

Mountain Lakes Board of Education

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Check Register By Check Number

for Batches 51,52 and UnPosted Checks : Check Date is from 10/01/2022 to 10/31/2022

va_chkr3.101405
09/01/2022

Check # PO #	Invoice Number	Account Number	Vendor No./ Name	Batch	Check Amount	Check Description	Check Date	Check Type
UNPOSTED CHECKS								
97007 23-0675		11-000-230-610-LR-0130H- -	6913/ABLE SHRED BUSINESS PRODUCTS LLC *	51	100.00	Inv. 4123	10/31/2022	C
Total For Check Number 97007					\$100.00			
97008 23-0677		11-190-100-500-HS- - -	4221/AC & R INC. *	51	434.32	Inv. 31147	10/31/2022	C
Total For Check Number 97008					\$434.32			
97009 23-0668		11-000-263-420-DW-0720A- -	9117/AERIAL RISE LLC *	51	950.00	Inv. 19525	10/31/2022	C
Total For Check Number 97009					\$950.00			
97010 23-0344		11-000-262-610-DW-0620C- -	1123/ANCHOR ACE HARDWARE *	51	2,875.20	Invs 2207-016304, 2209-024850	10/31/2022	C
Total For Check Number 97010					\$2,875.20			
97011 23-0681		11-000-240-500-LR- - -	7882/ATLANTIC COMMUNICATIONS *	51	753.60	Inv. 20771	10/31/2022	C
23-0599		11-000-263-420-DW-0720A- -	7882/ATLANTIC COMMUNICATIONS *	51	440.00	Inv. 20769	10/31/2022	C
Total For Check Number 97011					\$1,193.60			
97012 23-0551		11-213-100-610-CS-1106A-64-	9282/AUTISM COMMUNITY STORE *	51	79.99	Inv. 2022-685	10/31/2022	C
Total For Check Number 97012					\$79.99			
97013 23-0778		11-000-230-339-AD-0120D- -	7916/BAKER TILLY VANTAGEN, LLC	51	135.93	Inv. 43621 Jul'22	10/31/2022	C
23-0778		11-000-230-339-AD-0120D- -	7916/BAKER TILLY VANTAGEN, LLC	51	138.31	Inv. 43887 Aug'22	10/31/2022	C
23-0778		11-000-230-339-AD-0120D- -	7916/BAKER TILLY VANTAGEN, LLC	51	159.35	Inv. 44068 Sept'22	10/31/2022	C
Total For Check Number 97013					\$433.59			
97014 23-0779		11-000-230-339-AD-0120D- -	8751/BARBARA A. TESTIN, LLC *	51	1,968.75	Inv. dated July 27, 2022	10/31/2022	C
23-0779		11-000-230-339-AD-0120D- -	8751/BARBARA A. TESTIN, LLC *	51	1,487.50	Inv. dated Sept. 12, 2022	10/31/2022	C
Total For Check Number 97014					\$3,456.25			
97015 23-0685		11-000-240-500-HS- - -	5030/BINGHAM COMMUNICATIONS INC. *	51	700.00	Invs. 34232, 34398	10/31/2022	C
Total For Check Number 97015					\$700.00			
97016 Non A/P Chk		DB10-103- , CR10-101-	1205/BOARD OFFICE	51	250.00	Lisa Hogan	10/31/2022	C
Total For Check Number 97016					\$250.00			
97017 Non A/P Chk		DB10-103- , CR10-101-	1205/BOARD OFFICE	51	250.00	Debbie Kovar	10/31/2022	C
Total For Check Number 97017					\$250.00			
97018 Non A/P Chk		DB10-103- , CR10-101-	1205/BOARD OFFICE	51	200.00	Sharon Shortt	10/31/2022	C
Total For Check Number 97018					\$200.00			
97019 Non A/P Chk		DB10-103- , CR10-101-	1205/BOARD OFFICE	51	200.00	Bobbe Lord	10/31/2022	C
Total For Check Number 97019					\$200.00			
97020 Non A/P Chk		DB10-103- , CR10-101-	1205/BOARD OFFICE	51	200.00	Jill Morris	10/31/2022	C

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Check # PO #	Invoice Number	Account Number	Vendor No./ Name	Ba- tch	Check Amount	Check Description	Check Date	Check Type
UNPOSTED CHECKS								
Total For Check Number 97020					\$200.00			
97021 23-0679		11-402-100-500-HS- - -	1292/BORO OF MOUNTAIN LAKES-POLICE	51	357.07	Inv. 85	10/31/2022	C
23-0708		11-402-100-500-HS- - -	1292/BORO OF MOUNTAIN LAKES-POLICE	51	187.29	Inv. 86	10/31/2022	C
Total For Check Number 97021					\$544.36			
97022 23-0456		11-000-262-490-DW-0640A- -	1290/BORO OF MOUNTAIN LAKES-WTR/SWR	51	1,486.04	AC#4975 Jul 1 - Sept 30	10/31/2022	C
23-0456		11-000-262-490-DW-0640A- -	1290/BORO OF MOUNTAIN LAKES-WTR/SWR	51	143.55	AC#21145	10/31/2022	C
23-0456		11-000-262-490-DW-0640A- -	1290/BORO OF MOUNTAIN LAKES-WTR/SWR	51	480.88	AC#5961	10/31/2022	C
23-0456		11-000-262-490-DW-0640A- -	1290/BORO OF MOUNTAIN LAKES-WTR/SWR	51	385.70	AC#7542	10/31/2022	C
23-0456		11-000-262-490-DW-0640A- -	1290/BORO OF MOUNTAIN LAKES-WTR/SWR	51	1,212.66	AC#5680	10/31/2022	C
Total For Check Number 97022					\$3,708.83			
97023 23-0388		11-000-261-610-DW-0730B- -	8306/BROOKAIRE COMPANY, LLC * 51		158.47	Inv. 623202	10/31/2022	C
Total For Check Number 97023					\$158.47			
97024 23-0508		11-000-262-610-DW-0620C- -	1252/CAPITAL SUPPLY * 51		3,083.69	Invs. 791528, 793946	10/31/2022	C
Total For Check Number 97024					\$3,083.69			
97025 23-0651		11-000-261-420-DW-0750 - -	5011/COMBUSTION SERVICE CORP. * 51		2,080.00	Inv. 8953	10/31/2022	C
Total For Check Number 97025					\$2,080.00			
97026 23-0697		11-000-261-890-DW-0660A-13-	5357/COMMISSIONER OF LWD 51		160.00	Renewal LP-611799 for KP	10/31/2022	C
Total For Check Number 97026					\$160.00			
97027 23-0730		11-000-251-890-AD-0130L- -	5595/DAILY RECORD * ADS 51		60.74	Order #0005360647	10/31/2022	C
23-0730		11-000-251-890-AD-0130L- -	5595/DAILY RECORD * ADS 51		49.04	Order #0005394209	10/31/2022	C
23-0730		11-000-251-890-AD-0130L- -	5595/DAILY RECORD * ADS 51		70.10	Order #0005418171	10/31/2022	C
23-0730		11-000-251-890-AD-0130L- -	5595/DAILY RECORD * ADS 51		48.26	Order #0005310975	10/31/2022	C
23-0730		11-000-251-890-AD-0130L- -	5595/DAILY RECORD * ADS 51		46.70	Order #0005321979	10/31/2022	C
Total For Check Number 97027					\$274.84			
97028 23-0645		11-000-240-890-BC-0250D-BE-	8226/DESTINATION IMAGINATION, INC. * 51		245.00	Inv. Order #97417	10/31/2022	C
Total For Check Number 97028					\$245.00			
97029 23-0755		11-000-262-621-HS-0630 - -	8741/DIXON BROTHERS INC. * 51		89.03	Inv. 22523	10/31/2022	C

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UNPOSTED CHECKS								
Total For Check Number 97029					\$89.03			
97030 23-0702		11-000-213-330-CS-0431A- -	2500/EDUCATIONAL SVCS COMM-MORRIS *	51	1,679.00	Inv. 202300279	10/31/2022	C
Total For Check Number 97030					\$1,679.00			
97031 23-0769		11-000-230-590-DW-0820D- -	9242/ENROLLHAND INC *	51	1,100.00	INV-26333 9/29-10/29/22	10/31/2022	C
23-0769		11-000-230-590-DW-0820D- -	9242/ENROLLHAND INC *	51	1,100.00	INV-26420 10/29-11/29/22	10/31/2022	C
Total For Check Number 97031					\$2,200.00			
97032 23-0692		11-000-263-610-DW- - -	1887/FOREST LUMBER & SUPPLY CO *	51	558.90	Invs. 2731, 2736	10/31/2022	C
Total For Check Number 97032					\$558.90			
97033 23-0693		11-000-263-420-DW-0720A- -	8134/GLANDER ELECTRIC CO. INC. *	51	4,188.40	Inv. 13193	10/31/2022	C
Total For Check Number 97033					\$4,188.40			
97034 23-0765		11-000-270-420-DW- - -	8799/HOOVER TRUCK & BUS CENTERS	51	555.00	Inv. 71370	10/31/2022	C
Total For Check Number 97034					\$555.00			
97035 22-1514		11-000-230-339-AD-0120D- -	9022/INDUSTRIAL APPRAISAL CO *	51	240.00	Inv. 5121750	10/31/2022	C
22-1514		11-000-230-339-AD-0120D- -	9022/INDUSTRIAL APPRAISAL CO *	51	190.00	Inv. 5121750	10/31/2022	C
Total For Check Number 97035					\$430.00			
97036 Non A/P Chk		DB10-499- , CR10-101-	9297/JEFFERSON TWP PUBLIC SCHOOLS	51	476.00	Lake Dr Itinerant OverPmt	10/31/2022	C
Total For Check Number 97036					\$476.00			
97037 23-0301		11-000-261-610-DW-0730B- -	8743/JOHNSTONE SUPPLY *	51	819.66	S5497067.001, S5497094.001	10/31/2022	C
Total For Check Number 97037					\$819.66			
97038 23-0721		11-402-100-890-HS-1020A-21-	8854/LINDA TURNBULL	51	270.00	Inv. 2022-25	10/31/2022	C
Total For Check Number 97038					\$270.00			
97039 23-0781		11-000-221-500-CI- - -	8974/LINKIT! *	51	39,636.00	Inv. 1996	10/31/2022	C
Total For Check Number 97039					\$39,636.00			
97040 23-0722		11-402-100-890-HS-1020A-21-	9204/MARK BITAR II *	51	438.00	Inv. dated 10/6/22	10/31/2022	C
Total For Check Number 97040					\$438.00			
97041 23-0585		11-190-100-890-BC-0250A- -	2457/MATHCOUNTS FOUNDATION	51	240.00	Inv. WEB-7824	10/31/2022	C
Total For Check Number 97041					\$240.00			
97042 23-0545		11-402-100-610-HS-1020A-54-	5418/MEDCO SUPPLY CO. *	51	428.11	#IN95609972, #IN95642590	10/31/2022	C
Total For Check Number 97042					\$428.11			
97043 22-1506		11-000-230-331-AD-0120B- -	8944/METHFESSEL & WERBEL PA *	51	425.50	#242939, #245780, #249426	10/31/2022	C

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UNPOSTED CHECKS								
97043 23-0770		11-000-230-331-AD-0120B- -	8944/METHFESSEL & WERBEL PA	* 51	203.50	Inv. 251584	10/31/2022	C
Total For Check Number 97043					\$629.00			
97044 23-0271		11-190-100-610-TD-0730E- -	8921/MICRO TECHNOLOGY GROUP, INC. *	51	31,577.43	Inv. 1024233	10/31/2022	C
Total For Check Number 97044					\$31,577.43			
97045 23-0106		11-000-263-420-DW-0720A- -	9052/MOORE CONTROL EXTERMINATING CO *	51	238.99	Inv 78731-78734 Oct.'22	10/31/2022	C
Total For Check Number 97045					\$238.99			
97046 23-0725		11-000-223-890-DW-0130W- -	2562/MORRIS AREA CURRICULUM NETWORK	51	300.00	22-23 Membership Dues for IC	10/31/2022	C
Total For Check Number 97046					\$300.00			
97047 23-0711		11-000-270-512-DW-0520E- -	9267/MORRIS CATHOLIC HIGH SCHOOL	51	150.00	Inv. 26777	10/31/2022	C
Total For Check Number 97047					\$150.00			
97048 23-0658		11-190-100-610-HS-0240A-U -	7960/MOUNT FREEDOM PRINTING *	51	1,145.00	Inv. 28310	10/31/2022	C
Total For Check Number 97048					\$1,145.00			
97049 23-0149		11-190-100-610-BC-0240A- -	2563/MUSIC SHOP LLC *	51	299.40	Inv. 12700303	10/31/2022	C
23-0678		11-190-100-610-HS-0240A-G -	2563/MUSIC SHOP LLC *	51	242.50	Invs. 12734012, 12737497	10/31/2022	C
22-0886		11-190-100-610-HS-0240A-GG-	2563/MUSIC SHOP LLC *	51	1,202.30	Inv. 12724930	10/31/2022	C
Total For Check Number 97049					\$1,744.20			
97050 22-1463		12-402-100-730-HS- - -	6886/NICKERSON CORPORATION	* 51	30,181.10	Inv. 030716	10/31/2022	C
Total For Check Number 97050					\$30,181.10			
97051 23-0381		11-190-100-500-BC- - -	6824/NOODLE TOOLS, INC. *	51	108.00	Inv. 201-368-R17	10/31/2022	C
23-0234		11-190-100-500-HS- - -	6824/NOODLE TOOLS, INC. *	51	216.00	Inv. 201-368-R17	10/31/2022	C
Total For Check Number 97051					\$324.00			
97052 23-0715		11-000-270-512-DW-0520E- -	8993/O'DOWD TRANSPORTATION	51	3,465.00	Sept'22 Athletics	10/31/2022	C
Total For Check Number 97052					\$3,465.00			
97053 23-0488		11-190-100-500-LR-0720C- -	1107/PHONAK, INC *	51	189.99	Inv. 5137034355	10/31/2022	C
Total For Check Number 97053					\$189.99			
97054 23-0549		11-190-100-610-CS-0730C- -	5723/QUILL CORPORATION *	51	184.74	(6) invoices	10/31/2022	C
Total For Check Number 97054					\$184.74			
97055 23-0438		11-000-261-420-DW-0750 - -	5696/R&J CONTROL, INC. *	51	372.75	Invs. 22204003, 22204004	10/31/2022	C
Total For Check Number 97055					\$372.75			
97056 23-0128		11-000-240-500-BC- - -	2881/READY REFRESH BY NESTLE	51	29.46	AC#0015576978 9/13 - 10/12/22	10/31/2022	C
23-0390		11-190-100-500-HS- - -	2881/READY REFRESH BY NESTLE	51	23.99	AC 0014813828 8/13 - 9/12/22	10/31/2022	C

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Check # PO #	Invoice Number	Account Number	Vendor No./ Name	Ba- tch	Check Amount	Check Description	Check Date	Check Type
UNPOSTED CHECKS								
Total For Check Number 97056					\$53.45			
97057 23-0318		20-043-100-610-WW- - -	6507/REALLY GOOD STUFF, INC. *	51	589.89	Inv. 8002959	10/31/2022	C
Total For Check Number 97057					\$589.89			
97058 23-0198		11-190-100-610-WW-0240A-B -	9044/SCHOOL DATEBOOKS	51	1,759.60	Inv. EM22-0242466	10/31/2022	C
Total For Check Number 97058					\$1,759.60			
97059 23-0125		11-000-213-610-BC-0420A- -	3169/SCHOOL HEALTH CORPORATION *	51	460.28	#4090043-00, #4090043-01	10/31/2022	C
Total For Check Number 97059					\$460.28			
97060 23-0502		11-402-100-610-HS-1020A-54-	8866/SCHOOL PRIDE LTD *	51	36.25	Inv. 87755	10/31/2022	C
Total For Check Number 97060					\$36.25			
97061 23-0132		11-190-100-610-BC-0240A- -	9170/SCHOOL SPECIALTY, LLC *	51	137.33	#308104100581, #208131207029	10/31/2022	C
23-0170		11-190-100-610-BC-0730A- -	9170/SCHOOL SPECIALTY, LLC *	51	242.40	#208130351908	10/31/2022	C
23-0256		11-190-100-610-BC-0730A- -	9170/SCHOOL SPECIALTY, LLC *	51	361.16	#208131218039	10/31/2022	C
23-0151		11-190-100-610-WW-0240A-U -	9170/SCHOOL SPECIALTY, LLC *	51	526.61	#308104093917, #208130944222	10/31/2022	C
Total For Check Number 97061					\$1,267.50			
97062 22-1467		11-207-100-610-LR-0240 - -	8712/SHI INTERNATIONAL CORP *	51	27,477.24	(4) Invoices	10/31/2022	C
Total For Check Number 97062					\$27,477.24			
97063 Non A/P Chk		DB20-499- , CR20-101-	9111/SOUND START BABIES PROGRAM	51	19,100.00	Sept.'22 EDI Pmts & Tuition	10/31/2022	C
Total For Check Number 97063					\$19,100.00			
97064 23-0729		11-000-230-340-AD-0120E- -	8972/STAINLESS PRODUCTIONS LLC *	51	480.00	Inv. 623 Jul'22 BOE Mtg	10/31/2022	C
23-0729		11-000-230-340-AD-0120E- -	8972/STAINLESS PRODUCTIONS LLC *	51	480.00	Inv. 624 Aug.'22 BOE Mtd	10/31/2022	C
23-0729		11-000-230-340-AD-0120E- -	8972/STAINLESS PRODUCTIONS LLC *	51	1,520.00	Inv. 625 Sep'22 BOE Mtgs	10/31/2022	C
23-0558		13-423-100-610-SA- - -	8972/STAINLESS PRODUCTIONS LLC *	51	1,905.00	Inv. 620	10/31/2022	C
Total For Check Number 97064					\$4,385.00			
97065 23-0636		11-000-219-610-CS-1101A- -	7945/STAPLES ADVANTAGE	51	689.22	Order #7365103082	10/31/2022	C
23-0548		11-190-100-610-CS-0730C- -	7945/STAPLES ADVANTAGE	51	966.54	Order #7363619423	10/31/2022	C
Total For Check Number 97065					\$1,655.76			
97066 23-0696		11-190-100-610-WW-0240A-U -	3320/TEACHER	51	89.95	Lindsay Berardi	10/31/2022	C
Total For Check Number 97066					\$89.95			
97067 23-0712		11-219-100-580-LI-0250 - -	3320/TEACHER	51	162.15	Jennifer Becht	10/31/2022	C
Total For Check Number 97067					\$162.15			

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UNPOSTED CHECKS							
97068 23-0713		11-219-100-580-LI-0250 - -	3320/TEACHER	51	487.86 Kelly Oravec	10/31/2022	C
		Total For Check Number 97068			\$487.86		
97069 23-0716		11-219-100-580-LI-0250 - -	3320/TEACHER	51	165.91 Maria Gonzalez	10/31/2022	C
		Total For Check Number 97069			\$165.91		
97070 23-0717		11-219-100-580-LI-0250 - -	3320/TEACHER	51	327.27 Meredith Perkins	10/31/2022	C
		Total For Check Number 97070			\$327.27		
97071 23-0718		11-219-100-580-LI-0250 - -	3320/TEACHER	51	221.80 Amanda DeStefano	10/31/2022	C
		Total For Check Number 97071			\$221.80		
97072 23-0704		11-000-213-330-CS-0431A- -	8630/TRINITAS CHILDREN'S THERAPY SERVICES	51	4,298.28 Invs 0722, 0822	10/31/2022	C
		Total For Check Number 97072			\$4,298.28		
97073 23-0364		11-000-261-420-DW-0750 - -	6912/UNITED FIRE PROTECTION *	51	1,752.00 Inv. 271842	10/31/2022	C
		Total For Check Number 97073			\$1,752.00		
97074 23-0292		20-041-100-610-HS- - -	4118/VERNIER SOFTWARE & TECH *	51	4,030.85 Inv. 5441103	10/31/2022	C
		Total For Check Number 97074			\$4,030.85		
97075 23-0659		11-190-100-610-LR-0730B- -	6480/W.B. MASON CO., INC. *	51	1,580.00 Inv. 233500080	10/31/2022	C
		Total For Check Number 97075			\$1,580.00		
97076 23-0533		11-190-100-610-HS-0240A-GG-	8831/W.W. NORTON & COMPANY, INC.	51	960.00 Inv. 920598	10/31/2022	C
		Total For Check Number 97076			\$960.00		
97077 Non A/P Chk		DB10-499- , CR10-101-	9157/WEST ORANGE PUBLIC SCHOOLS	51	11,376.58 Lake Dr Reg Reimb-AG	10/31/2022	C
		Total For Check Number 97077			\$11,376.58		
97078 23-0724		20-272-200-320-CS-1418D- -	9292/ZABOOSH *	51	600.00 Inv. D75	10/31/2022	C
		Total For Check Number 97078			\$600.00		
97079 23-0199		11-190-100-610-WW-0240A-P -	3644/ZANER-BLOSER, INC	51	1,275.30 Inv. 10353126	10/31/2022	C
23-0232		11-190-100-610-WW-0240A-U -	3644/ZANER-BLOSER, INC	51	1,133.60 Inv. 10353127	10/31/2022	C
		Total For Check Number 97079			\$2,408.90		
97080 23-0393		11-190-100-500-HS- - -	6913/ABLE SHRED BUSINESS PRODUCTS LLC *	52	75.00 Inv. 4270	10/31/2022	C
		Total For Check Number 97080			\$75.00		
97081 23-0745		11-000-263-420-DW-0720A- -	9117/AERIAL RISE LLC *	52	803.44 Inv. 19525-2	10/31/2022	C
		Total For Check Number 97081			\$803.44		
97082 23-0296		11-000-261-610-DW-0730B- -	1123/ANCHOR ACE HARDWARE *	52	845.19 Oct.'22 Invoices	10/31/2022	C

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for Batches 51,52 and UnPosted Checks : Check Date is from 10/01/2022 to 10/31/2022

Check # PO #	Invoice Number	Account Number	Vendor No./ Name	Ba-tch	Check Amount	Check Description	Check Date	Check Type
UNPOSTED CHECKS								
Total For Check Number 97082					\$845.19			
97083 23-0108		11-000-261-420-DW-0750 - -	5261/ARROW ELEVATOR INC. *	52	410.00	Inv. 109128 Nov.'22	10/31/2022	C
Total For Check Number 97083					\$410.00			
97084 23-0730		11-000-251-890-AD-0130L- -	5595/DAILY RECORD *	ADS 52	97.40	Order 0005308189	10/31/2022	C
23-0730		11-000-251-890-AD-0130L- -	5595/DAILY RECORD *	ADS 52	97.40	Order 0005308196	10/31/2022	C
23-0730		11-000-251-890-AD-0130L- -	5595/DAILY RECORD *	ADS 52	97.40	Order 0005308203	10/31/2022	C
23-0730		11-000-251-890-AD-0130L- -	5595/DAILY RECORD *	ADS 52	97.40	Order 0005308212	10/31/2022	C
Total For Check Number 97084					\$389.60			
97085 23-0605		11-190-100-500-HS- - -	9102/DAN BUCHANAN	52	370.00	Inv. 3845	10/31/2022	C
Total For Check Number 97085					\$370.00			
97086 23-0297		11-000-261-610-DW-0730B- -	4312/FERGUSON ENTERPRISES, INC. *	52	65.42	8286182, 8336532	10/31/2022	C
Total For Check Number 97086					\$65.42			
97087 23-0324		11-190-100-500-TD-0720D- -	9227/GENESIS EDUCATIONAL SERVICES, INC *	52	11,220.00	Inv. 22-003 Jul - Dec.'22	10/31/2022	C
23-0324		11-190-100-500-TD-0720D- -	9227/GENESIS EDUCATIONAL SERVICES, INC *	52	2,625.00	Set-Up & Lesson Planner Fees	10/31/2022	C
Total For Check Number 97087					\$13,845.00			
97088 23-0607		11-000-262-622-BC-0640B- -	2181/J C P & L *	52	4,995.73	8/27-9/29	10/31/2022	C
23-0607		11-000-262-622-BC-0640B- -	2181/J C P & L *	52	2,412.68	9/30-10/26	10/31/2022	C
23-0607		11-000-262-622-HS-0640B- -	2181/J C P & L *	52	10,087.54	8/27-9/28, 8/28-9/20	10/31/2022	C
23-0607		11-000-262-622-HS-0640B- -	2181/J C P & L *	52	8,647.75	9/29-10/26, 9/21-10/19	10/31/2022	C
23-0607		11-000-262-622-LR-0640B- -	2181/J C P & L *	52	3,109.23	8/25-9/23	10/31/2022	C
23-0607		11-000-262-622-LR-0640B- -	2181/J C P & L *	52	1,702.49	9/24-10/21	10/31/2022	C
23-0607		11-000-262-622-WW-0640B- -	2181/J C P & L *	52	6,637.06	8/27-9/28	10/31/2022	C
23-0607		11-000-262-622-WW-0640B- -	2181/J C P & L *	52	4,926.68	9/29-10/26	10/31/2022	C
Total For Check Number 97088					\$42,519.16			
97089 23-0301		11-000-261-610-DW-0730B- -	8743/JOHNSTONE SUPPLY *	52	617.86	S5516921.001,.002,S5516921.001	10/31/2022	C
Total For Check Number 97089					\$617.86			
97090 23-0583		11-000-262-621-BC-0640C- -	2592/N.J. NATURAL GAS CO.	52	2,124.36	9/8-10/7	10/31/2022	C
23-0583		11-000-262-621-HS-0630 - -	2592/N.J. NATURAL GAS CO.	52	3,230.34	9/8-10/7	10/31/2022	C
23-0583		11-000-262-621-LR-0640C- -	2592/N.J. NATURAL GAS CO.	52	969.24	9/8-10/7	10/31/2022	C
23-0583		11-000-262-621-WW-0640C- -	2592/N.J. NATURAL GAS CO.	52	1,778.23	9/8-10/7	10/31/2022	C
Total For Check Number 97090					\$8,102.17			
97091 23-0768		11-000-230-890-AD-0130D- -	2579/NJASA *	52	2,884.00	22-23 Administrator Dues-MF	10/31/2022	C

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for Batches 51,52 and UnPosted Checks : Check Date is from 10/01/2022 to 10/31/2022

Check # PO #	Invoice Number	Account Number	Vendor No./ Name	Batch	Check Amount	Check Description	Check Date	Check Type
UNPOSTED CHECKS								
Total For Check Number 97091					\$2,884.00			
97092 23-0823		60-910-310-870-DW-000 - -	6640/POMPTONIAN FOOD SERVICE *	52	629.00	Start Up Money	10/31/2022	C
	23-0823	60-910-310-870-DW-000 - -	6640/POMPTONIAN FOOD SERVICE *	52	78,101.67	Sept.'22 Invoices	10/31/2022	C
Total For Check Number 97092					\$78,730.67			
97093 23-0801		11-000-251-500-AD- - -	2881/READY REFRESH BY NESTLE	52	52.45	AC 0015629652 7/13-8/12/22	10/31/2022	C
	23-0801	11-000-251-500-AD- - -	2881/READY REFRESH BY NESTLE	52	55.94	AC 0015629652 8/13-9/12/22	10/31/2022	C
	23-0801	11-000-251-500-AD- - -	2881/READY REFRESH BY NESTLE	52	22.99	AC 0015629652 9/13-10/12/22	10/31/2022	C
	23-0801	11-000-251-500-AD- - -	2881/READY REFRESH BY NESTLE	52	32.24	AC 0015629652 6/13-7/12/22	10/31/2022	C
	23-0390	11-190-100-500-HS- - -	2881/READY REFRESH BY NESTLE	52	53.45	AC0014813828 9/13-10/12	10/31/2022	C
Total For Check Number 97093					\$217.07			
97094 22-1495		30-002-401-450-WW- - -	8888/ROBERT GRIGGS PLUMBING & HEATING LLC *	52	4,500.00	Inv. 9780	10/31/2022	C
	22-1496	30-002-401-450-WW- - -	8888/ROBERT GRIGGS PLUMBING & HEATING LLC *	52	8,570.00	Inv. 9781	10/31/2022	C
Total For Check Number 97094					\$13,070.00			
97095 23-0531		11-207-100-610-LR-0240 - -	8269/SUPPORTING SUCCESS FOR KIDS W/HEARING *	52	99.00	Inv. 31911	10/31/2022	C
Total For Check Number 97095					\$99.00			
97096 23-0505		11-000-230-530-CS-0130U- -	4483/VERIZON WIRELESS *	52	35.03	AC 882304441 Aug 20-Sept 19	10/31/2022	C
	23-0505	11-000-230-530-CS-0130U- -	4483/VERIZON WIRELESS *	52	35.01	AC 882304441 Sept 20-Oct 19	10/31/2022	C
Total For Check Number 97096					\$70.04			
97097 23-0112		11-401-100-610-BC-1020A-A -	8760/VEX ROBOTICS, INC *	52	155.01	Inv. 587898	10/31/2022	C
Total For Check Number 97097					\$155.01			
Total Unposted Checks					\$392,603.59			

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for Batches 51,52 and UnPosted Checks : Check Date is from 10/01/2022 to 10/31/2022

Fund Summary	Fund Category	Sub Fund	Computer Checks	Computer Checks Non/AP	Hand Checks	Hand Checks Non/AP	Total Checks
	10	10		\$12,952.58			\$12,952.58
	10	11	\$231,443.50				\$231,443.50
	10	12	\$30,181.10				\$30,181.10
	10	13	\$1,905.00				\$1,905.00
	Fund 10	TOTAL	\$263,529.60	\$12,952.58			\$276,482.18
	20	20	\$5,220.74	\$19,100.00			\$24,320.74
	30	30	\$13,070.00				\$13,070.00
	60	60	\$78,730.67				\$78,730.67
	GRAND	TOTAL	\$360,551.01	\$32,052.58	\$0.00	\$0.00	\$392,603.59

* 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

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for Batch 55 and Posted Checks : Current Cycle : September

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Check # PO #	Invoice Number	Account Number	Vendor No./ Name	Batch	Check Amount	Check Description	Check Date	Check Type
POSTED CHECKS								
655515 Non A/P Chk		DB10-141- , CR10-101-	3688/PAYROLL AGENCY ACCOUNT	55	64,853.77	FICA	09/09/2022	H
23-0004		11-000-291-220-DW-0810B- -	3688/PAYROLL AGENCY ACCOUNT	55	15,015.14	EMP BENEFITS-SS/FICA/MED	09/09/2022	H
23-0003		11-000-291-249-LR-0822B- -	3688/PAYROLL AGENCY ACCOUNT	55	1,164.09	EMP BENEFITS-DCRP 9/1-9/15	09/09/2022	H
Total For Check Number 655515					\$81,033.00			
* 661162 Non A/P Chk		DB10-141- , CR10-101-	3688/PAYROLL AGENCY ACCOUNT	55	106.01	FICA	09/15/2022	H
23-0004		11-000-291-220-DW-0810B- -	3688/PAYROLL AGENCY ACCOUNT	55	3,060.50	EMP BENEFITS-SS/FICA/MED	09/15/2022	H
23-0003		11-000-291-249-LR-0822B- -	3688/PAYROLL AGENCY ACCOUNT	55	79.79	EMP BENEFITS-DCRP 9/1-9/15	09/15/2022	H
Total For Check Number 661162					\$3,246.30			
* 675862 Non A/P Chk		DB10-141- , CR10-101-	3688/PAYROLL AGENCY ACCOUNT	55	65,118.59	FICA	09/30/2022	H
23-0004		11-000-291-220-DW-0810B- -	3688/PAYROLL AGENCY ACCOUNT	55	22,656.62	EMP BENEFITS-SS/FICA/MED	09/30/2022	H
23-0003		11-000-291-249-LR-0822B- -	3688/PAYROLL AGENCY ACCOUNT	55	1,334.36	EMP BENEFITS-DCRP 9/16-9/30	09/30/2022	H
Total For Check Number 675862					\$89,109.57			
* 9082022 23-0289		11-402-100-890-HS-1020A-85-	9097/VANTAGESPORTZ, LLC	55	1,132.40	Ref Pay 9-8-22	09/08/2022	H
Total For Check Number 9082022					\$1,132.40			
* 9222022 23-0289		11-402-100-890-HS-1020A-85-	9097/VANTAGESPORTZ, LLC	55	4,764.30	Ref Pay 9-22-22	09/22/2022	H
Total For Check Number 9222022					\$4,764.30			
* 25634075 23-0001		11-000-291-270-DW-0820C- -	8877/NJSHBP	55	391,025.78	Med. Ins. Premium Sept.'22	09/15/2022	H
Total For Check Number 25634075					\$391,025.78			
Total Posted Checks					\$570,311.35			

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Fund Summary	Fund Category	Sub Fund	Computer Checks	Computer Checks Non/AP	Hand Checks	Hand Checks Non/AP	Total Checks
	10	10				\$130,078.37	\$130,078.37
	10	11			\$440,232.98		\$440,232.98
	Fund 10	TOTAL			\$440,232.98	\$130,078.37	\$570,311.35
	GRAND	TOTAL	\$0.00	\$0.00	\$440,232.98	\$130,078.37	\$570,311.35

*** 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

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for Batch 79 and Posted Checks : Current Cycle : September

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Check #	PO #	Invoice Number	Account Number	Vendor No./ Name	Batch	Check Amount	Check Description	Check Date	Check Type
POSTED CHECKS									
655511	23-2223		11-000-213-104-BC-0410C- -	2813/PAYROLL ACCOUNT	79	5,161.95	HEALTH-SAL	09/09/2022	H
	23-2223		11-000-213-104-HS-0410C- -	2813/PAYROLL ACCOUNT	79	5,434.40	HEALTH-SAL	09/09/2022	H
	23-2223		11-000-213-104-LR-0410 - -	2813/PAYROLL ACCOUNT	79	18,967.40	HEALTH-SAL	09/09/2022	H
	23-2223		11-000-213-104-WW-0410C- -	2813/PAYROLL ACCOUNT	79	3,625.25	HEALTH-SAL	09/09/2022	H
	23-2223		11-000-216-101-CS-1101A-67-	2813/PAYROLL ACCOUNT	79	8,151.60	SPEECH/OT/PT-SAL	09/09/2022	H
	23-2223		11-000-217-100-CS-0216A- -	2813/PAYROLL ACCOUNT	79	11,178.80	EXTRA SRV-SAL	09/09/2022	H
	23-2223		11-000-218-104-BC-0214B- -	2813/PAYROLL ACCOUNT	79	4,630.25	GUIDANCE-SAL	09/09/2022	H
	23-2223		11-000-218-104-HS-0214B- -	2813/PAYROLL ACCOUNT	79	30,028.08	GUIDANCE-SAL	09/09/2022	H
	23-2223		11-000-218-104-LR-0214B- -	2813/PAYROLL ACCOUNT	79	943.75	GUIDANCE-SAL	09/09/2022	H
	23-2223		11-000-218-104-WW-0214B- -	2813/PAYROLL ACCOUNT	79	3,568.00	GUIDANCE-SAL	09/09/2022	H
	23-2223		11-000-218-105-HS-0215B- -	2813/PAYROLL ACCOUNT	79	4,399.91	GUIDANCE-SAL CLERICAL	09/09/2022	H
	23-2223		11-000-219-104-CS-0214C- -	2813/PAYROLL ACCOUNT	79	36,277.63	CST-SAL	09/09/2022	H
	23-2223		11-000-219-105-CS-0215C- -	2813/PAYROLL ACCOUNT	79	2,898.75	CST-SAL CLERICAL	09/09/2022	H
	23-2223		11-000-221-102-HS-0212 - -	2813/PAYROLL ACCOUNT	79	19,530.99	IMPROV INSTR-SAL SUPERV	09/09/2022	H
	23-2223		11-000-222-100-BC-0214A- -	2813/PAYROLL ACCOUNT	79	4,946.00	MEDIA-SAL	09/09/2022	H
	23-2223		11-000-222-100-WW-0214A- -	2813/PAYROLL ACCOUNT	79	2,635.56	MEDIA-SAL	09/09/2022	H
	23-2223		11-000-222-110-HS-0215D- -	2813/PAYROLL ACCOUNT	79	1,973.43	MEDIA-SAL OTH	09/09/2022	H
	23-2223		11-000-230-100-AD-0110C- -	2813/PAYROLL ACCOUNT	79	144.92	GEN ADMIN-SAL	09/09/2022	H
	23-2223		11-000-230-100-AD-0110D- -	2813/PAYROLL ACCOUNT	79	6,990.19	GEN ADMIN-SAL	09/09/2022	H
	23-2223		11-000-230-100-AD-0110E- -	2813/PAYROLL ACCOUNT	79	5,469.42	GEN ADMIN-SAL	09/09/2022	H
	23-2223		11-000-230-100-LR-0000 - -	2813/PAYROLL ACCOUNT	79	1,823.15	GEN ADMIN-SAL	09/09/2022	H
	23-2223		11-000-230-100-LR-0110 - -	2813/PAYROLL ACCOUNT	79	68.20	GEN ADMIN-SAL	09/09/2022	H
	23-2223		11-000-230-100-LR-0110D- -	2813/PAYROLL ACCOUNT	79	2,330.06	GEN ADMIN-SAL	09/09/2022	H
	23-2223		11-000-240-103-BC-0211 - -	2813/PAYROLL ACCOUNT	79	6,227.54	SCH ADMIN-SAL	09/09/2022	H
	23-2223		11-000-240-103-HS-0211 - -	2813/PAYROLL ACCOUNT	79	13,110.41	SCH ADMIN-SAL	09/09/2022	H
	23-2223		11-000-240-103-LR-0211 - -	2813/PAYROLL ACCOUNT	79	7,754.87	SCH ADMIN-SAL	09/09/2022	H
	23-2223		11-000-240-103-WW-0211 - -	2813/PAYROLL ACCOUNT	79	7,154.87	SCH ADMIN-SAL	09/09/2022	H
	23-2223		11-000-240-104-HS-0212 - -	2813/PAYROLL ACCOUNT	79	6,000.45	SCH ADMIN-SAL OTH PROF	09/09/2022	H
	23-2223		11-000-240-105-BC-0215A- -	2813/PAYROLL ACCOUNT	79	5,304.25	SCH ADMIN-SAL CLERICAL	09/09/2022	H
	23-2223		11-000-240-105-HS-0215A- -	2813/PAYROLL ACCOUNT	79	5,818.33	SCH ADMIN-SAL CLERICAL	09/09/2022	H
	23-2223		11-000-240-105-LR-0215A- -	2813/PAYROLL ACCOUNT	79	2,940.41	SCH ADMIN-SAL CLERICAL	09/09/2022	H
	23-2223		11-000-240-105-WW-0215A- -	2813/PAYROLL ACCOUNT	79	5,630.04	SCH ADMIN-SAL CLERICAL	09/09/2022	H
	23-2223		11-000-251-100-AD-0110A- -	2813/PAYROLL ACCOUNT	79	5,171.25	CENTRAL SERV-SAL	09/09/2022	H
	23-2223		11-000-251-100-AD-0110B- -	2813/PAYROLL ACCOUNT	79	8,111.49	CENTRAL SERV-SAL	09/09/2022	H
	23-2223		11-000-251-100-LR-0110A- -	2813/PAYROLL ACCOUNT	79	3,920.25	CENTRAL SERV-SAL	09/09/2022	H
	23-2223		11-000-252-100-DW- - -	2813/PAYROLL ACCOUNT	79	6,008.33	IT-SAL	09/09/2022	H
	23-2223		11-000-261-100-DW-0710A- -	2813/PAYROLL ACCOUNT	79	7,746.02	REQ MAINT-SAL	09/09/2022	H

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Check #	PO #	Invoice Number	Account Number	Vendor No./ Name	Batch	Check Amount	Check Description	Check Date	Check Type
POSTED CHECKS									
655511	23-2223		11-000-261-100-LR-0710 - -	2813/PAYROLL ACCOUNT	79	1,197.92	REQ MAINT-SAL	09/09/2022	H
	23-2223		11-000-262-100-AD-0610A-8 -	2813/PAYROLL ACCOUNT	79	4,997.75	CUSTODIAL-SAL	09/09/2022	H
	23-2223		11-000-262-100-BC-0216B- -	2813/PAYROLL ACCOUNT	79	532.26	CUSTODIAL-SAL	09/09/2022	H
	23-2223		11-000-262-100-BC-0610A-8 -	2813/PAYROLL ACCOUNT	79	6,775.19	CUSTODIAL-SAL	09/09/2022	H
	23-2223		11-000-262-100-HS-0610A-8 -	2813/PAYROLL ACCOUNT	79	18,231.50	CUSTODIAL-SAL	09/09/2022	H
	23-2223		11-000-262-100-LR-0610A- -	2813/PAYROLL ACCOUNT	79	2,238.95	CUSTODIAL-SAL	09/09/2022	H
	23-2223		11-000-262-100-WW-0216B- -	2813/PAYROLL ACCOUNT	79	1,065.68	CUSTODIAL-SAL	09/09/2022	H
	23-2223		11-000-262-100-WW-0610A-8 -	2813/PAYROLL ACCOUNT	79	11,521.85	CUSTODIAL-SAL	09/09/2022	H
	23-2223		11-000-263-100-DW- - -	2813/PAYROLL ACCOUNT	79	4,073.12	GROUNDS-SAL	09/09/2022	H
	23-2223		11-110-100-101-WW-0213D- -	2813/PAYROLL ACCOUNT	79	14,648.95	KINDERG-SAL	09/09/2022	H
	23-2223		11-120-100-101-WW-0213A- -	2813/PAYROLL ACCOUNT	79	126,922.18	GR1-5-SAL	09/09/2022	H
	23-2223		11-120-100-101-WW-0213B-LT-	2813/PAYROLL ACCOUNT	79	4,834.01	GR1-5-SAL	09/09/2022	H
	23-2223		11-130-100-101-BC-0213A- -	2813/PAYROLL ACCOUNT	79	100,836.60	GR6-8-SAL	09/09/2022	H
	23-2223		11-130-100-101-BC-0213B-LT-	2813/PAYROLL ACCOUNT	79	5,509.01	GR6-8-SAL	09/09/2022	H
	23-2223		11-140-100-101-HS-0213A- -	2813/PAYROLL ACCOUNT	79	215,704.93	GR9-12-SAL	09/09/2022	H
	23-2223		11-140-100-101-HS-0213B-LT-	2813/PAYROLL ACCOUNT	79	3,059.50	GR9-12-SAL	09/09/2022	H
	23-2223		11-190-100-106-TD-0216A- -	2813/PAYROLL ACCOUNT	79	8,939.07	REG PROG UND-SAL OTH INS	09/09/2022	H
	23-2223		11-207-100-101-LR-0213A- -	2813/PAYROLL ACCOUNT	79	120,158.13	AUD IMP-SAL	09/09/2022	H
	23-2223		11-207-100-101-LR-0213C- -	2813/PAYROLL ACCOUNT	79	18,900.70	AUD IMP-SAL	09/09/2022	H
	23-2223		11-207-100-101-LR-0214 - -	2813/PAYROLL ACCOUNT	79	8,936.95	AUD IMP-SAL	09/09/2022	H
	23-2223		11-207-100-106-LR-0216A- -	2813/PAYROLL ACCOUNT	79	25,559.86	AUD IMP-SAL OTH INSTR	09/09/2022	H
	23-2223		11-209-100-101-CS- - -	2813/PAYROLL ACCOUNT	79	3,318.25	EMOTIONAL-SAL	09/09/2022	H
	23-2223		11-213-100-101-CS-1101A-64-	2813/PAYROLL ACCOUNT	79	83,848.40	RESOURCE RM-SAL	09/09/2022	H
	23-2223		11-219-100-101-LI-0213 - -	2813/PAYROLL ACCOUNT	79	20,715.90	SP ED HOME INSTR-SAL	09/09/2022	H
	23-2223		11-402-100-100-HS-1010A-20-	2813/PAYROLL ACCOUNT	79	2,877.91	ATHLETICS-SAL	09/09/2022	H
	23-2223		11-402-100-100-HS-1010A-46-	2813/PAYROLL ACCOUNT	79	4,541.00	ATHLETICS-SAL	09/09/2022	H
	23-2223		13-424-100-101-WW- - -	2813/PAYROLL ACCOUNT	79	475.00	BEFORE/AFTER PROG SALARY	09/09/2022	H
	23-2223		20-075-100-101-DW- - -	2813/PAYROLL ACCOUNT	79	4,846.20	LORE GIFT-ENTREPRE SAL	09/09/2022	H
Total For Check Number 655511						\$1,097,342.97			
*	661158	23-2223	11-000-217-100-CS-0216A- -	2813/PAYROLL ACCOUNT	79	515.96	EXTRA SRV-SAL	09/15/2022	H
		23-2223	11-000-217-106-DW-0219A- -	2813/PAYROLL ACCOUNT	79	240.00	EXTRA SRV-SAL	09/15/2022	H
		23-2223	11-000-221-104-DW-0250E-2 -	2813/PAYROLL ACCOUNT	79	23,918.10	IMPROV INSTR-SAL OTH PRO	09/15/2022	H
		23-2223	11-000-240-105-DW-0001 - -	2813/PAYROLL ACCOUNT	79	4,055.40	SCH ADMIN-SAL CLERL NP	09/15/2022	H
		23-2223	11-000-261-100-DW-0610B- -	2813/PAYROLL ACCOUNT	79	4,092.60	REQ MAINT-SAL	09/15/2022	H
		23-2223	11-000-261-100-DW-0710A- -	2813/PAYROLL ACCOUNT	79	1,125.00	REQ MAINT-SAL	09/15/2022	H
		23-2223	11-000-261-100-LR-0710 - -	2813/PAYROLL ACCOUNT	79	375.00	REQ MAINT-SAL	09/15/2022	H
		23-2223	11-140-100-101-HS-0213B- -	2813/PAYROLL ACCOUNT	79	150.00	GR9-12-SAL	09/15/2022	H

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Check #	PO #	Invoice Number	Account Number	Vendor No./ Name	Batch	Check Amount	Check Description	Check Date	Check Type
POSTED CHECKS									
661158	23-2223		11-190-100-106-HS-0216A- -	2813/PAYROLL ACCOUNT	79	1,005.00	REG PROG UND-SAL OTH INS	09/15/2022	H
	23-2223		11-207-100-101-LR-0213A- -	2813/PAYROLL ACCOUNT	79	1,385.80	AUD IMP-SAL	09/15/2022	H
	23-2223		11-207-100-101-LR-0213B-LT-	2813/PAYROLL ACCOUNT	79	570.00	AUD IMP-SAL	09/15/2022	H
	23-2223		11-207-100-101-LR-0213E- -	2813/PAYROLL ACCOUNT	79	1,188.17	AUD IMP-SAL	09/15/2022	H
	23-2223		11-207-100-106-LR-0216A- -	2813/PAYROLL ACCOUNT	79	216.46	AUD IMP-SAL OTH INSTR	09/15/2022	H
	23-2223		11-401-100-100-DW-1010A- -	2813/PAYROLL ACCOUNT	79	875.00	EXTRA-CURR-SAL	09/15/2022	H
	23-2223		20-484-100-100-DW- - -	2813/PAYROLL ACCOUNT	79	1,680.00	CRRSA-LEARNING ACC-SAL	09/15/2022	H
Total For Check Number 661158						\$41,392.49			
*	675857	23-2223	11-000-213-104-BC-0410C- -	2813/PAYROLL ACCOUNT	79	5,161.95	HEALTH-SAL	09/30/2022	H
		23-2223	11-000-213-104-HS-0410C- -	2813/PAYROLL ACCOUNT	79	5,434.40	HEALTH-SAL	09/30/2022	H
		23-2223	11-000-213-104-LR-0410 - -	2813/PAYROLL ACCOUNT	79	18,967.40	HEALTH-SAL	09/30/2022	H
		23-2223	11-000-213-104-WW-0410C- -	2813/PAYROLL ACCOUNT	79	3,625.25	HEALTH-SAL	09/30/2022	H
		23-2223	11-000-216-101-CS-1101A-67-	2813/PAYROLL ACCOUNT	79	8,151.60	SPEECH/OT/PT-SAL	09/30/2022	H
		23-2223	11-000-217-100-CS-0216A- -	2813/PAYROLL ACCOUNT	79	12,308.97	EXTRA SRV-SAL	09/30/2022	H
		23-2223	11-000-217-106-DW-0219A- -	2813/PAYROLL ACCOUNT	79	1,920.00	EXTRA SRV-SAL	09/30/2022	H
		23-2223	11-000-218-104-BC-0214B- -	2813/PAYROLL ACCOUNT	79	4,630.25	GUIDANCE-SAL	09/30/2022	H
		23-2223	11-000-218-104-HS-0214B- -	2813/PAYROLL ACCOUNT	79	30,028.08	GUIDANCE-SAL	09/30/2022	H
		23-2223	11-000-218-104-LR-0214B- -	2813/PAYROLL ACCOUNT	79	943.75	GUIDANCE-SAL	09/30/2022	H
		23-2223	11-000-218-104-WW-0214B- -	2813/PAYROLL ACCOUNT	79	3,568.00	GUIDANCE-SAL	09/30/2022	H
		23-2223	11-000-218-105-HS-0215B- -	2813/PAYROLL ACCOUNT	79	4,399.91	GUIDANCE-SAL CLERICAL	09/30/2022	H
		23-2223	11-000-219-104-CS-0214C- -	2813/PAYROLL ACCOUNT	79	36,277.63	CST-SAL	09/30/2022	H
		23-2223	11-000-219-105-CS-0215C- -	2813/PAYROLL ACCOUNT	79	2,898.75	CST-SAL CLERICAL	09/30/2022	H
		23-2223	11-000-221-102-HS-0212 - -	2813/PAYROLL ACCOUNT	79	19,530.99	IMPROV INSTR-SAL SUPERV	09/30/2022	H
		23-2223	11-000-221-104-DW-0250E-2 -	2813/PAYROLL ACCOUNT	79	2,000.00	IMPROV INSTR-SAL OTH PRO	09/30/2022	H
		23-2223	11-000-222-100-BC-0214A- -	2813/PAYROLL ACCOUNT	79	4,946.00	MEDIA-SAL	09/30/2022	H
		23-2223	11-000-222-100-WW-0214A- -	2813/PAYROLL ACCOUNT	79	2,635.56	MEDIA-SAL	09/30/2022	H
		23-2223	11-000-222-110-HS-0215D- -	2813/PAYROLL ACCOUNT	79	1,973.43	MEDIA-SAL OTH	09/30/2022	H
		23-2223	11-000-230-100-AD-0110C- -	2813/PAYROLL ACCOUNT	79	144.92	GEN ADMIN-SAL	09/30/2022	H
		23-2223	11-000-230-100-AD-0110D- -	2813/PAYROLL ACCOUNT	79	6,990.19	GEN ADMIN-SAL	09/30/2022	H
		23-2223	11-000-230-100-AD-0110E- -	2813/PAYROLL ACCOUNT	79	5,469.42	GEN ADMIN-SAL	09/30/2022	H
		23-2223	11-000-230-100-LR-0000 - -	2813/PAYROLL ACCOUNT	79	1,823.15	GEN ADMIN-SAL	09/30/2022	H
		23-2223	11-000-230-100-LR-0110 - -	2813/PAYROLL ACCOUNT	79	68.20	GEN ADMIN-SAL	09/30/2022	H
		23-2223	11-000-230-100-LR-0110D- -	2813/PAYROLL ACCOUNT	79	2,330.06	GEN ADMIN-SAL	09/30/2022	H
		23-2223	11-000-240-103-BC-0211 - -	2813/PAYROLL ACCOUNT	79	6,227.54	SCH ADMIN-SAL	09/30/2022	H
		23-2223	11-000-240-103-HS-0211 - -	2813/PAYROLL ACCOUNT	79	13,110.41	SCH ADMIN-SAL	09/30/2022	H
		23-2223	11-000-240-103-LR-0211 - -	2813/PAYROLL ACCOUNT	79	7,754.87	SCH ADMIN-SAL	09/30/2022	H
		23-2223	11-000-240-103-WW-0211 - -	2813/PAYROLL ACCOUNT	79	7,154.87	SCH ADMIN-SAL	09/30/2022	H

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Check #	PO #	Invoice Number	Account Number	Vendor No./ Name	Batch	Check Amount	Check Description	Check Date	Check Type
POSTED CHECKS									
675857	23-2223		11-000-240-104-HS-0212 - -	2813/PAYROLL ACCOUNT	79	6,000.45	SCH ADMIN-SAL OTH PROF	09/30/2022	H
	23-2223		11-000-240-105-BC-0215A- -	2813/PAYROLL ACCOUNT	79	5,304.25	SCH ADMIN-SAL CLERICAL	09/30/2022	H
	23-2223		11-000-240-105-DW-0001 - -	2813/PAYROLL ACCOUNT	79	32.96	SCH ADMIN-SAL CLERL NP	09/30/2022	H
	23-2223		11-000-240-105-HS-0215A- -	2813/PAYROLL ACCOUNT	79	5,818.33	SCH ADMIN-SAL CLERICAL	09/30/2022	H
	23-2223		11-000-240-105-LR-0215A- -	2813/PAYROLL ACCOUNT	79	2,940.41	SCH ADMIN-SAL CLERICAL	09/30/2022	H
	23-2223		11-000-240-105-WW-0215A- -	2813/PAYROLL ACCOUNT	79	5,630.04	SCH ADMIN-SAL CLERICAL	09/30/2022	H
	23-2223		11-000-251-100-AD-0110A- -	2813/PAYROLL ACCOUNT	79	5,171.25	CENTRAL SERV-SAL	09/30/2022	H
	23-2223		11-000-251-100-AD-0110B- -	2813/PAYROLL ACCOUNT	79	8,111.49	CENTRAL SERV-SAL	09/30/2022	H
	23-2223		11-000-251-100-LR-0110A- -	2813/PAYROLL ACCOUNT	79	3,920.25	CENTRAL SERV-SAL	09/30/2022	H
	23-2223		11-000-252-100-DW- - -	2813/PAYROLL ACCOUNT	79	6,008.33	IT-SAL	09/30/2022	H
	23-2223		11-000-261-100-DW-0610B- -	2813/PAYROLL ACCOUNT	79	2,766.40	REQ MAINT-SAL	09/30/2022	H
	23-2223		11-000-261-100-DW-0710A- -	2813/PAYROLL ACCOUNT	79	7,746.02	REQ MAINT-SAL	09/30/2022	H
	23-2223		11-000-261-100-LR-0710 - -	2813/PAYROLL ACCOUNT	79	1,197.92	REQ MAINT-SAL	09/30/2022	H
	23-2223		11-000-262-100-AD-0610A-8 -	2813/PAYROLL ACCOUNT	79	4,997.75	CUSTODIAL-SAL	09/30/2022	H
	23-2223		11-000-262-100-BC-0216B- -	2813/PAYROLL ACCOUNT	79	532.26	CUSTODIAL-SAL	09/30/2022	H
	23-2223		11-000-262-100-BC-0610A-8 -	2813/PAYROLL ACCOUNT	79	6,775.19	CUSTODIAL-SAL	09/30/2022	H
	23-2223		11-000-262-100-HS-0610A-8 -	2813/PAYROLL ACCOUNT	79	18,231.50	CUSTODIAL-SAL	09/30/2022	H
	23-2223		11-000-262-100-HS-0610A-9 -	2813/PAYROLL ACCOUNT	79	34.67	CUSTODIAL-SAL	09/30/2022	H
	23-2223		11-000-262-100-LR-0610A- -	2813/PAYROLL ACCOUNT	79	2,238.95	CUSTODIAL-SAL	09/30/2022	H
	23-2223		11-000-262-100-WW-0216B- -	2813/PAYROLL ACCOUNT	79	1,239.26	CUSTODIAL-SAL	09/30/2022	H
	23-2223		11-000-262-100-WW-0610A-8 -	2813/PAYROLL ACCOUNT	79	11,521.85	CUSTODIAL-SAL	09/30/2022	H
	23-2223		11-000-263-100-DW- - -	2813/PAYROLL ACCOUNT	79	4,073.12	GROUNDS-SAL	09/30/2022	H
	23-2223		11-110-100-101-WW-0213D- -	2813/PAYROLL ACCOUNT	79	14,648.95	KINDERG-SAL	09/30/2022	H
	23-2223		11-120-100-101-WW-0213A- -	2813/PAYROLL ACCOUNT	79	125,335.82	GR1-5-SAL	09/30/2022	H
	23-2223		11-120-100-101-WW-0213B- -	2813/PAYROLL ACCOUNT	79	1,875.00	GR1-5-SAL	09/30/2022	H
	23-2223		11-120-100-101-WW-0213B-LT-	2813/PAYROLL ACCOUNT	79	4,834.01	GR1-5-SAL	09/30/2022	H
	23-2223		11-130-100-101-BC-0213A- -	2813/PAYROLL ACCOUNT	79	99,250.24	GR6-8-SAL	09/30/2022	H
	23-2223		11-130-100-101-BC-0213B- -	2813/PAYROLL ACCOUNT	79	375.00	GR6-8-SAL	09/30/2022	H
	23-2223		11-130-100-101-BC-0213B-LT-	2813/PAYROLL ACCOUNT	79	5,509.01	GR6-8-SAL	09/30/2022	H
	23-2223		11-130-100-101-BC-0213C- -	2813/PAYROLL ACCOUNT	79	100.00	GR6-8-SAL	09/30/2022	H
	23-2223		11-140-100-101-HS-0213A- -	2813/PAYROLL ACCOUNT	79	214,633.79	GR9-12-SAL	09/30/2022	H
	23-2223		11-140-100-101-HS-0213B- -	2813/PAYROLL ACCOUNT	79	2,925.00	GR9-12-SAL	09/30/2022	H
	23-2223		11-140-100-101-HS-0213B-LT-	2813/PAYROLL ACCOUNT	79	3,059.50	GR9-12-SAL	09/30/2022	H
	23-2223		11-140-100-101-HS-0213C- -	2813/PAYROLL ACCOUNT	79	1,600.00	GR9-12-SAL	09/30/2022	H
	23-2223		11-190-100-106-TD-0216A- -	2813/PAYROLL ACCOUNT	79	8,939.07	REG PROG UND-SAL OTH INS	09/30/2022	H
	23-2223		11-207-100-101-LR-0213A- -	2813/PAYROLL ACCOUNT	79	125,406.63	AUD IMP-SAL	09/30/2022	H
	23-2223		11-207-100-101-LR-0213B- -	2813/PAYROLL ACCOUNT	79	375.00	AUD IMP-SAL	09/30/2022	H

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Check # PO #	Invoice Number	Account Number	Vendor No./ Name	Batch	Check Amount	Check Description	Check Date	Check Type
POSTED CHECKS								
675857 23-2223		11-207-100-101-LR-0213C- -	2813/PAYROLL ACCOUNT	79	18,900.70	AUD IMP-SAL	09/30/2022	H
23-2223		11-207-100-101-LR-0213E- -	2813/PAYROLL ACCOUNT	79	433.00	AUD IMP-SAL	09/30/2022	H
23-2223		11-207-100-101-LR-0214 - -	2813/PAYROLL ACCOUNT	79	8,936.95	AUD IMP-SAL	09/30/2022	H
23-2223		11-207-100-106-LR-0216A- -	2813/PAYROLL ACCOUNT	79	25,871.60	AUD IMP-SAL OTH INSTR	09/30/2022	H
23-2223		11-209-100-101-CS- - -	2813/PAYROLL ACCOUNT	79	3,318.25	EMOTIONAL-SAL	09/30/2022	H
23-2223		11-213-100-101-CS-1101A-64-	2813/PAYROLL ACCOUNT	79	83,848.40	RESOURCE RM-SAL	09/30/2022	H
23-2223		11-219-100-101-LI-0213 - -	2813/PAYROLL ACCOUNT	79	20,715.90	SP ED HOME INSTR-SAL	09/30/2022	H
23-2223		11-401-100-100-DW-1010A- -	2813/PAYROLL ACCOUNT	79	100.00	EXTRA-CURR-SAL	09/30/2022	H
23-2223		11-402-100-100-HS-1010A-1 -	2813/PAYROLL ACCOUNT	79	80,853.00	ATHLETICS-SAL	09/30/2022	H
23-2223		11-402-100-100-HS-1010A-20-	2813/PAYROLL ACCOUNT	79	2,877.91	ATHLETICS-SAL	09/30/2022	H
23-2223		11-402-100-100-HS-1010A-46-	2813/PAYROLL ACCOUNT	79	4,541.00	ATHLETICS-SAL	09/30/2022	H
23-2223		13-424-100-101-WW- - -	2813/PAYROLL ACCOUNT	79	6,905.33	BEFORE/AFTER PROG SALARY	09/30/2022	H
23-2223		20-075-100-101-DW- - -	2813/PAYROLL ACCOUNT	79	4,846.20	LORE GIFT-ENTREPRE SAL	09/30/2022	H
Total For Check Number 675857					\$1,201,783.46			
Total Posted Checks					\$2,340,518.92			

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Fund Summary	Fund Category	Sub Fund	Computer Checks	Computer Checks Non/AP	Hand Checks	Hand Checks Non/AP	Total Checks
	10	11			\$2,321,766.19		\$2,321,766.19
	10	13			\$7,380.33		\$7,380.33
	Fund 10	TOTAL			\$2,329,146.52		\$2,329,146.52
	20	20			\$11,372.40		\$11,372.40
	GRAND	TOTAL	\$0.00	\$0.00	\$2,340,518.92	\$0.00	\$2,340,518.92

* 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

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LAKE DRIVE TITLE I – SCHOOL PARENT AND FAMILY ENGAGEMENT

2415.50 LAKE DRIVE TITLE I – SCHOOL PARENT AND FAMILY ENGAGEMENT

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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 **for each school in the district that received Title 1, Part A funds:**
 - 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,

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LAKE DRIVE TITLE I – SCHOOL PARENT AND FAMILY ENGAGEMENT

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.)

- 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.
- 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

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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
 - (5) How to work with educators to improve the achievement of their children.

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- (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 practicable, documents will be translated upon request.

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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 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
 9. The school will take the following actions to involve parents in the process of school review and improvement **set forth in paragraph 8 above:**
 - 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.
- D. Discretionary School Parent and Family Engagement Policy Components

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LAKE DRIVE TITLE I – SCHOOL PARENT AND FAMILY ENGAGEMENT

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.

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- i. Provide other reasonable support for parent and family engagement activities under this section as parents may request.

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: 03 October 2022

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[See POLICY ALERT Nos. 179, 180, 181, 182, 183, 188, 193, 194, 200,
216, 227, and 229]

5512 HARASSMENT, INTIMIDATION, ~~OR AND~~ BULLYING

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- A. **Prohibiting Harassment, Intimidation, or Bullying Policy Statement**

The Board of Education prohibits acts of harassment, intimidation, or bullying of a student. **The Board has determined that a** safe and civil environment in school is necessary for students to learn and achieve high academic standards; ~~h~~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); **resource family** ~~foster~~ parent(s); or parent surrogate(s) of a student. When parents are separated or divorced, "parent" means the

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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. **Definition of Harassment, Intimidation, ~~or 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;
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.

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The Board recognizes that bullying is unwanted, aggressive behavior that may involve a real or perceived power imbalance. Recognizing “a real or perceived power imbalance” may assist school officials in identifying harassment, intimidation, or bullying within the context and relative positions of the alleged aggressor and target.

“Electronic communication” means a communication transmitted by means of an electronic device, including, but not limited to, a telephone, cellular phone, computer, or remotely activating paging device (N.J.A.C. 6A:16-1.3).

In accordance with the Board of Education’s Code of Student Conduct and this Policy, all acts of harassment, intimidation, or bullying that occur off school grounds, such as “cyber-bullying” (e.g., the use of electronic means to harass, intimidate, or bully) is addressed in this Policy.

~~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 **Behavior**

The Board of Education expects students to conduct themselves in keeping with their levels of development, maturity, and demonstrated capabilities, with a 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.

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The Board believes that standards for student behavior must be set cooperatively through interaction among the ~~students~~, parents **and other community representatives**, school ~~administrators employees~~, school ~~employees administrators~~, school volunteers, **and students of the school district 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.

Students are expected to behave in a way that creates a supportive learning environment. The Board believes the best discipline is self-imposed, and **that** it is the responsibility of staff to use instances of violations of the Code of Student Conduct as opportunities **for helping 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, ~~or~~ 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, self-discipline, and good citizenship;
3. Student rights; and
4. Sanctions and due process for violations of the Code of Student Conduct.

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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, **school employees, volunteers, students, and community representatives** 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.

Pursuant to N.J.A.C. 6A:16-7.1, ~~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 **developed** ~~must develop~~ guidelines for student conduct, ~~taking pursuant to N.J.A.C. 6A:16-7.1.~~ **These guidelines for student conduct will take into consideration the nature of the behavior; the nature of the student's disability, if any and to the extent relevant;** 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 **shall** ~~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.

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

1. Walk away from acts of harassment, intimidation, **or 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, **or and** bullying to the designated school staff member.

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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, **and the consequences and remedial responses for staff members who commit one or more acts of harassment, intimidation, or bullying.** ~~The following factors, at a minimum, shall be given full consideration by the school administrators in the implementation of appropriate consequences and remedial measures for each act of harassment, intimidation, or bullying by students.~~

In every incident found to be harassment, intimidation, or bullying, the school Principal, in consultation with appropriate school staff, may apply disciplinary consequences and/or remedial actions, such as the provision of counseling, behavioral interventions, or other measures.

Appropriate consequences and remedial actions are those that are graded according to the severity of the offenses; consider the developmental ages of the student offenders; the nature of the student's disability, if any and to the extent relevant; and the students' histories of inappropriate behaviors, per the Code of Student Conduct and N.J.A.C. 6A:16-7.

The following factors, at a minimum, shall be given full consideration by the school administrators in the implementation of appropriate consequences and remedial measures for each act of harassment, intimidation, or bullying by students.

Factors for Determining Consequences

- **Age, disability (if any and to the extent relevant), developmental and maturity levels of the parties involved and their relationship to the school district;**
- **Degrees of harm;**
- **Surrounding circumstances;**
- **Nature and severity of the behaviors;**
- **Incidences of past or continuing patterns of behavior;**
- **Relationships between the parties involved; and**
- **Context in which the alleged incidences occurred.**

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Factors for Determining Remedial Measures

Personal:

- Life skill deficiencies;
- Social relationships;
- Strengths;
- Talents;
- Traits;
- Interests;
- Hobbies;
- Extra-curricular activities;
- Classroom participation;
- Academic performance;
- Relationship to peers; and
- Relationship between student/family and the school district.

Environmental:

- School culture;
- School climate;
- Student-staff relationships and staff behavior toward the student;
- General staff management of classrooms or other educational environments;
- Staff ability to prevent and manage difficult or inflammatory situations;
- Availability of programs to address student behavior;
- Social-emotional and behavioral supports;
- Social relationships;
- Community activities;
- Neighborhood situation; and
- Family situation.

Examples of Consequences and Remedial Measures

The consequences and remedial measures may include, but are not limited to, the examples listed below:

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Examples of Consequences:

- Admonishment;
- Temporary removal from the classroom (any removal of .5 days or more must be reported in the Student Safety Data System);
- Deprivation of privileges;
- Classroom or administrative detention;
- Referral to disciplinarian;
- In-school suspension during the school week or the weekend;
- Out-of-school suspension (short-term or long-term);
- Reports to law enforcement or other legal action;
- Expulsion; and
- Bans from receiving certain services, participating in school-district-sponsored programs or being in school buildings or on school grounds.

Examples of Remedial Measures

Personal:

- Restitution and restoration;
- Peer support group;
- Recommendations of a student behavior or ethics council;
- Corrective instruction or other relevant learning or service experience;
- Supportive student interventions, including participation of the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
- Behavioral assessment or evaluation, including, but not limited to, a referral to the Child Study Team, as appropriate;
- Behavioral management plan, with benchmarks that are closely monitored;
- Assignment of leadership responsibilities (e.g., hallway or bus monitor);
- Involvement of school "disciplinarian;"
- Student counseling;

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- Parent conferences;
- Alternative placements (e.g., alternative education programs);
- Student treatment; and
- Student therapy.

Environmental (Classroom, School Building, or School District):

- School and community surveys or other strategies for determining the conditions contributing to HIB;
- School culture change and school climate improvement;
- Adoption of research-based, systemic bullying prevention programs;
- School policy and procedures revisions;
- Modifications of schedules;
- Adjustments in hallway traffic;
- Modifications in student routes or patterns traveling to and from school;
- Supervision of student before and after school, including school transportation;
- Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);
- Teacher aides;
- Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
- General professional development programs for certificated and non-certificated staff;
- Professional development plans for involved staff;
- Disciplinary action for school staff who contributed to the problem;
- Supportive institutional interventions, including participation of the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
- Parent conferences;
- Family counseling;
- Involvement of parent-teacher organizations;
- Involvement of community-based organizations;
- Development of a general bullying response plan;
- Recommendations of a student behavior or ethics council;

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- Peer support groups;
- Alternative placements (e.g., alternative education programs);
- School transfers; and
- Law enforcement (e.g., safe schools resource officer, juvenile officer) involvement or other legal action.

Consequences and appropriate remedial actions for a student or staff member 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.

~~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.~~

~~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;~~

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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, T~~**he Principal, in consultation with appropriate school staff, shall develop an individual student intervention plan when a student is found to be an offender in three harassment, intimidation, or bullying incidents and each subsequent incident occurring within one school year. The student intervention plan may include disciplinary consequences and/or remedial actions and may require the student, accompanied by a parent, to satisfactorily complete a class or training**

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program to reduce harassment, intimidation, or bullying behavior. Each student intervention plan must be approved by the Superintendent 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.

While the majority of incidents may be addressed solely by school officials, the Superintendent or designee and the Principal shall report a harassment, intimidation, or bullying incident to law enforcement officials if the conduct rises to the level of a mandatory report as outlined in the Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials.

~~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.~~

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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.~~

~~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;~~

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- ~~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;~~
- ~~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.~~

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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;~~
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;~~

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- ~~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 out-of-school counseling, professional development programs, and work environment modifications.

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.~~

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~~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. **Reporting** Harassment, Intimidation, **or and** Bullying **Reporting** Procedure

The Board of Education requires the Principal at each school to be responsible for receiving **all** complaints alleging **harassment, intimidation, or bullying committed by an adult or youth against a student** ~~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 acts of harassment, intimidation, or bullying** ~~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 **New Jersey Department of Education-approved HIB 338 Form** ~~report in writing~~ to the Principal within two school days of the verbal report. **Failure to make the required report(s) may result in disciplinary action.** 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

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~~Superintendent.~~ **The HIB 338 Form shall be kept on file at the school, but shall not be included in any student record unless the incident results in disciplinary action or is otherwise required to be contained in a student's record under State or Federal Law.**

The district may not fail to initiate an investigation of harassment, intimidation, or bullying solely because written documentation was not provided. Failing to conduct a harassment, intimidation, or bullying investigation solely because a parent or student did not submit written documentation violates the Anti-Bullying Bill of Rights Act and this Policy. If a parent makes a verbal allegation of harassment, intimidation, or bullying to a district staff member, but does not complete and submit the HIB 338 Form, the staff member or a designee must complete and submit the HIB 338 Form.

The Principal or designee is required to 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.~~ Pursuant to N.J.A.C. 6A:16-7.7(a)2.viii.(2), when providing notification to the parents of all students involved, tThe 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 or designee shall keep a written record of the date, time, and manner of notification to the parents.

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 **acts violations of harassment, intimidation, or bullying** this Policy to the Principal **or designee** on the same day when the individual witnessed or received reliable information regarding any such incident. **The school district shall provide a person an online means to complete the HIB**

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338 Form to anonymously report an act of harassment, intimidation, or bullying. Formal action for violations of the Code of Student Conduct may not be taken solely on the basis of an anonymous report.

~~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.

The Principal shall promptly submit a copy of each completed HIB 338 Form to the Superintendent.

~~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, **in addition to making the HIB 338 Form available online**, the district may consider locked boxes located in areas of a school where reports can be submitted without fear of being observed.

A school administrator who receives a report of harassment, intimidation, ~~or and~~ bullying **or who determines a reported incident or complaint, assuming all facts presented are true, is a report within the scope of N.J.S.A. 18A:37-14** ~~from a district employee~~, and fails to initiate or conduct an investigation, or who should have known of an incident of

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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. **The district also should consider procedures and disciplinary action when it is found that someone had information regarding a harassment, intimidation, or bullying incident, but did not make the required report(s).**

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, ~~or~~ and bullying in the district.

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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.

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;

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- 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;
- 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. **Investigating Allegations of Harassment, Intimidation, or Bullying** ~~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.~~

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[Select Option 1 or Option 2]

[Option 1 – Investigate All Reports]

The Board of Education requires a thorough and complete investigation to be conducted for each report of an alleged incident of harassment, intimidation, or bullying. All details of an alleged incident must be populated into the HIB 338 Form. However, completing the form shall not delay beginning the investigation in accordance with the law.

The HIB 338 Form shall be kept on file at the school and will only be added to a student record if the alleged incident is founded, disciplinary action is imposed or is otherwise required to be contained in a student's record under State or Federal law.

The investigation shall be initiated by the Principal or designee within one school day of the verbal report of the incident. The investigation shall be conducted by the school anti-bullying specialist appointed by the Principal. The Principal may appoint additional personnel who are not school anti-bullying specialists to assist the school anti-bullying specialist in the investigation. Investigations of 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 anti-bullying specialist may not participate in an investigation regarding their supervisor or staff at a higher administrative level.

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 alleged incident of harassment, intimidation, or bullying or from the date of the written notification from the Superintendent to the Principal to initiate an investigation. Should information regarding the reported incident and the investigation be received after the end of the ten-day period, the school anti-bullying specialist or the Principal 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.

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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 provide intervention services; order counseling; establish training programs to reduce harassment, intimidation, or bullying and enhance school climate; 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 no later than the date of the regularly scheduled Board meeting following the completion of the investigation. The Superintendent's report also shall include information on any consequences imposed under the Code of Student Conduct; intervention services provided; counseling ordered; training established; or other action taken or recommended by the Superintendent.

Parents of students who are parties to the investigation shall be provided with information about the investigation, in accordance with Federal and State law and regulation. The information to be provided to parents includes the nature of the investigation, whether the district found evidence of harassment, intimidation, or bullying, or 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. The district may not divulge personally identifying information or any information that could result in the identification of any student other than the child of the parents being notified.

A parent may request a hearing before the Board after receiving the information. Any request by the parents for a hearing before the Board concerning the written information about a harassment, intimidation, or bullying investigation, pursuant to N.J.S.A.

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18A:37-15b(6)(d), must be filed with the Board Secretary no later than sixty calendar days after the written information is received by the parents. The hearing shall be held within ten business days of the request. Prior to the hearing, the Superintendent shall confidentially share a redacted copy of the HIB 338 Form that removes all student identification information with the Board. The Board shall conduct the hearing in executive session, pursuant to the 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 alleged incident; the findings from the investigation of the alleged incident; recommendations for consequences or services; and any programs instituted to reduce such incidents, prior to rendering a determination.

At the regularly scheduled Board meeting following its receipt of the report 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, no later than ninety days after the issuance of the Board's decision.

A school administrator who receives a report of harassment, intimidation, or bullying, or who determines a reported incident or complaint, assuming all facts presented are true, is a report within the scope of N.J.S.A. 18A:37-14 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 harassment, intimidation, or bullying, may be subject to disciplinary action.

The Board also requires the thorough investigation of complaints or reports of harassment, intimidation, or bullying, occurring on district school buses, at district school-sponsored functions, and off school grounds involving a student who attends an approved private school for students with disabilities. The investigation will be conducted by the Board's anti-bullying specialist in consultation with the approved private school for students with disabilities.]

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[Option 2 – Principal’s Preliminary Determination

Prior to initiating an investigation regarding a reported incident or complaint, the Principal or designee, in consultation with the anti-bullying specialist, shall make a preliminary determination as to whether a reported incident or complaint, assuming all facts are presented as true, is a report within the scope of N.J.S.A. 18A:37-14.

Should the Principal or designee, in consultation with the anti-bullying specialist, determine that a reported incident or complaint, assuming all facts presented are true, is not a report within the scope of N.J.S.A. 18A:37-14, the incident will be addressed through the Board’s Code of Student Conduct policy. The HIB 338 Form shall be completed, even if a preliminary determination is made not to conduct an investigation of harassment, intimidation, or bullying because the reported incident or complaint is a report outside the scope of the definition of harassment, intimidation, or bullying, and must be submitted to the Superintendent. The Principal will provide the parents of the alleged offender(s) and victim(s) with formal notice of the decision not to initiate a harassment, intimidation, or bullying investigation.

The HIB 338 Form shall be kept on file at the school and will only be added to a student record if the alleged incident is founded, disciplinary action is imposed or is otherwise required to be contained in a student’s record under State or Federal law.

The Superintendent may require the Principal to conduct a harassment, intimidation, or bullying investigation of the incident if the Superintendent determines that the incident is within the scope of harassment, intimidation, or bullying and shall notify the Principal of this determination in writing. Should the Superintendent require the Principal to conduct a harassment, intimidation, or bullying investigation, the Principal will immediately initiate an investigation of harassment, intimidation, or bullying by referring the matter to the school anti-bullying specialist.

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Additionally, any preliminary determination that finds the incident or complaint is a report outside the scope of N.J.S.A. 18A:37-14 may be appealed to the Board, pursuant to the Board policies and procedures governing student grievances, and thereafter to the Commissioner (N.J.A.C. 6A:16-7.7(a)ix(1) and (a)ix(1)(A)). Should the preliminary determination not to conduct an investigation of harassment, intimidation, or bullying be overturned, the Principal will immediately initiate an investigation of harassment, intimidation, or bullying by referring the matter to the school anti-bullying specialist.

The Board requires a thorough and complete investigation to be conducted for each reported incident or complaint, assuming all facts presented are true, that is determined to be a report within the scope of N.J.S.A. 18A:37-14. The investigation shall be initiated by the Principal or designee within one school day of the verbal report of the incident. The investigation shall be conducted by the school anti-bullying specialist appointed by the Principal. The Principal may appoint additional personnel who are not school anti-bullying specialists to assist the school anti-bullying specialist in the investigation. Investigations of 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 anti-bullying specialist may not participate in an investigation regarding their supervisor or staff at a higher administrative level.

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 alleged incident of harassment, intimidation, or bullying or ten school days from the date of the written notification from the Superintendent to the Principal to initiate an investigation. Should information regarding the reported incident and the investigation be received after the end of the ten-day period, the school anti-bullying specialist or the Principal 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

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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 provide intervention services, order counseling, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, 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 no later than the date of the regularly scheduled Board meeting following the completion of the investigation. The Superintendent's report also shall include information on any consequences imposed under the Code of Student Conduct, intervention services provided, counseling ordered, training established or other action taken or recommended by the Superintendent.

Parents of the students who are parties to the investigation shall be provided with information about the investigation, in accordance with Federal and State law and regulation. The information to be provided to parents includes the nature of the investigation, whether the district found evidence of harassment, intimidation, or bullying, or 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.

A parent may request a hearing before the Board after receiving the information. Any request by the parents for a hearing before the Board concerning the written information about a harassment, intimidation, or bullying investigation, pursuant to N.J.S.A. 18A:37-15(b)(6)(d), must be filed with the Board Secretary no later than sixty calendar days after the written information is received by the parents. The hearing shall be held within ten business days of the request. Prior to the hearing, the Superintendent shall confidentially share a redacted copy of the HIB 338 Form that removes all student identification information with the Board. The Board shall

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conduct the hearing in executive session, pursuant to the 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 alleged incident; the findings from the investigation of the alleged incident; recommendations for consequences or services; and any programs instituted to reduce such incidents, prior to rendering a determination.

At the regularly scheduled Board meeting following its receipt of the report 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, no later than ninety days after the issuance of the Board's decision.

A school administrator who receives a report of harassment, intimidation, or bullying 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.

The Board also requires the thorough investigation of complaints or reports of harassment, intimidation, or bullying, occurring on district school buses, at school-sponsored functions, and off school grounds involving a student who attends an approved private school for students with disabilities. The investigation will be conducted by the Board's anti-bullying specialist in consultation with the approved private school for students with disabilities.]

[Option—Principal's Preliminary Determination

~~However, prior to initiating the investigation, the Principal or designee, in consultation with the Anti-Bullying Specialist, may make a preliminary determination as to whether the reported incident or complaint, assuming all facts presented are true, is a report within the scope of the definition of harassment, intimidation, and bullying under the Anti-Bullying Bill of Rights Act, N.J.S.A. 18A:37-14.~~

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~~The Principal shall report to the Superintendent if a preliminary determination is made that the reported incident or complaint is a report outside the scope of the definition of harassment, intimidation, or bullying. The Superintendent may require the Principal to conduct an investigation of the incident if the Superintendent determines that an investigation is necessary because the incident is within the scope of the definition of harassment, intimidation, and bullying. The Superintendent shall notify the Principal of this determination in writing. An investigation required by the Superintendent must be completed as soon as possible, but not later than ten school days, from the date of the written notification from the Superintendent to the Principal.~~

~~The Principal shall complete the written report form developed by the New Jersey Department of Education, in accordance with N.J.S.A. 18A:37-15.b.(5), even if a preliminary determination is made that the reported incident or complaint is a report outside the scope of the definition of harassment, intimidation, or bullying pursuant to N.J.S.A. 18A:37-14. This written report form shall be kept on file at the school, but shall not be included in any student record unless the incident results in disciplinary action or is otherwise required to be contained in a student's record under State or Federal law.~~

~~The Principal or designee, upon making a preliminary determination the incident or complaint is not within the scope of the definition of harassment, intimidation, and bullying, shall inform the parents of the parties involved, who may appeal the preliminary determination to the Board of Education and thereafter to the Commissioner of Education in accordance with N.J.A.C. 6A:3.~~

~~A Board hearing shall be held within ten business days of receipt of the request for a Board hearing. If the preliminary determination, upon review of the facts presented in the reported incident or complaint, is to continue with the harassment, intimidation, and bullying investigation, the investigation shall be completed in accordance with N.J.S.A. 18A:37-15.b.(6) and this Policy.~~

~~The Superintendent shall provide annually to the Board of Education information on the number of times a preliminary determination was made that an incident or complaint was outside the scope of the definition of harassment, intimidation, or bullying for the purposes of the State's monitoring of the school district pursuant to N.J.S.A. 18A:17-46.]~~

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~~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.~~

~~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~~

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~~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 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~~

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~~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. **Responding to Harassment, Intimidation, or Bullying** ~~Range of Responses to an Incident of Harassment, Intimidation, or Bullying~~

The Board of Education authorizes the Principal of each school to **define the range of ways in which school staff will respond once an incident of** ~~shall establish a range of responses to harassment, intimidation, or and bullying is confirmed, and the Superintendent shall respond to confirmed harassment, intimidation, or bullying, according to the parameters described below and in this Policy.~~ 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 **that** 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 levels or by law enforcement officials. **Consequences and appropriate remedial actions for a student who commits an act of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37, Discipline of Pupils 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.**

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In considering whether a response beyond the individual is appropriate, school officials shall consider the nature and circumstances of the act; the degree of harm; the nature and severity of the behavior; past incidences or past or continuing patterns of behavior; and the context in which the alleged incident(s) occurred. Institutional (i.e., classroom, school building, school district) responses can range from school and community surveys, to mailings, to focus groups, to adoption of research-based harassment, intimidation, or bullying prevention program models, to training for certificated and non-certificated staff, to participation of parents and other community members and organizations, to 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, and to the involvement of law enforcement officers, including safe schools resource officers.

This Policy and the Code of Student Conduct shall apply to instances when a school employee is made aware of alleged harassment, intimidation, or bullying occurring off school grounds.

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) **and punitive actions (e.g., detention, in-school or out-of-school suspension, expulsion, law enforcement report or other legal action)** ~~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

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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~~ **and information disseminated to students and parents, such as fact sheets or newsletters the dissemination of information to students and parents** explaining acceptable uses of electronic and wireless communication devices **or strategies for fostering expected student behavior**, and harassment, intimidation, and bullying prevention curricula or campaigns.
4. District-wide responses can **include community involvement in policy review and development; professional development programs; adoption of curricular and school-wide programs, coordination** ~~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~~ **officials, faith-based organizations);, and disseminating information on the core ethical values adopted by the Board’s Code of Student Conduct, per N.J.A.C. 6A:16-7.1(a)2** ~~launching harassment, intimidation, and bullying prevention campaigns.~~

In providing support for victims of harassment, intimidation, or bullying, the district should identify a range of strategies and resources, which may include, but is not limited to, the following actions for individual victims:

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- **Counseling;**
- **Teacher Aides;**
- **Hallway and playground monitors;**
- **Schedule changes;**
- **Before and after school supervision;**
- **School transportation supervision;**
- **School transfers; and**
- **Therapy.**

I. Reprisal or Retaliation ~~Prohibited~~

The Board of Education 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, 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.~~

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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 Accusations of Harassment, Intimidation, or Bullying~~

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

1. Students - Consequences and appropriate remedial action for a student **could** ~~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 **Pupils** Students and as set forth in N.J.A.C. 6A:16-7.2, Short-term sSuspensions, N.J.A.C. 6A:16-7.3, Long-term sSuspensions, 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.~~
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; **and** ~~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.~~

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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. **Additional Policy Requirements** ~~Harassment, Intimidation, and Bullying Policy Publication and Dissemination~~

The Board of Education requires the Superintendent to annually disseminate this Policy 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 school district, along with a statement explaining that this 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 post a link to this Policy that is prominently displayed on the home page of the school district's website. 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 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. Additionally, the Superintendent shall post the contact information for the School Climate State Coordinator on the school district home page alongside this Policy.

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Each Principal or designee shall post the name, school phone number, school address, and school email address of both the school anti-bullying specialist and the district anti-bullying coordinator on the home page of each school's website.

The Superintendent shall post the New Jersey Department of Education's Guidance for Parents on the Anti-Bullying Bill of Rights Act on the district homepage and on the homepage for each school in the district with a website.

The Superintendent and the Principal(s) shall provide training on the school district's harassment, intimidation, or bullying policies to school employees contracted service providers and volunteers who have significant contact with 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. The school district's employee training program shall include information regarding the school district policy against harassment, intimidation, or bullying, which shall be provided to full-time and part-time staff, contracted service providers and school volunteers who have significant contact with students.

The Superintendent shall develop and implement a process for annually discussing this Policy on harassment, intimidation, or bullying with students. The Superintendent and the Principal(s) shall annually conduct a re-evaluation, reassessment, and review of this Policy and any report(s) and/or finding(s) of the school safety/school climate team, with input from the school anti-bullying specialists, and recommend revisions and additions to this Policy as well as to harassment, intimidation, or bullying prevention programs and approaches based on the findings from the evaluation, reassessment, and review.

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~~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.~~

~~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.~~

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L. Harassment, Intimidation, ~~or 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, ~~or 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, ~~or and~~ bullying in accordance with the provisions of N.J.S.A. 18A:12-33.

~~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, ~~or and~~ bullying as required in N.J.S.A. 18A:26-8.2.

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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, ~~or 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 **New Jersey Student Learning 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, ~~or 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, ~~or 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.~~

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MN. 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, ~~or 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.

NO. 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.

OP. 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, ~~or 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.

PQ. 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

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employment in effect on the Anti-Bullying Bill of Rights Act's effective date (January 5, 2011). N.J.S.A. 18A:37-30.

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.

QR. 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, ~~or 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 **through 6A:16-7.9** et seq.

Model Policy and Guidance for Prohibiting Harassment, Intimidation, and Bullying on School Property, at School-Sponsored Functions and on School Buses – **August 2022** 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:

PROFESSIONAL SUMMARY

Spirited Coach committed to inspiring personal drive and self-confidence through motivational training and skills development. Employs example-based instruction style to build trust as hands-on leader and guarantee safety of activities. Believes in open, constructive communication between staff and team to set clear goals and build vision of excellence.

Multi-talented Paraprofessional with multiple years of experience directing students and assisting lead teachers. Accomplished in organizing teacher curricula, assisting with lessons and collaborating with other professionals to provide highest level of education for each student. Driven to provide academic and emotional guidance for all students.

SKILLS

- | | |
|---|--|
| • Problem Anticipation and Resolution | • Individual Student Assistance |
| • Positive Interactions | • Coordinating with Teachers and Specialists |
| • Instructional Strategies | • Teacher Support and Collaboration |
| • Student Advising | • Enthusiasm for Students and Teaching |
| • Effective Communication | • Supervising Classroom Activities |
| • Experience with Diverse Student Populations | • Small Group and Individual Assistance |
| • Classroom Management | |

WORK HISTORY

08/2021 to Current

Coach

Renzo Gracie Denville – Denville , NJ

- Motivated athletes to become stronger, more agile and more effective through training habits and proper diet.
- Taught players how to build a cohesive, structured team.
- Encouraged everyone to cultivate strong work ethic by demonstrating diligence, patience and respect for others.
- Evaluated individual knowledge, skills and strengths.
- Monitored athletes during events and practice to quickly identify injuries.
- Maintained equipment, facilities and inventory to avoid accidents, mishaps and damage.
- Promoted proper stretching, warmups and conditioning exercises to prevent sports injuries.
- Educated players on nutrition and positive life choices for better health and performance.

Shepard Preparatory High School – Morristown , NJ

- Assisted in maintaining engaging and respectful educational environment by promoting cooperation.
- Relieved classroom teacher during breaks and maintained order and structure in classroom.
- Oversaw students in classroom and common areas to monitor, enforce rules and support lead teacher.
- Prepared instruction materials, constructed bulletin boards and set up work areas.
- Implemented practice exercises and group assignments to assist students in quick information grasping.
- Tailored lesson plans for students with emotional and cognitive disabilities.
- Handed out classroom materials, like pencils, paper and crayons.
- Kept classrooms clean, neat and properly sanitized for student health and classroom efficiency.
- Set up visual aids, equipment and classroom displays to support teacher's lesson delivery.
- Delivered personalized educational, behavioral and emotional support to individual students to enable positive learning outcomes.
- Reported on student progress, behavior and social skills to classroom teacher.

10/2016 to 04/2018 **Teacher's Aide**

The Goddard School – Denville , NJ

- Supported student learning objectives through personalized and small group assistance.
- Applied specialized teaching techniques to reinforce social and communication skills.
- Supported classroom activities.
- Took daily attendance, notifying classroom teacher immediately of student absences.
- Maintained safety and security by overseeing students in recess environments.
- Presented wide range of information to students using hands-on instructional techniques for effective comprehension.
- Prepared teaching materials and set up audio-visual equipment for lead teacher.

10/2015 to 08/2016 **Classroom Aide**

Bridges 2 Learning – Rockaway , NJ

- Assisted teachers with classroom management and document coordination to maintain positive learning environment.
- Set up visual aids, equipment and classroom displays to support teacher's lesson delivery.
- Recorded students' progress and delivered documentation to teacher to facilitate evaluation.
- Cleaned and maintained classroom space to promote environment conducive to students' success.

- Documented student behaviors, interventions and outcomes to enable lead teacher to address pertinent issues.
- Monitored student classroom and outdoors activities to promote student safety.
- Counted children when lined up for various activities.

10

06/2015 to 08/2015 **Pre-K Teacher**

Morris County Educare – Kenvile, NJ

- Educated students in foundational concepts such as shapes, numbers and letters.
- Applied play-based strategies to provide diverse approaches to learning.
- Maintained well-controlled classrooms by clearly outlining standards and reinforcing positive behaviors.
- Observed children to identify individuals in need of additional support and developed strategies to improve assistance.
- Sanitized toys and play equipment each day to maintain safety and cleanliness.
- Consulted with parents to build and maintain positive support networks and support continuing education strategies.
- Provided varied opportunities using multiple learning styles for children's active participation experimentation and problem-solving within structured setting.
- Maintained organized, fun and interactive classroom to help children feel safe.

06/2014 to 06/2015 **Special Needs Caregiver**

Patricia Paterne – Parsippany , NJ

- Arranged transportation and accompanied patients to doctors' offices and errands.
- Prepared meals and snacks and fed clients.
- Helped with home management tasks, meal preparation, grocery shopping and routine cleaning.
- Built and maintained rapport with clients and family members to facilitate trusting caregiver relationship.
- Implemented physical therapy to support patient improvement in muscle tone, range of motion and injury recovery.
- Monitored clients' overall health and well-being and noted significant changes.
- Laundered items, changed sheets and made bed to keep patients' bedroom clean.
- Transported clients to and from medical appointments with safety and efficiency.

08/2013 to 06/2014 **Classroom Aide**

Lakeland Hills YMCA – Mountain Lakes , NJ

- Assisted teachers with classroom management and document coordination to maintain positive learning environment.
- Set up visual aids, equipment and classroom displays to support teacher's lesson delivery.
- Recorded students' progress and delivered documentation to teacher to facilitate evaluation.
- Cleaned and maintained classroom space to promote environment conducive to students' success.
- Planned and directed classroom activities to support students' mastery of specific concepts and lessons.

- Monitored student classroom and outdoors activities to promote student safety.
- Counted children when lined up for various activities.
- Cleaned and organized art supplies and related materials.

10

04/2010 to 05/2012 **Make and Take Instructor**

The Home Depot – Parsippany , NJ

- Facilitated group sessions and provided one-on-one support.
- Planned and executed activities to promote skill and talent development.
- Worked with customers to understand needs and provide excellent service.

EDUCATION

Psychology Teacher Education

SUNY Brockport - Brockport, NY

Shemar Gray

Work Experience

Custodian/Maintenance

Aramark - Montville, NJ
March 2022 to Present

I keep my companies building clean and neat using chemicals and equipment provided. In my position i dust, vacuum, and mop my section. During the summers we go in a more in-depth cleaning using more advanced machinery which i am able to control myself.

Wendy's Crew Member

Wendys
July 2018 to March 2022

I can do any position my boss needs me to be in. Most days I'm engaged in talking to the customers and seeing what they would like to have to eat that day. I might also be the person making the food , or serving the food to the customers. Other times I'm stocking up and unboxing things.

Education

High school

Skills

- Food service (3 years)
- Stocking (3 years)
- Serving (3 years)
- Restaurant experience (3 years)
- Custodial Experience (Less than 1 year)
- Cleaning Experience (Less than 1 year)
- Floor Care (Less than 1 year)

STACEY A. JOYCE

PROFESSIONAL EXPERIENCE

Wildwood Elementary School, Mountain Lakes, NJ

2019-2022

Paraprofessional

Assisted classroom teachers with daily instructional activities in 1st and 2nd grades as well as an ABA classroom.

- Assisted in implementing special education curricula to meet the individual needs of students with academic, physical, emotional, and behavioral challenges.
- Facilitated classroom management procedures to create an effective learning environment.

MATH WIZARD, Parsippany, NJ

2010-2011

Mathematics and Language Arts Tutor

Served as an instructor/tutor for an after-school academic enrichment program.

- Instructed students in supplemental reading comprehension and mathematics, grades K-6.
- Taught curriculum materials in a classroom and small group setting as well as on an individual basis.

PUBLIC SCHOOL (P.S.) 9, New York, NY

2008-2010

Classroom Teacher - Grades 2 and 4

Instructed students in all academic subject areas in CTT and General Education classrooms.

- Served as the general education co-teacher in a CTT classroom in order to design, deliver, and monitor instruction for a diverse group of learners.
- Supported a balanced reading program through the implementation of reading and writing workshops.
- Created and implemented lesson plans to meet the academic and social needs of students.
- Assessed student performance through anecdotal records, student-teacher conferences, peer evaluations, and student portfolios.
- Maintained effective communication with parents and staff.

PUBLIC SCHOOL (P.S.) 261K and 234, New York, NY

2007

Student Teacher

Assumed all teaching responsibilities under the leadership of the classroom teacher. Helped design and facilitate weekly lesson plans and activities. Provided daily support with a focus on the diversity of student learning styles in the classroom.

- Worked with individual and small groups of students providing instructional support in reading, writing, and mathematics.
- Assisted in all aspects of the educational and social development of students under the direction and guidance of the head teacher.

NEW YORK UNIVERSITY SCHOOL OF MEDICINE, New York, NY

2004-2006

Program Coordinator

Oversaw the development and execution of medical school enrichment activities through the Master Scholars Program, a program designed to help medical students cultivate values such as empathy, respect, and compassion.

- Implemented workshops, lectures, and conferences that allowed students to pursue creative and intellectual interests not necessarily covered in the medical school curriculum.
- Designed and updated program and marketing materials for the Master Scholars Program.
- Advised medical students on program policies, procedures, and coursework.

ANTIGENICS INC., New York, NY

2003-2004

Executive Assistant/Program Coordinator

Worked on an Executive Assistant team for the Chairman/CEO of Antigenics, Inc.

- Coordinated meetings, travel, and special events for the Chairman/CEO of a bio-technology company.
- Served as the program coordinator for the non-profit organization, Children of Armenia Fund (COAF).
- Assisted in the development of fundraising proposals for COAF.

GOODBY, SILVERSTEIN, & PARTNERS, San Francisco, CA

2000-2002

Media Manager

Defined media objectives and strategies to align with clients' advertising goals. Selected media platforms best suited to meet the needs of a clients' brand marketing campaigns.

- Prepared and presented media plans and cost estimates to clients (HP and SBC Telecom).
- Researched and analyzed consumer trends and buying patterns.
- Conducted competitive advertising spending analyses.
- Liaised with clients, advertising staff, and third party vendors (TV and radio networks, print publications, and online media).
- Negotiated rates and merchandizing opportunities with third party vendors.
- Prepared multi-million dollar media budgets for clients.

AT&T Solutions, San Francisco, CA/Florham Park, NJ

1997-2000

Engagement Team Leader

Developed and implemented project plans to effectively manage all engagement team activities. Ensured that team members met their deliverables to the client on time.

- Researched and identified new account opportunities.
- Assisted with the writing and editing of IT outsourcing sales proposals.

EDUCATION

- **Master of Arts (MA)**, Childhood Education (Grades 1-6), New York University, New York, NY
- **Bachelor of Arts (BA)**, English Literature, Hamilton College, Clinton, NY

School Name: Mountain Lakes High School**District Name:** Mountain Lakes Public School District**School Year:** July 1, 2021 - June 30, 2022

Core Element #1: HIB Programs, Approaches or Other Initiatives (N.J.S.A. 18A:37-17a)		
Indicators		Score (0-3)
A.	The school annually <i>established</i> HIB programs, approaches or other initiatives.	3
B.	The school annually <i>implemented</i> and documented HIB programs, approaches, or other initiatives.	3
C.	The school annually <i>assessed</i> HIB programs, approaches or other initiatives.	2
D.	The school's HIB programs, approaches or other initiatives were designed to <i>create school-wide</i> conditions to prevent and address HIB.	3
E.	The school safety/school climate team (SS/SCT) <i>identified patterns</i> of HIB and <i>reviewed</i> school climate and school policies for the prevention of HIB.	3
SUB-TOTAL (possible 15)		14

Core Element #2: Training on the BOE-approved HIB Policy and Procedures (N.J.S.A. 18A:37-17b and c)		
Indicators		Score (0-3)
A.	School employees, contracted service providers and volunteers were provided <i>training</i> on the HIB policy.	3
B.	The HIB policy training included instruction on preventing HIB on the basis of <i>protected categories</i> enumerated in the ABR and <i>other distinguishing characteristics</i> that may incite incidents of discrimination or HIB.	3
C.	The HIB policy was <i>discussed</i> with students, in accordance with the district's process for these discussions.	2
SUB-TOTAL (possible 9)		8

19

School Name: Mountain Lakes High School**District Name:** Mountain Lakes Public School District**School Year:** July 1, 2021 - June 30, 2022**Core Element #3: Other Staff Instruction and Training Programs (N.J.S.A. 18A:6-112, N.J.S.A. 18A:37-22d, N.J.S.A. 18A:37-26a, N.J.S.A. 18A:37-21d, N.J.S.A. 18A:26-8.2)**

Indicators		Score (0-3)
A.	Each teaching staff member completed at least 2 hours of <i>instruction in suicide prevention that included information on HIB</i> , in each five-year professional development period.	3
B.	Each teaching staff member completed at least 2 hours of <i>instruction on HIB prevention</i> , in each five-year professional development period.	3
C.	The school anti-bullying specialist (ABS) was given <i>time during the usual school schedule</i> to participate in in-service training in preparation to act as the ABS.	3
D.	The members of the school safety/school climate team (SS/SCT) were provided with professional development in effective practices of successful school climate programs or approaches.	2
E.	School building leaders* have received information on the prevention of harassment, intimidation and bullying as part of their training on issues of school ethics, school law and school governance.	3
SUB-TOTAL (possible 15)		14

Core Element #4: Curriculum and Instruction on HIB and Related Information and Skills (N.J.S.A. 18A:37-29)

Indicators		Score (0-3)
A.	The school <i>provided ongoing, age-appropriate instruction</i> on preventing HIB in accordance with the New Jersey Student Learning Standards.	2
B.	The school observed the “ <i>Week of Respect</i> ,” during the week beginning with the first Monday in October of each year, <i>recognizing the importance of character education</i> by providing age-appropriate instruction focusing on HIB prevention.	3
SUB-TOTAL (possible 6)		5

School Name: Mountain Lakes High School**District Name:** Mountain Lakes Public School District**School Year:** July 1, 2021 - June 30, 2022**Core Element #5: HIB Personnel (N.J.S.A. 18A:37-20a, N.J.S.A. 18A:37-20c, N.J.S.A. 18A:37-21a)**

Indicators		Score (0-3)
A.	The principal <i>appointed</i> a school anti-bullying specialist (ABS).	3
B.	The ABS <i>met</i> at least two times per school year with the district anti-bullying coordinator (ABC).	3
C.	The school safety/school climate team (SS/SCT) <i>met</i> at least two times per school year to develop, foster and maintain a positive school climate by focusing on the ongoing, systemic process and practices in the school and to address school climate issues including HIB.	3
SUB-TOTAL (possible 9)		9

Core Element #6: School-Level HIB Incident Reporting Procedure (N.J.S.A. 18A:37-15b(5), N.J.S.A. 18A: 37-15b(6)(a))**Option A**

Indicators		Score (0-3)
A.	The school <i>implemented</i> the district's procedure for reporting HIB that includes all required elements.	3
B.	The school <i>implemented</i> the district's procedure for reporting new information on a prior HIB report.	3
SUB-TOTAL (possible 6)		6

19

School Name: Mountain Lakes High School**District Name:** Mountain Lakes Public School District**School Year:** July 1, 2021 - June 30, 2022**Core Element #7: HIB Investigation Procedure (N.J.S.A. 18A:37-15b(5) and (6)(a) and (b))
Option A**

Indicators		Score (0-3)
A.	<i>Notification</i> to parents of alleged offenders and alleged victims in each reported HIB incident.	3
B.	<i>Completion</i> of the investigation within 10 school days of the written incident report.	3
C.	Preparation of a <i>written report</i> on the findings of each HIB investigation	3
D.	Indicator D. Results of the investigation reported to the chief school administrator (CSA) within <i>2 school days</i> of completion of the investigation.	3
SUB-TOTAL (possible 12)		12

Core Element #8: HIB Reporting (N.J.S.A. 18A:17- 46)

Indicators		Score (0-3)
A.	The school has a <i>procedure</i> for <i>ensuring</i> that staff member reports (i.e., verbal and written) include the required information for all incidents of violence, vandalism and HIB.	3
B.	The official grades received from the NJDOE, for the Self-Assessment from the previous reporting period, for the school and for the school district are posted on the home page of the school's website per the ABR and the requirements of the NJDOE.	3
SUB-TOTAL (possible 6)		6

TOTAL SCORE (possible 78)		74
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19

School Name: Briarcliff Middle School**District Name:** Mountain Lakes Public School District**School Year:** July 1, 2021 - June 30, 2022

Core Element #1: HIB Programs, Approaches or Other Initiatives (N.J.S.A. 18A:37-17a)		
Indicators		Score (0-3)
A.	The school annually <i>established</i> HIB programs, approaches or other initiatives.	2
B.	The school annually <i>implemented</i> and documented HIB programs, approaches, or other initiatives.	2
C.	The school annually <i>assessed</i> HIB programs, approaches or other initiatives.	3
D.	The school's HIB programs, approaches or other initiatives were designed to <i>create school-wide</i> conditions to prevent and address HIB.	3
E.	The school safety/school climate team (SS/SCT) <i>identified patterns</i> of HIB and <i>reviewed</i> school climate and school policies for the prevention of HIB.	3
SUB-TOTAL (possible 15)		13

Core Element #2: Training on the BOE-approved HIB Policy and Procedures (N.J.S.A. 18A:37-17b and c)		
Indicators		Score (0-3)
A.	School employees, contracted service providers and volunteers were provided <i>training</i> on the HIB policy.	2
B.	The HIB policy training included instruction on preventing HIB on the basis of <i>protected categories</i> enumerated in the ABR and <i>other distinguishing characteristics</i> that may incite incidents of discrimination or HIB.	2
C.	The HIB policy was <i>discussed</i> with students, in accordance with the district's process for these discussions.	3
SUB-TOTAL (possible 9)		7

School Name: Briarcliff Middle School**District Name:** Mountain Lakes Public School District**School Year:** July 1, 2021 - June 30, 2022**Core Element #3: Other Staff Instruction and Training Programs (N.J.S.A. 18A:6-112, N.J.S.A. 18A:37-22d, N.J.S.A. 18A:37-26a, N.J.S.A. 18A:37-21d, N.J.S.A. 18A:26-8.2)**

Indicators		Score (0-3)
A.	Each teaching staff member completed at least 2 hours of <i>instruction in suicide prevention that included information on HIB</i> , in each five-year professional development period.	3
B.	Each teaching staff member completed at least 2 hours of <i>instruction on HIB prevention</i> , in each five-year professional development period.	3
C.	The school anti-bullying specialist (ABS) was given <i>time during the usual school schedule</i> to participate in in-service training in preparation to act as the ABS.	3
D.	The members of the school safety/school climate team (SS/SCT) were provided with professional development in effective practices of successful school climate programs or approaches.	3
E.	School building leaders* have received information on the prevention of harassment, intimidation and bullying as part of their training on issues of school ethics, school law and school governance.	3
SUB-TOTAL (possible 15)		15

Core Element #4: Curriculum and Instruction on HIB and Related Information and Skills (N.J.S.A. 18A:37-29)

Indicators		Score (0-3)
A.	The school <i>provided ongoing, age-appropriate instruction</i> on preventing HIB in accordance with the New Jersey Student Learning Standards.	2
B.	The school observed the " <i>Week of Respect</i> ," during the week beginning with the first Monday in October of each year, <i>recognizing the importance of character education</i> by providing age-appropriate instruction focusing on HIB prevention.	2
SUB-TOTAL (possible 6)		4

19

School Name: Briarcliff Middle School**District Name:** Mountain Lakes Public School District**School Year:** July 1, 2021 - June 30, 2022**Core Element #5: HIB Personnel (N.J.S.A. 18A:37-20a, N.J.S.A. 18A:37-20c, N.J.S.A. 18A:37-21a)**

Indicators		Score (0-3)
A.	The principal <i>appointed</i> a school anti-bullying specialist (ABS).	3
B.	The ABS <i>met</i> at least two times per school year with the district anti-bullying coordinator (ABC).	3
C.	The school safety/school climate team (SS/SCT) <i>met</i> at least two times per school year to develop, foster and maintain a positive school climate by focusing on the ongoing, systemic process and practices in the school and to address school climate issues including HIB.	3
SUB-TOTAL (possible 9)		9

Core Element #6: School-Level HIB Incident Reporting Procedure (N.J.S.A. 18A:37-15b(5), N.J.S.A. 18A: 37-15b(6)(a))**Option A**

Indicators		Score (0-3)
A.	The school <i>implemented</i> the district's procedure for reporting HIB that includes all required elements.	3
B.	The school <i>implemented</i> the district's procedure for reporting new information on a prior HIB report.	3
SUB-TOTAL (possible 6)		6

19

School Name: Briarcliff Middle School**District Name:** Mountain Lakes Public School District**School Year:** July 1, 2021 - June 30, 2022**Core Element #7: HIB Investigation Procedure (N.J.S.A. 18A:37-15b(5) and (6)(a) and (b))
Option A**

Indicators		Score (0-3)
A.	<i>Notification</i> to parents of alleged offenders and alleged victims in each reported HIB incident.	3
B.	<i>Completion</i> of the investigation within 10 school days of the written incident report.	2
C.	Preparation of a <i>written report</i> on the findings of each HIB investigation	3
D.	Indicator D. Results of the investigation reported to the chief school administrator (CSA) within <i>2 school days</i> of completion of the investigation.	2
SUB-TOTAL (possible 12)		10

Core Element #8: HIB Reporting (N.J.S.A. 18A:17- 46)

Indicators		Score (0-3)
A.	The school has a <i>procedure</i> for <i>ensuring</i> that staff member reports (i.e., verbal and written) include the required information for all incidents of violence, vandalism and HIB.	3
B.	The official grades received from the NJDOE, for the Self-Assessment from the previous reporting period, for the school and for the school district are posted on the home page of the school's website per the ABR and the requirements of the NJDOE.	2
SUB-TOTAL (possible 6)		5

TOTAL SCORE (possible 78)		69
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School Name: Wildwood Elementary School**District Name:** Mountain Lakes Public School District**School Year:** July 1, 2021 - June 30, 2022

Core Element #1: HIB Programs, Approaches or Other Initiatives (N.J.S.A. 18A:37-17a)		
Indicators		Score (0-3)
A.	The school annually <i>established</i> HIB programs, approaches or other initiatives.	2
B.	The school annually <i>implemented</i> and documented HIB programs, approaches, or other initiatives.	2
C.	The school annually <i>assessed</i> HIB programs, approaches or other initiatives.	2
D.	The school's HIB programs, approaches or other initiatives were designed to <i>create school-wide</i> conditions to prevent and address HIB.	3
E.	The school safety/school climate team (SS/SCT) <i>identified patterns</i> of HIB and <i>reviewed</i> school climate and school policies for the prevention of HIB.	2
SUB-TOTAL (possible 15)		11

Core Element #2: Training on the BOE-approved HIB Policy and Procedures (N.J.S.A. 18A:37-17b and c)		
Indicators		Score (0-3)
A.	School employees, contracted service providers and volunteers were provided <i>training</i> on the HIB policy.	2
B.	The HIB policy training included instruction on preventing HIB on the basis of <i>protected categories</i> enumerated in the ABR and <i>other distinguishing characteristics</i> that may incite incidents of discrimination or HIB.	2
C.	The HIB policy was <i>discussed</i> with students, in accordance with the district's process for these discussions.	2
SUB-TOTAL (possible 9)		6

School Name: Wildwood Elementary School**District Name:** Mountain Lakes Public School District**School Year:** July 1, 2021 - June 30, 2022**Core Element #3: Other Staff Instruction and Training Programs (N.J.S.A. 18A:6-112, N.J.S.A. 18A:37-22d, N.J.S.A. 18A:37-26a, N.J.S.A. 18A:37-21d, N.J.S.A. 18A:26-8.2)**

Indicators		Score (0-3)
A.	Each teaching staff member completed at least 2 hours of <i>instruction in suicide prevention that included information on HIB</i> , in each five-year professional development period.	2
B.	Each teaching staff member completed at least 2 hours of <i>instruction on HIB prevention</i> , in each five-year professional development period.	3
C.	The school anti-bullying specialist (ABS) was given <i>time during the usual school schedule</i> to participate in in-service training in preparation to act as the ABS.	2
D.	The members of the school safety/school climate team (SS/SCT) were provided with professional development in effective practices of successful school climate programs or approaches.	1
E.	School building leaders* have received information on the prevention of harassment, intimidation and bullying as part of their training on issues of school ethics, school law and school governance.	2
SUB-TOTAL (possible 15)		10

Core Element #4: Curriculum and Instruction on HIB and Related Information and Skills (N.J.S.A. 18A:37-29)

Indicators		Score (0-3)
A.	The school <i>provided ongoing, age-appropriate instruction</i> on preventing HIB in accordance with the New Jersey Student Learning Standards.	3
B.	The school observed the " <i>Week of Respect</i> ," during the week beginning with the first Monday in October of each year, <i>recognizing the importance of character education</i> by providing age-appropriate instruction focusing on HIB prevention.	3
SUB-TOTAL (possible 6)		6

School Name: Wildwood Elementary School

District Name: Mountain Lakes Public School District

School Year: July 1, 2021 - June 30, 2022

Core Element #5: HIB Personnel (N.J.S.A. 18A:37-20a, N.J.S.A. 18A:37-20c, N.J.S.A. 18A:37-21a)

Indicators		Score (0-3)
A.	The principal <i>appointed</i> a school anti-bullying specialist (ABS).	3
B.	The ABS <i>met</i> at least two times per school year with the district anti-bullying coordinator (ABC).	2
C.	The school safety/school climate team (SS/SCT) <i>met</i> at least two times per school year to develop, foster and maintain a positive school climate by focusing on the ongoing, systemic process and practices in the school and to address school climate issues including HIB.	2
SUB-TOTAL (possible 9)		7

Core Element #6: School-Level HIB Incident Reporting Procedure (N.J.S.A. 18A:37-15b(5), N.J.S.A. 18A: 37-15b(6)(a))

Option A

Indicators		Score (0-3)
A.	The school <i>implemented</i> the district's procedure for reporting HIB that includes all required elements.	2
B.	The school <i>implemented</i> the district's procedure for reporting new information on a prior HIB report.	2
SUB-TOTAL (possible 6)		4

19

School Name: Wildwood Elementary School**District Name:** Mountain Lakes Public School District**School Year:** July 1, 2021 - June 30, 2022**Core Element #7: HIB Investigation Procedure (N.J.S.A. 18A:37-15b(5) and (6)(a) and (b))
Option A**

Indicators		Score (0-3)
A.	<i>Notification</i> to parents of alleged offenders and alleged victims in each reported HIB incident.	3
B.	<i>Completion</i> of the investigation within 10 school days of the written incident report.	3
C.	Preparation of a <i>written report</i> on the findings of each HIB investigation	3
D.	Indicator D. Results of the investigation reported to the chief school administrator (CSA) within 2 <i>school days</i> of completion of the investigation.	3
SUB-TOTAL (possible 12)		12

Core Element #8: HIB Reporting (N.J.S.A. 18A:17- 46)

Indicators		Score (0-3)
A.	The school has a <i>procedure</i> for <i>ensuring</i> that staff member reports (i.e., verbal and written) include the required information for all incidents of violence, vandalism and HIB.	3
B.	The official grades received from the NJDOE, for the Self-Assessment from the previous reporting period, for the school and for the school district are posted on the home page of the school's website per the ABR and the requirements of the NJDOE.	2
SUB-TOTAL (possible 6)		5

TOTAL SCORE (possible 78) 61

School Name: Wildwood Elementary School

District Name: Mountain Lakes Public School District

School Year: July 1, 2021 - June 30, 2022

Wildwood Elementary School (3460-080)

STATEMENT OF ASSURANCES

By submitting the *School Self-Assessment for Determining Grades under the ABR* (Self-Assessment), the chief school administrator (CSA) assures that:

1. The school safety/school climate team (CC/SCT) had the lead role in completing the Self-Assessment.
2. The public was given the opportunity to comment on the Self-Assessment prior to district board of education (BOE) approval.
3. The BOE approved the Self-Assessment at a public meeting, prior to submission to the New Jersey Department of Education (NJDOE).
4. All information in the Self-Assessment is an accurate and complete account of the status of the school's efforts at implementing the ABR at the time of submission, the SS/SCT's report, the public comment on the report, and the district BOE's review of and decision on the report.
5. The NJDOE or its authorized representatives will be provided with access to, and the right to examine, all records, books, papers, or documents related to the Self-Assessment.
6. The grade assigned by the Commissioner for the school and for the school district in the district will be posted on the home page of the *school's* website within 10 days of its receipt from the NJDOE.
7. The grade assigned by the Commissioner for the school district and each school in the district will be posted on the home page of the *school district's* website within 10 days of its receipt from the NJDOE.
8. The BOE at a public meeting will review the grades assigned by the Commissioner for each school and the school district.

School Name: Lake Drive Program for Hearing Impaired

District Name: Mountain Lakes Public School District

School Year: July 1, 2021 - June 30, 2022

Core Element #1: HIB Programs, Approaches or Other Initiatives (N.J.S.A. 18A:37-17a)		
Indicators		Score (0-3)
A.	The school annually <i>established</i> HIB programs, approaches or other initiatives.	3
B.	The school annually <i>implemented</i> and documented HIB programs, approaches, or other initiatives.	3
C.	The school annually <i>assessed</i> HIB programs, approaches or other initiatives.	2
D.	The school's HIB programs, approaches or other initiatives were designed to <i>create school-wide</i> conditions to prevent and address HIB.	2
E.	The school safety/school climate team (SS/SCT) <i>identified patterns</i> of HIB and <i>reviewed</i> school climate and school policies for the prevention of HIB.	2
SUB-TOTAL (possible 15)		12

Core Element #2: Training on the BOE-approved HIB Policy and Procedures (N.J.S.A. 18A:37-17b and c)		
Indicators		Score (0-3)
A.	School employees, contracted service providers and volunteers were provided <i>training</i> on the HIB policy.	2
B.	The HIB policy training included instruction on preventing HIB on the basis of <i>protected categories</i> enumerated in the ABR and <i>other distinguishing characteristics</i> that may incite incidents of discrimination or HIB.	3
C.	The HIB policy was <i>discussed</i> with students, in accordance with the district's process for these discussions.	2
SUB-TOTAL (possible 9)		7

School Name: Lake Drive Program for Hearing Impaired

District Name: Mountain Lakes Public School District

School Year: July 1, 2021 - June 30, 2022

Core Element #3: Other Staff Instruction and Training Programs (N.J.S.A. 18A:6-112, N.J.S.A. 18A:37-22d, N.J.S.A. 18A:37-26a, N.J.S.A. 18A:37-21d, N.J.S.A. 18A:26-8.2)

Indicators		Score (0-3)
A.	Each teaching staff member completed at least 2 hours of <i>instruction in suicide prevention that included information on HIB</i> , in each five-year professional development period.	3
B.	Each teaching staff member completed at least 2 hours of <i>instruction on HIB prevention</i> , in each five-year professional development period.	3
C.	The school anti-bullying specialist (ABS) was given <i>time during the usual school schedule</i> to participate in in-service training in preparation to act as the ABS.	3
D.	The members of the school safety/school climate team (SS/SCT) were provided with professional development in effective practices of successful school climate programs or approaches.	2
E.	School building leaders* have received information on the prevention of harassment, intimidation and bullying as part of their training on issues of school ethics, school law and school governance.	2
SUB-TOTAL (possible 15)		13

Core Element #4: Curriculum and Instruction on HIB and Related Information and Skills (N.J.S.A. 18A:37-29)

Indicators		Score (0-3)
A.	The school <i>provided ongoing, age-appropriate instruction</i> on preventing HIB in accordance with the New Jersey Student Learning Standards.	2
B.	The school observed the “ <i>Week of Respect</i> ,” during the week beginning with the first Monday in October of each year, <i>recognizing the importance of character education</i> by providing age-appropriate instruction focusing on HIB prevention.	3
SUB-TOTAL (possible 6)		5

School Name: Lake Drive Program for Hearing Impaired

District Name: Mountain Lakes Public School District

School Year: July 1, 2021 - June 30, 2022

Core Element #5: HIB Personnel (N.J.S.A. 18A:37-20a, N.J.S.A. 18A:37-20c, N.J.S.A. 18A:37-21a)

Indicators		Score (0-3)
A.	The principal <i>appointed</i> a school anti-bullying specialist (ABS).	3
B.	The ABS <i>met</i> at least two times per school year with the district anti-bullying coordinator (ABC).	2
C.	The school safety/school climate team (SS/SCT) <i>met</i> at least two times per school year to develop, foster and maintain a positive school climate by focusing on the ongoing, systemic process and practices in the school and to address school climate issues including HIB.	2
SUB-TOTAL (possible 9)		7

Core Element #6: School-Level HIB Incident Reporting Procedure (N.J.S.A. 18A:37-15b(5), N.J.S.A. 18A: 37-15b(6)(a))

Option B

Indicators		Score (0-3)
A.	The school has a process for ensuring that staff are implementing the district's procedure for reporting HIB that includes all required elements.	3
B.	The school fosters a positive school climate that encourages reports of all concerning behaviors, including HIB, AND implements effective prevention strategies which resulted in no incidents of HIB.	3
SUB-TOTAL (possible 6)		6

School Name: Lake Drive Program for Hearing Impaired**District Name:** Mountain Lakes Public School District**School Year:** July 1, 2021 - June 30, 2022**Core Element #7: HIB Investigation Procedure (N.J.S.A. 18A:37-15b(5) and (6)(a) and (b))****Option B**

Indicators		Score (0-3)
A.	Responsible staff are knowledgeable about the process to notify parents of alleged offenders and alleged victims in each reported HIB incident and how to implement the process.	3
B.	The school has a process in place to ensure completion of each investigation within 10 school days of the written incident report.	3
C.	The school has a process in place to prepare a written report on the findings of each HIB investigation.	3
D.	The school has a procedure for reporting the results of each investigation to the chief school administrator (CSA) within 2 school days of completion of the investigation.	3
SUB-TOTAL (possible 12)		12

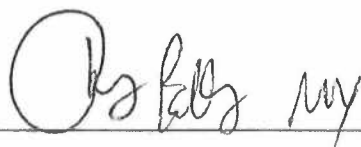
Core Element #8: HIB Reporting (N.J.S.A. 18A:17- 46)

Indicators		Score (0-3)
A.	The school has a <i>procedure for ensuring</i> that staff member reports (i.e., verbal and written) include the required information for all incidents of violence, vandalism and HIB.	3
B.	The official grades received from the NJDOE, for the Self-Assessment from the previous reporting period, for the school and for the school district are posted on the home page of the school's website per the ABR and the requirements of the NJDOE.	3
SUB-TOTAL (possible 6)		6

TOTAL SCORE (possible 78)		68
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School Physician's Review

I have reviewed the attached recommendations for the Nursing Services Plan for the Mountain Lakes School District and approve of this plan.



Medical Inspector

Arnold Palko

Changebridge Medical Associates
A Member Of Consensus Health
170 Changebridge Road Suite C3
Montville, New Jersey 07045
(P)973.575.5540 (F)973.575.4885

Nursing Services Plan 2022 - 2023

Mountain Lakes School District

The certified school nurses of the Mountain Lakes District have a multitude of roles within their professional scope of practice. In an ongoing effort to insure children remain healthy and ready to learn, the school nurses take on roles of nursing care provider, investigator, communicator, counselor, educator, child advocate, community liaison, recorder and manager.

Nursing Care Provider

Within the role of nursing care provider, the school nurse uses the nursing process, which includes assessing, planning, implementing and evaluating the nursing care in an ongoing manner. The individualized health care plans and emergency plans are developed and carried out by the school nurse for each individual student with acute or chronic health concerns.

Investigator/Data Collector/Researcher

The school nurse seeks information regarding health histories, health practices, environmental concerns, safety issues, communicable disease patterns and current health information relevant to the practice of school nursing. Consultations with parents and guardians, pediatricians, school physicians, specialists, health agencies, administrators, classroom teachers, custodial staff and maintenance staff are conducted in order to gather information.

Communicator

As communicators, the school nurses share information with students, parents, staff members, physicians, health care agencies, administration and governmental agencies. Telephone conferences, personal letters, weekly newsletter, flyers, bulletin board postings, e-mail communications, website updates, personal conferences, departmental meetings, input for Pupil Assistant Committee meetings, 504 Committees, Child Study Team meetings, Safety Committee meetings and Staff Development presentations represent some methods and means by which health information is gathered and/or disseminated.

Health Counselor

The school nurses serve as health counselors to students, parents and staff regarding health issues and personal concerns. Referrals for the child at risk are made to the school psychologist, pupil assistance counselor, administrators, school physicians, private physicians or community health agencies as needed.

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Educator

The school nurses are health educators for students, families and/or staff as they provide information on but not limited to acute or chronic health conditions, sensitive topics such as sexually transmitted disease or head lice, personal hygiene, allergies, conflict resolutions and growth and development. In the Health Office, school nurses teach about health maintenance validating and practicing the “theory” taught in the classroom. School nurses often teach informally on a one-to-one basis in the health office or formally in the classroom supplementing the health curriculum provided by the health teachers.

Child Advocate

As child advocates, school nurses work closely with staff and families to help insure that health needs are identified and accommodations are put into place. Advocacy often includes and extends beyond referrals for health services, counseling, community programs, camps or DYFS, if applicable. Children unable to advocate for themselves sometimes present themselves to the school nurses using avoidance behaviors or symptomatology that masks the underlying problem. As child advocate, school nurses must “see” beyond the immediate problem and use listening skills to “hear” what the child is saying before advocacy strategies can be put into place utilizing district/school or outside resources.

Community Liaison

In the role of community liaison, school nurses work with local groups and organizations such as the American Cancer Society Great Smoke-out, Great American Healthy Lunch, Daffodil Days, Making Strides for Breast Cancer, Project Reach, and various health organizations coordinating presentations for the Wellness Committee.

Record Keeper/Recorder

A time consuming role for school nurses is that of recorder. Legal health records must be maintained for each student including documentation of each incident of nursing care. The entries include the date, time and major complaint, nursing assessment, plan of care, implementation and evaluation. Written communication from parents and health care providers must be incorporated into the student records. Data must be collected for state agencies related to immunizations, tuberculosis, medical waste management and employee injuries. Reports are required to be filed within the state parameters.

Manager

The variety of responsibilities of the school nurses in the Mountain Lakes District meeting the health needs of the students and staff requires the school nurses to be managers of health services. Assisting families as they cope with their children’s health problems, which may create barriers to learning, helping them to manage their health conditions and promoting a safe and health environment for all children and staff requires the school nurses to prioritize concerns and advocate for the assignment of health services staff that achieves this goal.

Acuity Levels of Student with Medical Involvement

The assignment of the school nurses in Mountain Lakes School District must not be based solely on student enrollment figures but must also take into consideration the special education enrollment, and the severity and acuity of the students' health conditions and concerns of each building. Severity or acuity levels can be broken down into four levels:

Level I. Nursing Dependent

Nursing dependent students require 24 hours per day, frequently one-to-one, skilled nursing care for survival. Many are dependent on technological devices, for example, a student requiring mechanical ventilator support and/or continuous nursing assessment and intervention. Without the use of the correct medical technology and nursing care, the student will experience irreversible damage or death. Children with *Do Not Resuscitate* Orders are included in this category.

Level II. Medically Fragile

Students with complicated health care needs in this category face each day with the possibility of a life-threatening emergency requiring the skill and judgment of a professional nurse. Examples may include, but are not limited to severe seizure disorder requiring medication, severe asthma, sterile procedures, tracheostomy care and suctioning, unstable or newly diagnosed diabetics with unscheduled blood sugar monitoring and insulin injections, diabetics on insulin pumps requiring monitoring, and asthmatics requiring nebulizer treatments.

Level III. Medically Complex

Students with medically complex concerns require daily treatments or close monitoring by a professional nurse. They may have unstable physical and/or social-emotional conditions and the potential for a life-threatening event may exist. Examples include but are not limited to: ADHD and on medication, anaphylactic event, cancer, immune disorders, moderate to severe asthma (inhaler, peak flow meters), preteen or teenage pregnancy, carefully timed medications, medications with the potential of major side effects, unstable metabolic conditions, continuous or intermittent oxygen and complex mental or emotional disorders.

Level IV. Health Concerns

It the category of health concerns, the student's physical and/or social-emotional condition is currently uncomplicated and predictable. Occasionally, the student requires monitoring, varying from bi-weekly to annually. Examples include but are not limited to dental disease, headaches, migraines, sensory impairments, diabetics self managed by the student, dietary restrictions, eating disorders, encopresis and orthopedic conditions requiring accommodation.

**Mountain Lakes School District
Nursing Services Plan
School Year: 2022-2023**

Provision of Nursing Services in Emergency Situations

Health or medical emergencies occurring during the school day are assessed, evaluated and treated by the school nurse. The school nurse carries a Walkie-talkie and/or cell phone at all times during the school day so that she can be reached at any time. The school nurse can be considered as the Health Commander in each school. She would delegate tasks to other staff members as the need arises. Emergency medical services are contacted for emergency situations requiring immediate medical care and transport to an emergency room. If any student becomes seriously ill or injured at school, the school nurse notifies a parent or the school nurse delegates an administrator or staff member to contact the parent while she tends to the student in need.

We will continue to fully implement all parts of Janet's Law, effective September 1, 2014.

The certified school nurses are trained in Healthcare Provider CPR/AED Training every two years. Many staff members and all coaches are trained in CPR/AED every two years. There are AED's (Automatic External Defibrillators) in each school. To ensure survival for any cardiac arrest victim, there are AED's now located at six separate outdoor locations where sports are practiced/competed. The school nurse keeps up a current list of all staff members trained in CPR/AED each year at every school.

In order to assure that medical needs will be met in emergency situations, including school trips and after hour school sponsored activities, all professional staff have been given basic training in the assessment and care of a student suffering a life-threatening allergic reaction. This basic training is done through mandatory annual Safe School Training. Additionally, individual EPI-PEN training is provided for staff who are acting as delegates for specific students. Each student who has a life-threatening allergy has an Emergency Healthcare Plan. Clearly labeled Epinephrine auto-injectors are stored in an unlocked area in each nurse's office. Additionally, there is an emergency auto-injector containing Epinephrine located in each school in a designated accessible location.

For the treatment of asthma in the school setting, each school has a nebulizer for the purpose of administering prescribed medications. Each school nurse

has received training in airway management and in the use of nebulizers and inhalers consistent with nationally recognized standards. Each student with asthma has an Asthma Treatment Plan prepared by the student's healthcare provider. This Asthma Treatment Plan has identified the student's triggers and medications prescribed to treat an acute asthmatic episode. Basic training of students with asthma is provided to all professional staff through annual Safe School Training.

For students with Diabetes, an Individualized Health Care Plan is written based on the student's medical orders written by their healthcare provider (usually the endocrinologist) and the parent's input. This plan is signed by physician, parent and school nurse and implemented. Each student with diabetes has all of his or her necessary tools, snacks, medications stored together in the nurse's office and clearly labeled. All teachers of students with diabetes are informed of the student's condition and are instructed in the identification of symptoms of hypoglycemia and hyperglycemia. Basic training of students with diabetes is provided to all professional staff through annual Safe School Training.

For students with Seizure conditions, an Individualized Health Care Plan is written based on medical orders from healthcare provider, medical and health history, and parent input. This plan is signed by physician, parent and school nurse and implemented. All teachers of students with seizure conditions are informed of the student's condition and basic training of students with seizure conditions is provided to all professional staff through annual Safe School Training.

Universal Precautions Training as well as bloodborne pathogen training is provided annually to all staff through Safe School Training.

The school nurse in each school has a role to play during any evacuation or lockdown procedure, which is specific to the needs of the school where she works. Each nurse has a "Go" bag with necessary first aid supplies, emergency medications and student health emergency cards.

When the school nurse is absent every attempt is made to obtain substitute coverage. If no substitute nurse is available, then the nurses from the other district schools will all share in coverage for the school that doesn't have a nurse on site.

Lake Drive Program

Nursing Service Plan 2022 -2023
Lake Drive Pre k 3 – 8th grade

Building Population:

- Average enrollment students:
 - LD 44
 - Mt Lks Ivy Hall Prek 3 and 4 Special Services 3
 - Mt Lks Ivy Hall Prek 3 and 4 LD Oral program 37
 - Total students 74
- Staff population: 50
- Average total: 134

Acuity Level	Number of Students and Staff
Level I: Nursing Dependent Private Duty Nurse <ul style="list-style-type: none"> ● 24 hour 1:1 skilled nursing care ● for conditions like Tracheostomy/ Feeding tube 	0
Level II: Medically Fragile <ul style="list-style-type: none"> ● Possibility of life-threatening emergency requiring assessment from nurse ● Asthma, EPI PEN, Diabetic, Seizure, active feeding tube 	8
Level III: Medically Complex <ul style="list-style-type: none"> ● Daily treatments and/or monitoring, potential for life-threatening event , asthma ● Cardiac, and/or neuromuscular condition, feeding tube inactive 	2
Level IV: Health Concerns <ul style="list-style-type: none"> ● Condition uncomplicated and predictable with occasional monitoring ● Those whose condition is not necessarily noted above 	64

Role and responsibilities of the Certified School Nurse in Lake Drive Building:

A student with unmet health care needs has been shown to disengage from the learning process and fall behind their peers. Health care services implemented by the nurse directly impact the students' ability to achieve their greatest learning potential while in the school setting.

Because the Mountain Lakes Lake Drive program educates those students with special needs, hearing loss and general education prek students who have a variety of health concerns, it is recommended that Lake Drive School employs one full time certified school nurse in the Lake Drive building.

Nurses continue to find sub coverage difficult. When other nurses are out, we must cover each other's buildings for acute illness, emergencies and essential medication administration only. This is not within the best practice leaving students and staff without adequate health coverage.

Maintaining the health and safety of the individual student and staff is critical for the well being of the entire school community. The school nurse must be in contact and liaison with family, physicians, public health, and social service agencies and district case managers to maintain the optimal health and well being of the child, staff and community. The certified school nurse as the in-house expert is able to bridge health management in a school setting and its effect on the education and safety of the students, staff and community. This aspect of the certified school nurse has certainly been thrust front and center during COVID.

This school year the DOH has new isolation and quarantine recommendations requiring tracing of cases within each classroom setting and/or cohort to determine if there is a defined outbreak amongst a particular grouping. In addition, the nurses continue to comply with mandated weekly Covid reports to the NJ Department of Health. The management of covid and covid like symptoms has been a challenge with the rise of home testing or the lack of home testing. Attempts to keep our buildings free of a Covid outbreak continue to be a serious challenge for the district nurses. Our struggle to track and follow symptomatic students, encouraging parents to continue to test beyond one test, tracking those students and staff who are positive through 10 days, who is mandated to wear a mask post covid and/or exposure to covid are just a part of the time consuming serious health management of covid. All the while the nurses in the district have continued their 'typical' required duties: record keeping, screenings, liaison, advisor, health educator, trainer, provider of health services, tending to all medical emergencies, SGO's, PD's, safe schools all while learning the new Genesis system. The nurse of Lake Drive has taken the leadership role in our district's COVID response team. COVID Health policy of the district was in part

informed from the extensive research and study of the state DOE, DOH, local BOH, and CDC recommendations by the school nurse. This work continues as COVID recommendations are fluid reflecting the infection and transfer rate in the state, county and town. The nurse continues to work in close collaboration with district administrators in management of COVID concerns.

With this in consideration, the district should continue to provide the same stipend from the COVID Grant provided by the state for additional use of nursing resources of time and expertise for health of the district .

Additional nursing services planned for the school year include:

- Provides or arranges various PD days for the staff including CPR, EPI PEN training, glucagon administration, building emergency response procedures, and playground safety.
- Arranges and assists in 'awareness' days for students and staff including fire prevention, character development, dental health, cancer awareness, heart health, and habits leading to wellness.
- Reviews and updates health forms and health related information posted on the school's online platform when updated.
- Participates in weekly team meetings and/or IEP meetings of individual students to collaborate and act as a resource for staff when establishing or evaluating education plans as they pertain to medical conditions.
- Writes an individual health plan (IHP) and/or 504 when a medical condition significantly impacts a student's educational goals.
- Teaches lessons covering Core Curriculum Standards 2.1 and 2.3 P-6 (PGO, EH, HCDM coding) covering health, wellness, hygiene, maturation and aspects of puberty.
- Completes SGOs, PDP , and end of year reflection as part of the district's evaluative process assessing previous years outcomes to inform the next year's professional and student growth goals.
- Reviews all students' immunization records to ensure they are in compliance in preparation for the DOH annual audit. Annual TB reports are prepared for the board of education along with an OCHA summary report.
- Maintains several memberships to professional nursing organizations at the national and local level and attend annual conferences at my own expense as

there are no budgeted dollars for membership or conferences. By maintaining active participation in these organizations and attending various workshops for continuing education and professional development, I am able to incorporate best practices into my professional setting and share my experiences with district nurses through our PDs.

- Trains new sub-nurses (when they are available) reviewing specific policy, procedures, and student needs. A substitute binder is maintained and updated in the nursing office. It contains all Emergency procedures and policies, Emergency Health Plan for the building and instructions on what the substitute's roles are during an emergency.
- Assesses the grounds and the building to ensure important site lines are free of excessive vines, weeds, and overgrown shrubbery and the building has no visual defects. Also, the playground yard is free of divots, sinkholes, animal excrement, fencing. The playground equipment is assessed for safety, breakage, bees/wasps and any other issues.
- Participates on Lake Drive Safety and Security Committee in regards to the evacuation and health needs of students in the event of any emergency or pandemic and provides written emergency plans for the building.
- Ensures compliance with Janet's Law: The certified school nurse implements an AED protocol for the building, assesses the need, spacing, signage and maintenance of the AED for the Lake Drive building. The nurse arranges for a minimum of 5 CPR/AED trained personnel to be in the building during school hours. The nurse notifies and meets with first responders/police department to review AED placement and emergency plans. AED battery is checked monthly by the school nurse.
- Arranges a CPR/AED course at the high school the beginning/summer of each school year. The staff completing the course are added to the building's CPR Certification list. The list is part of the Emergency Health Plan for the building and compliance for Janet's Law.
- Maintains a current CPR/AED for the Healthcare worker Certification every 2 years at my own expense.
- Creates an emergency plan for the Lake Drive building identifying staffs' roles they might perform during an emergency. The emergency plan is to be reviewed, practiced, and updated annually during the fall staff meeting or on a PD day.

Lake Drive Health Office: Recommendations

In consideration of ongoing COVID, the district should continue to provide the same stipend from the COVID Grant provided by the state for additional use of nursing resources of time and expertise for health of the district.

Additional Security entrance should be constructed ASAP at the main entrance to provide a double buzz in entrance as currently exists in all the other buildings.

The limited space and design of the health office poses issues for client privacy (staff and student) during treatment, phone conversation, evaluation, screenings, comfort, and safety. There is no area to offer privacy between an ill child resting on the cot awaiting transport and a well child in for another issue making it difficult to manage isolation of 2 children at the same time. For this reason an isolation area was created in the library should there be a need.

I recommend expanding the nursing office toward the outside sink and counter area. This would create multi-purposed areas that could (with the use of a curtain/screen) offer some relief to the issues of privacy mentioned previously and simultaneous student visits.

At the minimum, I recommend new sinks and countertops for the girls and boys bathrooms. And expanding room 10's prek restroom to include a more private changing station area.

All the restrooms in Lake Drive building are in compliance; however, they all are in desperate need of an upgrade to better accommodate the growing 3 - 6 year old student population. Because the only 2 appropriately equipped restrooms for 3 - 6 year old students are located on the interior of Rm 10 on the second floor and Rm 14 basement floor (Sound Start Babies classroom), they cannot be shared with the other students similar in age. It is recommended that either the existing girl's restroom (which is used as unisex for prek) has 2 stalls of 5 modified to accommodate this age group. An appropriate Prek unisex restroom can be created on the 2nd floor in the anteroom of 3a /3b with the shared wall water source located in the cloakroom area of room 2.

The staff restrooms, located on the 3rd floor, are freezing in the winter months. They offer 2 stalls for the ladies' room and 1 for the men's. This often leads to bottle neck over the 43 minute lunch breaks. It is recommended the shower stall in the ladies' room be converted to a restroom stall creating an extra facility and an electric baseboard heat is installed to supplement the ongoing heat issue in that staff bathroom.

The playground and grass area continue having a seasonal problem with pooling water/ lack of appropriate drainage. Last year, it created a 'mini sinkhole' that was remedied by Ryan Dunn's team. However, the pooling water persists creating a mosquito breeding ground, unsafe muddied areas around the playground, and future 'sinkholes'.

In conclusion, in order to continue to provide an excellent learning environment and the optimal wellness, and the highest health safety standards of the school community, it is essential to continue to employ at the Lake Drive building a highly qualified certified school nurse to continue to meet the 21st century goals of the district.

**Mountain Lakes School District
Nursing Services Plan
2022-2023
Wildwood Elementary School
K-5**

Student Population:	453
Staff Population:	80
Total of Students and Staff:	533

Acuity Levels:

Level I: Nursing Dependent:	0
Level II: Medically Fragile:	1
Level III: Medically Complex:	47
Level IV: Health Concerns:	83

Statistics from 2021-2022 school year:

2551 total visits
 104 PRN meds given; 204 Daily
 258 students sent home for illness or injury
 6 reported cases of streptococcus
 3 reported cases of conjunctivitis
 COVID-19 cases- 164 students; 45 staff
 0 cases of pediculosis
 Incident reports- 3 staff; 9 students

Recommendations:

Due to the high volume of students and staff at Wildwood Elementary School, and according to the NJ School Nurses Association recommendations for certified school nurse to student ratio, I recommend the employment of a full-time certified school nurse for Wildwood School.

Furthermore, the addition of a part-time district float nurse would be a wise consideration. A float nurse would benefit all district certified nurses by assisting with state mandated health screenings, physicals, and lice checks. Given the fact that nearly all NJ schools have problems securing substitute

nurses, it would greatly benefit the district to have a float nurse consistently available, to allow the nurses of the district to be able to take an allowed sick day, grievance day, or personal day without the stress of worrying that their position was properly filled.

Due to COVID-19, illnesses and student/staff absences are monitored very closely. The NJ Department of Health recommends these guidelines for when staff (vaccinated or unvaccinated) or students should not be in school:

At least 2 of the following symptoms- fever, chills, muscle aches, headache, sore throat, nausea, vomiting, diarrhea, fatigue congestion and runny nose; OR at least 1 of the following: cough, shortness of breath, difficulty breathing, loss of taste or smell. If a student is absent due to illness, depending on the symptoms, they are referred to their doctors for guidance and possible COVID-19 testing.

Due to COVID-19, it have been very common that the nurse checks email outside of normal school hours. If a staff member or student is reported as positive for COVID-19, immediate action is taken to collect information of the case. Bloomfield Department of Health is notified of any possible outbreak situations. Administration and teachers are made aware as soon as possible to ensure the student(s) will stay on top of school work.

Wildwood School has 92 new students for the 2022-2023 school year, including the incoming kindergarten class. There are 70 kindergarten students and 22 upper grade transfers. There are many families new to Mountain Lakes from different countries. Around 20% of our transfers are from outside of the US. Many countries have slightly different immunization requirements, so special attention is given to these students' records. Accordingly, communication with parents/ guardians is essential, to assist these families with finding medical facilities and to ensure the proper vaccinations were received or will be received.

Students' immunization records are audited annually by a public health nurse from Bloomfield Department of Health and Human Services. It is the school nurse's responsibility to make sure all students are in compliance with NJ state minimum immunization requirements. A state report is completed and submitted annually.

Wildwood School currently has 37 students with a bee sting and/or some degree of food or environmental allergy. 23 students require epipens. Teachers and staff that are in contact with these students are informed of the allergies and how the allergies are managed. Epipen delegate training is highly encouraged and provided to the staff.

At the beginning of the school year and as new students enroll or new conditions arise, health records are reviewed for all students. Any students with a medical condition that necessitates having medications in school, must have the proper documentation signed by the ordering physician and the parent/ guardian. Staff is made aware of any conditions for their students and the nurse makes sure the teacher has an understanding of the medical condition. The nurse attends 504 meetings and advocates for the students.

There is one student with Type 1 Diabetes at Wildwood. This student has a one on one aid. The nurse oversees the aid and manages the care of the student. The nurse cares for the student when the aid is not available.

This school year, there are 5 students with hearing devices in Wildwood School. There is a Lake Drive teacher in the building that manages the care of the hearing devices, however contact with the families is through the nurse.

There are 3 Automated External Defibrillators (AED) at Wildwood School. They are checked monthly and maintained by the nurse. The nurse also annually coordinates an in-service for staff for CPR and AED certification.

TB tests are given to new employees that request it, as it is required for all school employees who have not previously had it. Transfer students from a country that has a high incidence of tuberculosis must also have a TB test. An annual report is then forwarded to local and state board of health.

Mandated health screenings are completed by the school nurse. All students K-5 have blood pressure, height and weight checked. Kindergarten, 2nd and 4th grade also have hearing and vision checked; 1st and 3rd grade have hearing. 5th grade is screened for scoliosis. Screenings are also done when it is requested by a teacher or parent or when the student is being evaluated by special services.

The school nurse does a great deal of individual health and wellness teaching on a daily basis. Later in the school year, a hygiene program is introduced to the 4th grade students and a puberty program is given to the 5th grade students.

In addition to caring for the students of Wildwood School, the nurse also cares for injured or ill staff members. Any student or staff injury/incident warrants an incident report. Staff injuries are submitted to Workman's Compensation.

Attendance is maintained by the school nurse at Wildwood School. There is a designated phone line and email for parents/ guardians to contact the school to communicate absences, tardies and early dismissals. The nurse must contact families of absent students that did not contact us. Having this role helps in knowing the overall wellness of the student body.

At the elementary school, a high level of communication is necessary with parents/ guardians. This is done by phone and email. Notice of communicable diseases is sent through an automated school messenger system. Parents/ Guardians are told of an illness reported in their students' homeroom and are made aware of the symptoms of that illness. By doing so, families can be prepared and students will, in theory, be absent less.

If additional students enter or transfer into Wildwood School that are medically challenged, this Nursing Services Plan would need to be reviewed or revised to insure that it helps provide optimum care to the entire school population. This goal is achieved by having adequate nursing staff to meet these needs.

Nursing Service Plan

Briarcliff Middle School
2022 - 2023

Grade Levels	6-8
Student Population	276
Staff Population	60
Total Number of Students & Staff	336
General Education Enrollment	221
Special Education Enrollment	55

Acuity Levels:

Level I Nursing Dependent	0
Level II Medically Fragile	1
Level III Medically Complex	20
Level IV Health Concerns	18

Recommendations:

This year again considering the additional responsibilities that Covid-19 has imposed coupled with the acuity and health conditions of students and staff at Briarcliff School in addition to teaching health class daily for two grades, I recommend the employment of a full time certified school nurse for the 2022–2023 school year.

I continue to arrive 30 minutes early to begin my work day, enabling me to manage all nursing and teaching responsibilities. Technology is wonderful in that it can consolidate and create searches for the information. That being said, I am dependent on the technology working for the searches to run smoothly. At times the network would

be down and then we would resort to more timely ways of compiling information.

Again, this year I am required to submit weekly Surveillance for Influenza and COVID-19 reports. I have registered with the Communicable Disease Reporting and Surveillance System and have taken instructional webinars learning how to compile weekly surveillance data.

The weekly surveillance Report includes data on all absences which translates to a more thorough recording of reasons for absences. If parents do not explain their child's absence when they leave a message then the nurse needs to track down the parent to obtain the information. This will pose to be a timely process.

I have also completed registration with the New Jersey Immunization Information System enabling me to track students and staff that have received COVID-19 vaccinations. This ensures that more accurate data is reported to the CDRSS.

Each day the nurse continues to address the acuity of medical conditions, along with the special needs of students, staff and community members including health counseling and support. We have one Diabetic student at Briarcliff. His blood Glucose level is monitored by his electronic device, "CGM". The information is electronically sent to my phone affording the nurse continuous close monitoring of the student's blood glucose level. Communication with the student's parents is ongoing.

Communication with parents and the need for continued follow-up care for the students is vital to ensure their health and safety while in school. In addition to the student's physical needs their mental health is of paramount concern especially during these unprecedented times. As a member of the Intervention and Referral Service Team and the 504 Committee, recommendations of in school academic supports and counseling services for students are suggested and monitored through out the year. In response to the increasing mental health concerns the school nurse is also a member of the Mental Health team that meets every two weeks to identify and support students at risk. Already this year there have been hours spent in meetings with parents crafting medical 504 plans and I&RS plans for students with special needs.

Briarcliff has several reported cases of students with orthopedic needs. These students require special considerations medically, with physical limitations imposed during PE and recess and any of the safety drills conducted through out the year. These physical considerations need to be communicated to the teachers. There is daily communication between the teaching staff, the nurse and parents regarding the needs of these students.

This year at Briarcliff we have an 8th grade student who will undergo corrective spinal surgery. He will miss about 4 weeks of school and receive home instruction during that period. He will then return with specific limitations which will be communicated to staff.

In addition to the services noted above this year there is one hearing impaired student requiring an FM device for hearing.

The Roger Touchscreen is used by the student and the nurse is required to monitor, inspect and facilitate repair of this equipment as well as collaborating with the Lake Drive staff to organize an inservice to educate the teaching staff about the FM device.

Epipen delegates need to be assigned and trained. The nurse is responsible for designing and facilitating the certification program. This year group instruction was implemented. Instruction for the teaching staff on how to recognize signs and symptoms of anaphylaxis and administration if an epipen are required. There is a heightened awareness of students with allergies due to new students presenting this year at Briarcliff with more serious life-threatening allergies. The nurse coordinates and implements the use of "allergy free tables" in the lunchroom, ensuring that there is at least one epipen certified staff member present during each lunch period. Epipens have been strategically placed throughout the building. Therefore, on each floor of the building there are three to four Epipens available in case of an emergency. There continues to be a large number of students with serious allergies requiring the administration of Epi pens. This year there are 14 students with life threatening allergies.

There are numerous students with asthma requiring use of an inhaler or nebulizer treatments. The nurse needs to check all health records ensuring that all necessary documentation has been submitted as

well as the appropriate medications. This year there are 7 students with asthma.

Sports programs in the middle school, including soccer, x-country, basketball, baseball and soft-ball, require continued nursing services. Coordination of services by the district physician is the responsibility of the school nurse. The physician is asked to visit Briarcliff School three times a year to examine students. Each year more and more students have been taking advantage of this service rather than having their primary physician complete the Annual pre-athletic sports physical examination. Prior to the students being seen by the physician, the school nurse performs health screenings for height weight and blood pressure. After the physician's examination, the nurse records the information in the student's permanent health record. The school nurse communicates the physician's medical recommendations and pertinent findings to the student's family and monitors follow up compliance.

To monitor the health of our students each student undergoes an examination by the school nurse. Vision, hearing and blood pressure screenings are performed in addition to recording the student's height and weight. Abnormal findings are reported to the parents with recommendations to follow up with a physician.

To maintain an efficient nursing practice the school nurse must keep abreast of current technology. To educate and communicate with the community, hours are spent designing and maintaining a school nurse website. Keeping in mind the current privacy laws, the compilation of health data can only be done by qualified personnel.

This year we are no longer using the electronic program called "Final Forms". The district has switched to a new platform for academics and student information called Genesis. The school nurse monitors medical and emergency information that was entered by parents. If the parents have registered their student the nurse can monitor whether or not physical examinations and immunizations are current. Time is spent learning this complicated new system!

Current legislation mandating vaccine requirements and yearly physical examinations are monitored annually by the school nurse

and updated continually. Once again, this year there are immunization requirements for the incoming sixth graders. In anticipation of this state mandate, letters are sent home to families to ensure compliance and student eligibility for school enrollment. The number of students not in compliance with the state immunization laws has increased. It is the school nurse's responsibility to send out an initial notification alerting the parents regarding the state law and immunization that is required. Then the school nurse needs to follow up with emails and phone calls to ensure compliance and avoid exclusion from school. The district public health nurse audits the student's health records annually. It is the school nurse's responsibility to prepare the records for the audit.

There are numerous students with life threatening allergies and asthma. Appropriate paperwork needs to be signed by parents and physicians to facilitate the administration of emergency care and medication. This process needs to be completed each year. Letters sent home to parents and follow up phone calls regarding the completion of this necessary paperwork as well as encouraging the parents to supply the medication, is time consuming. Due to the level of health concerns the school nurse needs to accompany the students on various class trips or send an epi-pen delegate or RN to administer medications while on the trip.

In addition to the ongoing health education of students and staff seen in the nurse's office, the Briarcliff Nurse is responsible for implementing the Health Curriculum for the 6th and 7th grades. During periods 2 and 3 the nurse's office door is closed while classes are taught. The nurse is frequently called out of class to assess a sick or injured student (or staff member). Hours are spent in preparation of lesson plans, correcting assignments, projects and grading tests as well as using the computer to compile grades, progress reports and report cards. The CANVAS school program needed to be learned and implemented. Adapting daily lesson plans to deliver the required curriculum while considering differentiated learning styles of students in the classroom and at home has proven to be time consuming and challenging.

Mindfulness meditation has been integrated into the 7th grade health curriculum. The students are introduced to the concept of

mindfulness and cultivate a daily mindfulness practice by beginning each class with a brief meditation.

In conclusion, I recommend that the district employ another certified school nurse to float between the four schools in the district. The floating nurse would assist in all duties of the school nurse but not be limited to:

1. All screenings and sports physical programs.
2. Transcribing health information from a45 to the student's health website.
3. Accompanying health risk students on field trips.
4. Registration of new students at entrance levels.
5. Substituting for an absent school nurse in any of the district's four schools as needed.
6. Compiling and submitting the weekly surveillance and Covid reports.

**Mountain Lakes High School
School Year: 2022 - 2023
Nursing Services Plan
Grades 9-12**

General Enrollment:	600
Staff Population:	<u>110</u>
Total Number of Staff & Students	710

Students with Medical Involvement

Acuity Levels:

Level I: Nursing Dependent	0
Level II: Medically Fragile	3
Level III: Medically Complex	60
Level IV: Health Concerns	125

Recommendations:

Mountain Lakes High School

For this school year, COVID Protocols are much relaxed. The only students who will be allowed Remote Instruction are those who test Positive for COVID-19. The school nurse will need to assess/monitor any student or staff who is ill with COVID-19 compatible symptoms which may or may not be COVID related and follow the exclusion criteria. The school nurse needs to instruct and encourage all students and staff to practice all activities (social distancing, mask wearing, frequent hand washing, proper respiratory hygiene) that reduce the risk of exposure to the virus. Following the NJDOH and DOE Guidelines, the school nurse will be monitoring the regional COVID-19 Risk Levels and surveillance indicators. The school nurse will continue to monitor and track vaccination status for all students and staff. The NJ Department of Health will expect accurate record keeping and tracking of COVID, influenza and other key surveillance activity via CDRSS.

In a normal school year, due to the volume of students seen in the Health Office at MLHS (range: 30-40 per day), the acuity of the health conditions identified, and the number of students with special needs, it would be recommended that Mountain Lakes High School employ one full time certified school nurse for the 2022-2023 School Year. During this school year, there are fifty-three (53) students with life-threatening allergies. There are three (2) students with Insulin Dependent Diabetes

and one (1) student with POTS (Postural Orthostatic Tachycardia Syndrome). We usually have approximately 20-25 students recovering from concussion every school year. There are many students with ADHD and mental health issues. With COVID-19, more students and faculty are anxious and stressed which may require teaching stress/anxiety management techniques. Approximately 400 students are participating in a fall sport at MLHS and every sport physical is reviewed by the school nurse for completeness and recorded on *Genesis* as well as in student's personal health record. The school nurse also inputs all the ImPACT Testing dates into *Genesis*. There are 45 students who have asthma and at any given time, students in wheelchairs and on crutches recuperating from orthopedic surgery/conditions. Some of these students have complicated health care needs and require close monitoring by a professional school nurse. We have a couple of faculty members with special medical conditions /concerns.

If additional students transferring into MLHS during the 2022-2023 School Year are medically challenged, this Nursing Services Plan will need to be reviewed/revised in order to ensure that it provides the health services and nursing staff to meet the needs of the children whose conditions fall into Acuity Levels I, II, III, or IV above.

Some of the responsibilities of the certified school nurse in the high school are as follows:

- assists the school physician with physical examinations usually held three times a year in June, November and February
- conducts biennial scoliosis screenings on all students in grades 9 and 11 and refers as needed for abnormal screenings
- conducts audiometric screenings on all 10th graders and refers as needed for abnormal screenings
- performs vision screenings for Motor Vehicle Testing
- conducts vision, height, weight, blood pressure and pulse screenings on all students annually who do not submit a sport physical from their healthcare provider and refers as needed for abnormal screenings
- maintains accurate pupil health records, including the annual review of immunizations

- secures immunization records and updates A-45 from parents, healthcare providers and / or other previously attended school districts as needed
- observes and recommends to the principal the exclusion of pupils who show evidence of communicable disease or who have not submitted acceptable evidence of immunizations
- provides or reviews annual Mantoux (TB testing) for appropriate new students and staff
- trains and supervises the emergency administration of epinephrine via auto-injector to all new professional staff
- performs first aid care of students and staff with illness or injury
- performs a health assessment on students being evaluated for drug testing referral
- assesses and provides referrals for emergency care, social services and nutritional services
- provides care of special needs students which may include blood glucose monitoring, inhalation therapy, or maintenance of tubes and catheters
- completes the health section for all NJ state working papers applications
- maintains valid, current Cardiopulmonary Resuscitation (CPR) and Automatic External Defibrillator (AED) certification
- facilitates and coordinates CPR/AED Training for all coaches/administrators and select teachers and maintains records of certifications
- prepares and teaches Heartsaver Course to coaches, teachers, administrators and students as needed
- orders and manages all CPR Supplies for Heartsaver course

- tracks and monitors eleven (11) AED's for battery compliance and general inspection guidelines
- reviews and summarizes health and medical information for the Child Study Team referrals
- manages intake of all sport physical related paperwork and creates Medical Eligibility Lists and distributes to all coaches for every sport throughout season
- prepares and teaches the basics about Diabetes, Signs, Symptoms and Treatment of Hypoglycemia and Hyperglycemia and Glucagon Administration to coaches, teachers and bus drivers as requested / needed
- writes and updates the health accommodation plan under Section 504 for any student who requires one
- writes Emergency Healthcare Plans or Individual Health Plans for any student with a special health care need
- provides health instruction for individuals and classes per curriculum and teacher request
- creates educational bulletin boards on health topics of interest for the Nurse's Office
- writes/creates courses for Canvas as requested and / or needed
- reviews proposed field trip student lists and arranges for substitute nurse when appropriate
- prepares health records / medications for student overnight field trips
- provides health counseling for students, family members and staff
- administers prescribed daily and as needed medications
- monitors seasonal flu symptoms of students and staff and sends individuals home as per state protocol

- works directly with the Athletic Director and Athletic Trainer to provide baseline ImPACT Concussion Testing to all student athletes and monitors return to play protocol when appropriate
- serves as a member of the MLHS IR&S/504 Committee and CORE Team
- completes an injury/illness report for any student/staff member or visitor as needed and calls in all staff injuries to the Employee Injury First MCL number
- completes Annual OSHA Documents and submits/displays as required
- attends all staff and department meetings at MLHS and regularly attends Morris County School Nurse's Association Meetings
- attends and actively participates in the Mountain Lakes School Nurse Professional Learning Community meetings
- attends Professional Development courses throughout the year as needed to learn how to improve on best practices in school nursing



Updated Guidance for Schools on COVID-19 Reporting Requirements, Reporting Point of Care (POC) COVID-19 Test Results, and K-12 Testing Program

Updated October 7, 2022

COVID-19 Reporting Requirements

Executive Order No. 302 and NJDOH Executive Directive #21-011 requires that all schools shall complete the Surveillance for Infectious Conditions (SIC) Module in the Communicable Disease Reporting and Surveillance System (CDRSS), available at: <https://cdrs.doh.state.nj.us/>. Required information to report is outlined in the “Surveillance for Infectious Conditions (SIC) Module: User Guide for Schools” (available at: <https://cdrs.doh.state.nj.us/>). Data is reported at the individual school level but can be entered into CDRSS by a school district on behalf of multiple schools within their district (school-level data is still needed). Data must be entered weekly by 5:00 p.m. on Wednesday for the previous week. Aggregate reporting data may be shared publicly at the county level.

How to Report Weekly Data to NJDOH

- For existing school users who report ILI/COVID-19 surveillance data into CDRSS, nothing additional needs to be done. (Login at <https://cdrs.doh.state.nj.us/cdrss/login/loginPage>)
- For schools who aren't current CDRSS users, go to <https://cdrs.doh.state.nj.us/cdrss/login/loginPage> and under “System Announcements,” go to “K-12 Module and Enrollment Training” and follow the instructions to enroll to report your schools' data. Email the completed user agreement to CDS.COVRPT@doh.nj.gov and a username and password will be provided to new users by email. Schools cannot report data into the module until a user ID and password has been issued.

Information to Report

- Absenteeism: Number of students who are absent on Tuesday of the current week, the number of students absent due to COVID-like illness (CLI), influenza, other respiratory illness, gastrointestinal illness and non-illness related reasons.
- COVID-19 Cases: Number of new COVID-19 cases among students and staff members in the previous week.
- Screening/Testing Data: Number of tests conducted, number of over the counter (OTC) tests distributed and the number of positive tests in the prior week.
- Mask Policy: School masking policy in the prior week (e.g., certain students/staff, circumstances if the school requires masking after COVID-19 related exposure/isolation).

While some of this data might be readily available to school nurses, administrative staff within schools can also play an important role in entering data on behalf of a school or district. If external vendors are providing school testing services, schools may want to request that vendors submit testing data to them for the prior week in advance of the reporting period.

During the summer, schools should continue to submit a weekly report if they are holding a summer session or program for students, or if the school has staff in the building, even if a summer session is not held.

Data should be reported for each week, even if the school was closed during the reporting period and even if there are no new cases reported or no screening testing was conducted (enter "0", do not leave blanks)".

Reporting COVID-19 Test Results

As a reminder, weekly aggregate reporting does NOT replace the need for schools to notify their local health department when they become aware of COVID-19 clusters or possible outbreaks, and for schools that are performing diagnostic or screening testing to electronically report individual positive COVID-19 test results to public health authorities. Tests that are performed in a laboratory must be reported into the Communicable Disease Reporting and Surveillance System (CDRSS). Positive tests performed at the "point of care (POC¹)," e.g., at school, in a doctor's office, can be reported through SimpleReport (<https://simplereport.gov/>)² or CDRSS.

SimpleReport Reporting Option

SimpleReport was developed by the Centers for Disease Control and Prevention (CDC) as a fast, free, and easy way for COVID-19 testing facilities (including schools) to report POC test results to public health departments. It works with any COVID-19 rapid POC test and maintains HIPAA standards. NJDOH and local health departments will automatically receive test results for New Jersey residents and for persons tested at New Jersey facilities that are entered into SimpleReport. To get started, testing providers should go to <https://simplereport.gov/>, click on Getting Started, and then Onboard your Organization.

Online training resources are available, including a user guide, videos, and additional resources specific for schools who want to use SimpleReport to help organize the workflow and reporting of school-wide testing. SimpleReport is managed and coordinated by CDC and provides support for users having problems logging in or who have other questions about using SimpleReport.

¹ Point-of-care tests are diagnostic tests performed at or near the place where a specimen is collected, and they provide results within minutes rather than hours.

² Schools or vendors who are already reporting test results electronically into the Communicable Disease Reporting and Surveillance System (CDRSS) can continue to do so.

NJDOH and local health departments cannot assist users with SimpleReport onboarding or reporting problems – users needing assistance must use the online SimpleReport support options: <https://simplereport.gov/support/>.

Onboarding with SimpleReport should take about one week. Until that process is complete, schools and vendors providing testing for schools must continue to report COVID-19 test results, either through CDRSS or by reporting to the local health department. A directory of local health departments in N.J. is available at www.localhealth.nj.gov.

CDRSS Reporting Option

Schools or vendors who are already reporting test results into CDRSS can continue to do so. It may be preferable for vendors having electronic laboratory reporting capabilities (HL7 messaging) to report into CDRSS. Test results can also be manually entered into CDRSS. For new users, select the Quick Start Option for COVID-19 Training on the CDRSS home page (available at: <https://cdrs.doh.state.nj.us/cdrss/login/loginPage/>). Questions about reporting into CDRSS should be sent to cds.admin@doh.nj.gov.

Home Tests

At home OTC tests (self-tests) are authorized for self-collection and self-testing and are not considered POC tests. If schools are using home tests for screening testing or other purposes, they should have a policy for reporting OTC test results back to the school. Individuals must report both positive and negative results to schools. Schools may consider providing an attestation form for reporting self-test results. Schools should report positive self-test results to their LHD if they suspect a cluster or potential outbreak is occurring so that public health action can be taken. A directory of local health departments is available at www.localhealth.nj.gov.

NJDOH COVID-19 Testing Program

The State of New Jersey is committed to providing high quality, in-person education in the 2022-2023 school year in a manner that safeguards the health of students, teachers and school staff. To ensure the safest environment possible for all students and school staff, NJDOH and NJDOE will continue to offer public Local Education Agencies (LEAs) and non-public schools support for testing programs. Vendors will provide OTC test kits to schools that opt into the program. Schools that opted into the NJDOH testing program should educate their school community about the program and make it available to all students and staff following [NJDOH guidance for COVID-19 OTC testing](#).

LEA responsibilities include:

- Follow NJDOH CDS K-12 Testing Guidance: (https://www.nj.gov/health/cd/documents/topics/NCOV/K-12_screening_testing_guidelines.pdf)

- Send the test kits home with students for use in the home, in-line with the emergency use authorization (EUA) and package insert for the product.
- Report to the Surveillance for Influenza and COVID-19 (SIC) Module in the Communicable Disease Reporting and Surveillance System (CDRSS) as required by [Executive Order 302](#) and NJDOH [Executive Directive #21-011](#).
- Consider storage space and utilization when making requests to vendors for monthly allotments.

School Testing and Reporting Resources

- NJDOH weekly COVID-19 Reporting into SIC Module/CDRSS: email CDS.COVRPT@doh.nj.gov.
- Reporting POC test results through SimpleReport: <https://simplereport.gov/support/>
- Reporting test results (laboratory or POC) through CDRSS: email cdrs.admin@doh.nj.gov
- NJDOH Testing Program: email COVID.schooltesting@doh.nj.gov