\$8,460.00
TOTAL	\$11,480,027.15	\$183,552.46	\$576,654.50	\$10,719,820.19
SPECIAL EDUCATION - INSTRUCTION				
Visual Impairments:				
11-206-100-101 Salaries of Teachers	\$13,000.00	\$0.00	\$0.00	\$13,000.00
TOTAL	\$13,000.00	\$0.00	\$0.00	\$13,000.00
Auditory Impairments:				
11-207-100-101 Salaries of Teachers	\$2,884,060.72	\$3,005.52	\$2,555.20	\$2,878,500.00
11-207-100-106 Other Salaries for Instruction	\$586,088.00	.00	. 00	\$586,088.00
11-207-100-610 General Supplies	\$50,077.22	\$8,097.73	\$36,407.85	\$5,571.64
11-207-100-640 Textbooks	\$12,000.00	. 00	.00	\$12,000.00
11-207-100-800 Other Objects	\$17,941.00	. 00	\$17,941.00	. 00
TOTAL	\$3,550,166.94	\$11,103.25	\$56,904.05	\$3,482,159.64
Behavioral Disabilities:				
11-209-100-101 Salaries of Teachers	\$66,365.00	\$0.00	\$0.00	\$66,365.00
TOTAL	\$66,365.00	\$0.00	\$0.00	\$66,365.00
Resource Room/Resource Center:				
11-213-100-101 Salaries of Teachers	\$1,754,236.00	\$0.00	\$0.00	\$1,754,236.00
11-213-100-610 General supplies	\$4,625.00	.00	\$1,119.92	\$3,505.08
11-213-100-640 Textbooks	\$1,200.00	. 00	\$312.18	\$887.82
TOTAL	\$1,760,061.00	\$0.00	\$1,432.10	\$1,758,628.90
Home Instruction:				
11-219-100-101 Salaries of Teachers	\$413,464.00	\$0.00	\$0.00	\$413,464.00
11-219-100-320 Purchased ProfEd. Services	\$15,000.00	.00	. 00	\$15,000.00
11-219-100-500 Other Purch. Serv. (400-500 series)	\$17,000.00	.00	. 00	\$17,000.00
11-219-100-610 General Supplies	\$2,000.00	. 00	. 00	\$2,000.00



For 1 Month Period Ending 07/31/2022				Available
	Appropriations	Expenditures	Encumbrances	Balance
TOTAL	\$447,464.00	\$0.00	\$0.00	\$447,464.00
TOTAL SPECIAL ED - INSTRUCTION	\$5,837,056.94	\$11,103.25	\$58,336.15	\$5,767,617.54
11-240-100-610 General Supplies	\$500.00	. 00	. 00	\$500.00
TOTAL	\$500.00	\$0.00	\$0.00	\$500.00
School spons.cocurricular activities-Instruction				
11-401-100-100 Salaries	\$261,813.00	\$1,813.00	. 00	\$260,000.00
11-401-100-500 Purchased Services (300-500 series)	\$426.34	.00	\$426.34	.00
11-401-100-600 Supplies and Materials	\$11,120.00	\$41.88	\$2,275.01	\$8,803.11
11-401-100-800 Other Objects	\$39,163.00	.00	\$463.00	\$38,700.00
TOTAL	\$312,522.34	\$1,854.88	\$3,164.35	\$307,503.11
School sponsored athletics-Instruct	.35.5			
11-402-100-100 Salaries	\$664,071.00	\$5,755.82	\$63,314.02	\$595,001.16
11-402-100-500 Purchased Services (300-500 series)	\$38,583.28	\$8,583.28	\$1,771.40	\$28,228.60
11-402-100-600 Supplies and Materials	\$80,007.95	\$2,424.58	\$23,468.38	\$54,114.99
11-402-100-800 Other Objects	\$83,609.00	\$10,763.75	\$28,200.25	\$44,645.00
TOTAL	\$866,271.23	\$27,527.43	\$116,754.05	\$721,989.75
UNDISTRIBUTED EXPENDITURES				
Instruction				
11-000-100-563 Tuition to Co.Voc.School Distreg.	\$45,000.00	.00	. 00	\$45,000.00
11-000-100-566 Tuition to Priv Sch for Disbl w/i State	\$904,292.43	\$30,770.75	\$655,549.78	\$217,971.90
11-000-100-569 Tuition ~ Other	\$152,000.00	.00	. 00	\$152,000.00
TOTAL	\$1,101,292.43	\$30,770.75	\$655,549.78	\$414,971.90
Health services				
11-000-213-100 Salaries	\$673,687.00	.00	. 00	\$673,687.00
11-000-213-300 Purchased Prof. & Tech. Svc.	\$304,528.50	(\$10,612.50)	\$30,906.00	\$284,235.00
11-000-213-500 Other Purchd. Serv. (400-500 series)	\$228.00	.00	.00	\$228.00
11-000-213-600 Supplies and Materials	\$14,247.51	\$196.12	\$3,234.05	\$10,817.34
TOTAL	\$992,691.01	(\$10,416.38)	\$34,140.05	\$968,967.34
Speech, OT, PT & Related Svcs				
11-000-216-100 Salaries	\$166,720.00	.00	. 00	\$166,720.00
11-000-216-600 Supplies and Materials	\$1,150.70	.00	\$676.20	\$474.50
TOTAL	\$167,870.70	\$0.00	\$676.20	\$167,194.50
Other support services - Students - Extra Srvc				
11-000-217-100 Salaries	\$422,706.00	. 00	. 00	\$422,706.00
TOTAL	\$422,706.00	\$0.00	\$0.00	\$422,706.00
Guidance				
11-000-218-104 Salaries Other Prof. Staff	\$856,956.00	\$11,666.66	\$128,333.26	\$716,956.08
11-000-218-105 Sal Secr. & Clerical Asst.	\$142,632.00	\$8,799.82	\$96,798.02	\$37,034.16
11-000-218-11X Other Salaries	\$1,000.00	.00	.00	\$1,000.00
11-000-218-500 Other Purchased Services (400-500 series)	\$2,806.00	.00	.00	\$2,806.00

For 1 Month Period Ending 07/31/2022			Available	
	Appropriations	Expenditures	Encumbrances	Balance
11-000-218-600 Supplies and Materials	\$16,310.99	. 00	\$617.90	\$15,693.0
11-000-218-800 Other Objects	\$9,780.00	. 00	\$4,519.00	\$5,261.0
TOTAL	\$1,029,484.99	\$20,466.48	\$230,268.18	\$778,750.3
Child Study Teams				
11-000-219-104 Salaries Other Prof. Staff	\$765,861.50	\$14,805.16	\$161,223.26	\$589,833.0
11-000-219-105 Sal Secr. & Clerical Asst.	\$71,144.00	\$5,797.50	\$63,772.50	\$1,574.0
11-000-219-592 Misc Purch Ser(400-500 O/than Resid costs)	\$1,599.30	\$0.00	\$0.00	\$1,599.3
11-000-219-600 Supplies and Materials	\$6,080.00	.00	\$295.95	\$5,784.0
TOTAL	\$844,684.80	\$20,602.66	\$225,291.71	\$598,790.4
Improv. of instr. Serv				
11-000-221-102 Salaries Superv. of Instr.	\$711,244.00	\$24,603.66	\$270,640.26	\$416,000.0
11-000-221-104 Salaries Other Prof. Staff	\$16,000.00	\$2,483.80	. 00	\$13,516.2
11-000-221-500 Other Purchased Services (400-500 series)	\$52,000.00	\$200.00	\$4,102.27	\$47,697.
11-000-221-800 Other Objects	\$5,235.00	\$2,535.00	.00	\$2,700.0
TOTAL	\$784,479.00	\$29,822.46	\$274,742.53	\$479,914.0
Educational media serv./sch.library				
11-000-222-100 Salaries	\$191,621.00	.00	. 00	\$191,621.0
11-000-222-600 Supplies and Materials	\$26,908.31	\$4,234.50	\$16,706.40	\$5,967.4
11-000-222-800 Other Objects	\$1,550.00	. 00	. 00	\$1,550.0
TOTAL	\$220,079.31	\$4,234.50	\$16,706.40	\$199,138.4
Instructional Staff Training Services				
11-000-223-500 Other Purchased Services (400-500 series)	\$28,850.00	.00	\$850.00	\$28,000.0
11-000-223-800 Other Objects	\$2,699.00	\$273.50	\$129.00	\$2,296.5
TOTAL	\$31,549.00	\$273.50	\$979.00	\$30,296.5
Support services-general administration				
11-000-230-100 Salaries	\$403,146.00	\$33,651.88	\$369,318.20	\$175.9
11-000-230-331 Legal Services	\$86,425.50	.00	\$425.50	\$86,000.0
11-000-230-332 Audit Fees	\$33,500.00	.00	00.	\$33,500.0
1-000-230-339 Other Purchased Prof. Svc.	\$39,967.50	\$6,072.50	\$27,029.00	\$6,866.0
11-000-230-340 Purchased Tech. Services	\$13,300.00	.00	.00	\$13,300.0
11-000-230-530 Communications/Telephone	\$5,001.77	.00	\$3,301.77	\$1,700.0
1-000-230-585 BOE Other Purchased Prof. Svc.	\$2,100.00	.00	\$2,100.00	.0. . 507 .0
1-000-230-590 Other Purchased Services	\$160,493.95	\$126,327.00 .00	\$32,369.95 \$1,014.70	\$1,797.0 \$4,212.3
1-000-230-820 Judgments Against. School District.	\$5,227.00	.00	\$2,450.00	\$5,250.0
	\$7,700.00 \$1,275.00		\$1,275.00	,250.0 .0
1-000-230-890 Misc. Expenditures 1-000-230-895 BOE Membership Dues and Fees	\$1,273.00	.00	\$16,585.96	\$1.9
TOTAL	\$774,724.63	\$166,051.38	\$455,870.08	\$152,803.1
Support services-school administration				
1-000-240-103 Salaries Princ./Asst. Princ.	\$821,945.00	\$68,495.38	\$753,449.18	\$0.4
1-000-240-104 Salaries Other Prof. Staff	\$144,011.00	\$12,000.90	\$132,009.90	\$0.2
1-000-240-105 Sal Secr. & Clerical Asst.	\$376,882.00	\$28,999.56	\$318,995.16	\$28,887.28



For 1 Month Period Ending 07/31/2022				Available
	Appropriations	Expenditures	Encumbrances	Balance
			<u> </u>	
11-000-240-199 Unused Vac Payment to Term/Ret Staff	\$3,500.00	.00	.00	\$3,500.00
11-000-240-500 Other Purchased Services (400-500 series)	\$8,725.00	\$551.54	\$2,066.46	\$6,107.00
11-000-240-600 Supplies and Materials	\$50,733.53	\$1,024.55	\$11,536.14	\$38,172.84
11-000-240-800 Other Objects	\$15,254.00	\$5,070.00	\$980.00	\$9,204.00
TOTAL	\$1,421,050.53	\$116,141.93	\$1,219,036.84	\$85,871.76
Central Services				
11-000-251-100 Salaries	\$412,872.00	\$34,405.98	\$378,465.78	\$0.24
11-000-251-199 Unused Vac Payment to Term/Ret Staff	\$31,625.00	.00	.00	\$31,625.00
11-000-251-592 Misc Pur Serv (400-500 seriess )	\$999.00	.00	\$99.00	\$900.00
11-000-251-600 Supplies and Materials	\$3,800.00	.00	\$1,003.24	\$2,796.76
11-000-251-89X Other Objects	\$6,000.00	\$385.00	\$240.00	\$5,375.00
TOTAL	\$455,296.00	\$34,790.98	\$379,808.02	\$40,697.00
Admin. Info. Technology				
11-000-252-100 Salaries	\$144,200.00	\$12,016.66	\$132,183.26	\$0.08
11-000-252-340 Purchased Technical Services	\$2,500.00	.00	. 00	\$2,500.00
11-000-252-500 Other Pur Serv. (400-500 seriess )	\$32,868.91	\$19,548.91	. 00	\$13,320.00
11-000-252-600 Supplies and Materials	\$1,500.00	.00	\$1,299.86	\$200.14
11-000-252-800 Other Objects	\$750.00	.00	. 00	\$750.00
TOTAL	\$181,818.91	\$31,565.57	\$133,483.12	\$16,770.22
TOTAL Cent. Svcs. & Admin IT	\$637,114.91	\$66,356.55	\$513,291.14	\$57,467.22
Required Maint.for School Facilities				
11-000-261-100 Salaries	\$224,151.80	\$21,130.68	\$195,941.68	\$7,079.44
11-000-261-199 Unused Vac Payment to Term/Ret Staff	\$2,000.00	.00	.00	\$2,000.00
11-000-261-420 Cleaning, Repair & Maint. Svc	\$345,677.85	\$17,766.00	\$328,395.74	(\$483.89)
11-000-261-610 General Supplies	\$73,079.71	\$1,717.21	\$20,051.32	\$51,311.18
11-000-261-800 Other Objects	\$6,500.00	\$4,988.62	. 00	\$1,511.38
TOTAL	\$651,409.36	\$45,602.51	\$544,388.74	\$61,418.11
Custodial Services				
11-000-262-1XX Salaries	\$1,007,438.00	\$79,641.30	\$859,090.46	\$68,706.24
11-000-262-199 Unused Vac Payment to Term/Ret Staff	\$25,000.00	.00	. 00	\$25,000.00
11-000-262-420 Cleaning, Repair & Maint. Svc.	\$88,400.44	\$27,160.56	\$59,951.30	\$1,288.58
11-000-262-441 Rental of Land & Bldgs Other Than Lease	\$125,000.00	\$22,500.00	\$22,500.00	\$80,000.00
11-000-262-444 Lease Purch Paymts - Energy Saving	\$77,850.00	. 00	. 00	\$77,850.00
11-000-262-490 Other Purchased Property Svc.	\$42,500.00	\$5,997.45	\$19,162.55	\$17,340.00
11-000-262-520 Insurance	\$49,757.00	\$45,865.00	. 00	\$3,892.00
11-000-262-610 General Supplies	\$145,747.83	\$3,800.09	\$33,554.15	\$108,393.59
11-000-262-621 Energy (Natural Gas)	\$222,300.00	.00	\$222,300.00	.00
11-000-262-622 Energy (Electricity)	\$212,000.00	.00	\$212,000.00	.00
11-000-262-8XX Other Objects	\$900.00	\$0.00	\$0.00	\$900.00
TOTAL	\$1,996,893.27	\$184,964.40	\$1,428,558.46	\$383,370.41
Care and Upkeep of Grounds				
11-000-263-100 Salaries	\$97,205.00	\$7,921.24	\$87,133.64	\$2,150.12



FOT 1 M	For 1 Month Period Ending 0//31/2022			
	Appropriations	Expenditures	Encumbrances	Available Balance
11-000-263-420 Cleaning, Repair, & Maintenance Serv.	\$78,408.00	\$4,868.03	\$14,008.47	\$59,531.50
11-000-263-610 General Supplies	\$15,000.00	.00	\$2,710.74	\$12,289.26
11-000-263-800 Other Objects	\$11,633.16	.00	\$1,244.16	\$10,389.00
TOTAL	\$202,245.16	\$12,789.27	\$105,097.01	\$84,359.88
Security				
11-000-266-300 Purchased Prof. & Tech. Svc.	\$95,944.00	. 00	\$81,544.00	\$14,400.00
11-000-266-420 Cleaning, Repair, & Maintenance Serv.	\$3,500.00	.00	.00	\$3,500.00
TOTAL	\$99,444.00	\$0.00	\$81,544.00	\$17,900.00
TOTAL Oper & Maint of Plant Services	\$2,949,992.79	\$243,356.18	\$2,159,588.21	\$547,048.40
Student transportation services				
11-000-270-420 Cleaning, Repair & Maint. Svc.	\$12,105.00	\$105.00	\$6,707.73	\$5,292.27
11-000-270-503 Contr Svc-Aid in Lieu Paymnts-Non Pub Sch	\$26,466.67	.00	\$2,466.67	\$24,000.00
11-000-270-511 Contract Svc (btw Home & Sch.)-vendors	\$95,325.00	.00	. 00	\$95,325.00
11-000-270-512 Contract Svc (other btw home & sch)-vndrs	\$163,855.00	\$3,855.00	.00	\$160,000.00
11-000-270-514 Contract Svc (Sp Ed.)-vendors	\$27,000.00	.00	.00	\$27,000.00
11-000-270-515 Contract Svc (Sp Ed.)-joint agreements	\$246,000.00	.00	. 00	\$246,000.00
11-000-270-593 Misc. Purchased Svc Transp.	\$10,209.00	\$7,953.00	\$250.00	\$2,006.00
11-000-270-615 Transportation Supplies	\$8,600.00	\$8,097.25	. 00	\$502.75
11-000-270-800 Misc. Expenditures	\$1,600.00	\$50.00	\$50.00	\$1,500.00
TOTAL	\$591,160.67	\$20,060.25	\$9,474.40	\$561,626.02
Personal Services-Employee Benefits				
11-XXX-XXX-220 Social Security Contributions	\$236,126.00	\$30,513.84	\$205,612.16	.00
11-XXX-XXX-241 Other Retirement Contrb PERS	\$494,000.00	.00	\$494,000.00	. 00
11-XXX-XXX-249 Other Retirement Contrb Regular	\$32,000.00	\$22.38	\$31,977.62	.00
11-XXX-XXX-260 Workman's Compensation	\$214,199.00	\$90,165.00	\$90,148.00	\$33,886.00
11-XXX-XXX-270 Health Benefits	\$4,849,376.00	\$415,216.11	\$4,413,662.68	\$20,497.21
11-XXX-XXX-280 Tuition Reimbursement	\$61,937.98	\$1,372.97	\$1,937.98	\$58,627.03
11-XXX-XXX-290 Other Employee Benefits 11-XXX-XXX-299 Unused Sick Payment to Term/Ret Staff	\$70,000.00 \$55,000.00	.00 .00	.00 .00	\$70,000.00 \$55,000.00
TOTAL	\$6,012,638.98	\$537,290.30	\$5,237,338.44	\$238,010.24
Food services	, - , ,	,,	,,	
11-000-310-93X Transfers to Cover Deficit (Enterprise)	\$42,428.70	\$2,428.70	.00	\$40,000.00
TOTAL	\$42,428.70	\$2,428.70	\$0.00	\$40,000.00
Total Undistributed Expenditures	\$18,023,948.45	\$1,247,439.26	\$11,032,952.96	\$5,743,556.23
*** TOTAL CURRENT EXPENSE EXPENDITURES ***	\$36,520,326.11	\$1,471,477.28	\$11,787,862.01	\$23,260,986.82
*** TOTAL CURRENT EXPENSE EXPENDITURES & TRANSFERS ***	\$36,520,326.11	\$1,471,477.28	\$11,787,862.01	\$23,260,986.82

	Bassossistions	Expenditures	Encumbrances	Available Balance
	Appropriations	Expendicutes	Enclindrances	Balance
*** CAPITAL OUTLAY ***				
EQUIPMENT				
Regular programs-instruction				
12-140-100-730 Grades 9-12	\$11,876.75	.00	\$9,897.76	\$1,978.99
Special education - instruction				
12-207-100-730 Auditory Impairments	\$42,262.00	.00	\$42,262.00	.00
12-4XX-100-730 School-spons. & oth instr prog	\$30,181.10	\$0.00	\$30,181.10	\$0.00
12-000-262-730 Undist. ExpCustodial Services	\$20,000.00	. 00	\$3,950.92	\$16,049.08
12-000-263-730 Undist. ExpCare and Upkeep of Grnds	\$22,000.00	.00	. 00	\$22,000.00
				•
Undist. Exp Non-instructional Services				
TOTAL	\$126,319.85	\$0.00	\$86,291.78	\$40,028.07
Facilities acquisition and construction services				
12-000-400-450 Construction Services	\$437,109.00	. 00	\$437,108.71	\$0.29
12-000-400-896 Assmt for Debt Service on SDA Funding	\$21,189.00	.00	. 00	\$21,189.00
Sub Total	\$458,298.00	\$0.00	\$437,108.71	\$21,189.29
TOTAL	\$458,298.00	\$0.00	\$437,108.71	\$21,189.29
TOTAL CAPITAL OUTLAY EXPENDITURES	\$584,617.85	\$0.00	\$523,400.49	\$61,217.36
*** SPECIAL SCHOOLS ***				
Summer school - Instruction				
13-422-100-101 Salaries of Teachers	\$145,000.00	\$72,786.05	\$0.00	\$72,213.95
13-422-100-106 Other salaries of instruction	\$97,000.00	\$44,013.02	.00	\$52,986.98
TOTAL	\$242,000.00	\$116,799.07	\$0.00	\$125,200.93
TOTAL SUMMER SCHOOL	\$242,000.00	\$116,799.07	\$0.00	\$125,200.93
Other special schools - instruction				
13-4XX-100-101 Salaries of Teachers	\$189,000.00	\$34,003.00	\$0.00	\$154,997.00
13-4XX-100-610 General supplies	\$48,354.60	\$473.38	\$5,116.61	\$42,764.61
13-4XX-100-800 Other objects	\$10,000.00	\$0.00	\$0.00	\$10,000.00
TOTAL	\$247,354.60	\$34,476.38	\$5,116.61	\$207,761.61
TOTAL OTHER SPECIAL SCHOOLS	\$247,354.60	\$34,476.38	\$5,116.61	\$207,761.61
TOTAL SPECIAL SCHOOLS EXPENDITURES	\$489,354.60	\$151,275.45	\$5,116.61	\$332,962.54



Available

#### Mountain Lakes Board of Education GENERAL FUND - FUND 10 STATEMENT OF APPROPRIATIONS COMPARED WITH EXPENDITURES AND ENCUMBRANCES For 1 Month Period Ending 07/31/2022

	Appropriations	Expenditures	Encumbrances	Balance
10-000-100-56X Transfer of Funds to Charter Schls.	\$16,173.00	.00	. 00	\$16,173.00
TOTAL GENERAL FUND EXPENDITURES	\$37,610,471.56	\$1,622,752.73	\$12,316,379.11	\$23,671,339.72

REPORT OF THE SECRETARY CERTIFICATION PAGE TO THE BOARD OF EDUCATION Mountain Lakes Board of Education General Fund - Fund 10

For 1 Month Period Ending 07/31/2022

I, Alex Ferreira, Board Secretary/Business Administrator

certify that no line item account has encumbrances and expenditures,

which in total exceed the line item appropriation in violation of N.J.A.C. 6A:23A-16.10(c)3.

\_\_\_\_\_

9.16.22 Date

Board Secretary/Business Administrator

REPORT OF THE SECRETARY TO THE BOARD OF EDUCATION Mountain Lakes Board of Education Special Revenue Fund - Fund 20 Interim Balance Sheet For 1 Month Period Ending 07/31/22 

> ASSETS AND RESOURCES -------

---- A S S E T S ----

101	Cash in bank		\$205,901.44
	Accounts receivable:		
132	Interfund	\$37,453.03	
141	Intergovernmental - State	\$6,835.92	
142	Intergovernmental - Federal	\$219,643.90	
153,154	Other (net of estimated uncollectible of \$)	\$22,994.46	
			\$286,927.31
	Other Current Assets		\$0.00

#### --- RESOURCES ----

301	Estimated Revenues	\$61,270.00
302	Less Revenues	(\$61,270.00)

Total assets and resources

\$492,828.75 ----- REPORT OF THE SECRETARY

TO THE BOARD OF EDUCATION

Mountain Lakes Board of Education

Special Revenue Fund - Fund 20

Interim Balance Sheet

For 1 Month Period Ending 07/31/22

LIABILITIES AND FUND EQUITY

	- LIABILITIES	
411	Intergovernmental accounts payable - State	\$108.02
412	2 Intergovernmental accounts payable - Federal	(\$18,866.00)
481	Deferred revenues	\$360,849.15
	Other current liabilities	\$73,874.32
	TOTAL LIABILITIES	\$415,965.49

FUND BALANCE

--- Appropriated ---

753 754	Reserve for encumbrances - Curre Reserve for encumbrances - Prior		\$16,440.28 \$45,721.74	
601	Appropriations	\$61,270.00		
602	Less: Expenditures \$3	80,128.48		
603	Encumbrances \$1	.6,440.28 (\$46,568.76)		
			\$14,701.24	
	TOTAL FUND BALANCE			\$76,863.26
	TOTAL LIABILITIES AND FUND EQUIT	Y		\$492,828.75

#### REPORT OF THE SECRETARY

### TO THE BOARD OF EDUCATION

Mountain Lakes Board of Education

### Special Revenue Fund - Fund 20

#### INTERIM STATEMENTS COMPARING

BUDGET REVENUE WITH ACTUAL TO DATE AND

APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE

#### For 1 Month Period Ending 07/31/22

BUDGETED ACTUAL TO NOTE: OVER UNREALIZED

		ESTIMATED	DATE	OR (UNDER)	BALANCE
*** REVENUES/	SOURCES OF FUNDS ***		<u></u>		
1xxx	From Local Sources	\$61,270.00	\$61,270.00		. 00
	TOTAL REVENUE/SOURCES OF FUNDS	\$61,270.00	\$61,270.00		\$0.00
*** EXPENDITU	RES ***	APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	AVAILABLE
LOCAL PROJECT	<b>9</b> .	<del></del>			
	Projects (001-199)	\$61,270.00	\$30,128.48	\$16,440.28	\$14,701.24
	TOTAL LOCAL PROJECTS	\$61,270.00	\$30,128.48	\$16,440.28	\$14,701.24
	*** TOTAL EXPENDITURES ***	\$61,270.00	\$30,128.48	\$16,440.28	\$14,701.24

#### REPORT OF THE SECRETARY TO THE BOARD OF EDUCATION Mountain Lakes Board of Education SPECIAL REVENUE - FUND 20 SCHEDULE OF REVENUES ACTUAL COMPARED WITH ESTIMATED For 1 Month Period Ending 07/31/22

		ESTIMATED	ACTUAL	UNREALIZED
1XXX	Other Revenue from Local Sources	\$61,270.00	\$61,270.00	\$0.00
	Total Revenues from Local Sources	\$61,270.00	\$61,270.00	\$0.00
	TOTAL REVENUES/SOURCES OF FUNDS	\$61,270.00	\$61,270.00	\$0.00

#### REPORT OF THE SECRETARY

TO THE BOARD OF EDUCATION

Mountain Lakes Board of Education

#### Special Revenue Fund - Fund 20

#### STATEMENT OF APPROPRIATIONS - RESTRICTED STATE ENTITLEMENTS

COMPARED WITH EXPENDITURES AND ENCUMBRANCES

For 1 Month Period Ending 07/31/22

Local Projects: 20-001-XXX-XXX to 20-199-XXX-XXX Local Projects TOTAL LOCAL PROJECTS	Appropriations \$61,270.00 \$61,270.00	Expenditures \$30,128.48 \$30,128.48	Encumbrances \$16,440.28 \$16,440.28	Available Balance \$14,701.24 \$14,701.24
State Projects: Federal Projects: CARES Act Educational Stabilization Fund Bridging the Digital Divide Program Coronavirus Relief Grant Program				
TOTAL EXPENDITURES	\$61,270.00	\$30,128.48	\$16,440.28	\$14,701.24

Special Revenue Fund ~ Fund 20 For 1 Month Period Ending 07/31/22

I,

Alex Ferreire, Board Secretary/Business Administrator certify that no line item account has encumbrances and expenditures,

which in total exceed the line item appropriation in violation of N.J.A.C. 6A:23A-16.10(c)3.

<u>9.16.2</u> Date

Board Secretary/Business Administrator

REPORT OF THE SECRETARY TO THE BOARD OF EDUCATION Mountain Lakes Board of Education Capital Projects Fund - Fund 30 Interim Balance Sheet For 1 Month Period Ending 07/31/22

## ASSETS AND RESOURCES

--- A S S E T S ----

101	Cash in bank	\$168,846.52
102-104	Cash on hand, change cash, petty cash	\$1,154,513.12
11 <b>X</b>	Investments	\$94,564.79

--- RESOURCES----

301	Estimated Revenues	\$711,508.68	
			\$711,508.68
	Total assets and resources		\$2,129,433.11
		:	

REPORT OF THE SECRETARY TO THE BOARD OF EDUCATION Mountain Lakes Board of Education

Capital Projects Fund - Fund 30 Interim Balance Sheet For 1 Month Period Ending 07/31/22

LIABILITIES AND FUND EQUITY

--- LIABILITIES ---

\$264,419.28	t liabilities	current	Other	
\$264,419.28	AL LIABILITIES	TOTAI		

## FUND BALANCE

--- Appropriated ---

753	Reserve for encumbrances	- Current Year		\$63,650.47
754	Reserve for encumbrances	- Prior Year		\$736,002.09
601	Appropriations		\$1,450,814.52	
602	Less : Expenditures	\$3,303.75		
603	Encumbrances	\$799,652.56	(\$802,956.31)	
				\$647,858.21
	Total Appropriated			\$1,447,510.77
U n a	ppropriated			
770	Fund balance			\$417,503.06
			-	
	TOTAL FUND BALANCE			

TOTAL LIABILITIES AND FUND EQUITY

#### \$1,865,013.83

\$2,129,433.11

#### REPORT OF THE SECRETARY TO THE BOARD OF EDUCATION Mountain Lakes Board of Education

#### Capital Projects Fund - Fund 30 INTERIM STATEMENTS COMPARING BUDGET REVENUE WITH ACTUAL TO DATE AND APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE For 1 Month Period Ending 07/31/22

	BUDGETED	ACTUAL TO	NOTE: OVER	UNREAL IZED
	ESTIMATED	DATE	OR (UNDER)	BALANCE
*** REVENUES/SOURCES OF FUNDS ***				
51XX Bonds (Principal & Premium)	\$711,508.68	. 00		\$711,508.68
TOTAL REVENUE/SOURCES OF FUNDS	\$711,508.68	\$0.00		\$711,508.68 
				AVAILABLE
*** EXPENDITURES ***	APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	BALANCE
Facilities acquisition and constr. serv				
30-000-4XX-334 Architectural/Engineering Services	\$483.81	.00	\$483.81	.00
30-000-4XX-390 Other purchased prof. & tech. serv.	\$1,888.19	.00	\$1,888.19	.00
30-000-4XX-450 Construction services	\$1,441,884.52	\$3,303.75	\$790,722.56	\$647,858.21
30-000-4XX-610 Supplies & Materials	\$6,558.00	. 00	\$6,558.00	.00
Total fac.acq.and constr. serv.	\$1,450,814.52	\$3,303.75	\$799,652.56	\$647,858.21
TOTAL EXPENDITURES	\$1,450,814.52	\$3,303.75	\$799,652.56	\$647,858.21
*** TOTAL EXPENDITURES AND TRANSFERS	\$1,450,814.52	\$3,303.75	\$799,652.56	\$647,858.21

Page 3

Capital Projects Fund - Fund 30 For 1 Month Period Ending 07/31/22

I, <u>Alex Ferreins</u>, Board Secretary/Business Administrator certify that no line item account has encumbrances and expenditures,

which in total exceed the line item appropriation in violation of N.J.A.C. 6A:23A-16.10(c)3.

9.16.22

Board Secretary/Business Administrator

REPORT OF THE SECRETARY TO THE BOARD OF EDUCATION Mountain Lakes Board of Education Debt Service Fund - Fund 40 Interim Balance Sheet For 1 Month Period Ending 07/31/22

-----

ASSETS AND RESOURCES

--- A S S E T S ----

101 Cash in bank121 Tax levy receivable

(\$312,013.52) \$1,558,610.12

--- RESOURCES ----

302 Less Revenues

(\$1,732,993.00)

\_

(\$1,732,993.00)

Total assets and resources

(\$486,396.40)

REPORT OF THE SECRETARY TO THE BOARD OF EDUCATION Mountain Lakes Board of Education

Debt Service Fund - Fund 40 Interim Balance Sheet For 1 Month Period Ending 07/31/22

#### LIABILITIES AND FUND EQUITY

--- LIABILITIES ----

Other current liabilities	\$140,041.17
TOTAL LIABILITIES	\$140,041.17

#### FUND BALANCE

--- Appropriated ---

Reserved fund balance:

601	Appropriations	\$1,924,969.00		
602	Less : Expenditures \$626,440.63	(\$626,440.63)		
			\$1,298,528.37	
	Total Appropriated		\$1,298,528.37	
	Unappropriated			
770	Fund Balance		\$3.06	
303	Budgeted Fund Balance		(\$1,924,969.00)	
	TOTAL FUND BALANCE			(\$626,437.57)
	TOTAL LIABILITIES AND FUND EQUITY			(\$486,396.40)
RECA	PITULATION OF FUND BALANCE:	Budgeted	Actual	Variance
RECA	PITULATION OF FUND BALANCE: Appropriations	Budgeted	Actual 	Variance 
RECA				
RECA	Appropriations	\$1,924,969.00	\$626,440.63	\$1,298,528.37
	Appropriations	\$1,924,969.00 \$0.00	\$626,440.63 (\$1,732,993.00)	\$1,298,528.37 \$1,732,993.00
	Appropriations Revenues	\$1,924,969.00 \$0.00	\$626,440.63 (\$1,732,993.00)	\$1,298,528.37 \$1,732,993.00
	Appropriations Revenues Change in Maint. / Capital reserve account	\$1,924,969.00 \$0.00 \$1,924,969.00	\$626,440.63 (\$1,732,993.00) (\$1,106,552.37)	\$1,298,528.37 \$1,732,993.00 \$3,031,521.37

#### REPORT OF THE SECRETARY TO THE BOARD OF EDUCATION Mountain Lakes Board of Education

#### Debt Service Fund - Fund 40 INTERIM STATEMENTS COMPARING BUDGET REVENUE WITH ACTUAL TO DATE AND APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE For 1 Month Period Ending 07/31/22

		BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
*** REVENUES,	SOURCES OF FUNDS ***				
Local Sources					
1210	Local tax levy		\$1,731,789.00		(\$1,731,789.00)
	Total Local Sources	\$0.00	\$1,731,789.00		(\$1,731,789.00)
State Sources					
3160	Debt service aid Type II		\$1,204.00		(\$1,204.00)
	Total State Sources	\$0.00	\$1,204.00		(\$1,204.00)
	TOTAL REVENUE/SOURCES OF FUNDS	\$0.00	\$1,732,993.00		(\$1,732,993.00)

Page 3

## Page 4

#### REPORT OF THE SECRETARY TO THE BOARD OF EDUCATION Mountain Lakes Board of Education

#### Debt Service Fund - Fund 40 INTERIM STATEMENTS COMPARING BUDGET REVENUE WITH ACTUAL TO DATE AND APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE For 1 Month Period Ending 07/31/22

			AVAILABLE
*** EXPENDITURES ***	APPROPRIATIONS	EXPENDITURES/End	BALANCE
Debt Service - Regular			
40-701-510-834 Interest on Bonds	\$539,969.00	\$226,440.63	\$313,528.37
40-701-510-910 Redemption of Principal	\$1,385,000.00	\$400,000.00	\$985,000.00
TOTAL	\$1,924,969.00	\$626,440.63	\$1,298,528.37
TOTAL USES OF FUNDS BEFORE TRANSFERS	\$1,924,969.00	\$626,440.63	\$1,298,528.37
*** TOTAL USES OF FUNDS ***	\$1,924,969.00	\$626,440.63	\$1,298,528.37

REPORT OF THE SECRETARY CERTIFICATION PAGE TO THE BOARD OF EDUCATION Mountain Lakes Board of Education Debt Service Fund - Fund 40

For 1 Month Period Ending 07/31/22

ACX FERRICR, BOARd Secretary/Business Administrator I, \_\_\_\_

certify that no line item account has encumbrances and expenditures,

which in total exceed the line item appropriation in violation of N.J.A.C. 6A:23A-16.10(c)3.

\_\_\_\_

9-16.22 Date

Board Secretary/Administrator

## **Disposition of Property - Media Center Books**

Part of the job as a Library Media Specialist is to regularly inspect the book collection and remove "unwanted" items. Think of the library as a garden, and the Media Specialist the gardener; you need to "weed" so the flowers and vegetables can grow. In addition, you must maintain a balance with available shelving and space.

This summer, Mrs. Fagan and Mr. Posner completed the inventory of Picture Books, Easy Readers, and the Fiction collection in the Wildwood Media Center. They genrefied the Fiction collection, touching every single title - they pulled old books, books that haven't circulated in years, duplicates, and books in poor condition. The Reference and Professional Development collection was also inspected.

In general, the following criteria were used to remove certain titles:

- Titles that are very outdated (several years)
- Titles that have not been circulated or used in library classes in many-many years
- The condition of the books ranged from good to poor condition
- In considering the removal of non-fiction reference material, the information they contained can be accessed via digital resources the Library carries. For example, EBSCO Database Suite, World Book, Britannica, World Almanac, and various Infobase Learning Databases. All of these Databases update their information on a frequent and regular basis. This is a part of Best Library Practices, in addition to being cost-effective in the long run. When it comes to the sciences, history, and geography, and making sure the information is accurate, online resources are best.
- The Professional Development Collection was really old! Many represented outdated practices and/or irrelevant topics to our district goals and curriculum as they currently exist.

Lastly, it is extremely difficult to donate books of this nature to bookstores, churches, and charities; they do not want old, dated, and poorly conditioned books.

## احم NEW DISTRICT BOARD OF EDUCATION

ADMINISTRATION 1648.15/page 1 of 2 Recordkeeping for Healthcare Settings in School Buildings – COVID-19 M

#### 1648.15 <u>RECORDKEEPING FOR HEALTHCARE SETTINGS</u> <u>IN SCHOOL BUILDINGS – COVID-19</u>

The Board of Education is committed to providing a safe and healthy workplace for all employees. The school district shall maintain its records in accordance with Occupational Safety and Health Act of 1970 (OSHA) COVID-19 Emergency Temporary Standard (ETS) published on June 21, 2021 as adopted by the Public Employees Occupational Safety and Health (PEOSH), the agency with jurisdiction over public employers in New Jersey. The provisions of the ETS have expired and are no longer in effect for school districts except for the provisions addressing recordkeeping, outlined in 29 CFR §1910.502(q). The ETS and this Policy are only applicable for employees working in the school nurse's office and any adjoining clinical areas in the school building.

For the purpose of this Policy, "employee" means any district employee or contracted service provider working in a healthcare setting where people with suspected or confirmed COVID-19 are reasonably expected to be present. Therefore, the provisions of the ETS and this Policy only apply to employees or contracted service providers working in a nurse's office or any adjoining clinical areas.

For the purpose of this Policy, "healthcare setting" means all settings in the school district where any employee or contracted service provider provides healthcare services or healthcare support services. Where a healthcare setting is embedded within a non-healthcare setting (i.e. school nurse's office and any adjoining clinical areas in a school building), the ETS and this Policy only apply to the embedded healthcare setting and not to the remainder of a school building.

The school district will retain all versions of Policy 1648.14 – Safety Plan for Healthcare Settings in School Buildings, to comply with the ETS while the ETS remains in effect, even after Policy 1648.14 has been abolished.

The school district will establish and maintain a COVID-19 log to record each instance in which an employee is COVID-19 positive, regardless of whether the instance is connected to exposure to COVID-19 at work. The COVID-19 log will contain, for each instance, the employee's name, one form of contact information, occupation, location where the employee worked, the date of the employee's last day in the healthcare setting, the date of the positive test for, or diagnosis of, COVID-19, and the date the employee first had one or more COVID-19 symptoms, if any were experienced.



## NEW DISTRICT BOARD OF EDUCATION

ADMINISTRATION 1648.15/page 2 of 2 Recordkeeping for Healthcare Settings in School Buildings – COVID-19

The school district will record the information in the COVID-19 log within twenty-four hours of learning the employee is COVID-19 positive. The school district will maintain the COVID-19 log as a confidential medical record and will not disclose it except as required by the ETS or other Federal law. The school district will maintain and preserve the COVID-19 log while the ETS remains in effect.

By the end of the next business day after a request, the school district will provide for examination and copying: all versions of Policy 1648.14; the individual COVID-19 log entry for a particular employee to that employee and to anyone having written authorized consent of that employee; and a version of the COVID-19 log that removes the names of employees, contact information, and occupation, and only includes, for each employee in the COVID-19 log, the location where the employee worked, the last day that the employee was in the healthcare setting before removal, the date of that employee's positive test for, or diagnosis of, COVID-19, and the date the employee first had one or more COVID-19 symptoms, if any were experienced, to all employees.

29 CFR §1910.502(q)

Adopted:



## NEW DISTRICT BOARD OF EDUCATION

PROGRAM 2415.04/page 1 of 7 Title I – District-Wide Parent and Family Engagement M

### 2415.04 <u>TITLE I – DISTRICT-WIDE PARENT AND</u> <u>FAMILY ENGAGEMENT</u>

In support of strengthening student academic achievement, each school district that receives Title I, Part A funds must develop jointly with, agree on, and distribute to, parents of participating children a written parent and family engagement policy that contains information required by Section 1116(a)(2) of the Elementary and Secondary Education Act (ESEA). This Policy establishes the school district's expectations for parent and family engagement, describes how the school district will implement a number of specific parent and family engagement activities, and is incorporated into the school district's Annual School Plan (ASP).

- A. General Expectations
  - 1. The school district agrees to implement the following statutory requirements:
    - a. The school district will put into operation programs, activities, and procedures for the involvement of parents in all its schools with Title I, Part A programs, consistent with Section 1116 of the ESEA. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
    - b. Consistent with Section 1116 of the ESEA, the school district will work with its schools to ensure that the required school-level parent and family engagement policies meet the requirements of Section 1116(b) of the ESEA, and each include, as a component, a school-parent compact consistent with Section 1116(d) of the ESEA.
    - c. The school district will incorporate this district-wide parent and family engagement policy into its school district's plan developed under Section 1112 of the ESEA.
    - d. In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.



## **IQ** NEW DISTRICT BOARD OF EDUCATION

PROGRAM 2415.04/page 2 of 7 Title I – District-Wide Parent and Family Engagement

- e. If the school district's plan for Title I, Part A, developed under Section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan if requested by the New Jersey Department of Education (NJDOE).
- f. The school district will involve the parents of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parent and family engagement is spent, and will ensure that not less than ninety percent of the one percent reserve goes directly to the schools.
- g. The school district will be governed by the following statutory definition of parent and family engagement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:
  - (1) "Parent and family engagement" means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
    - (a) That parents play an integral role in assisting their child's learning;
    - (b) That parents are encouraged to be actively involved in their child's education at school;
    - (c) That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
    - (d) The carrying out of other activities, such as those described in Section 1116 of the ESEA.
- h. For states where a Parental Information and Resource Center is established, the school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the state.



## الک NEW DISTRICT BOARD OF EDUCATION

PROGRAM 2415.04/page 3 of 7 Title I – District-Wide Parent and Family Engagement

- B. Description of How District Will Implement Required District-Wide Parent and Family Engagement Policy Components
  - 1. The school district will take the following actions to involve parents in the joint development of its district-wide parent and family engagement plan under Section 1112 of the ESEA:
    - a. Parents will be informed by the Title I principal of a meeting to develop the school-parent-student compact.
  - 2. The school district will take the following actions to involve parents in the process of school review and improvement under Section 1116 of the ESEA:
    - a. Parents will be informed by the Title I principal of a meeting to develop the school-parent-student compact.
  - 3. The school district will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance:
    - a. The Title I principal will host an annual parent information session.
  - 4. The school district will coordinate and integrate parent and family engagement strategies in Title I, Part A with parent and family engagement strategies under the following other programs (Such as: Head Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs), by:
    - a. Coordinating regular, two-way, and meaningful communication between parents and the school district.
  - 5. The school district will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parent and family engagement activities (with



## **12** NEW DISTRICT BOARD OF EDUCATION

PROGRAM 2415.04/page 4 of 7 Title I – District-Wide Parent and Family Engagement

particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parent and family engagement policy and activities to design strategies for more effective parent and family engagement, and to revise, if necessary (and with the involvement of parents) its parent and family engagement policies.

- a. The Title I principal and parents will discuss the evaluation conducted by the principal at the annual meeting.
- 6. The school district will build the schools' and parents' capacity for strong parent and family engagement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
    - (1) The challenging State academic standards;
    - (2) The State and local academic assessments including alternate assessments;
    - (3) The requirements of Title I, Part A;
    - (4) How to monitor their child's progress; and
    - (5) How to work with educators:
      - (a) The aforementioned activities will be discussed at the annual meeting with the Title I principal.



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PROGRAM 2415.04/page 5 of 7 Title I – District-Wide Parent and Family Engagement

- b. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parent and family engagement, by:
  - (1) The aforementioned topics will be discussed at the annual meeting with the Title I principal.
- c. The school district will, with the assistance of its schools and parents, educate its teachers, student services personnel, principals, other school leaders, and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: *(List activities)* 
  - (1) Providing Title I teachers and administrators with the opportunity to attend workshops and conferences.
- d. The school district will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with Head Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: *(List activities)* 
  - (1) Promoting the aforementioned programs and activities, as well as emphasizing their importance of student success.
- e. The school district will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
  - (1) If appropriate (and realistic) documents can be translated upon request.



## **NEW DISTRICT BOARD OF EDUCATION**

PROGRAM 2415.04/page 6 of 7 Title I – District-Wide Parent and Family Engagement

- C. Discretionary District-Wide Parent and Family Engagement Policy Components
  - 1. The District-Wide Parent and Family Engagement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under Section 1116(e) of the ESEA:
    - a. Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
    - b. Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
    - c. Paying reasonable and necessary expenses associated with parent and family engagement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
    - d. Training parents to enhance the involvement of other parents;
    - e. In order to maximize parent and family engagement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
    - f. Adopting and implementing model approaches to improving parent and family engagement;
    - g. Establishing a district-wide parent advisory council to provide advice on all matters related to parent and family engagement in Title I, Part A programs;
    - h. Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parent and family engagement activities; and





## ۲۵ NEW DISTRICT BOARD OF EDUCATION

PROGRAM 2415.04/page 7 of 7 Title I – District-Wide Parent and Family Engagement

- i. Providing other reasonable support for parent and family engagement activities under Section 1116 as parents may request.
- D. Adoption

This Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the Superintendent of Schools or designee. This Policy was adopted by the Board of Education on the adoption date noted at the end of this Policy and will be in effect for the period of one year and will be updated as needed on an annual basis. The school district will distribute this Policy to all parents of participating Title I, Part A children on or before October 1 of each school year.

Elementary and Secondary Education Act, Title I, Section 1116(a)(2)

Adopted:



## **12** NEW DISTRICT BOARD OF EDUCATION

PROGRAM 2415.50/page 1 of 7 Lake Drive Title I – School Parent and Family Engagement **M** 

### 2415.50 <u>LAKE DRIVE TITLE I – SCHOOL PARENT</u> <u>AND FAMILY ENGAGEMENT</u>

## A. District Expectations

- 1. In accordance with the requirements of Title I, Section 1116(a)(2), ESEA, the Board of Education agrees to implement the following statutory requirements:
  - a. The school district will put into operation programs, activities, and procedures for the involvement of parents in all its schools with Title I, Part A programs. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
  - b. The school district will work with its schools to ensure the required school-level parent and family engagement policies meet the Title I, Part A requirements, and include, as a component, a school-parent compact.
  - c. The school district will incorporate this School Parent and Family Engagement Policy into its district plan.
  - d. In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
  - e. If the school district plan for Title I, Part A funds is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan upon request by the New Jersey Department of Education (NJDOE).
  - f. The school district will involve the parents of children served in Title I schools in decisions about how the one percent of Title I, Part A funds reserved for parent and family engagement is spent, and will ensure that not less than ninety percent of the one percent reserved goes directly to the schools. (Only applicable for districts with Title I, Part A allocations greater than \$500,000.)



## **12** NEW DISTRICT BOARD OF EDUCATION

PROGRAM 2415.50/page 2 of 7 Lake Drive Title I – School Parent and Family Engagement

- g. The school district will be governed by the following statutory definition of parent and family engagement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:
  - (1) "Parent and family engagement" means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
    - (a) That parents play an integral role in assisting their child's learning;
    - (b) That parents are encouraged to be actively involved in their child's education at school;
    - (c) That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
    - (d) The carrying out of other activities, such as those described in section 1116 of the ESEA.
- h. The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in New Jersey.
- B. School Parent and Family Engagement Policy Required Components
  - 1. The school will take the following actions to involve parents in the joint development of its district/school parent and family engagement plan:
    - a. Parents will be invited to participate in a meeting to develop the district/school parents and family engagement plan.



## **12** NEW DISTRICT BOARD OF EDUCATION

PROGRAM 2415.50/page 3 of 7 Lake Drive Title I – School Parent and Family Engagement

- 2. The school will convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A, and to explain the requirements of this part and the right of the parents to be involved. An Annual meeting held each September in the school auditorium or multi-purpose room.
- 3. The school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, Part A, transportation, child care, or home visits, as such services relate to parent and family engagement.
- 4. The school will provide the following necessary coordination, technical assistance, and other support to assist Title I schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance:
  - a. The school will host an annual parent information session.
- 5. The school will build the schools' and parents' capacity for strong parent and family engagement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will, with the assistance of its Title I schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:
    - (1) The challenging, state academic standards;
    - (2) The state and local academic assessments including alternate assessments;
    - (3) The requirements of Title I, Part A;
    - (4) How to monitor their child's progress; and



## ۲۵ NEW DISTRICT BOARD OF EDUCATION

PROGRAM 2415.50/page 4 of 7 Lake Drive Title I – School Parent and Family Engagement

- (5) How to work with educators to improve the achievement of their children.
  - (a) The aforementioned topics will be discussed at the annual meeting, with support provided by staff throughout the year.
- 6. The school will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.
  - a. The school will, with the assistance of its Title I schools, provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent and family engagement.
  - b. The school will, with the assistance of its Title I schools and parents, educate its teachers, student services personnel, principals, other school leaders, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and schools.
  - c. The school will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with Head Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
  - d. The school will take the following actions to ensure that Title I information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
    - (1) Where practilable, documents will be translated upon request.



## **12** NEW DISTRICT BOARD OF EDUCATION

PROGRAM 2415.50/page 5 of 7 Lake Drive Title I – School Parent and Family Engagement

- 7. The school will coordinate and integrate parent and family engagement strategies under Title I with parent and family engagement strategies under the following programs such as Head Start, Parents as Teachers, Home Instruction Programs for Preschool Youngsters, and state-operated preschool programs.
- 8. The school principal or designee will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the quality of its Title I schools. The evaluation will include identifying barriers to greater participation by parents in parent and family engagement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parent and family engagement, and to revise if necessary (and with the involvement of parents) its parent and family engagement policies
- 9. The school will take the following actions to involve parents in the process of school review and improvement:
  - a. Hold meetings, when applicable, to review school policies and practices.
- 10. If the Annual School Plan (school-wide program plan) is not satisfactory to the parents of participating children, submit any parent comments on the Annual School Plan (ASP) when the school makes the plan available to the local educational agency
- C. Shared Responsibilities for High Student Academic Achievement
  - 1. As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.



## **ک** NEW DISTRICT BOARD OF EDUCATION

PROGRAM 2415.50/page 6 of 7 Lake Drive Title I – School Parent and Family Engagement

- D. Discretionary School Parent and Family Engagement Policy Components
  - 1. The School Parent and Family Engagement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities:
    - a. Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
    - b. Provide necessary literacy training for parents from Title I, Part A funds received, if the school district has exhausted all other reasonably available sources of funding for such training.
    - c. Pay reasonable and necessary expenses associated with parent and family engagement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions.
    - d. Train parents to enhance the involvement of other parents.
    - e. In order to maximize parent and family engagement and participation in their children's education, arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school.
    - f. Adopt and implement model approaches to improve parent and family engagement.
    - g. Establish a district-wide parent advisory council to provide advice on all matters related to parent and family engagement in Title I, Part A programs.
    - h. Develop appropriate roles for community-based organizations and businesses in parent involvement activities.
    - i. Provide other reasonable support for parent and family engagement activities under this section as parents may request.



## الم NEW DISTRICT BOARD OF EDUCATION

PROGRAM 2415.50/page 7 of 7 Lake Drive Title I – School Parent and Family Engagement

### E. Accessibility

1. In carrying out the parent and family engagement requirements of this part, districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports required in a format and, to the extent practicable, in a language such parents can understand.

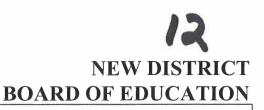
### F. Adoption

- 1. This School Parent and Family Engagement Policy has been developed jointly with, and agreed on, parents of children participating in Title I, Part A programs, as evidenced by meeting minutes.
- 2. This Policy was adopted by the Board of Education on the adoption date noted at the end of this Policy and will be in effect for the period of the school year. The school district will distribute this Policy to all parents of participating Title I children on or before October 1 of each school year.

Elementary and Secondary Education Act, Title I, Section 1116(a)(2)

Adopted:





PROGRAM 2416.01/page 1 of 1 Postnatal Accommodations for Students

### 2416.01 POSTNATAL ACCOMMODATIONS FOR STUDENTS

The Board of Education recognizes students may be returning to school shortly after their child's birth and may need to breastfeed their child or to express breast milk during the school day. The school district will accommodate a student who wants to breastfeed or express breast milk while attending school in the district.

A student shall be permitted to breastfeed their child or to express breast milk while attending school in accordance with a schedule provided by the student to the school nurse, who shall consult with the Principal or designee. The district encourages the student develop a schedule that does not impact a student's instructional time and encourages a student to schedule such time to breastfeed or to express breast milk during study hall time, lunch time, or other non-instructional times of the school day. The student may bring to school a breast pump and any other equipment necessary to express breast milk on school grounds. The student shall not incur an academic penalty for using any reasonable accommodations offered to the student and shall be provided the opportunity to make up any work missed due to such use.

The Principal or designee, in consultation with the school nurse, will designate a lactation/breastfeeding room that is shielded from view and free from intrusion by other students, staff members, and the public. The location must be functional as a space for breastfeeding or expressing breast milk and shall include an electrical outlet, a chair, and nearby access to running water. Expressed breast milk may be stored in a refrigerator in the school building or in the student's personal cooler. If the space is not a dedicated lactation/breastfeeding room, it must be available when needed. A space temporarily converted into a lactation/breastfeeding room or made available when needed by the student is sufficient; however, a bathroom, even if private, is not a permissible location. A student opting to breastfeed their child in the lactation/breastfeeding room will be responsible to make arrangements for their child to be brought to the school in accordance with a time schedule agreed to by the Principal or designee.

All staff members will assist in providing a positive atmosphere of support for students who are returning to school after the birth of their child. Conduct by a staff member or student that reasonably interferes with a student's performance in school; creates an intimidating, hostile, or offensive environment for a student that is complying with the provisions of this Policy; or that inhibits a student's ability to breastfeed their child or express breast milk while in school will not be tolerated.

The Principal shall ensure Policy 2416.01 is distributed to pregnant students and students who are returning to school after the birth of their child.

N.J.S.A. 26:4C-1; 26:4C-2; 26:4C-3

Adopted:



## **12** NEW DISTRICT BOARD OF EDUCATION

PROGRAM 2417/page 1 of 2 Student Intervention and Referral Services M

## 2417 STUDENT INTERVENTION AND REFERRAL SERVICES

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

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

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

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

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

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

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





#### **12** NEW DISTRICT BOARD OF EDUCATION

PROGRAM 2417/page 2 of 2 Student Intervention and Referral Services

At the end of the school year, the Principal shall, in consultation with the I&RS Team, develop a report on the concerns and issues identified by the I&RS Team and the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral services action plans. This report shall be provided to the Superintendent of Schools.

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

Adopted:



### **IQ** NEW DISTRICT BOARD OF EDUCATION

TEACHING STAFF MEMBERS 3161/page 1 of 2 Examination for Cause

#### 3161 EXAMINATION FOR CAUSE

The Board of Education may require the physical and/or psychiatric examination of any teaching staff member who shows evidence of deviation from normal physical or mental health in accordance with N.J.A.C. 6A:32-6.3(b).

The Superintendent shall require a physical and/or psychiatric examination on a teaching staff member whenever, in the judgment of the Superintendent, a teaching staff member shows evidence of deviation from normal physical or mental health, to determine the teaching staff member's physical and mental fitness to perform with reasonable accommodation the position the teaching staff member currently holds, or to detect any health risks to students and other employees.

A teaching staff member that is required to undergo a physical and/or psychiatric examination shall be provided a written statement of reasons for the required examination(s) and notice the teaching staff member has the right to request a hearing with the Board. The hearing shall be conducted in accordance with the provisions of N.J.S.A. 18A:25-7 and will offer the teaching staff member the opportunity to appear before the Board to refute the reasons for the required examination(s), provided any such hearing is requested by the teaching staff member in writing within five working days of the teaching staff member's receipt of the written statement of reasons. A teaching staff member shall be ordered to submit to the appropriate examination(s) by the physician or institution designated by the Board if the teaching staff member failed to timely request a hearing before the Board or failed to persuade the Board at the hearing that the teaching staff member should not be required to submit to the appropriate examination(s). The Board's determination at the conclusion of such a hearing is appealable to the Commissioner of Education pursuant to N.J.S.A. 18A:6-9 and N.J.A.C. 6A:4 - Appeals pursuant to N.J.A.C. 6A:32-6.3(b)2.

The Board shall bear the cost of the examination if the examination is performed by a physician or institution designated by the Board. The examination may be performed by a physician or institution of the teaching staff member's own choosing, approved by the Board, and at the teaching staff member's own expense in accordance with N.J.S.A. 18A:16-3 and N.J.A.C. 6A:32-6.3.

If the teaching staff member submits names of physicians or institutions to the Board for consideration to complete the appropriate examination(s) the Board is not required to designate the physician or institution submitted for consideration by the teaching staff member, but shall not act unreasonably in withholding its approval of the physician or institution. The Board shall require the teaching staff member to authorize the release of the examination results to the Superintendent.



### **IQ** NEW DISTRICT BOARD OF EDUCATION

TEACHING STAFF MEMBERS 3161/page 2 of 2 Examination for Cause

If the results of any such examination indicate mental abnormality or communicable disease, the teaching staff member shall be ineligible for further service until proof of recovery, satisfactory to the Board, is furnished, but if the teaching staff member is under contract or has tenure, they may be granted sick leave with compensation as provided by law and shall, upon satisfactory recovery, be permitted to complete the term of their contract, if they are under contract, or be reemployed with the same tenure as they possessed at the time their services were discontinued, if they have tenure, unless their absence shall exceed a period of two years in accordance with N.J.S.A. 18A:16-4.

In order to return to work, the teaching staff member must submit to an appropriate examination and submit the results of the examination to the Superintendent. The examination must be conducted by a physician or institution upon which the Board and teaching staff member confer and agree. If the physician or institution conducting the examination is conducted by the Board's choice, the cost shall be borne by the Board; if the physician or institution conducting the examination is conducted by the teaching staff member's choice, the cost shall be borne by the teaching staff member.

A teaching staff member who refuses to submit to the examination required by this Policy and has exhausted the hearing procedures established by law and this Policy shall be subject to discipline, which may include, but not limited to, termination or certification of tenure charges to the Commissioner of Education, as applicable.

42 U.S.C.A. 12101 N.J.S.A. 18A:6-10; 18A:16-2; 18A:16-3; 18A:16-4; 18A:25-7; 18A:28-5; 18A:30-1 et seq. N.J.A.C. 6A:32-6.2; 6A:32-6.3

Adopted:



### NEW DISTRICT BOARD OF EDUCATION

SUPPORT STAFF MEMBERS 4161/page 1 of 2 Examination for Cause

#### 4161 EXAMINATION FOR CAUSE

The Board of Education may require the physical and/or psychiatric examination of any support staff member who shows evidence of deviation from normal physical or mental health in accordance with N.J.A.C. 6A:32-6.3(b).

The Superintendent shall require a physical and/or psychiatric examination on a support staff member whenever, in the judgment of the Superintendent, a support staff member shows evidence of deviation from normal physical or mental health, to determine the support staff member's physical and mental fitness to perform with reasonable accommodation the position the support staff member currently holds, or to detect any health risks to students and other employees.

A support staff member that is required to undergo a physical and/or psychiatric examination shall be provided a written statement of reasons for the required examination(s) and notice the support staff member has the right to request a hearing with the Board. The hearing shall be conducted in accordance with the provisions of N.J.S.A. 18A:25-7 and will offer the support staff member the opportunity to appear before the Board to refute the reasons for the required examination(s), provided any such hearing is requested by the support staff member in writing within five working days of the support staff member's receipt of the written statement of reasons. A support staff member shall be ordered to submit to the appropriate examination(s) by the physician or institution designated by the Board if the support staff member failed to timely request a hearing before the Board or failed to persuade the Board at the hearing that the support staff member should not be required to submit to the appropriate examination(s). The Board's determination at the conclusion of such a hearing is appealable to the Commissioner of Education pursuant to N.J.S.A. 18A:6-9 and N.J.A.C. 6A:4 - Appeals pursuant to N.J.A.C. 6A:32-6.3(b)2.

The Board shall bear the cost of the examination if the examination is performed by a physician or institution designated by the Board. The examination may be performed by a physician or institution of the support staff member's own choosing, approved by the Board, and at the support staff member's own expense in accordance with N.J.S.A. 18A:16-3 and N.J.A.C. 6A:32-6.3.

If the support staff member submits names of physicians or institutions to the Board for consideration to complete the appropriate examination(s) the Board is not required to designate the physician or institution submitted for consideration by the support staff member, but shall not act unreasonably in withholding its approval of the physician or institution. The Board shall require the support staff member to authorize the release of the examination results to the Superintendent.



### **12** NEW DISTRICT BOARD OF EDUCATION

SUPPORT STAFF MEMBERS 4161/page 2 of 2 Examination for Cause

If the results of any such examination indicate mental abnormality or communicable disease, the support staff member shall be ineligible for further service until proof of recovery, satisfactory to the Board, is furnished, but if the support staff member is under contract or has tenure, they may be granted sick leave with compensation as provided by law and shall, upon satisfactory recovery, be permitted to complete the term of their contract, if they are under contract, or be reemployed with the same tenure as they possessed at the time their services were discontinued, if they have tenure, unless their absence shall exceed a period of two years in accordance with N.J.S.A. 18A:16-4.

In order to return to work, the support staff member must submit to an appropriate examination and submit the results of the examination to the Superintendent. The examination must be conducted by a physician or institution upon which the Board and support staff member confer and agree. If the physician or institution conducting the examination is conducted by the Board's choice, the cost shall be borne by the Board; if the physician or institution conducting the examination is conducted by the support staff member's choice, the cost shall be borne by the support staff member.

A support staff member who refuses to submit to the examination required by this Policy and has exhausted the hearing procedures established by law and this Policy shall be subject to discipline, which may include, but not limited to, termination or certification of tenure charges to the Commissioner of Education, as applicable.

42 U.S.C.A. 12101 N.J.S.A. 18A:6-10; 18A:16-2; 18A:16-3; 18A:16-4; 18A:25-7; 18A:28-5; 18A:30-1 et seq. N.J.A.C. 6A:32-6.2; 6A:32-6.3

Adopted:





### **IQ** NEW DISTRICT BOARD OF EDUCATION

STUDENTS 5512/page 1 of 24 Harassment, Intimidation, and Bullying M

#### 5512 HARASSMENT, INTIMIDATION, AND BULLYING

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### **12** NEW DISTRICT BOARD OF EDUCATION

STUDENTS 5512/page 2 of 24 Harassment, Intimidation, and Bullying

- Q. Collective Bargaining Agreements and Individual Contracts
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- A. Policy Statement

The Board of Education prohibits acts of harassment, intimidation, or bullying of a student. A safe and civil environment in school is necessary for students to learn and achieve high academic standards. Harassment, intimidation, or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe and disciplined environment. Harassment, intimidation, or bullying is unwanted, aggressive behavior that may involve a real or perceived power imbalance. Since students learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation, or bullying.

For the purposes of this Policy, the term "parent," pursuant to N.J.A.C. 6A:16-1.3, means the natural parent(s); adoptive parent(s); legal guardian(s); foster parent(s); or parent surrogate(s) of a student. When parents are separated or divorced, "parent" means the person or agency which has legal custody of the student, as well as the natural or adoptive parent(s) of the student, provided parental rights have not been terminated by a court of appropriate jurisdiction.

B. Harassment, Intimidation, and Bullying Definition

"Harassment, intimidation, or bullying" means any gesture, any written, verbal or physical act, or any electronic communication, as defined in N.J.S.A. 18A:37-14, whether it be a single incident or a series of incidents that:

- 1. Is reasonably perceived as being motivated by either any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic;
- 2. Takes place on school property, at any school-sponsored function, on a school bus, or off school grounds, as provided for in N.J.S.A. 18A:37-15.3;



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- 3. Substantially disrupts or interferes with the orderly operation of the school or the rights of other students; and that
  - a. A reasonable person should know, under the circumstances, that the act(s) will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to their person or damage to their property; or
  - b. Has the effect of insulting or demeaning any student or group of students; or
  - c. Creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.

Schools are required to address harassment, intimidation, and bullying occurring off school grounds, when there is a nexus between the harassment, intimidation, and bullying and the school (e.g., the harassment, intimidation, or bullying substantially disrupts or interferes with the orderly operation of the school or the rights of other students).

"Electronic communication" means a communication transmitted by means of an electronic device, including, but not limited to: a telephone, cellular phone, computer, or pager.

C. Student Expectations

The Board expects students to conduct themselves in keeping with their levels of development, maturity and demonstrated capabilities with proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities and the care of school facilities and equipment consistent with the Code of Student Conduct.

The Board believes that standards for student behavior must be set cooperatively through interaction among the students, parents, school employees, school administrators, school volunteers, and community representatives, producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for school district and community property on the part of students, staff, and community members.



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Students are expected to behave in a way that creates a supportive learning environment. The Board believes the best discipline is self-imposed, and it is the responsibility of staff to use instances of violations of the Code of Student Conduct as opportunities to help students learn to assume and accept responsibility for their behavior and the consequences of their behavior. Staff members who interact with students shall apply best practices designed to prevent student conduct problems and foster students' abilities to grow in self-discipline.

The Board expects that students will act in accordance with the student behavioral expectations and standards regarding harassment, intimidation, and bullying, including:

- 1. Student responsibilities (e.g., requirements for students to conform to reasonable standards of socially accepted behavior; respect the person, property and rights of others; obey constituted authority; and respond to those who hold that authority);
- 2. Appropriate recognition for positive reinforcement for good conduct, selfdiscipline, and good citizenship;
- 3. Student rights; and
- 4. Sanctions and due process for violations of the Code of Student Conduct.

Pursuant to N.J.S.A. 18A:37-15(a) and N.J.A.C. 6A:16-7.1(a)1, the district has involved a broad-base of school and community members, including parents, students, instructional staff, student support services staff, school administrators, and school volunteers, as well as community organizations, such as faith-based, health and human service, business and law enforcement, in the development of this Policy. Based on locally determined and accepted core ethical values adopted by the Board, pursuant to N.J.A.C. 6A:16-7.1(a)2, the Board must develop guidelines for student conduct pursuant to N.J.A.C. 6A:16-7.1. These guidelines for student conduct will take into consideration the developmental ages of students, the severity of the offenses and students' histories of inappropriate behaviors, and the mission and physical facilities of the individual school(s) in the district. This Policy requires all students in the district to adhere to the rules established by the school district and to submit to the remedial and consequential measures that are appropriately assigned for infractions of these rules.

Pursuant to N.J.A.C. 6A:16-7.1, the Superintendent must annually provide to students and their parents the rules of the district regarding student conduct. Provisions shall be made for informing parents whose primary language is other than English.



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The district prohibits active or passive support for acts of harassment, intimidation, or bullying. Students are encouraged to support other students who:

- 1. Walk away from acts of harassment, intimidation, and bullying when they see them;
- 2. Constructively attempt to stop acts of harassment, intimidation, or bullying;
- 3. Provide support to students who have been subjected to harassment, intimidation, or bullying; and
- 4. Report acts of harassment, intimidation, and bullying to the designated school staff member.
- D. Consequences and Appropriate Remedial Actions

The Board of Education requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for students who commit one or more acts of harassment, intimidation, or bullying, consistent with the Code of Student Conduct. The following factors, at a minimum, shall be given full consideration by school administrators in the implementation of appropriate consequences and remedial measures for each act of harassment, intimidation, or bullying by students.

#### Consequences – Students

Consequences for a student who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion of students, as set forth in the Board's approved Code of Student Conduct pursuant to N.J.A.C. 6A:16-7.1. Consequences for a student who commits an act of harassment, intimidation, or bullying are those that are varied and graded according to the nature of the behavior; the nature of the student's disability, if any, and to the extent relevant; the developmental age of the student; and the student's history of problem behaviors and performance consistent with the Board's approved Code of Student Conduct and N.J.A.C. 6A:16-7, Student Conduct. The use of negative consequences should occur in conjunction with remediation and not be relied upon as the sole intervention approach.



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Factors for Determining Consequences - Student Considerations

- 1. Age, developmental and maturity levels of the parties involved and their relationship to the school district;
- 2. Degrees of harm;
- 3. Surrounding circumstances;
- 4. Nature and severity of the behavior(s);
- 5. Incidences of past or continuing patterns of behavior;
- 6. Relationships between the parties involved; and
- 7. Context in which the alleged incidents occurred.

Factors for Determining Consequences - School Considerations

- 1. School culture, climate, and general staff management of the learning environment;
- 2. Social, emotional, and behavioral supports;
- 3. Student-staff relationships and staff behavior toward the student;
- 4. Family, community, and neighborhood situation; and
- 5. Alignment with Board policy and regulations/procedures.

Examples of Consequences

- 1. Admonishment;
- 2. Temporary removal from the classroom;
- 3. Deprivation of privileges;
- 4. Classroom or administrative detention;
- 5. Referral to disciplinarian;
- 6. In-school suspension;
- 7. Out-of-school suspension (short-term or long-term);
- 8. Reports to law enforcement or other legal action; or
- 9. Expulsion.

In accordance with N.J.S.A. 18A:37-15.b.(4), the consequences for a student who commits an act of harassment, intimidation, or bullying may vary depending on whether it is the first act of harassment, intimidation, or bullying by a student, the second act, or third or subsequent acts. If it is the third or subsequent act of harassment, intimidation, or bullying by a student, the Principal, in consultation with appropriate school staff, shall develop an individual student intervention plan which shall be approved by the Superintendent or designee, and may require the student, accompanied by a parent, to complete in a satisfactory manner a class or training program to reduce harassment, intimidation, or bullying behavior.



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#### Appropriate Remedial Actions - Students

Appropriate remedial action for a student who commits an act of harassment, intimidation, or bullying that takes into account the nature of the behavior; the nature of the student's disability, if any, and to the extent relevant; the developmental age of the student; and the student's history of problem behaviors and performance. The appropriate remedial action may also include a behavioral assessment or evaluation including, but not limited to, a referral to the Child Study Team as appropriate; and supportive interventions and referral services, including those at N.J.A.C. 6A:16-8.

Factors for Determining Remedial Measures

#### Personal

- 1. Life skill deficiencies;
- 2. Social relationships;
- 3. Strengths;
- 4. Talents;
- 5. Interests;
- 6. Hobbies;
- 7. Extra-curricular activities;
- 8. Classroom participation;
- 9. Academic performance; and
- 10. Relationship to students and the school district.

#### Environmental

- 1. School culture;
- 2. School climate;
- 3. Student-staff relationships and staff behavior toward the student;
- 4. General staff management of classrooms or other educational environments;
- 5. Staff ability to prevent and manage difficult or inflammatory situations;
- 6. Social-emotional and behavioral supports;
- 7. Social relationships;
- 8. Community activities;
- 9. Neighborhood situation; and
- 10. Family situation.



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Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim of the act, and take corrective action for documented systemic problems related to harassment, intimidation, or bullying. The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of Remedial Measures

Personal - Student Exhibiting Bullying Behavior

- 1. Develop a behavioral contract with the student. Ensure the student has a voice in the outcome and can identify ways they can solve the problem and change behaviors;
- 2. Meet with parents to develop a family agreement to ensure the parent and the student understand school rules and expectations;
- 3. Explain the long-term negative consequences of harassment, intimidation, and bullying on all involved;
- 4. Ensure understanding of consequences, if harassment, intimidation, and bullying behavior continues;
- 5. Meet with school counselor, school social worker, or school psychologist to decipher mental health issues (e.g., what is happening and why?);
- 6. Develop a learning plan that includes consequences and skill building;
- 7. Consider wrap-around support services or after-school programs or services;
- 8. Provide social skill training, such as impulse control, anger management, developing empathy, and problem solving;
- 9. Arrange for an apology, preferably written;
- 10. Require a reflective essay to ensure the student understands the impact of their actions on others;
- 11. Have the student research and teach a lesson to the class about bullying, empathy, or a similar topic;
- 12. Arrange for restitution (i.e., compensation, reimbursement, amends, repayment), particularly when personal items were damaged or stolen;
- 13. Explore age-appropriate restorative (i.e., healing, curative, recuperative) practices; and
- 14. Schedule a follow-up conference with the student.

#### Personal – Target/Victim

1. Meet with a trusted staff member to explore the student's feelings about the incident;



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- 2. Develop a plan to ensure the student's emotional and physical safety at school;
- 3. Have the student meet with the school counselor or school social worker to ensure they do not feel responsible for the bullying behavior;
- 4. Ask students to log behaviors in the future;
- 5. Help the student develop skills and strategies for resisting bullying; and
- 6. Schedule a follow-up conference with the student.

Parents, Family, and Community

- 1. Develop a family agreement;
- 2. Refer the family for family counseling; and
- 3. Offer parent education workshops related to bullying and social-emotional learning.

Examples of Remedial Measures – Environmental (Classroom, School Building, or School District)

- 1. Analysis of existing data to identify bullying issues and concerns;
- 2. Use of findings from school surveys (e.g., school climate surveys);
- 3. Focus groups;
- 4. Mailings postal and email;
- 5. Cable access television;
- 6. School culture change;
- 7. School climate improvement;
- 8. Increased supervision in "hot spots" (e.g., locker rooms, hallways, playgrounds, cafeterias, school perimeters, buses);
- 9. Adoption of evidence-based systemic bullying prevention practices and programs;
- 10. Training for all certificated and non-certificated staff to teach effective prevention and intervention skills and strategies;
- 11. Professional development plans for involved staff;
- 12. Participation of parents and other community members and organizations (e.g., Parent Teacher Associations, Parent Teacher Organizations) in the educational program and in problem-solving bullying issues;
- 13. Formation of professional learning communities to address bullying problems;
- 14. Small or large group presentations for fully addressing the actions and the school's response to the actions, in the context of the acceptable student and staff member behavior and the consequences of such actions;
- 15. School policy and procedure revisions;
- 16. Modifications of schedules;
- 17. Adjustments in hallway traffic;



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- 18. Examination and adoption of educational practices for actively engaging students in the learning process and in bonding students to pro-social institutions and people;
- 19. Modifications in student routes or patterns traveling to and from school;
- 20. Supervision of student victims before and after school, including school transportation;
- 21. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);
- 22. Targeted use of teacher aides;
- 23. Disciplinary action, including dismissal, for school staff who contributed to the problem;
- 24. Supportive institutional interventions, including participation in the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
- 25. Parent conferences;
- 26. Family counseling;
- 27. Development of a general harassment, intimidation, and bullying response plan;
- 28. Behavioral expectations communicated to students and parents;
- 29. Participation of the entire student body in problem-solving harassment, intimidation, and bullying issues;
- 30. Recommendations of a student behavior or ethics council;
- 31. Participation in peer support groups;
- 32. School transfers; and
- 33. Involvement of law enforcement officers, including school resource officers and juvenile officers or other appropriate legal action.

Consequences and Appropriate Remedial Actions – Adults

The district will also impose appropriate consequences and remedial actions to an adult who commits an act of harassment, intimidation, or bullying of a student. The consequences may include, but not be limited to: verbal or written reprimand, increment withholding, legal action, disciplinary action, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or outof-school counseling, professional development programs, and work environment modifications.



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#### Target/Victim Support

Districts should identify a range of strategies and resources that will be available to individual victims of harassment, intimidation, and bullying, and respond in a manner that provides relief to victims and does not stigmatize victims or further their sense of persecution. The type, diversity, location, and degree of support are directly related to the student's perception of safety.

Sufficient safety measures should be undertaken to ensure the victim's physical and social-emotional well-being and their ability to learn in a safe, supportive, and civil educational environment.

Examples of support for student victims of harassment, intimidation, and bullying include:

- 1. Teacher aides;
- 2. Hallway and playground monitors;
- 3. Partnering with a school leader;
- 4. Provision of an adult mentor;
- 5. Assignment of an adult "shadow" to help protect the student;
- 6. Seating changes;
- 7. Schedule changes;
- 8. School transfers;
- 9. Before- and after-school supervision;
- 10. School transportation supervision;
- 11. Counseling; and
- 12. Treatment or therapy.

#### E. Harassment, Intimidation, and Bullying Reporting Procedure

The Board of Education requires the Principal at each school to be responsible for receiving complaints alleging violations of this Policy. All Board members, school employees, and volunteers and contracted service providers who have contact with students are required to verbally report alleged violations of this Policy to the Principal or the Principal's designee on the same day when the individual witnessed or received reliable information regarding any such incident. All Board members, school employees, and volunteers and contracted service providers who have contact with students, also shall submit a report in writing to the Principal within two school days of the verbal report. The written report shall be on a numbered form developed by the New Jersey Department of Education in accordance with N.J.S.A. 18A:37-15.b.(5). A copy of the form shall be submitted promptly by the Principal to the Superintendent.



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The Principal or designee will inform the parents of all students involved in alleged incidents, and, as appropriate, may discuss the availability of counseling and other intervention services. The Principal or designee shall keep a written record of the date, time, and manner of notification to the parents. The Principal or designee shall take into account the circumstances of the incident when providing notification to parents of all students involved in the reported harassment, intimidation, or bullying incident and when conveying the nature of the incident, including the actual or perceived protected category motivating the alleged offense. The Principal, upon receiving a verbal or written report, may take interim measures to ensure the safety, health, and welfare of all parties pending the findings of the investigation.

Students, parents, and visitors are encouraged to report alleged violations of this Policy to the Principal on the same day when the individual witnessed or received reliable information regarding any such incident.

A person may report, verbally or in writing, an act of harassment, intimidation, or bullying committed by an adult or youth against a student anonymously. The Board will not take formal disciplinary action based solely on the anonymous report. The district shall provide a means for a parent to complete an online numbered form developed by the New Jersey Department of Education to confidentially report an incident of harassment, intimidation, or bullying.

A Board member or school employee who promptly reports an incident of harassment, intimidation, or bullying and who makes this report in compliance with the procedures set forth in this Policy, is immune from a cause of action for damages arising from any failure to remedy the reported incident.

In accordance with the provisions of N.J.S.A. 18A:37-18, the harassment, intimidation, and bullying law does not prevent a victim from seeking redress under any other available law, either civil or criminal, nor does it create or alter any tort liability.

The district may consider every mechanism available to simplify reporting, including standard reporting forms and/or web-based reporting mechanisms. For anonymous reporting, the district may consider locked boxes located in areas of a school where reports can be submitted without fear of being observed.



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A school administrator who receives a report of harassment, intimidation, and bullying from a district employee, and fails to initiate or conduct an investigation, or who should have known of an incident of harassment, intimidation, or bullying and fails to take sufficient action to minimize or eliminate the harassment, intimidation, or bullying, may be subject to disciplinary action.

- F. Anti-Bullying Coordinator, Anti-Bullying Specialist, and School Safety/School Climate Team(s)
  - 1. The Superintendent shall appoint a district Anti-Bullying Coordinator. The Superintendent shall make every effort to appoint an employee of the school district to this position.

The district Anti-Bullying Coordinator shall:

- a. Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, or bullying of students;
- b. Collaborate with school Anti-Bullying Specialists in the district, the Board of Education, and the Superintendent to prevent, identify, and respond to harassment, intimidation, or bullying of students in the district;
- c. Provide data, in collaboration with the Superintendent, to the Department of Education regarding harassment, intimidation, or bullying of students;
- d. Execute such other duties related to school harassment, intimidation, or bullying as requested by the Superintendent; and
- e. Meet at least twice a school year with the school Anti-Bullying Specialist(s) to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation, and bullying in the district.
- 2. The Principal in each school shall appoint a school Anti-Bullying Specialist. The Anti-Bullying Specialist shall be a guidance counselor, school psychologist, or other certified staff member trained to be the Anti-Bullying Specialist from among the currently employed staff in the school.



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The school Anti-Bullying Specialist shall:

- a. Chair the School Safety/School Climate Team as provided in N.J.S.A. 18A:37-21;
- b. Lead the investigation of incidents of harassment, intimidation, or bullying in the school; and
- c. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, or bullying in the school.
- 3. A School Safety/School Climate Team shall be formed in each school in the district to develop, foster, and maintain a positive school climate by focusing on the on-going systemic operational procedures and educational practices in the school, and to address issues such as harassment, intimidation, or bullying that affect school climate and culture. Each School Safety/School Climate Team shall meet, at a minimum, two times per school year. The School Safety/School Climate Team shall consist of the Principal or the Principal's designee who, if possible, shall be a senior administrator in the school and the following appointees of the Principal: a teacher in the school; a school Anti-Bullying Specialist; a parent of a student in the school; and other members to be determined by the Principal. The school Anti-Bullying Specialist shall serve as the chair of the School Safety/School Climate Team.

The School Safety/School Climate Team shall:

- a. Receive records of all complaints of harassment, intimidation, or bullying of students that have been reported to the Principal;
- b. Receive copies of all reports prepared after an investigation of an incident of harassment, intimidation, or bullying;
- c. Identify and address patterns of harassment, intimidation, or bullying of students in the school;
- d. Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, or bullying of students;



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- e. Educate the community, including students, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of students;
- f. Participate in the training required pursuant to the provisions of N.J.S.A. 18A:37-13 et seq. and other training which the Principal or the district Anti-Bullying Coordinator may request. The School Safety/School Climate Team shall be provided professional development opportunities that may address effective practices of successful school climate programs or approaches; and
- g. Execute such other duties related to harassment, intimidation, or bullying as requested by the Principal or district Anti-Bullying Coordinator.

Notwithstanding any provision of N.J.S.A. 18A:37-21 to the contrary, a parent who is a member of the School Safety/School Climate Team shall not participate in the activities of the team set forth in 3. a., b., or c. above or any other activities of the team which may compromise the confidentiality of a student, consistent with, at a minimum, the requirements of the Family Educational Rights and Privacy Act (20 U.S.C. Section 1232 and 34 CFR Part 99), N.J.A.C. 6A:32-7, Student Records and N.J.A.C. 6A:14-2.9, Student Records.

G. Harassment, Intimidation, and Bullying Investigation

The Board requires a thorough and complete investigation to be conducted for each report of violations and complaints which either identify harassment, intimidation, or bullying or describe behaviors that indicate harassment, intimidation, or bullying.

The investigation shall be initiated by the Principal or the Principal's designee within one school day of the verbal report of the incident. The investigation shall be conducted by the school Anti-Bullying Specialist in coordination with the Principal. The Principal may appoint additional personnel who are not school Anti-Bullying Specialists to assist with the investigation. Investigations or complaints concerning adult conduct shall not be investigated by a member of the same bargaining unit as the individual who is the subject of the investigation. The Superintendent or designee will appoint a staff member to complete investigations involving allegations against a staff member serving in a supervisory or administrative position.



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The investigation shall be completed and the written findings submitted to the Principal as soon as possible, but not later than ten school days from the date of the written report of the incident. Should information regarding the reported incident and the investigation be received after the end of the ten-day period, the school Anti-Bullying Specialist shall amend the original report of the results of the investigation to ensure there is an accurate and current record of the facts and activities concerning the reported incident.

The Principal shall proceed in accordance with the Code of Student Conduct, as appropriate, based on the investigation findings. The Principal shall submit the report to the Superintendent within two school days of the completion of the investigation and in accordance with the Administrative Procedures Act (N.J.S.A. 52:14B-1 et seq.). As appropriate to the findings from the investigation, the Superintendent shall ensure the Code of Student Conduct has been implemented and may decide to provide intervention services, order counseling as a result of the finding of the investigation, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, impose discipline, or take or recommend other appropriate action including seeking further information, as necessary.

The Superintendent shall report the results of each investigation to the Board of Education no later than the date of the regularly scheduled Board of Education meeting following the completion of the investigation. The Superintendent's report shall include information on any consequences imposed under the Code of Student Conduct, any services provided, training established, or other action taken or recommended by the Superintendent.

Parents of involved student offenders and targets/victims shall be provided with information about the investigation, in accordance with Federal and State law and regulation. The information to be provided to parents shall include the nature of the investigation, whether the district found evidence of harassment, intimidation, or bullying, and whether consequences were imposed or services provided to address the incident of harassment, intimidation, or bullying. This information shall be provided in writing within five school days after the results of the investigation are reported to the Board of Education.

A parent may request a hearing before the Board of Education after receiving the written information about the investigation. Any request for such a hearing shall be filed with the Board Secretary no later than sixty calendar days after the written information is provided to the parents. The hearing shall be held within ten business days of the request. The Board of Education shall conduct the hearing in executive session, pursuant to the



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Open Public Meetings Act (N.J.S.A. 10:4-1 et seq.), to protect the confidentiality of the students. At the hearing, the Board may hear testimony from and consider information provided by the school Anti-Bullying Specialist and others, as appropriate, regarding the incident, the findings from the investigation of the incident, recommendations for consequences or services, and any programs instituted to reduce such incidents, prior to rendering a determination. A redacted copy of the completed written report form developed by the New Jersey Department of Education that removes all student identification information shall be confidentially shared with the Board of Education after the conclusion of the investigation if a hearing with the Board of Education is requested by the parents pursuant to N.J.S.A. 18A:37-15.b.(6)(d).

At the regularly scheduled Board of Education meeting following its receipt of the Superintendent's report on the results of the investigations to the Board or following a hearing in executive session, the Board shall issue a decision, in writing, to affirm, reject, or modify the Superintendent's decision. The Board's decision may be appealed to the Commissioner of Education, in accordance with N.J.A.C. 6A:3, Controversies and Disputes, no later than ninety days after issuance of the Board of Education's decision.

A parent, student, or organization may file a complaint with the Division on Civil Rights within one hundred eighty days of the occurrence of any incident of harassment, intimidation, or bullying based on membership in a protected group as enumerated in the "Law Against Discrimination," P.L.1945, c.169 (C.10:5-1 et seq.).

H. Range of Responses to an Incident of Harassment, Intimidation, or Bullying

The Board shall establish a range of responses to harassment, intimidation, and bullying incidents and the Principal and the Anti-Bullying Specialist shall appropriately apply these responses once an incident of harassment, intimidation, or bullying is confirmed. The Superintendent shall respond to confirmed harassment, intimidation, and bullying, according to the parameters described in this Policy. The range of ways in which school staff will respond shall include an appropriate combination of counseling, support services, intervention services, and other programs. The Board recognizes that some acts of harassment, intimidation, or bullying may be isolated incidents requiring the school officials respond appropriately to the individual(s) committing the acts. Other acts may be so serious or parts of a larger pattern of harassment, intimidation, or bullying that they require a response either at the classroom, school building, or school district level or by law enforcement officials.



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For every incident of harassment, intimidation, or bullying, the school officials must respond appropriately to the individual who committed the act. The range of responses to confirmed harassment, intimidation, or bullying acts should include individual, classroom, school, or district responses, as appropriate to the findings from each incident. Examples of responses that apply to each of these categories are provided below:

- 1. Individual responses can include consistent and appropriate positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) intended to remediate the problem behaviors.
- 2. Classroom responses can include class discussions about an incident of harassment, intimidation, or bullying, role plays (when implemented with sensitivity to a student's situation or involvement with harassment, intimidation, and bullying), research projects, observing and discussing audio-visual materials on these subjects, and skill-building lessons in courtesy, tolerance, assertiveness, and conflict management.
- 3. School responses can include theme days, learning station programs, "acts of kindness" programs or awards, use of student survey data to plan prevention and intervention programs and activities, social norms campaigns, posters, public service announcements, "natural helper" or peer leadership programs, "upstander" programs, parent programs, the dissemination of information to students and parents explaining acceptable uses of electronic and wireless communication devices, and harassment, intimidation, and bullying prevention curricula or campaigns.
- 4. District-wide responses can comprise of adoption of school-wide programs, including enhancing the school climate, involving the community in policy review and development, providing professional development coordinating with community-based organizations (e.g., mental health, health services, health facilities, law enforcement, faith-based organizations), launching harassment, intimidation, and bullying prevention campaigns.

#### I. Reprisal or Retaliation Prohibited

The Board prohibits a Board member, school employee, contracted service provider who has contact with students, school volunteer, or student from engaging in reprisal, retaliation, or false accusation against a victim, witness, or one with reliable information, or any other person who has reliable information about an act of harassment,



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intimidation, or bullying or who reports an act of harassment, intimidation, or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act, in accordance with case law, Federal and State statutes and regulations, and district policies and procedures. All suspected acts of reprisal or retaliation will be taken seriously and appropriate responses will be made in accordance with the totality of the circumstances.

Examples of consequences and remedial measures for students who engage in reprisal or retaliation are listed and described in the Consequences and Appropriate Remedial Actions section of this Policy.

Examples of consequences for a school employee or a contracted service provider who has contact with students who engage in reprisal or retaliation may include, but not be limited to: verbal or written reprimand, increment withholding, legal action, disciplinary action, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds.

Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

Examples of consequences for a Board member who engages in reprisal or retaliation may include, but not be limited to: reprimand, legal action, and other action authorized by statute or administrative code. Remedial measures may include, but not be limited to: counseling and professional development.

J. Consequences and Appropriate Remedial Action for False Accusation

The Board prohibits any person from falsely accusing another as a means of retaliation or as a means of harassment, intimidation, or bullying.

 Students - Consequences and appropriate remedial action for a student found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1 et seq., Discipline of Students and as set forth in N.J.A.C. 6A:16-7.2, Short-term Suspensions, N.J.A.C. 6A:16-7.3, Long-term Suspensions and N.J.A.C. 6A:16-7.4, Expulsions and those listed and described in the Consequences and Appropriate Remedial Actions section of this Policy.



## NEW DISTRICT BOARD OF EDUCATION

STUDENTS 5512/page 20 of 24 Harassment, Intimidation, and Bullying

- 2. School Employees Consequences and appropriate remedial action for a school employee or contracted service provider who has contact with students found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could entail discipline in accordance with district policies, procedures, and agreements which may include, but not be limited to: reprimand, suspension, increment withholding, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.
- 3. Visitors or Volunteers Consequences and appropriate remedial action for a visitor or volunteer found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could be determined by the school administrator after consideration of the nature, severity, and circumstances of the act, including law enforcement reports or other legal actions, removal of buildings or grounds privileges, or prohibiting contact with students or the provision of student services. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.
- K. Harassment, Intimidation, and Bullying Policy Publication and Dissemination

This Policy will be disseminated annually by the Superintendent to all school employees, contracted service providers who have contact with students, school volunteers, students, and parents who have children enrolled in a school in the district, along with a statement explaining the Policy applies to all acts of harassment, intimidation, or bullying, pursuant to N.J.S.A. 18A:37-14 that occur on school property, at school-sponsored functions, or on a school bus and, as appropriate, acts that occur off school grounds.

The Superintendent shall ensure that notice of this Policy appears in the student handbook and all other publications of the school district that set forth the comprehensive rules, procedures, and standards for schools within the school district.

The Superintendent or designee shall post a link to the district's Harassment, Intimidation, and Bullying Policy that is prominently displayed on the homepage of the school district's website. The district will notify students and parents this Harassment, Intimidation, and Bullying Policy is available on the school district's website.



## NEW DISTRICT BOARD OF EDUCATION

STUDENTS 5512/page 21 of 24 Harassment, Intimidation, and Bullying

The Superintendent shall post the name, school phone number, school address, and school email address of the district Anti-Bullying Coordinator on the home page of the school district's website. Each Principal shall post the name, school phone number, address, and school email address of both the Anti-Bullying Specialist and the district Anti-Bullying Coordinator on the home page of each school's website. The Superintendent or designee shall post the contact information for the New Jersey School Climate State Coordinator on the school district's and on each school's website in the same location as this Policy is posted.

The Superintendent or designee shall post on the school district's and each school's website the current version of "Guidance for Parents on the Anti-Bullying Bill of Rights Act" developed by the New Jersey Department of Education.

L. Harassment, Intimidation, and Bullying Training and Prevention Programs

The Superintendent and Principal(s) shall provide training on the school district's Harassment, Intimidation, and Bullying Policy to current and new school employees; including administrators, instructors, student support services, administrative/office support, transportation, food service, facilities/maintenance; contracted service providers; and volunteers who have significant contact with students; and persons contracted by the district to provide services to students. The training shall include instruction on preventing bullying on the basis of the protected categories enumerated in N.J.S.A. 18A:37-14 and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation, or bullying.

Each public school teacher and educational services professional shall be required to complete at least two hours of instruction in harassment, intimidation, and bullying prevention within each five year professional development period as part of the professional development requirement pursuant to N.J.S.A. 18:37-22.d. The required two hours of suicide prevention instruction shall include information on the risk of suicide and incidents of harassment, intimidation, or bullying and information on reducing the risk of suicide in students who are members of communities identified as having members at high risk of suicide.

Each newly elected or appointed Board member must complete, during the first year of the member's first term, a training program on harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:12-33.



## NEW DISTRICT BOARD OF EDUCATION

STUDENTS 5512/page 22 of 24 Harassment, Intimidation, and Bullying

The school district shall provide time during the usual school schedule for the Anti-Bullying Coordinator and each school Anti-Bullying Specialist to participate in harassment, intimidation, and bullying training programs.

A school leader shall complete school leader training that shall include information on the prevention of harassment, intimidation, and bullying as required in N.J.S.A. 18A:26-8.2.

The school district shall annually observe a "Week of Respect" beginning with the first Monday in October. In order to recognize the importance of character education, the school district will observe the week by providing age-appropriate instruction focusing on the prevention of harassment, intimidation, and bullying as defined in N.J.S.A. 18A:37-14. Throughout the school year the district will provide ongoing age-appropriate instruction on preventing harassment, intimidation, or bullying, in accordance with the Core Curriculum Content Standards, pursuant to N.J.S.A. 18A:37-29.

The school district and each school in the district will annually establish, implement, document, and assess harassment, intimidation, and bullying prevention programs or approaches, and other initiatives in consultation with school staff, students, administrators, volunteers, parents, law enforcement, and community members. The programs or approaches and other initiatives shall be designed to create school-wide conditions to prevent and address harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:37-17.

M. Harassment, Intimidation, and Bullying Policy Reevaluation, Reassessment, and Review

The Superintendent shall develop and implement a process for annually discussing the school district's Harassment, Intimidation, and Bullying Policy with students.

The Superintendent, Principal(s), and the Anti-Bullying Coordinator, with input from the schools' Anti-Bullying Specialists, shall annually conduct a reevaluation, reassessment, and review of the Harassment, Intimidation, and Bullying Policy, and any report(s) and/or finding(s) of the School Safety/School Climate Team(s). The Superintendent shall recommend to the Board necessary revisions and additions to the Policy consistent with N.J.S.A. 18A:37-15.c., as well as to harassment, intimidation, and bullying prevention programs and approaches based on the findings from the evaluation, reassessment, and review.



## NEW DISTRICT BOARD OF EDUCATION

STUDENTS 5512/page 23 of 24 Harassment, Intimidation, and Bullying

N. Reports to Board of Education and New Jersey Department of Education

The Superintendent shall report two times each school year, between September 1 and January 1 and between January 1 and June 30 at a public hearing all acts of violence, vandalism, and harassment, intimidation, and bullying which occurred during the previous reporting period in accordance with the provisions of N.J.S.A. 18A:17-46. The information shall also be reported to the New Jersey Department of Education in accordance with N.J.S.A. 18A:17-46.

O. School and District Grading Requirements

Each school and each district shall receive a grade for the purpose of assessing their efforts to implement policies and programs consistent with the provisions of N.J.S.A. 18:37-13 et seq. The grade received by a school and the district shall be posted on the homepage of the school's website and the district's website in accordance with the provisions of N.J.S.A. 18A:17-46. A link to the report that was submitted by the Superintendent to the Department of Education shall also be available on the school district's website. This information shall be posted on the websites within ten days of receipt of the grade for each school and the district.

P. Reports to Law Enforcement

The Superintendent or designee and the Principal shall consult law enforcement, as appropriate, pursuant to the provisions of the Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials, if the student's behavior may constitute a possible violation of the New Jersey Code of Criminal Justice.

Some acts of harassment, intimidation, and bullying may be bias-related-acts and school officials must report to law enforcement officials any bias related acts, in accordance with N.J.A.C. 6A:16-6.3.(e), and pursuant to the provisions of the Memorandum of Agreement Between Education and Law Enforcement Officials.

Q. Collective Bargaining Agreements and Individual Contracts

Nothing in N.J.S.A. 18A:37-13.1 et seq. may be construed as affecting the provisions of any collective bargaining agreement or individual contract of employment in effect on the Anti-Bullying Bill of Rights Act's effective date (January 5, 2011). N.J.S.A. 18A:37-30.



## NEW DISTRICT BOARD OF EDUCATION

STUDENTS 5512/page 24 of 24 Harassment, Intimidation, and Bullying

The Board of Education prohibits the employment of or contracting for school staff positions with individuals whose criminal history record check reveals a record of conviction for a crime of bias intimidation or conspiracy to commit or attempt to commit a crime of bias intimidation.

R. Students with Disabilities

Nothing contained in N.J.S.A. 18A:37-13.1 et seq. may alter or reduce the rights of a student with a disability with regard to disciplinary actions or to general or special education services and supports. N.J.S.A. 18A:37-32.

S. Approved Private Schools for Students with Disabilities (APSSD)

In accordance with the provisions of N.J.A.C. 6A:16-7.7(a).2.ix.(2), the Board of Education shall investigate a complaint or report of harassment, intimidation, or bullying, pursuant to N.J.A.C. 6A:16-7.7(a).2.ix. and Section G. of this Policy, occurring on Board of Education school buses, at Board of Education school-sponsored functions, and off school grounds involving a student who attends an APSSD. The investigation shall be conducted by a Board of Education Anti-Bullying Specialist, in consultation with the APSSD.

The school district shall submit all subsequent amended Harassment, Intimidation, and Bullying Policies to the Executive County Superintendent of Schools within thirty days of Board adoption.

N.J.S.A. 18A:37-13 through 18A:37-37

N.J.A.C. 6A:16-7.1 et seq.

Model Policy and Guidance for Prohibiting Harassment, Intimidation, and Bullying on School Property, at School-Sponsored Functions and on School Buses – April 2011 – New Jersey Department of Education

Memorandum – New Jersey Commissioner of Education – Guidance for Schools on Implementing the Anti-Bullying Bill of Rights Act – December 16, 2011

Adopted:



## NEW DISTRICT BOARD OF EDUCATION

PROPERTY 7410/page 1 of 2 Maintenance and Repair M

#### 7410 MAINTENANCE AND REPAIR

The Board of Education recognizes the fixed assets of the school district represent a significant investment of this community and maintenance is a prime concern to the Board.

The school district is required to develop, approve, and implement a comprehensive maintenance plan in accordance with the requirements of N.J.A.C. 6A:26-20.5. A "comprehensive maintenance plan" means a school district's multi-year maintenance plan covering required maintenance activities for each school facility in the school district adopted pursuant to N.J.A.C. 6A:26.

Required maintenance activities include those activities outlined in N.J.A.C. 6A:26-20.3. The school district shall determine the required maintenance activities to reasonably maintain each school facility in the school district, and shall report the activities in its annual comprehensive maintenance plan pursuant to N.J.A.C. 6A:26-20.5.

In accordance with N.J.A.C. 6A:26-20.4(a), expenditures for required maintenance activities set forth in N.J.A.C. 6A:26-20.3 shall qualify as investments in maintenance for purposes of calculating the required maintenance expenditure in N.J.A.C. 6A:26-20.4(d) and (e), the annual required maintenance budget amount pursuant to N.J.A.C. 6A:26-20.8, and the maintenance factor (M) in N.J.S.A. 18A:7G-9. Expenditures that qualify as required maintenance shall be in accordance with the provisions of N.J.A.C. 6A:26-20.4.

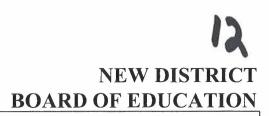
The school district's comprehensive maintenance plan shall be submitted to the Executive County Superintendent by a Board of Education resolution every school year, pursuant N.J.A.C. 6A:26-20.5(a)1.

The required annual maintenance budget amount as reported in its comprehensive maintenance plan shall be included in the district's annual budget certified for taxes in accordance with the provisions of N.J.A.C. 6A:26-20.8(a). The required annual maintenance budget amount shall be calculated and adjusted in accordance with the provisions of N.J.A.C. 6A:26-20.8(b). The Executive County Superintendent shall not approve the school district's budget that does not comply with the provisions of N.J.A.C. 6A:26-20.1 et seq.

Commencing September 1, 2002, no person shall be employed by the Board of Education as a buildings and grounds supervisor, as defined in N.J.S.A. 18A:17-49, unless the person is a certified educational facilities manager pursuant to N.J.S.A. 18A:17-49 and 18A:17-50. Facilities maintenance, repair scheduling and accounting shall be in accordance with the provisions of N.J.A.C. 6A:23A-6.9 and Regulation 7410.01.







PROPERTY 7410/page 2 of 2 Maintenance and Repair

N.J.S.A. 18A:7G-9; 18A:17-49; 18A:17-50;18A:18A-43; 18A:21-1 N.J.A.C. 6A:23A-6.9; 6A:26-1.1 et seq.; 6A:26-20.3; 6A:26-20.4; 6A:26-20.5; 6A:26-20.6; 6A:26-20.8

Adopted:





### NEW DISTRICT BOARD OF EDUCATION

PROPERTY R 7410/page 1 of 3 Maintenance and Repair M

#### R 7410 MAINTENANCE AND REPAIR

- A. Inspection
  - 1. The Principal or designee and the appropriate custodial staff member shall inspect the facility daily for proper functioning and cleanliness.
  - 2. The Principal or designee with the appropriate custodial staff member shall make a regular inspection of the school building, support facilities, and grounds to identify any required repairs or replacements.
- B. Reports
  - 1. Reports of each inspection required in A. above will be made on a form and forwarded to the Superintendent or designee.
  - 2. The Supervisor of Buildings & Grounds will report to the Business Administrator those repairs or improvements that can be completed by district staff and those improvements or repairs that require the services of an outside contractor.
- C. Repairs by District Staff
  - 1. Any staff member may prepare, on the prescribed form, a work order request for repairs, improvements, and/or maintenance. All work order requests will be submitted through the "work order system" (aka School Dude).
  - 2. The Supervisor of Buildings & Grounds will assign a priority to those work orders to be performed by district staff. The priority code will be:
    - a. Emergency, for work that must be done immediately;
    - b. High Priority, for work that affects health or safety;
    - c. Normal Priority, for work that affects neither health nor safety; and
    - d. Low Priority, for work that can be completed during the summer months or whenever staff is available.



### **IQ** NEW DISTRICT BOARD OF EDUCATION

PROPERTY R 7410/page 2 of 3 Maintenance and Repair

- 3. Work scheduled to be performed by the school district staff shall be entered on a work order form unless an emergency exists in which case the form may be filed after the repair has been made.
- 4. The work order form shall include, at a minimum, the following information:
  - a. Name of the person making the request;
  - b. Date of request;
  - c. Location of repair;
  - d. A description of the work to be performed;
  - e. Scheduled date of completion; and
  - f. Signature of approval by the Supervisor of Buildings & Grounds.
- D. Repairs by Outside Contractors
  - 1. When it appears to be necessary to utilize outside contracting services to complete a repair, improvement, or maintenance item, the Principal; appropriate custodial or maintenance staff member; the School Business Administrator/Board Secretary; and any other staff member designated by the Superintendent or School Business Administrator/Board Secretary will confer in the preparation of a project specification.
  - 2. The School Business Administrator/Board Secretary or designee will prepare the required documents in the event the project requires to be bid or quoted in accordance with law or if it is determined the district wants to obtain quotes for the work even if quotes are not required by law.
  - 3. In the event the project does not need to be bid or quoted, the Business Administrator or designee shall prepare a purchase order requisition that indicates:
    - a. The recommended vendor(s);



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PROPERTY R 7410/page 3 of 3 Maintenance and Repair

- b. A description of the work required and its location; and
- c. The actual cost of the project.
- 4. The staff member designated by the Superintendent shall be responsible for supervising the conduct of the work.
- E. Replacements and Improvements
  - 1. The Superintendent and School Business Administrator/Board Secretary and others designated by the Superintendent will prepare a replacement schedule that lists all district equipment. Annual recommendations will be made in the budget to maintain the schedule of replacements.
  - 2. Replacements required, but not scheduled, shall be submitted to the Superintendent, School Business Administrator/Board Secretary, and Principal for a school building level need, by the end of September on a budget request form for consideration in the next annual budget.
  - 3. A comprehensive district maintenance plan shall be prepared in accordance with N.J.A.C. 6A:26-20.5 in order to meet facility needs and comply with law.

Adopted:



## NEW DISTRICT BOARD OF EDUCATION

PROPERTY R 7410.01/page 1 of 3 Facilities Maintenance, Repair Scheduling, and Accounting Apr 22 M

#### R 7410.01 FACILITIES MAINTENANCE, REPAIR SCHEDULING, AND ACCOUNTING

A school district with three or more district buildings shall have an automated work order system for prioritizing, performing, and recording all maintenance and repair requests for all district buildings and grounds in accordance with the provisions of N.J.A.C. 6A:23A-6.9.

- A. Standard Operating Procedure (SOP) For Work Order System
  - 1. The Superintendent or designee shall establish Standard Operating Procedures (SOP) for the approval and prioritization of work order requests which take into account the health and safety of building occupants, priorities and objectives established annually to carryout the district Strategic Plan, the need for the work requested, and other factors the district deems appropriate.
  - 2. Except in an emergency where the work is necessary to correct a situation that poses an imminent threat to the health or safety of students and/or staff, the work order system shall include the following information for a request for work before work begins:
    - a. The name of the person making the request;
    - b. The date of the request;
    - c. The appropriate approval(s) as established by SOP;
    - d. The date of approval(s);
    - e. The location of work requested;
    - f. The priority level (for example, urgent, high, average, low);
    - g. The scheduled date(s) of service;
    - h. The trade(s) needed such as general maintenance worker;; custodian;; carpenter;; plumber;; electrician;; heating, ventilation, and air conditioning (HVAC);; grounds;; roofer;; masonry;; glazer;; other;
    - i. A description of the work requested;



## NEW DISTRICT BOARD OF EDUCATION

PROPERTY R 7410.01/page 2 of 3 Facilities Maintenance, Repair Scheduling, and Accounting

- j. A projection of the materials and supplies needed for the work;
- k. The estimated **labor** hours needed to complete task;
- 1. The name of the work order assigner; and
- m. The name of the employee(s) working on the order.
- 3. The work order system shall include the following close-out information for each request for work:
  - a. The actual hours worked by date for each assigned staff member;
  - b. The actual hourly rate paid, both regular and over-time, for each assigned staff member;
  - c. The aggregate cost of labor by regular, over-time, and total;
  - d. The actual materials and supplies needed to complete the work order;
  - e. Actual cost of materials and supplies; and
  - f. The name of the employee responsible for attesting that the job was completed satisfactorily.
- 4. Except **when** prohibited by a collective bargaining agreement, the SOP shall require for any work, which cannot be completed during regular working hours by the needed completion date, an assessment of the cost-benefit of outsourcing any such work in excess of the quote threshold as determined under N.J.S.A. 18A:18A-37.
- 5. If, according to the assessment, the cost of outsourcing work is less than the inhouse estimated cost of labor, at over-time rates, and materials for the same work, the work shall be outsourced provided the work can be contracted in accordance with N.J.S.A. 18A:18A-1 et seq., completed by the projected completion date contained in the prioritized work order system and does not violate the terms of a collective bargaining agreement for maintenance workers and/or custodians.



### NEW DISTRICT BOARD OF EDUCATION

PROPERTY R 7410.01/page 3 of 3 Facilities Maintenance, Repair Scheduling, and Accounting

6. The School Business Administrator/Board Secretary, in consultation with the supervisor responsible for this work, shall conduct an analysis of the information in the work order system no later than February 1 of the prebudget year for consideration during budget preparation. The analysis should include productivity of staff as a whole and individually, significant variations between estimated labor time and materials and actual labor time and materials, unusual trends for like projects and other factors that will improve productivity and efficiency.



### NEW DISTRICT BOARD OF EDUCATION

OPERATIONS 8420/page 1 of 3 Emergency and Crisis Situations M

#### 8420 EMERGENCY AND CRISIS SITUATIONS

The Board of Education recognizes its responsibility to provide for the safety and security in each school building in the district. The district will develop and implement comprehensive written plans, procedures, and mechanisms to provide for the protection of health, safety, security, and welfare of the school population; the prevention of, intervention in, response to and recovery from emergency and crisis situations; the establishment and maintenance of a climate of civility; and support services for staff, students, and their families.

"School security drill" means an exercise, other than a fire drill, to practice procedures that respond to an emergency situation including, but not limited to, a bomb threat, non-fire evacuation, lockdown, or active shooter situation and that is similar in duration to a fire drill.

The Superintendent of Schools or designee shall consult with law enforcement agencies, health and social services provider agencies, emergency management planners, and school and community resources, as appropriate, in the development of the school district's plans, procedures, and mechanisms for school safety and security. The plans, procedures, and mechanisms shall be consistent with the provisions of N.J.A.C. 6A:16-5.1 and the format and content established by the Domestic Security Preparedness Task Force, pursuant to N.J.S.A. App. A:9-64 et seq., and the Commissioner of Education and shall be reviewed annually, and updated as appropriate.

A copy of the school district's school safety and security plan shall be disseminated to all school district employees. New employees shall receive a copy of the school district's safety and security plan, as appropriate, within sixty days of the effective date of their employment. All employees shall be notified in writing, as appropriate, regarding updates and changes to the school safety and security plan.

The school district shall develop and provide an in-service training program for all school district employees to enable them to recognize and appropriately respond to safety and security concerns, including emergencies and crises, consistent with the school district's plans, procedures, and mechanisms for school safety and security and the provisions of N.J.A.C. 6A:16-5.1. New employees shall receive this in-service training, as appropriate, within sixty days of the effective date of their employment. This in-service training program shall be reviewed annually and updated, as appropriate.

The Board shall ensure individuals employed in the district in a substitute capacity are provided with information and training on the district's practices and procedures on school safety and security including instruction on school security drills, evacuation procedures, and emergency response protocols in the district and the school building where the individuals are employed in accordance with the provisions of N.J.S.A. 18A:41-7.



### NEW DISTRICT BOARD OF EDUCATION

OPERATIONS 8420/page 2 of 3 Emergency and Crisis Situations

Every Principal of a school of two or more rooms, or of a school of one room, when located above the first story of a building, shall have at least one fire drill and one school security drill each month within the school hours, including any summer months during which the school is open for instructional programs, and shall require all teachers of all schools, whether occupying buildings of one or more stories, to keep all doors and exits of their respective rooms and buildings unlocked during the school hours, except during an emergency lockdown or an emergency lockdown drill. Where school buildings have been provided with fire escapes, they shall be used by a part or all of the students performing every fire drill. An actual fire or school security emergency that occurs at a school during the month and that includes activities which are the equivalent of a drill shall be considered a drill for the purposes of meeting the requirements of N.J.S.A. 18A:41-1.

Every school in the district shall conduct a school security drill within the first fifteen days of the beginning of the school year. Notwithstanding any other provision of law to the contrary, the school district shall ensure that a school security drill that occurs when students are present:

- 1. Includes clear, developmentally and age-appropriate messaging to students and staff at the conclusion of the drill that the event is a drill and that no current danger exists;
- 2. Does not expose students to content or imaging that is not developmentally or age-appropriate;
- 3. Is paired with trauma-informed approaches to address any student inquiries or concerns which may arise as a result of a school security drill;
- 4. Does not include the use of fake blood, real or prop firearms, or the simulations of gun shots, explosions, or other sounds or visuals that may induce panic or traumatic response from a student or school district employee;
- 5. Does not require a student to role play as a victim, but may include first aid training in which students participate; and
- 6. Is accessible to students with disabilities and mental health conditions, and provides all necessary accommodations for these students.

The Principal or designee shall provide written notification to the parent of a student enrolled in the school following completion of a school security drill, which notice shall be provided to the parent by no later than the end of the school day on which the school security drill is conducted.



### NEW DISTRICT BOARD OF EDUCATION

OPERATIONS 8420/page 3 of 3 Emergency and Crisis Situations

The Principal or designee will provide local law enforcement or other emergency responders, as appropriate, with a friendly notification at least forty-eight hours prior to holding a school security drill. A law enforcement officer shall be present at a minimum of one school security drill in each school year in order to make recommendations on any improvements or changes to school security drill procedures that the officer may deem advisable in accordance with N.J.S.A. 18A:41-1. The school district may permit emergency personnel access to the buildings and grounds of its schools for school security drills that are scheduled outside of school hours and during such times as students are not present.

The school district shall review and update its school security drill procedures using a process that coincides with the review of the school safety and security plan developed pursuant to N.J.A.C. 6A:16-5.1 and collects input from emergency personnel; parents of students enrolled in the school district; teachers and staff employed in the district; mental health professionals; and student government representatives from multiple grade levels.

The school district shall annually track data on such measures and information as required by the Commissioner of Education, and shall report the data to the Commissioner.

Such drills and in-service training programs shall be conducted in accordance with a building security drill guide and training materials that educate school employees on proper evacuation and lockdown procedures in a variety of emergency situations on school grounds in accordance with N.J.A.C. 6A:16-5.1.

The school district will be required to annually submit a security drill statement of assurance to the New Jersey Department of Education by June 30 of each school year. Each school in the district will be required to complete a security drill record form as required by the New Jersey Department of Education.

N.J.S.A. 2C:33-3 N.J.S.A. 18A:41-1; 18A:41-2; 18A:41-6; 18A:41-7; 18A:41-7a. N.J.A.C. 6A:16-5.1;



### NEW DISTRICT BOARD OF EDUCATION

COMMUNITY 9320/page 1 of 1 Cooperation with Law Enforcement Agencies M

#### 9320 COOPERATION WITH LAW ENFORCEMENT AGENCIES

The Board of Education recognizes that keeping students and staff safe and helping children understand and respect the law is best served by a close and cooperative relationship with local law enforcement.

The Board adopts this Policy and Regulation 9320 in accordance with N.J.A.C. 6A:16-6.1. to ensure cooperation between school staff and law enforcement authorities in all matters relating to the unlawful possession, distribution and disposition of controlled dangerous substances, including anabolic steroids, as defined in N.J.S.A. 24:21-2 and N.J.S.A. 2C:35-2, drug paraphernalia as defined in N.J.S.A. 2C:36-1, alcoholic beverages; firearms, as defined in N.J.S.A. 2C:39-1.f.; and other deadly weapons as defined in N.J.S.A. 2C:39-1.r.

The Board adopts Policy and Regulation 9320 in accordance with N.J.A.C. 6A:16-6.1. to ensure cooperation between school district staff and law enforcement authorities in all matters relating to the planning and conduct of law enforcement activities and operations occurring on school grounds, including arrest procedures, undercover school operations, and mandatory reporting the offenses listed in the Memorandum of Agreement between Education and Law Enforcement Officials (MOA).

The Superintendent or designee shall institute a program of such communication and cooperation with law enforcement in accordance with N.J.A.C. 6A:16-6.1.

This Policy and Regulation 9320 shall be submitted for review and approval to the Executive County Superintendent in accordance with N.J.A.C. 6A:16-6.2(a)2.

The Superintendent or designee shall annually review the MOA as adopted by the Board to ensure this Policy and Regulation 9320 are in accordance with the requirements outlined therein.

N.J.A.C. 6A:16-6.1.; 6A:16-6.2; 6A:16-6.4.



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#### R 9320 COOPERATION WITH LAW ENFORCEMENT AGENCIES

- A. Policy 9320 and this Regulation shall be in accordance with the provisions of N.J.A.C. 6A:16-6.2, the Memorandum of Agreement between Education and Law Enforcement Officials (MOA), and shall be:
  - 1. Developed, implemented, and revised, as necessary, in consultation with the county prosecutor and other law enforcement officials as may be designated by the county prosecutor;
  - 2. Reviewed and approved by the Executive County Superintendent;
  - 3. Made available annually to all school district staff, students, and parents;
  - 4. Consistent with reporting, notification, and examination procedures of students suspected of being under the influence of alcohol and other drugs pursuant to N.J.A.C. 6A:16-4.3; and
  - 5. Consistent with N.J.A.C. 6A:16-7, as appropriate.
- B. The school district's policies and procedures for cooperation with law enforcement agencies shall include the following components:
  - 1. The Superintendent has designated school district staff as liaisons to law enforcement agencies in accordance with the MOA. The MOA includes a description of the liaisons' roles and responsibilities;
  - 2. Specific procedures for and responsibilities of school district staff in summoning appropriate law enforcement authorities onto school grounds, for the purpose of conducting law enforcement investigations, searches, seizures, or arrests shall be in accordance with the MOA;
  - 3. Specific procedures and responsibilities of school district staff for notifying parents in instances of law enforcement interviews involving their children shall be consistent with the MOA and the following:



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- a. School officials shall not notify the student's parent(s) in instances of suspected child abuse or neglect;
- b. School officials shall notify the student's parent(s) when the student is the target of the law enforcement investigation; and
- c. In all other instances, school authorities shall permit law enforcement authorities to determine whether or when a student's parent should be contacted;
- 4. Specific procedures for and responsibilities of school district staff in cooperating with arrests made by law enforcement authorities on school grounds shall be in accordance with the MOA;
- 5. Specific procedures for and responsibilities of school district staff in initiating or conducting searches and seizures of students, their property, and their personal effects shall be in accordance with the MOA and the following:
  - a. All searches and seizures conducted by school district staff shall comply with the standards prescribed by the United States Supreme Court in *New Jersey v. T.L.O.*, 469 *U.S.* 325 (1985).
  - b. Questions concerning searches conducted by school officials shall be directed to the appropriate county prosecutor.
  - c. School officials may request that law enforcement authorities assume responsibility for conducting a search or seizure.
  - d. No school district staff member shall impede a law enforcement officer engaged in a lawful search, seizure, or arrest whether pursuant to a warrant or otherwise.
  - e. School district staff shall permit law enforcement authorities, upon their arrival, to assume responsibility for conducting a search or seizure.
  - f. All inspections of lockers, desks, or other objects or personal property on school grounds involving the use of law enforcement drug-detection canines may be undertaken with only the express permission of the county prosecutor or the Director of the



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Division of Criminal Justice or the Director's designee in the New Jersey Department of Law and Public Safety.

- g. Questions concerning the legality of a contemplated or ongoing search, seizure, or arrest conducted by a law enforcement officer on school grounds shall be directed to the county prosecutor or in the case of a search, seizure, or arrest undertaken by the Division of Criminal Justice's designee in the New Jersey Department of Law and Public Safety, to the assigned Assistant Attorney General;
- 6. The procedures for and responsibilities of school district staff, with regard to interviews of students suspected of possessing or distributing a controlled dangerous substance; including anabolic steroids, drug paraphernalia; or a firearm or other deadly weapon shall be in accordance with Policy and Regulation 5530 and the MOA;
- 7. Procedures for planning, approving, and conducting undercover school operations shall be in accordance with the MOA and the following:
  - a. The Superintendent and Principal shall cooperate with law enforcement authorities in the planning and conduct of undercover school operations. The Superintendent shall approve undercover operations without prior notification to the Board of Education.
  - b. All information concerning requests to undertake an undercover school operation, information supplied by law enforcement authorities to justify the need for and explain a proposed undercover school operation, and all other information concerning an ongoing undercover school operation, including the identity of any undercover officer placed in a school, shall be kept strictly confidential by the Superintendent and Principal.
  - c. The Superintendent and Principal shall not divulge information concerning an undercover school operation to any person without the prior express approval of the county prosecutor or designee.
  - d. The Superintendent, Principal, or any other school district staff or Board member who may have been informed regarding the



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existence of the undercover school operation shall immediately communicate to the county prosecutor or designee if they subsequently learn of information that suggests the undercover officer's true identity has been revealed, the undercover officer's identity or status as a bona fide member of the school community has been questioned, or the integrity of the undercover school operation has been in any other way compromised;

- 8. The procedures for and responsibilities of school district staff concerning the safe and proper handling of a seized controlled dangerous substance, including anabolic steroids, drug paraphernalia, or a firearm or other deadly weapon, and the prompt delivery of the items to appropriate law enforcement authorities shall be in accordance with N.J.A.C. 6A:16-6.2, Policy and Regulation 5530, and the MOA;
- 9. The procedures for and responsibilities of school district staff in notifying authorities of a suspected violation of laws prohibiting the possession; sale or other distribution of a controlled dangerous substance, including anabolic steroids; drug paraphernalia; or a firearm or other deadly weapon shall be in accordance with Policy and Regulation 5530 and the MOA;
- 10. Provisions for requesting uniformed police attendance at extracurricular school events shall be in accordance with the MOA;
- 11. Provisions for notifying parents as soon as possible whenever a student is arrested for violating a law prohibiting the possession; sale or other distribution of a controlled dangerous substance, including anabolic steroids; drug paraphernalia; or a firearm or other deadly weapon shall be in accordance with Policy and Regulation 5530;
- 12. Provisions for in-service training of school district staff concerning policies and procedures established in this subchapter, and the exchange of information regarding the practices of the school district and law enforcement agencies shall be in accordance with the MOA;
- 13. A MOA with appropriate law enforcement authorities in accordance with N.J.A.C. 6A:16-6, Policy 9320, and this Regulation;



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- 14. An annual process for the Superintendent and appropriate law enforcement officials to discuss the implementation and need for revising the MOA, and to review the effectiveness of policies and procedures implemented pursuant to N.J.A.C. 6A:16-6.2 and the MOA;
- 15. Provisions for contacting the Chief Executive Officer of the involved law enforcement agency, county prosecutor, and/or Division of Criminal Justice, as necessary, to resolve disputes concerning law enforcement activities occurring on school grounds shall be in accordance with the MOA; and
- 16. Provisions for directing inquiries or complaints received by school district staff regarding interviews, investigations, arrests, or other operations conducted by sworn law enforcement officers to the appropriate law enforcement agency shall be in accordance with the MOA.
- C. Mandatory Reporting
  - 1. There are seven offenses that must be reported to law enforcement if they qualify as mandatory reports, as set forth and explained in further detail in the MOA. These mandatory reports include:
    - a. Whenever any school district staff has reason to believe a student is in possession of a controlled dangerous substance or related paraphernalia, or is involved or implicated in distribution activities regarding controlled dangerous substances, pursuant to N.J.A.C. 6A:16-6.3;
    - b. Whenever any school district staff in the course of their employment develops reason to believe that a firearm or other dangerous weapon has unlawfully been possessed on or off school grounds, a weapon was used in an assault against a student or other school personnel, or that any student or other person has committed an offense with, or while in possession of, a firearm, whether or not such offense was committed on school grounds or during school operating hours, pursuant to N.J.A.C. 6A:16-5.5, 5.6(d)4 and 6.3(b);



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- c. Whenever any school district staff in the course of their employment develops reason to believe that anyone has threatened, is planning, or otherwise intends to cause death, serious bodily injury, or significant bodily injury to another person under circumstances in which a reasonable person would believe that the person genuinely intends at some time in the future to commit the violent act or to carry out the threat, pursuant to N.J.A.C. 6A:16-6.3(c) through (e);
- d. Whenever any school district staff in the course of their employment develops reason to believe that a crime involving sexual penetration or criminal sexual contact has been committed on school grounds, or by or against a student during school operating hours or during school-related functions or activities, pursuant to N.J.A.C. 6A:16-6.3(d);
- e. Whenever any school district staff in the course of their employment develops reason to believe that an assault upon a teacher, administrator, other school Board employee, or district Board of Education member has been committed, with or without a weapon, pursuant to N.J.A.C. 6A:16-5.7(d)5;
- f. Whenever any school district staff in the course of their employment develops reason to believe a "bias-related act" has been committed or is about to be committed on or off school grounds, pursuant to N.J.A.C. 6A:16-6.3(e); and
- g. Whenever any school employee in the course of their employment develops reason to believe a student is potentially missing, abused, or neglected, pursuant to N.J.A.C. 6A:16-11.1(a)3i. through iii.
- D. Nothing in the policies and procedures required under N.J.A.C. 6A:16-6 and Policy 9320 and this Regulation shall be construed to prohibit school district staff from disclosing information, pursuant to N.J.A.C. 6A:32-7.2 and 7.5(f), if necessary, to protect the immediate health or safety of a student or other persons.





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E. The Superintendent or designee shall annually review Policy 9320 and this Regulation as adopted by the Board to ensure each are in accordance with the requirements outlined in the MOA.



### NEW DISTRICT BOARD OF EDUCATION

BYLAWS 0143.2/page 1 of 1 High School Student Representative to the Board of Education M

#### 0143.2 HIGH SCHOOL STUDENT REPRESENTATIVE TO THE BOARD OF EDUCATION

The Board of Education recognizes that experience gained by and input from students in the school district is a valued source for improving the operation of the school district. To this end, and in accordance with N.J.S.A. 18A:12-1.3 and N.J.S.A. 18A:36A-11.2, the Board authorizes the appointment of a minimum of one student selected by the student body to serve as a nonvoting student representative on the Board. The student representative must be selected from one of the grades nine through twelve.

The student body may elect or appoint the student representative to the Board in a process to be determined by the Superintendent or designee. When developing the process the Superintendent or designee shall consider input provided by the student body.

The student representative shall serve for a one school year term and their duties shall include:

- 1. Attending all Board meetings, excluding any discussions of the Board involving subjects which are confidential;
- 2. Representing all high school students within the district and presenting student proposals and concerns to the Board for its consideration; and
- 3. Keeping high school students informed of the business of the Board by providing a monthly report to the Student Council concerning the activities of the Board.

The student representative shall rotate each school year among the high schools in the district if the district has more than one high school.

Student representatives are expected to adhere to all bylaws, policies, and regulations of the Board in their role. The Board in no way relinquishes any of its authority, powers, prerogatives, or responsibilities, but rather adds to its membership a nonvoting student representative(s) for the mutual benefit of the Board, student body, and the school district.

N.J.S.A. 18A:12-1.3; 18A:36A-11.2



### NEW DISTRICT BOARD OF EDUCATION

BYLAWS 0163/page 1 of 4 Quorum

#### 0163 QUORUM

A quorum of the Board of Education shall consist of a minimum of six (6) Board members, and no business shall be conducted in the absence of a quorum, except when the Doctrine of Necessity is invoked.

All Board meetings shall be called to commence not later than 8:00 p.m. of the designated day but, if a quorum is not present at the time for which the meeting is called, the Board member or Board members present may recess the meeting to a time not later than 9:00 p.m. of the same day and, if a quorum be not present at that time, the member or members present may adjourn the meeting to commence not later than 8:00 p.m. of another day, but not more than seven days following the date for which the original meeting was called, but no further recess or adjournment of the meeting shall be made.

The Board of Education recognizes there may be matters that come before the Board or acts required of Board members in their official capacity where the Board member may have a conflict of interest or the act by a Board member would be in violation of N.J.S.A. 18A:12-24. In these matters, the Board member(s) shall remove themselves from any discussions, meetings (informal or formal), committee meetings, and/or a vote regarding the matter. The Board will consider this matter without the Board member(s) who has the conflict.

In the event a matter comes before the Board or an act is required of a Board member in their official capacity that is a conflict or would be in violation of N.J.S.A. 18A:12-24, the Board would still be required to have a quorum to consider the matter. However, the New Jersey Department of Education and the School Ethics Commission envisioned this prohibition could create a situation in which the number of conflicted Board members would prevent the Board to take action on a matter. Therefore, when more than a quorum of the Board members must abstain from voting on a matter due to a conflict or the act would be in violation of N.J.S.A. 18A:12-24, the Board will invoke the Doctrine of Necessity consistent with the New Jersey Department of Education and School Ethics Commission guidelines as follows:

- A. Board Member(s) in Conflict Less Than a Majority of The Board
  - 1. In the event a Board member(s) has a conflict of interest where the Board member will act in their official capacity, the Board member must remove themselves from any discussions, meetings (informal or formal), committee meetings, and/or a vote regarding the matter.



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- 2. In the event a Board member is unsure whether they or any other Board member has a conflict of interest or whether the matter, if acted upon by a Board member(s) is in violation of N.J.S.A. 18A:12-24 Prohibited Acts, the School Board Attorney will make a determination.
- 3. The School Board Attorney will provide the Board of Education an opinion on whether the matter is a conflict of interest or act prohibited by N.J.S.A. 18A:12-24 Prohibited Acts.
- 4. If the Board member(s) believes they have a conflict of interest where they will act in their official capacity or if the School Board Attorney renders an opinion the Board member has a conflict of interest where the Board member will act in their official capacity, the Board member will remove themselves from any discussions, meetings (informal or formal), committee meetings, and/or a vote regarding the matter.

#### B. Board Member(s) in Conflict - A Majority of Board Members in Conflict

- 1. In the event:
  - a. A Board member(s) believes they have a conflict of interest or if acted upon by a Board member is in violation of N.J.S.A. 18A:12-24; or
  - b. If the School Board Attorney renders an opinion a Board member(s) has a conflict of interest or if acted upon by a Board member is in violation of N.J.S.A. 18A:12-24; and
  - c. The number of Board members that have a conflict would make it so the Board would be unable to take action on the matter, then the Board may invoke the Doctrine of Necessity.
- C. Doctrine Of Necessity
  - 1. The Doctrine of Necessity may be invoked when more than a quorum of the Board must abstain from voting on a matter.
  - 2. There are three prerequisites necessary for a Board to invoke the Doctrine of Necessity:



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- a. The Board must be unable to act without the members in conflict taking part;
- b. There must be a pressing need for action, i.e. the matter cannot be laid aside until another date; and
- c. There can be no alternative forum that can grant the same relief.
- 3. When the School Board Attorney advises the Board the Doctrine of Necessity must be invoked in order to obtain a quorum on a vote, the Board must publicly state:
  - a. That it is invoking the Doctrine of Necessity;
  - b. The specific reason/purpose for which the Doctrine of Necessity is being invoked; and
  - c. The specific nature of the conflict of interest for each Board member that has a conflict of interest:
    - (1) The specific nature of the conflict of interest for each Board member should include the Board member's name; the name of the immediate family member or relative which is the basis for the conflict of interest, and the position that immediate family member or relative holds; or
    - (2) If the specific nature of the conflict of interest for a Board member is a conflict other than an immediate family member or relative, the announcement should include the conflict which is the basis for the conflict of interest.
- 4. When the Board invokes the Doctrine of Necessity, it will adopt a Resolution setting forth the same information as outlined in C.3. above.
- 5. When the Board invokes the Doctrine of Necessity, the Resolution will be:
  - a. Read at a regularly scheduled public meeting;
  - b. Posted in such places the Board posts public notices for thirty days; and



POLICY

### **الم** NEW DISTRICT BOARD OF EDUCATION

BYLAWS 0163/page 4 of 4 Quorum

- c. Provided to the School Ethics Commission.
- 6. The Board members who have a conflict in the matter are prohibited from:
  - a. Participating in any discussions on the matter prior to the announcement of the invocation of the Doctrine of Necessity at the public meeting;
  - b. Being present in an executive session when the matter is being discussed; and
  - c. Offering their opinions on the matter at any time prior to the announcement or the invocation of the Doctrine of Necessity.
- 7. The Board members who have a conflict may only ask questions regarding the matter to be voted on in public and after the Board has invoked the Doctrine of Necessity.
- 8. The Board members who have a conflict may explain their reasons for not voting just before the vote.

#### N.J.S.A. 18A:10-6; 18A:12-24

New Jersey School Ethics Commission – Advisory Opinions A10-93(b), A07-94, and C07-96 New Jersey School Ethics Commission – Resolution on Invoking the Doctrine of Necessity – June 25, 2018



### ۲**ک** NEW DISTRICT BOARD OF EDUCATION

ADMINISTRATION 1511/page 1 of 3 Board of Education Website Accessibility M

#### 1511 BOARD OF EDUCATION WEBSITE ACCESSIBILITY

It is the goal of the Board of Education that the information on the school district's internet websites are accessible to individuals with disabilities in compliance with the requirements of Federal law (Section 504 of the Rehabilitation Act of 1973 and that statute's implementing regulations at 34 C.F.R. Part 104, and Title II of the Americans with Disabilities Act of 1990 and that statute's implementing regulations at 28 C.F.R. Part 35) and New Jersey law (N.J.S.A. 18A:36-35.1).

- A. Federal Law American with Disabilities Act (ADA)
  - 1. For the purpose of the Federal law Section 504 of the Rehabilitation Act of 1973 and that statute's implementing regulations at 34 C.F.R. Part 104, and Title II of the Americans with Disabilities Act of 1990 and that statute's implementing regulations at 28 C.F.R. Part 35 and this Policy, "school district website" includes, but is not limited to, the internet home page, all subordinate pages, school or school district department pages, intranet pages and sites, and includes online content and functionality, developed by, maintained by, or offered through a third-party vendor or by using open sources.
  - 2. The accessibility of online content and functionality will be measured according to the most up-to-date version of the World Wide Web Consortium's (W3C) Web Content Accessibility Guidelines (WCAG) and the Web Accessibility Initiative Accessible Rich Internet Application Suite (WAI-ARIA) 1.0 for web content (benchmarks for measuring accessibility).
  - 3. By conforming to the benchmarks for measuring accessibility set forth above, the Board of Education will ensure that people with disabilities have an opportunity equal to that of their nondisabled peers to access the information on the district's website.
  - 4. To ensure the district's website conforms with the above benchmarks for measuring accessibility, the Superintendent of Schools will designate a school staff member to act as the Website Accessibility Coordinator. The Coordinator will:
    - a. Ensure that in-house staff and contractors responsible for webpages and webpage content development are properly trained on the Board of Education's website accessibility policy and procedures;



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ADMINISTRATION 1511/page 2 of 3 Board of Education Website Accessibility

- b. Ensure that all new, newly added, and modified online content and functionality is accessible to people with disabilities as measured by conformance to the above benchmarks by, among other things:
  - (1) Checking the hypertext markup language (HTML) of all new webpages on the website to make sure that accessible elements are used, including "alt" tags, long descriptions, and captions, as needed;
  - (2) Ensuring that webpages are designed in a manner that allows them to be displayed using a visitor's own settings for color and fonts, and can be navigated with a keyboard;
  - (3) If images are used, including photos, graphics, scanned images, or image maps, making sure to include text equivalents for them, using "alt" tags and/or long descriptions for each and ensuring the text equivalents convey the meaningful information presented visually by the image;
  - (4) If online forms and tables are used, making those elements accessible;
  - (5) Ensuring that videos appearing on the website include appropriately synchronized audio description and captions;
  - (6) Ensuring when posting new documents on the website, the documents shall be provided in HTML or another text-based format (even if they are provided in another format, such as portable document format (PDF)). If documents are provided in both formats, provide both formats at the same time so people with disabilities have the same degree of access as others;
  - (7) Periodically enlisting people with a variety of disabilities to test the Board of Education's webpages for accessibility and ease of use and use this information to increase the Board's website accessibility;
  - (8) Periodically coordinating the audit of existing content and functionality of the website to identify online content or functionality that is inaccessible to persons with disabilities; and





### NEW DISTRICT BOARD OF EDUCATION

ADMINISTRATION 1511/page 3 of 3 Board of Education Website Accessibility

- (9) Developing and carrying out a corrective action plan, when necessary, for making the district's existing web content accessible.
- c. Ensure that alternative means are available for people with disabilities to access information, programs, and services that are normally provided on the Board's website.
- B. New Jersey Law N.J.S.A. 18A:36-35.1
  - 1. For the purpose of New Jersey law N.J.S.A. 18A:36-35.1 and this Policy, "internet website or web service" includes any webpage, website, web service, online curriculum, or online third party or open educational resource product that is made available to enrolled students or the public by the school district.
  - 2. Pursuant to N.J.S.A. 18A:36-35.1, no school district shall make available to the enrolled students of the district or school or to the public an Internet website or web service unless the Internet website or web service complies with the most up-to-date version of the World Wide Web Consortium's (W3C) Web Content Accessibility Guidelines (WCAG) if the Guidelines are approved by the Commissioner of Education, or any other applicable guidelines or requirements as may be designed or approved by the Commissioner of Education.
  - 3. In accordance with N.J.S.A. 18A:36-35.1.a. and b., the school district is required to submit a statement of assurance attesting to compliance with N.J.S.A. 18A:36-35.1 as required by the Commissioner of Education.

This Policy establishes minimum standards for the accessibility of web-based information and services considered necessary to meet the district's goals and ensure compliance with applicable Federal and State laws.

Section 504 of the Rehabilitation Act of 1973 Title II of the Americans with Disabilities Act of 1990 34 C.F.R. Part 104; 28 C.F.R. Part 35 N.J.S.A. 18A:36-35.1



### NEW DISTRICT BOARD OF EDUCATION

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#### 2415 EVERY STUDENT SUCCEEDS ACT

The Every Student Succeeds Act (ESSA) is a reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965 that provides Federal funds to help all New Jersey's school children achieve. The purpose of the ESSA is to ensure all students have equitable access to high-quality educational resources and opportunities and to close educational achievement gaps. The Board of Education elects to augment the instructional program of students by projects supported by Federal funds allocated under the ESSA and the district will comply with the requirements of all the programs authorized by the ESSA.

The district may be eligible for several grant programs funded through the ESSA, including, but not limited to, Title I through Title VII. Many of the Titles of the ESSA have several parts and subparts that provide a funding source for specific purposes.

#### **Application Procedure**

The district will submit an annual ESSA Consolidated Formula Subgrant Application to the New Jersey Department of Education (NJDOE). The school district's application shall include all information required by the NJDOE and the ESSA for the district to be considered for funding under the ESSA.

#### **Covered Programs**

Formula grants under the ESSA are non-competitive grants that school districts are eligible for based on the make-up of their student bodies. These formula grants for each Title are committed to different purposes and may be used to support different activities and programs.

#### Title I

The largest Federal program supporting elementary and secondary education is Title I. The ESSA strengthens Title I requirements for the State's assessments, accountability system, and support for school improvement. The law also requires minimum qualifications for teachers and paraprofessionals in Title I programs.

The school district must use the best available measure for identifying children from low-income families to: identify eligible school attendance areas, determine the ranking of each area, and determine allocations as identified in the Title I guidelines and regulations.



### NEW DISTRICT BOARD OF EDUCATION

PROGRAM 2415/page 2 of 4 Every Student Succeeds Act

The school district will offer Title I services to eligible children enrolled in private elementary and secondary schools. The services and benefits will be equitable in comparison to services and benefits for participating public school children.

The school district will provide the New Jersey Department of Education assurances it will provide the maximum coordination between the Title I program, the regular school program, and services provided by other programs for specialized populations. The Title I program will consider the special needs of homeless children, migrant children, children with disabilities and limited English Language Learner (ELL) children. Title I funds will be reserved so that migrant children who are otherwise eligible to receive Title I services, even if they arrive during the school year, are served.

Type of Title I Program

The school district will offer a Target Assistance Title I program.

Target Assistance Program

Schools that are not eligible for (or do not choose to operate) school-wide Title I programs must use Title I funds to provide targeted services to low-achieving students. A Target Assistance program must be established in accordance with the Title I guidelines and regulations and the New Jersey Department of Education.

New Jersey Department of Education Accountability System

The district will comply with the accountability system established by the New Jersey Department of Education and outlined in the New Jersey State Plan and approved by the United States Department of Education.

Fiscal Responsibility

The district will comply with the requirements as outlined in Policy 2415.02 Title I – Fiscal Responsibilities in accordance with the NJDOE and the ESSA.

Staff

The district will comply with the staff certification requirements of the ESSA and the NJDOE. In addition, the district will ensure all paraprofessionals meet the requirements as established by the ESSA and as outlined in Policy 4125 – Employment of Support Staff Members.



### NEW DISTRICT BOARD OF EDUCATION

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#### Parent and Family Engagement

The district will comply with the requirements as outlined in Policy 2415.04 - Title I - District-Wide Parent and Family Engagement and Policy 2415.50 - Title I - School Parent and Family Engagement as applicable in accordance with the NJDOE and the ESSA.

Student Surveys, Analysis, and/or Evaluations

The Protection of Pupil Rights Amendment (PPRA) applies to school districts that receive Federal funding from the United States Department of Education. The district will comply with the requirements as outlined in Policy 2415.05 - Student Surveys, Analysis, and/or Evaluations in accordance with the PPRA.

Unsafe School Choice Option

In the event there is a school in the district designated as Persistently Dangerous in accordance with the Victims of Violent Criminal Offenses as outlined in the ESSA, the district will comply with the requirements of Policy 2415.06 – Unsafe School Choice Option in accordance with the NJDOE and the ESSA.

Property

Property acquired through Title I funds for use in public or private schools will be acquired in accordance with the Public School Contracts Law, will be held in title by the Board of Education, and will not be used for other purposes so long as it is required in the Title I program. Property no longer required for Title I purposes will be used for other, similarly funded projects or disposed of in accordance with State and Federal guidelines.

#### Capital Expenses

The Superintendent will assure the district abides by New Jersey's Public Contracts Law; consults appropriate private school officials prior to making any decisions regarding capital expenses; ensure funds that are received to cover capital expenses provide equitable Title I services to private school students; ensure accounts for any capital funding is separately maintained; and assure lease purchase agreements are consistent with applicable statute and administrative code.



### NEW DISTRICT BOARD OF EDUCATION

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Post-Award Requirements

The school district will maintain all project records for five years following the completion of the activity for which the funds were used. The school district will prepare and submit all reports as required by the State Department of Education in a timely manner.

Supplement, Not Supplant

Grant funds provided under Federal programs, including the ESEA of 1965 as amended by the ESSA, shall supplement, not supplant the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under the ESEA of 1965 as amended by the ESSA.

#### Evaluation

The Superintendent or designee will evaluate the ESSA programs as required by the United States and the New Jersey Departments of Education.

Elementary and Secondary Education Act of 1965 (20 U.S.C. 2701 et seq.) as amended by the Every Student Succeeds Act.



#### ۲۵ NEW DISTRICT BOARD OF EDUCATION

STUDENTS 5513/page 1 of 1 Care of School Property M

#### 5513 CARE OF SCHOOL PROPERTY

The Board of Education believes the school district should help students learn to respect property and instill feelings of pride in their school. The Board requires each student in the district to responsibly care for school property and the school supplies and equipment entrusted to the student by the school district.

Students who cause damage to or lose school property may be subject to disciplinary measures. The Board authorizes the imposition of a fine for the loss, damage, or destruction of a textbook and reserves the right to withhold a report card or diploma from any student whose payment of a fine is in arrears.

A student who demonstrates chronic and/or serious disregard for property may be referred to the Child Study Team.

The Superintendent shall develop rules for the safekeeping and accounting of textbooks and prepare a schedule of fines for lost, damaged, and destroyed textbooks.

N.J.S.A. 18A:34-2; 18A:37-3 N.J.A.C. 6A:23A-20.6



### NEW DISTRICT BOARD OF EDUCATION

STUDENTS R 5513/page 1 of 3 Care of School Property M

#### R 5513 CARE OF SCHOOL PROPERTY

- A. Teaching Staff Member Responsibilities
  - 1. Teaching staff members will impress upon all students the importance of the proper care of school property and instruct students in the proper use of school facilities, equipment, instructional materials, and textbooks.
  - 2. Teaching staff members will keep an accurate inventory of textbooks and other materials in their classrooms.
- B. General Rules Governing the Use of School Property
  - 1. Students shall not deface the school building, furnishings, or equipment in any manner.
  - 2. Students shall not use school furnishings or equipment for purposes other than those for which the furnishing or equipment was designed and intended.
  - 3. Students will care for school textbooks in accordance with D. below.
- C. Distribution and Collection of Textbooks and Materials
  - 1. Textbooks will be identified as the property of the Board of Education.
  - 2. A label shall be affixed to each textbook and will include:
    - a. The name of the Board of Education and
    - b. The name of the school.
  - 3. The following information will also be entered on the label or documented in another manner each time the book is issued to a student:
    - a. The name of the student to whom the book is issued,
    - b. The date on which the book is issued to the student,
    - c. The condition of the book when it is issued, and



### NEW DISTRICT BOARD OF EDUCATION

STUDENTS R 5513/page 2 of 3 Care of School Property

- d. The condition of the book when it is returned.
- 4. Each classroom teacher will keep a permanent record of the textbooks used in their classroom. The record will include all the information listed in C.2. and C.3. above.
- 5. A lost textbook must be promptly reported to the teaching staff member who issued the book. A replacement textbook will be issued to the student as soon as possible.
- 6. Textbooks will be collected and inspected before the end of the school year or marking period, as appropriate. Once inspected, a textbook will be returned to inventory until it is again distributed to a student.
- 7. Students must remove covers, loose papers, and markings before returning any textbook.
- 8. Fines may be assessed for lost and damaged textbooks in accordance with a schedule as approved by the Superintendent or designee.
- D. Care of Textbooks by Students
  - 1. Students shall take care not to lose or misplace a textbook or expose a textbook to conditions or circumstances likely to destroy, damage, or degrade it.
  - 2. All textbooks that will be taken home by students must be protected with an appropriate cover to be supplied by the student.
  - 3. Students should not:
    - a. Use pens, pencils, or other implements to mark a place in a textbook;
    - b. Use a textbook to file bulky papers and notes;
    - c. Write in textbooks; or
    - d. Soil textbooks beyond normal use.



### NEW DISTRICT BOARD OF EDUCATION

STUDENTS R 5513/page 3 of 3 Care of School Property

- E. Fines and Penalties
  - 1. The teaching staff member will inspect each textbook returned and may assess a fine for lost or damaged books. The teacher will prepare a report to be submitted to the Principal or designee that includes:
    - a. The name and number of the textbook damaged or lost;
    - b. The name of the student that lost or damaged a textbook;
    - c. The loss or extent of damage to the textbook; and
    - d. The amount of the fine assessed, if any.
  - 2. In setting fines the teaching staff member may take into account verified extenuating circumstances.
  - 3. Teaching staff members will not collect fines. Textbook fines shall be submitted to the Principal or designee.
  - 4. A student who finds their lost textbook, after being assessed and paying a fine, will be reimbursed any fine paid for the lost textbook but may be assessed a fine for any damage done to the book.
  - 5. The Board of Education may withhold a diploma, transcript, or report card until the fine has been paid.



### NEW DISTRICT BOARD OF EDUCATION

STUDENTS 5517/page 1 of 1 School District Issued Student Identification Cards M

#### 5517 SCHOOL DISTRICT ISSUED STUDENT IDENTIFICATION CARDS

The Board of Education recognizes school building security measures are important for the safety and welfare of all students, staff, parents, and community members in school buildings. In recognizing this important responsibility, the Principal or designee may require students to carry a school district issued Identification Card.

An Identification Card may be issued to all students in all school buildings.

The Identification Card shall have printed on the back the telephone number for the New Jersey Suicide Prevention Hopeline (NJ Hopeline) and contact information for a crisis text line pursuant to N.J.S.A. 18A:6-113.1. The district may, in addition to the telephone number for the NJ Hopeline and contact information for a crisis text line, provide the contact information for the National Suicide Prevention Lifeline, a school district crisis center, or any other mental health support services pursuant to N.J.S.A. 18A:3B-73.2.]

The Principal or designee may require a student to present their Identification Card at any time during the school day or at any time during a school-sponsored activity on school grounds.

Notwithstanding any provision of this Policy, the Principal or designee may also require students carry their Identification Card at any school-sponsored, off-campus activity, including but not limited to, field trips or interscholastic sports programs pursuant to N.J.S.A. 18A:36-43a. The provisions of this Policy shall not be construed to require a student to carry the Identification Card while participating in an athletic contest or competition, an activity involving fine arts or performing arts, or any other activity that the Commissioner of Education determines does not require the physical possession of an Identification Card. An Identification Card used in accordance with N.J.S.A. 18A:36-43a shall include, but need not be limited to, the following information: the student's name; an up-to-date photograph; and the current school year.

Any student who fails to have the Identification Card in their possession or fails to present it when required may be denied access to an event or activity and may be subject to appropriate discipline.

An Identification Card issued in accordance with this Policy shall not be considered a government record pursuant to P.L. 1963, c.73 (N.J.S.A. 47:1A-1 et seq.), P.L. 2001, c.404 (N.J.S.A. 47:1A-5), or the common law concerning access to government records.

N.J.S.A. 18A:3B-73.2; 18A:6-113.1; 18A:36-43



### NEW DISTRICT BOARD OF EDUCATION

STUDENTS 5722/page 1 of 3 Student Journalism M

#### 5722 STUDENT JOURNALISM

The Board of Education believes it is important to afford students the opportunity to exercise their creativity, passion, and constitutionally-protected freedom of speech. However, the Board also believes this opportunity must be balanced between ensuring students have the right to speak freely while also preserving the ability of district staff to maintain the safe and orderly operation of the school district. The Board adopts this Policy granting students the right to exercise freedom of speech and of the press in accordance with N.J.S.A. 18A:36-44 and N.J.S.A. 18A:36-45.

For the purpose of this Policy, the following terms shall mean:

"Prior restraint" means a school official informing a student journalist(s) the news, opinion, feature, and advertising content of school-sponsored media, subject to the restrictions listed in N.J.S.A. 18A:36-45.b., N.J.S.A. 18A:36-45.c., and the provisions of this Policy, cannot be published in school-sponsored media or a school official takes any action to prevent a student from doing so.

"Prior review" means a school official reviewing school sponsored media before it is published, broadcast by a student journalist at school or distributed, or generally made available to members of the student body.

"School official" means the Principal or designee or an administrative staff member designated by the Superintendent.

"School-sponsored media" means any material that is prepared, substantially written, published, or broadcast by a student journalist at school, distributed or generally made available to members of the student body, and prepared under the direction of a student media advisor. School-sponsored media does not include media intended for distribution or transmission solely in the classroom in which the media is produced.

"Student journalist" means a student who gathers, compiles, writes, edits, photographs, records, or prepares information for dissemination in school-sponsored media.

"Student media advisor" means an individual employed, appointed, or designated by the district to supervise or provide instruction relating to school-sponsored media.



### NEW DISTRICT BOARD OF EDUCATION

STUDENTS 5722/page 2 of 3 Student Journalism

Student journalists have the right to exercise freedom of speech and of the press in schoolsponsored media, regardless of whether the media is supported financially by the district or by use of school district facilities, or produced in conjunction with a class in which the student is enrolled. Subject to 1. through 5. below, student journalists are responsible for determining the news, opinion, feature, and advertising content of school-sponsored media. N.J.S.A. 18A:36-45.b. and this Policy shall not be construed to prevent student media advisors from teaching professional standards of English and journalism to student journalists.

This Policy does not authorize or protect expression by a student that:

- 1. Is libelous or slanderous;
- 2. Constitutes an unwarranted invasion of privacy;
- 3. Is profane or obscene;
- 4. Violates Federal or State law; or
- 5. So incites students as to create a clear and present danger of the commission of an unlawful act, the violation of school district policies, or the material and substantial disruption of the orderly operation of the school.

The district shall not authorize any prior restraint of any school-sponsored media except for the types of expression prohibited under N.J.S.A. 18A:36-45.c. and as listed in 1. through 5. above.

A school official may implement a procedure for prior review of school-sponsored media. Any prior review of school-sponsored media required by the school official shall be communicated to the student journalist by the school official and be conducted within three school days after submission to the school official by the student journalist. If the school official cannot show the school-sponsored media is prohibited under N.J.S.A. 18A:36-45.c. and 1. through 5. above, within the three school days, the student journalist may release the school-sponsored media.

When a school official determines the restraint of student expression is necessary, the school official shall simultaneously identify at least one of the five prohibitions listed in 1. through 5. above under N.J.S.A. 18A:36-45.c. and in this Policy under which the limitation of student expression is appropriate. This determination shall be provided to the student journalist in writing by the school official that made the determination.



### NEW DISTRICT BOARD OF EDUCATION

STUDENTS 5722/page 3 of 3 Student Journalism

A student journalist may appeal, to the Superintendent or designee, a determination by a school official that the restraint of student expression is necessary. An appeal must be submitted in writing to the Superintendent or designee within five school days of the written determination being communicated to the student journalist. The appeal must include a copy of the written determination and the reasons why the student journalist believes the limitation is not appropriate. The Superintendent or designee may, but is not required to, provide the student journalist an opportunity to present their written appeal in person. The Superintendent or designee will make a determination on the appeal within five school days of receiving the written appeal from the student journalist. The student journalist may appeal a decision of the Superintendent or designee to the Board of Education in writing. The Board of Education will make a decision on the appeal at the first Regular Board Meeting after receiving the written appeal or within ten school days after receiving the written appeal.

A student journalist that violates a provision of this Policy may be subject to appropriate discipline.

The school district shall not sanction a student operating as an independent journalist.

A staff member shall not be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a student engaged in the conduct authorized under N.J.S.A. 18A:36-44 and N.J.S.A. 18A:36-45 and this Policy, or refusing to infringe upon conduct that is protected by this Policy, the First Amendment to the United States Constitution, or paragraph 6 of Article I of the New Jersey Constitution.

The Superintendent or designee shall determine reasonable provisions for the time, place, and manner of student expression for the purposes of school-sponsored media.

N.J.S.A. 18A:36-44; 18A:36-45



#### MICHAEL DEFILIPPO

#### **Research and Clinical Interests**

- Comprehensive and constructive curriculum development for students diagnosed with autism
- · Behavioral treatment of children and adults diagnosed with autism and other developmental
- disorders including functional analysis of disruptive behavior, function-based treatment and least-restrictive treatments
- Processes involved in the production of language and memory
- · The functional analysis of verbal behavior

Education

M.A. Special Education Ball State University, 2015

**B.S. Psychology Montclair State University**, 2008

Study Abroad Program Instituto Peruano de Publicidad, Lima, Peru, 2004

#### **Certification – Board Certified Behavior Analyst**

Certification Number – 1-12-1724

#### **Clinical Experience**

Clinical Supervisor, ROOTS ABA Autism Treatment Center, 2019- Present

- Develop the curriculum for teaching programs for the clinic
- Train staff to implement proper teaching procedures, analyze data, update program goals and implement best practices
- Conduct Functional Analyses of problem behavior and/or FBAs
- Following conclusive results from Functional Analyses, develop the appropriate treatment package
- Conduct research
- Develop IEP goals and objectives
- Provide parent/guardians with training
- Develop behavior plans (BIPs)
- Develop programs to transition to adult life as appropriate
- Facilitate crisis management
- Provide ongoing training and monitor teachers and instructional aides
- Assist with problem solving and reducing problem behavior as needed
- Conduct assessments such as the VBMAPP, ABLLS, and AFLS
- Present at staff training meetings on topics encompassing the principles of Applied Behavior Analysis (ABA)
- Develop and implement research design(s) and presented findings at the NJAutism Conference
- Provide supervision hours to future BCBAs.

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#### MICHAEL N. DEFILIPPO

#### Board Certified Behavior Analyst (BCBA), Hand over Hand LLC, 2016 - 2019

- Trained staff to implement proper teaching procedures, analyze data, update program goals and implement best practices
- Conducted Functional Analyses of problem behavior and/or FBAs
- Developed IEP goals and objectives
- Collaborated with speech therapists, occupational therapists, and physical therapists in order to address IEP goals
- Provided parent/guardians with training
- Developed individualized and innovative skill acquisition programs when children reach plateaus
- Developed behavior plans (BIPs)
- Developed programs to transition to adult life as appropriate
- Facilitate crisis management

#### Behavior Specialist - Alpine Learning Group, Paramus, NJ - 2013 - 2016

- Provided ongoing training and monitor teachers and instructional aides
- · Assisted with problem solving and reducing problem behavior as needed
- Conducted assessments such as the VBMAPP, ABLLS, and AFLS
- Conducted functional behavior assessments and analyze data to guide treatment interventions
- Developed curriculum for students
- Presented at staff training meetings on topics encompassing the principles of Applied Behavior Analysis (ABA)
- · Conducted monthly clinic meetings with parents and senior staff in attendance
- Participated in Human Rights Committee Meetings and weekly clinical meetings with supervisory staff
- Developed and implemented research design and presented findings at the ABAI
   Conference

#### Teacher - Alpine Learning Group, Paramus, NJ - 2012 - 2013

- Developed and attended IEP meetings
- Monitored student progress, wrote and implemented behavior reduction treatment protocols
- Attended monthly clinic meetings with parents and behavior specialist in attendance
- Participated in family consultation meetings in the learners' homes

#### Teacher Instructor - Alpine Learning Group, Paramus, NJ - 2011 - 2012

- Promoted communication, leisure, self-care, socialization, academic, and prevocational skills
- · Implemented behavior protocols to reduce problem behavior
- · Recorded, monitored, graphed, and reviewed data on a daily basis

#### Behaviorist - Cedar Grove School District, 2010

- · Designed and implemented individualized programs and behavior plans
- Provided guidance and training to teachers, faculty, and families for children ages 3-6 years old
- Maintained positive classroom management skills by being clear about expectations of the children and maintained a productive work environment

#### Teacher Assistant - David Gregory School, 2008-2010

 Collaborated and assisted in planning, implementation and evaluation of individualized skill acquisition and behavior treatment programs using ABA

#### **Professional Presentations**

- Sidener, D.W. and DeFilippo, M.N. (2020, October) High-Intensity, Low-Frequency Behavior: Individualizing Functional Analysis Conditions To Better Inform Treatment. Paper pre sented at the annual conference of AutismNJ, Atlantic City, NJ.
- Sidener, D.W., DeFilippo, M.N., and Gencarelli, V.A. (2018, October) An Innovative Method for Managing a Progressive, Variable Ratio (VR) Reinforcement System. Paper presented at the annual conference of AutismNJ, Atlantic City, NJ.
- Sidener, D.W., DeFilippo, M.N., and Gencarelli, V.A. (2018, October) Individualized Functional Analysis Methods & Function-Based Treatment for Low-Frequency, High-Intensity Aggressive Behavior II. Paper presented at the annual conference of AutismNJ, Atlantic City, NJ.
- DeFilippo, M.N., DeQuinzio, J, and Taylor, B.A. (2014 May) A Sequence for Assessing and Teaching Self Monitoring Skills to an Adolescent Male With Autism. Paper presented at the annual conference of the Association for Behavior Analysis International, Chicago, IL.

#### AMY M. PERGOLA, P.E.

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Summary	Currently a math teacher at North Warren Regional High School. Eighteen years of experience teaching math, both at the high school and college levels. Licensed Professional Engineer (P.E.) with fourteen years of Civil Engineering experience.
Certifications	Licensed Teacher, 2009, New Jersey Licensed Professional Engineer, 1997, New Jersey
Education	<ul> <li>Master of Engineering (Civil), Engineering Management Cornell University, 1990</li> <li>Bachelor of Science, Civil Engineering Cornell University, 1989</li> <li>New Pathways to Teaching in New Jersey, Stage II, 2009</li> <li>New Pathways to Teaching in New Jersey, Stage I, 2007</li> </ul>
<b>Experience</b> 2008 – Present	<ul> <li>North Warren Regional School District, Blairstown, New Jersey Math Teacher</li> <li>Current teaching assignments include Honors Pre-Calculus, College-Prep Pre-Calculus, and Plane Geometry</li> <li>Conducted planning and instruction for Honors, College-Prep, and Basic-levels of Algebra 1, Algebra 2, Geometry and Pre-Calculus classes, and also for SAT Preparation, Introduction to College Math, and 7th, 8th and 10th Grade Math Intervention classes.</li> <li>Wrote and implemented Common Core Curriculum for Algebra 2 and Pre-Calculus.</li> <li>Advisor for Middle School and High School Math League</li> <li>Advisor for Math National Honor Society</li> <li>Member of National Honor Society Selection Committee for North Warren</li> <li>Ran after-school SAT Math Prep class</li> <li>Named a 2021 Teacher of Excellence in the New Jersey Herald</li> </ul>
2007 – 2008	Blair Academy, Blairstown, New Jersey Math Teacher Conducted planning and instruction for honors and college-prep Pre-Calculus classes.

2004 - 2007	Sussex County Community College, Newton, New Jersey Adjunct Professor of Mathematics Planned and instructed Contemporary Math and Math Concepts classes; 100-level required math classes for non-technical majors at the college.
1997 - 2004	Medina Consultants, P.C., Hackettstown, New Jersey Project Engineer Responsible for both design and management of civil engineering projects, including highway design, drainage design, utility engineering, traffic engineering, and site engineering. Guided staff members in performing appropriate design calculations and preparing plans. Trained and managed staffs of up to 27 personnel to perform various types of traffic counts.
1994 - 1997	<b>Frederic R. Harris, Inc.</b> , Iselin, New Jersey <i>Civil Engineer</i> Responsible for highway design, drainage design and traffic engineering for various roadway projects in New Jersey. Trained entry-level engineers.
1991-1994	<ul> <li>Mobil Research and Development Corp., Princeton, New Jersey</li> <li>Engineer, Facilities Division</li> <li>-CIVIL ENGINEER (1992-1994)</li> <li>Reviewed contractor civil engineering design work, and aided in civil engineering design for Mobil construction projects. Wrote/updated</li> <li>Mobil's Civil Engineering Guides.</li> <li>-PLANT DESIGN ENGINEER (1992)</li> <li>Handled coordination of documents for projects in the pre-construction phase. Introduced a new document control system.</li> <li>-COST ENGINEER</li> <li>Prepared cost estimates for Mobil capital projects over \$20 million. Developed feasibility schedules for projects.</li> </ul>
1990 - 1991	Turner Construction., Philadelphia, Pennsylvania Construction Controls Engineer -RORER PHARMACEUTICAL WORLD CORPORATE HEADQUARTERS AND RESEARCH FACILITY Assumed construction controls responsibilities for a \$200 million building construction project in Collegeville, PA, including coordination of bid packages, coordination of contract documents and shop drawings, and maintaining communications between the owner, architect and subcontractors.

#### **KEVIN J. WALLACE**

#### **OBJECTIVE:**

To become Athletic Director for the Mountain Lakes School District

#### **EDUCATION:**

Jan. 2000	Montclair State University
to	Montclair, NJ
Aug. 2007	Master of Arts in Physical Education with a concentration in Athletic Administration.
Aug. 1992	Gettysburg College
То	Gettysburg, PA
May 1996	Bachelor of Science in Health and Exercise Science

#### WORK HISTORY:

Sept. 1998	Health and Physical Education Teacher/Middle School Athletic Coordinator
to	Mountain Lakes School District
present	Mountain Lakes, NJ
	<ul> <li>Design daily lesson plans for elementary and middle school health and physical education students that emphasize differentiation of instruction and best practices.</li> <li>Helped develop SELF (Student Evolved Lifetime Fitness) district building goal promoting the importance of physical health and involvement in lifetime sports among adolescent students.</li> <li>Use various instructional technology to enhance student learning.</li> <li>Research, budget, and order various educational products.</li> <li>Served on the Fit for Life Advisory Committee composed of district faculty, administration and Board of Education members.</li> <li>Personal Enrichment Program (PEP) coordinator</li> <li>School Safety Committee member made up of administrators. teachers and parents.</li> <li>Direct and oversee seven Middle School sports programs.</li> </ul>
Dec. 2005	<b>Head Baseball Coach</b>
to	Mountain Lakes High School
Present	Mountain Lakes, NJ
	<ul> <li>Led varsity program to over a 170 and team victories as well as setting school record for most wins in a season.</li> <li>Organize, plan, and implement new coaching philosophies for entire baseball program.</li> <li>Develop off-season training program for all players to follow.</li> <li>Budget, manage, and maintain baseball fundraising account.</li> <li>Assisted Athletic Director in scheduling pre-season and non-league games.</li> </ul>
Nov. 2007	Assistant Swim Coach
to	Mountain Lakes High School
Feb. 2013	Mountain Lakes, NJ
	<ul> <li>Developed in-season training program to increase physical efficiency, endurance and strength.</li> <li>Developed off-season training program for all players to follow.</li> </ul>

• Assisted head coach in leading both boys and girls to earn the state championship titles.

Feb. 2010 To Present	<ul> <li>Assistant Football Coach</li> <li>Mountain Lakes High School</li> <li>Mountain Lakes, NJ</li> <li>Assistant defensive coordinator for two-time championship football team.</li> <li>Head strength and conditioning coach.</li> <li>Coordinated practice and game plans with other varsity football coaches.</li> <li>Revamped existing training programs to generate more interest and participation while increasing strength, athleticism and efficiency.</li> </ul>
June. 2008 To Present	<ul> <li>Head Director of Mountain Lakes Summer Recreation Camp Mountain Lakes Recreation Mountain Lakes, NJ</li> <li>Responsible for overseeing supervisors, counselors and campers ages 5-12.</li> <li>Planned and coordinated activities and programs for six-week camp.</li> <li>Worked in conjunction with head of recreation to budget and order camp materials.</li> <li>Interviewed, hired, trained and evaluated all counselors and supervisors.</li> <li>Created work schedules for all supervisors and counselors.</li> </ul>
June 2004 to Dec. 2005	<ul> <li>Assistant Football Coach River Dell High School Oradell, NJ</li> <li>Head defensive coordinator.</li> <li>Developed and implemented practice and game plans as well as off-season training programs.</li> <li>Established a solid foundation of work ethic and skill for underclassmen that won 2007 state championship.</li> <li>Assisted Head Coach in coordinating new objectives and goals for incoming staff.</li> </ul>
Aug. 1996 to June 2004	<ul> <li>Assistant Football Coach</li> <li>Glen Rock High School</li> <li>Glen Rock, NJ</li> <li>Head offensive line coach for five-time championship football team.</li> <li>Coordinated practice and game plans with other varsity football coaches.</li> </ul>

• Helped to develop off-season training program.

#### **PROFESSIONAL QUALIFICATIONS:**

Standard New Jersey Supervisor of Instruction Certification

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# Mountain Lakes School District Virtual/Remote Instruction Program

2022-2023

Anticipated approval by the Board of Education on September 19, 2022

## Introduction

This report outlines the protocols that will be implemented to ensure continuity of instruction in the event of a public-health related school district closure. The utilization of virtual/remote instruction during this closure will satisfy the 180-day requirement pursuant to N.J.S.A. 18A:7F-9. This plan would be implemented during closure lasting more than three (3) consecutive school days due to a declared state of emergency, declared public health emergency, or a directive by the local or state health agency or officer to institute a public health-related closure. The Superintendent or designee will communicate with the Board of Education prior to implementing the plan of virtual/remote instruction.

The Mountain Lakes School District has prepared this plan following guidance from the NJ Department of Education and includes these key areas:

- I. Equitable Access and Opportunity to Instruction
- II. Addressing Special Education Needs
- III. Addressing English Language Learner (ELL) Plan Needs
- IV. Attendance Plan
- V. Safe Delivery of Meals
- VI. Facilities Plan
- VII. Other Considerations

#### I. Equitable Access and Opportunity to Instruction

The sudden pivot to remote teaching that required the full incorporation of technology solutions into curriculum delivery was a heavy lift for staff, students, and teachers. Standardization of which technologies were used and how/when they were used was not fully appreciated at the time of the pivot. Communications to students/families done solely from a digital interface created unanticipated new challenges. Remote participation for assignments, discussions, and other graded activities required new or modified technology tools and techniques

This plan outlines how virtual or remote instruction will be provided to students who may not have access to sufficient broadband, or to any technology required for virtual or remote instruction. The Mountain Lakes School District is constantly self evaluating our technology needs/services and discussing the feedback on how to better serve the families and students of the district. Most recently we did this through the delivery of a district-wide survey sent to all families. Information collected from this survey helped our school district identify and define community access and discover any challenges students and families may experience.

- Students who need a chromebook and do not have a dedicated computer at home will be provided a Chromebook to use.
- Various educational software will be utilized for management, analysis and instructional purposes depending on grade and curriculum needs.
- For classroom management purposes, Genesis, Canvas, or Google Classroom will be utilized. LinkIt! will be utilized for data analysis in order to measure student growth.



All programs and software utilized for instructional purposes will be approved using our district approval procedure and be HIPAA, COPPA, and FERPA compliant.

Since the sudden pivot to remote instruction, we have reviewed the lessons learned and have been working to address the challenges remote learning presents to technology and subsequent training we provide to staff and students. Here's a look at some of the solutions:

- New communication and collaboration tools and techniques:
  - Clever Family Portal and Single Sign On for many online applications
  - Google Classroom and Canvas minimum usage standards
  - Smoothwall Classroom Manager roll out
- Live classroom remote viewing:
  - HD camera in each classroom
  - Additional Document Cameras
  - Additional external monitors for teachers
  - BIG thank you to our H&SA for funding \$30k to enable this rollout!
- Virtual Desktop Infrastructure (VDI) rollout so classes dependent on specific programs or computer technology can access them remotely:
  - BIG thank you to MLEF for working with us on how to fund so we can deploy this new technology!
- Upgrading infrastructure for the increased traffic load:
  - New Firewall enables us to utilize more of our available bandwidth.
  - Lifecycle replacement of many Access Points in the High School.
  - Modified existing network management configurations.

Taking the lessons learned and incorporating them on our path forward, we have worked to provide a continuous improvement of services delivered with technology by gathering input and feedback on the end user experience. This has shifted our culture from a product-focused model to a quality-of-service technology model:

- Established regular internal meetings to gather input from Supervisors, Directors, and Principals to proactively address issues before they become major problems.
- Delivered technology training sessions on key topics for staff and worked with District Administrators to ensure clear communications on requirements of usage of technology.
- Emphasized usage of the new helpdesk system and self-help resources to provide accountability and shorten solution timelines.
- Established and communicated clear expectations for technology services leveraged by the staff and students.
- Continually revise and search for new ways to address requirements where technology can provide improvements, while managing against fiscal responsibility, lifecycle management, and the realistic ability to train, support, and deploy those technology solutions.

## II. Addressing Special Education Needs

The regular school program will continue to the greatest extent possible. The elementary, middle, and high school instructional day will proceed as follows in the event of virtual instruction:

Elementary School: 8:30 a.m. to 3:05p.m. (Teacher lunch/planning is between 11:30 and 1:00); Specials meet from 1 p.m. to 3:05 p.m.

Preschool: 8:45 to 11:45 for AM Preschool 8:45 a.m. to 2:30 p.m. for Full Day Preschool (Teacher lunch 11:45 – 12:45)

Briarcliff Middle Schools: 8:00 a.m. to 2:30 p.m. (Teacher lunch/planning is during their scheduled times.)

High School (Grades 9-12) 8:05 a.m. to 2:41 p.m. Mountain Lakes High School will continue to follow the posted rotating drop block schedule.

Special education students will have little to no interruption of their instructional program. Accelerated learning opportunities and Gifted and Talented (G&T) will continue to the greatest extent possible. Students eligible to receive special education services in grades K-8 will participate in-person 5 days per week. The same provisions will be afforded to our ELL students. Here are the highlights:

- Students eligible to receive special education services and who require a more intense level of service in grades 9-12, will attend in-person 5 days per week. All other students eligible for special education services in grades 9-12 may receive additional sessions of supplemental instruction.
- The amount of time spent in the resource room settings K-5 will be adjusted, proportionately, to the shortened day to maintain the balance of the student's time in the general education setting.
   Classes in the resource room settings in grades 6-12 will mirror the length of time of the general education class period.
- Students enrolled in Out Of District placement will follow the plan of the school of which he/she attends. The Department of Special Services will look to provide additional resources to supplement the instruction for students in an Out Of district setting if the need to pivot to full remote learning is required.
- Related Services will be delivered through a combination of in-person, virtual, and home-programming models. Related Service personnel will receive additional PPE, if necessary. Therapy rooms will be equipped with sneeze guards and face shields.
- Evaluation settings will also be equipped with sneeze guards and face shields. Strict protocols have been developed in accordance with CDC guidelines.
- The Director of Special Services will be facilitating standing meetings with Child Study Team members and staff to provide a forum that allows for clear communication, collaborative problem-solving, and robust student programming.
- For special education students, the Board of Education will continue to provide educators with professional development to best utilize the accessibility features and accommodation tools made available through technology- based formats.
- All Child Study Team meetings will be held remotely to limit exposure to our staff and families. This
  includes initial/reevaluation planning meetings, annual review meetings, review/revise meetings,
  etc.
- We will encourage parents to communicate with our teachers, case managers, and the Director as soon as a concern arises so it can be addressed effectively and efficiently.

## III. Addressing English Language Learner (ELL) Plan Needs

English Language Learners will have uninterrupted and differentiated instruction at the middle and high school during virtual instruction. Elementary ELL students will engage with their ESL teacher, though the schedule may be different than during regular in-person instruction. For ELL students, the Board of Education will continue to provide educators with professional development to best utilize the accessibility features and accommodation tools made available through technology- based formats as well as training related to culturally responsive teaching and learning, social emotional learning, and trauma-informed teaching for students affected by forced migration from their home country.

## IV. Attendance Plan

Attendance will be recorded and monitored each day. Students must log in to each class period on time and have their computer cameras on in order for the student to be marked as "present". Elementary students must log in at the beginning of the school day and will remain logged in to class until the lunch break. Students must have their computer cameras on in order for the student to be marked as "present". After lunch, students must log in again and adhere to the same protocols described above.

The district attendance policy will be followed. Parents will be notified if a student is marked absence without a parent notification of said absence in *Genesis*. If necessary, our School Resource Officer can be sent to the home for a Wellness Check. School district policies for attendance and instructional contact time will accommodate opportunities for both synchronous and asynchronous instruction, while ensuring the requirements for a 180-day school year are met. Also, the school district will accommodate educators teaching in-person, hybrid, and/or virtual in such a way that allows all students to meet their required instructional hours for the day.

## V. Safe Delivery of Meals

In the event of a district closure, the Free and Reduced Meal program will continue across the district. The distribution of school meals for approved students will be daily between 11:00 a.m. and noon. Delivery will be arranged for families who are unable to travel to the district.

## **VI. Facilities Plan**

In the event of district closure, all school facilities will be properly monitored by district custodial/maintenance staff. Should health conditions warrant, a rotating skeleton crew will be deployed. In addition to all existing established cleaning procedures, the school custodial staff will implement a deep cleaning of each school building, including classrooms, restroom facilities, gymnasium locker rooms, and cafeterias.

All indoor facilities will have adequate ventilation, including operational heating and ventilation systems, where appropriate. Recirculated air will have a fresh air component, windows will be opened, if practical, if air



conditioning is not provided, filter(s) for A/C units will be maintained and changed according to manufacturer recommendations.

In the daily work schedules for head custodians, the building will be opened, and key sections cleaned first. When classes begin, custodians will disinfect all classroom door knobs, bottle filling stations and bathroom fixtures. Restrooms will be cleaned two times while school is in session and one time after dismissal. High-touch areas will be cleaned as often as possible while school is in session and again after dismissal. High-traffic areas such as entrances and lobbies will be cleaned once while school is in session and again after dismissal. Each area will also be cleaned as needed to address any situations that may arise. Water fountains will be closed, yet bottle filling stations will remain available. Head custodians will monitor all building needs and act on requests. Custodians will make garbage collections throughout the day. All classroom buildings in the district will be disinfected using foggers every night.

The district will prepare and maintain hand sanitizing stations with alcohol-based (at least 60%) sanitizers. Station locations will include classrooms, entrances and exits of buildings, lunchrooms, and bathrooms. Each school in the district will provide physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain at least six feet apart in lines and at other times (e.g. guides for creating "one-way routes" in hallways). If necessary, the schools will utilize additional entrances and exits. Signage will be placed throughout the building to provide hygiene etiquette and reminders. Physical protective barriers, such as plexiglass, will be installed in identified areas in each building and student movement in the hallways will be limited.

Visitors will be limited, but in the event a visitor must enter the building, they will use their own pens or staff will sign on behalf and possibly complete a survey. Student dropoff and pickup procedures will be modified to ensure social distancing. All vehicles involved in the transportation of students will be cleaned and disinfected daily using a combination of sanitizing wipes and Atomizing Disinfectant Sprayers.

In summation, the Mountain Lakes School District will follow all recommendations outlined in numerous Government publications and advisories which are already established and will adjust procedures and policies accordingly as new advisories are released and updated.

## **VII.** Other Considerations

- Social and emotional health of staff and students
- Title I Extended Learning Programs
- 21st Century Community Learning Center Programs
- Credit recovery
- Other extended student learning opportunities
- Extra-curricular programs
- Childcare
- Community programming
- Transportation

All counseling positions will be filled and prepared to continue meaningful, supportive work with our students and families. Students shall schedule appointments with the counselors to ensure our offices are able to maintain the appropriate protocols. This should be done through email. Students should utilize free/lunch periods to schedule these appointments with counselors. Meetings that parents would like to or need to attend will require either phone conferencing or the use of a virtual platform.

Counselors will maintain constant communication with teachers to proactively address issues of students who are not fully engaged in their learning experiences and therefore recommend opportunities for accelerated learning. Zoom and/or Google Meetings will continue to be held to check in on student progress. There will be further development of counseling drop-in opportunities to meet with counselors virtually in group settings. Counselors will supply students and families referral resources beyond the programs within the school to provide further support when necessary.

College visits with representatives will all be held virtually. The high school counselors will continue to connect with our seniors who are navigating the college selection and admissions process. We will explore Naviance, the Common App, essay writing and Teacher recommendations to ensure all senior students are properly prepared to submit applications in time for their colleges' intended deadlines.

We encourage parents to contact their counselors or the Director as soon as needs or concerns arise. Communication is always a key component in driving student successes, but it becomes an essential tool when operating remotely.

In keeping with the district's practice during a closure for inclement weather, there will not be before- or after-care (Time to Soar) programs held during a health-related closure. Extracurricular programs will be postponed and outside community groups will not be permitted in the school facilities. Any Extended Learning Programs will be rescheduled so that no instructional/intervention time is lost.

The district does not provide credit recovery for students, nor does it offer a 21<sup>st</sup> Century Community Learning Center Program.

With respect to the transportation of students, should a return to remote or hybrid instruction occur, protocols will be adjusted accordingly. Face coverings will likely be required for all passengers and accommodations for students who are unable to wear a face covering will be addressed according to that student's particular need.

Students will sit away from the aisle to increase physical distance and assigned seating may assist in ensuring that such practices are followed consistently. Bus drivers will limit close contact with others by maintaining a distance of at least six feet, when possible, and avoid touching surfaces often touched by passengers.

Tissues and no-touch disposal receptacles for use by the bus drivers and passengers will be made available. Disposable disinfectant wipes will also be made available so that surfaces commonly touched by the bus driver and passengers can be wiped down. Gloves will be used, as needed. Disinfectant will be applied to school buses at least daily, if possible between routes, and transportation vendors will be required to provide the district with their health and safety protocols for review.

# **Closing Thoughts**

The MLSD reopening plan was developed along with the best interests of students, staff, families, and the Mountain Lakes community in mind. Our process was led by guiding principles that included, but was not limited to, health, safety, wellness, flexibility, and the continuity of learning. Our plan was designed to accommodate the needs of all learners to the best of our ability, facilitate equity and ease of access to communication and resources and was developed with the assistance of staff, students, parents, school board, and other community members' analysis and input.

Please note: this plan represents our best intentions and thoughtful deliberations at this time - it is subject to change. Guidance from our partners in the field (DOE, CDC, local health department) is ongoing and our plan, if needed, shall reflect the most up-to-date recommendations available.

The community will be alerted to any significant changes to our reopening plan in as timely a manner as possible should circumstances dictate.



#### Appendix A: Essential Employees List

The following list of essential employees will ensure the maintenance of critical infrastructure operations at a time when the LEA transitions to remote or virtual instruction. Identified workers conduct a range of operations and services, including staffing operations centers, maintaining and repairing critical infrastructure, operating public safety call centers, working construction, and performing operational functions, among others.

While adhering to relevant public health guidance, critical infrastructure owners and operators will use their own judgment on issues of the prioritization of business processes and workforce allocation to best ensure worker safety and the continuity of the essential goods and services.

- Michael Fetherman, Superintendent
- Ivonne Ciresi, Assistant Superintendent
- Alex Ferreira, Business Administrator
- David Santos, Director of Technology
- Dan Halsey, IT Technician
- Michael Ruth, IT Technician
- Reno Birchenough, IT Technician
- Ryan Dunn, Supervisor of Buildings & Grounds
- Mark Snowden, Assistant Supervisor of Building & Grounds
- Julie Levine, Administrative Assistant
- Lisa Hogan, Administrative Assistant
- Beth Azar, Principal
- Julie Lazeration, Principal
- Erik Carlson, Principal
- Rick Mangili, Principal
- Lisa Cortese, Assistant Principal
- Ray Searles, Director of Guidance
- Darrell Fusco, Instructional Supervisor
- Trina Moschella, Instructional Supervisor
- Patrick Brunner, Instructional Supervisor/Athletic Director
- Paul Henry, Instructional Supervisor
- Kerry DiGiacinto, Director of Special Services
- Charles Arico, Custodian
- Andrew Arroyo, Custodian
- Robert Baker, Custodian
- Richard Durkin, Maintenance and Grounds
- Luisa Francisco, Custodian
- Wilson Herrera, Custodian
- Devar Jones, Custodian
- Damion Morgan, Custodian
- Shenika Morgan, Custodian
- Denroy Reid, Custodian
- Percy Silva, Custodian
- Alfred Smith, Custodian
- Gilbert Snowden, Maintenance and Grounds
- Yamille Thompson, Custodian
- Carl Watson, Custodian
- Krzysztof Pietraszewski, Maintenance and Grounds
- Joseph Colangelo, Night Custodian
- Chung Lee, Night Custodian
- Luis Plasencia Sánchez, Night Custodian
- Richard Prisco, Night Custodian
- Mark Stritch, Night Custodian
- Imihan Vlashi, Night Custodian





## Local Education Agency Guidance for Virtual or Remote Instruction Plan Attestation for the 2022-2023 SY

The New Jersey Department of Education (Department) is providing the following guidance pursuant to *N.J.S.A.* 18A:7F-9(c) and *N.J.A.C.* 6A:32-13.1 and 13.2, to assist LEAs in the development of their 2022-2023 virtual or remote instruction plans. The Department encourages LEAs to reflect on the previous school year to enhance elements of the prior year's plan to provide the most substantive education, and including, but not limited to, related services, for all students in the event of an LEA closure.

For each of the areas below, the chief school administrator or lead person will either mark "yes," confirming that the information is in the Plan and list the corresponding Plan page number, or mark "no" if the information is not contained in the Plan. The chief school administrator or lead person is expected to provide an explanation to the County Office of Education for all areas marked "no."

By September 30, 2022, the chief school administrator or lead person must submit a board-approved LEA Guidance for Virtual or Remote Instruction Plan for 2022-2023 SY along with this form to their county office of education. At the time of submission to the county office of education, the plan must be posted on the LEA's website. Plans will be reviewed in each county office of education on a rolling basis with an electronic response communicated within two business days of receipt.

## LEA Checklist for Virtual or Remote Instruction Programs for the 2022-2023 SY

LEAs must enter the page number where each checklist item may be found in the virtual or remote instruction program submitted to the <u>County Office of Education</u>.

Contact Information	
County: Morris	
Name of District, Charter School, APSSD or Renaissance School Project:	
Manufator Labor Oaking District	

Mountain Lakes School District

Chief School Administrator/Charter or Renaissance Leader Name/APSSD Leader:

Michael J. Fetherman

Phone Number of Contact: (973)334 - 8280

Equitable Access and Opportunity to Instruction	
Question	LEA Yes or No
1. Is the LEA ensuring equitable access and opportunity to instruction for all students?	Yes





Question	Page Number	LEA Yes or No	County Yes or No
2. Does the program ensure that all students varied and age-appropriate needs are addressed?	2	Yes 🔽	
<ol> <li>Is the program designed to maximize student growth and learning to the greatest extent possible?</li> <li>Synchronous and/or asynchronous virtual or remote learning plans which will maximize student growth and learning.</li> </ol>	2	Yes 🔽	
4. Does the program describe how the LEA will continuously measure student growth and learning in a virtual or remote instruction environment?	4	Yes 🔽	
5. Does the program describe how the LEA will measure and address any ongoing digital divide issues, including a lack of internet access, network access and/or sufficient access to devices?	3	Yes 🔽	

Notes on Equitable Access to Instruction





Addressing Special Education Needs			
Question	Page Number	LEA Yes or No	County Yes or No
1. Does the program address the provision of virtual or remote instruction to implement Individual Education Programs (IEPs) for students with disabilities to the greatest extent possible, including accessible materials and platforms?	4	Yes 🔽	
2. Does the program address methods to document IEP implementation including the tracking of services, student progress, as well as provision of accommodations and modifications?	4	Yes 🔽	
3. Does the program describe how case managers will follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible?	4	Yes 🗖	
4. Does the program address procedures to conduct IEP meetings, evaluations and other meetings to identify, evaluate and/or reevaluate students with disabilities?	4	Yes 🔽	

Notes on Special Education Needs





Addressing English language learners (ELL) Plan Needs				
Question	Page Number	LEA Yes or No	County Yes or No	
1. Does the program include an English as a Second Language and/or bilingual education program aligned with State and Federal requirements to meet the needs of ELLs?	5	Yes 🔽		
2. Does the program describe how the LEA communicates with families of ELLs including providing translation materials, interpretative services, and literacy level appropriate information?	5	Yes 🔽		
3. Does the program include the use of alternate methods of instruction (that is, differentiation, sheltered instruction, Universal Design for Learning), access to technology and strategies to ensure ELLs access the same standard of education as non-ELL peers?	5	Yes 🔽		
4. Does the program include training for teachers, administrators, and counselors to learn strategies related to culturally responsive teaching and learning, socio-emotional learning, and trauma-informed teaching for students affected by forced migration from their home country (e.g. refugee, asylee)?	5	Yes 🔽		

Notes on Supporting ELL Educational Needs







Question	Page Number	LEA Yes or No	County Yes or No
1.Does the program address the LEA's attendance policies, including how the LEA will determine whether a student is present or absent, how a student's attendance will factor into promotion, retention, graduation, discipline, and any other decisions that will reflect the student's performance?	5	Yes 🔽	
2. Does the program describe how the LEA communicates with the family when a student is not participating in online instruction and/or submitting assignments?	5	Yes 🔽	
Notes on Attendance Plan			
afe Delivery of Meals Plan			
afe Delivery of Meals Plan Question	Page Number	LEA Yes or No	County Yes or No
	AND DESCRIPTION OF THE OWNER OW	Yes or	Yes or





Question	Page Number	LEA Yes or No	County Yes or No
1. Does the program contain an outline of how buildings will be maintained throughout an extended period of closure?	5	Yes 🔽	

Other Considerations					
Does the program contain the following considerations?		Page Number	LE/ Yes No	or	County Yes or No
a. Accelerated learning opportunities		4	Yes	*	
b. Social and emotional health of staff and students		7	Yes	•	
c. Title I Extended Learning Programs		-	No	-	
d. 21 <sup>st</sup> Century Community Learning Center Programs		-	No		
e. Credit recovery		-	No	-	
f. Other extended student learning opportunities		7	Yes	-	
g. Transportation	G.	7	Yes	•	
h. Extra-curricular programs		7	Yes	•	
i. Childcare		7	Yes		
j. Community programming		8	Yes	-	

#### Notes on Other Considerations

c. The district does not receive Title I funds.

d. The district does not provide 21st Century Community Learning Center Programs

e. The district does not provide credit recovery programs.

7





# APSSD Applicable Only: Sharing Plans

Was the program shared with all sending districts?

Yes 🖌 No	
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Notes on APSSD Sharing Plans

Essential Employees			
Question	Page Number	LEA Yes or No	County Yes or No
1. The LEA will ensure essential employees are identified and a list is provided to the county office at the time of the LEA's transition to remote or virtual instruction.	App. A	Yes 🔽	
Notes on Essential Employees			

#### Board Approval

Date of board approval (mm/dd/yyyy): 09/19/2022

Notes on Board Approval		
Posted on Website		
1. Is the program posted on the school district/APSSD/Charter/Renaissance School Project Website? Ye	s 🗸	No

2. Link to website: https://www.mlschools.org/