

Mountain Lakes Board of Education

Check Register By Check Number

for Batch 53 and UnPosted Checks : Check Date is 10/31/2022

Check # PO #	Invoice Number	Account Number	Vendor No./ Name	Batch	Check Amount	Check Description	Check Date	Check Type
UNPOSTED CHECKS								
97098 23-0827		11-000-261-890-DW-0660A-13-	5357/COMMISSIONER OF LWD	53	160.00	Renewal for LP-611795 R Dunn	10/31/2022	C
		Total For Check Number 97098			\$160.00			
97099 23-0483		11-190-100-500-TD-0720D- -	9279/GOGUARDIAN *	53	16,800.00	Inv. 57544	10/31/2022	C
		Total For Check Number 97099			\$16,800.00			
97100 23-0686		11-000-218-890-HS-0250D-BI-	8533/MCPCA	53	180.00	22-23 Membership Dues	10/31/2022	C
		Total For Check Number 97100			\$180.00			
97101 23-0753		11-000-251-600-AD-0130I- -	3465/U.S. POSTAL SERVICE	53	1,250.00	Meter Acct # 32955627	10/31/2022	C
		Total For Check Number 97101			\$1,250.00			
		Total Unposted Checks			\$18,390.00			

va_chkr3.101405
09/01/2022

Mountain Lakes Board of Education
Check Register By Check Number

for Batch 53 and UnPosted Checks : Check Date is 10/31/2022

Fund Summary	Fund Category	Sub Fund	Computer Checks	Computer Checks Non/AP	Hand Checks	Hand Checks Non/AP	Total Checks
	10	11	\$18,390.00				\$18,390.00
	GRAND	TOTAL	\$18,390.00	\$0.00	\$0.00	\$0.00	\$18,390.00

* 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

Monthly Transfer Report



va_s1701
09/30/2022

Budget Category	Accounts	Original Budget	Revenues Allowed + Pr Yr Reserve	Orig + Rvnues Allowed + Pr Yr Reserve	Maximum Transfer Out Allowed	YTD Net Transfers	% change of Transfers	Remaining Transfers Out Allowed	Account Balance
INSTRUCTION									
Regular Programs	11-1XX-100-XXX 12-1XX-100-XXX 13-1XX-100-XXX 15-1XX-100-XXX	11,400,319.00	85,077.90	11,485,396.90	1,148,539.69	(39,018.75)	-0.34	1,109,520.94	1,248,835.16
Special Education, Basic Skills/Remedial and Bilingual Instruction and Speech/OT/PT and Ex	1X-2XX-100-XXX 1X-000-216-XXX 1X-000-217-XXX	6,368,829.00	60,703.94	6,429,532.94	642,953.29	86,907.70	1.35	729,860.99	222,489.38
Vocational Programs-Local	1X-3XX-100-XXX	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
School-Spon. Co/Extra-Curr. Activities, School Sponsored Athletics, and Other Instructiona	11-4XX-100-XXX 11-4XX-200-XXX 12-4XX-100-XXX 15-4XX-100-XXX 15-4XX-200-XXX	1,155,171.00	21,809.57	1,176,980.57	117,698.06	38,517.00	3.27	156,215.06	171,193.20
Community Services Programs/Operations	1X-800-330-XXX	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL INSTRUCTIONAL EXPENSE		18,924,319.00	167,591.41	19,091,910.41					1,642,517.74
UNDISTRIBUTED EXPENDITURES									
Tuition	11-000-100-XXX	1,035,693.00	65,599.43	1,101,292.43	110,129.24	0.00	0.00	110,129.24	646,819.90
Attendance and Social Work, Health, Guidance, Child Study Teams, Education Media Services/	1X-000-211-XXX 1X-000-213-XXX 1X-000-218-XXX 1X-000-219-XXX 1X-000-222-XXX	3,063,279.00	24,631.81	3,087,910.81	308,791.08	1,561.30	0.05	310,352.38	390,167.86
Improvement of Instruction Services and Instructional Staff Training Services	1X-000-221-XXX 1X-000-223-XXX	814,079.00	1,949.00	816,028.00	81,602.80	(102,062.00)	-12.51	0.00	162,667.01
General Administration	1X-000-230-XXX	708,786.00	5,326.63	714,112.63	71,411.26	64,226.00	8.99	135,637.26	29,972.94
School Administration	1X-000-240-XXX	1,421,637.00	1,363.53	1,423,000.53	142,300.05	1,100.00	0.08	143,400.05	78,007.81
Central Services & Administrative Information Technology	1X-000-25X-XXX	622,267.00	9,647.91	631,914.91	63,191.49	(12,815.00)	-2.03	50,376.49	33,052.22
Operation and Maintenance of Plant Services	1X-000-26X-XXX	2,593,606.00	234,236.79	2,827,842.79	282,784.28	140,761.00	4.98	423,545.28	379,493.01
Student Transportation Services	1X-000-270-XXX	584,734.00	6,426.67	591,160.67	59,116.07	0.00	0.00	59,116.07	56,655.02
Personal Services-Employee Benefits	1X-XXX-XXX-2XX	6,197,663.00	1,937.98	6,199,600.98	619,960.10	(186,962.00)	-3.02	432,998.10	436,417.03

va_s1701
09/30/2022

Mountain Lakes Board of Education

Monthly Transfer Report

2

Budget Category	Accounts	Original Budget	Revenues Allowed + Pr Yr Reserve	Orig + Rvnues Allowed + Pr Yr Reserve	Maximum Transfer Out Allowed	YTD Net Transfers	% change of Transfers	Remaining Transfers Out Allowed	Account Balance
Food Services	11-000-310-XXX	40,000.00	2,428.70	42,428.70	4,242.87	0.00	0.00	4,242.87	37,049.75
Transfer Property Sale Proceedes to Debt Service Reserve	11-000-520-934	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transfer from General Fund Surplus to Debt Service Fund to Repay CDL	11-000-520-936	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL UNDISTRIBUTED EXPENSE		17,081,744.00	353,548.45	17,435,292.45					2,250,302.55
TOTAL GENERAL CURRENT EXPENSE		36,006,063.00	521,139.86	36,527,202.86					3,892,820.29
Equipment	12-XXX-XXX-73X 15-XXX-XXX-73X	42,000.00	72,443.10	114,443.10	11,444.31	11,876.75	10.38	23,321.06	29,514.82
Facilities Acquisition and Construction Services	12-000-4XX-XXX	458,298.00	0.00	458,298.00	0.00	99,233.00	21.65	99,233.00	78,622.89
Capital Reserve-Transfer to Capital Expend. Fund	12-000-4XX-931	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Capital Reserve-Transfer to Repayment of Debt	12-000-4XX-933	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL CAPITAL EXPENDITURES		500,298.00	72,443.10	572,741.10					108,137.71
TOTAL SPECIAL SCHOOLS	13-XXX-XXX-XXX	494,000.00	354.60	494,354.60	49,435.46	(103,325.00)	-20.90	0.00	85,391.60
Transfer of Funds to Charter Schools	10-000-100-56X	16,173.00	0.00	16,173.00	1,617.30	0.00	0.00	1,617.30	16,173.00
Transfer of Funds to Renaissance	10-000-100-571	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
General Fund Contribution to School Based Budgets	10-000-520-930	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OPERATING BUDGET GRAND TOTAL		37,016,534.00	593,937.56	37,610,471.56					4,102,522.60


School Business Administrator Signature

11-18-22
Date

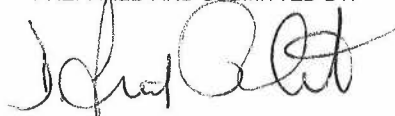
REPORT OF THE TREASURER
TO THE BOARD OF EDUCATION
DISTRICT OF MOUNTAIN LAKES

ALL FUNDS

FOR THE MONTH ENDING SEPTEMBER 30, 2022

FUNDS	OPENING CASH BALANCE 9/1/22	ADJUST'S	CASH RECEIPTS THIS MONTH	CASH DISBURSE- MENTS THIS MONTH	CLOSING CASH BALANCE 9/30/22
<u>GOVERNMENTAL FUNDS</u>					
10 GENERAL FUND	\$6,667,517.90	\$0.00	\$3,479,805.31	\$3,356,711.44	\$6,790,611.77
20 SPECIAL REVENUE FUND	\$196,455.74	\$0.00	\$35,256.39	\$58,372.67	\$173,339.46
30 CAPITAL PROJECTS FUND	\$1,177,324.26	\$0.00	\$1,782.18	\$333,591.82	\$845,514.62
40 DEBT SERVICE FUND	(\$77,201.52)	\$0.00	\$185,589.00	\$555,343.75	(\$446,956.27)
60 CAFETERIA ACCOUNT	\$75,206.07	\$0.00	\$87,340.72	\$0.00	\$162,546.79
TOTAL GOVERNMENTAL FUNDS:	\$8,039,302.45	\$0.00	\$3,789,773.60	\$4,304,019.68	\$7,525,056.37
UNEMPLOYMENT	\$437,757.74	\$0.00	\$674.63	\$0.00	\$438,432.37
NET PAYROLL	\$0.00	\$0.00	\$1,467,993.92	\$1,467,993.92	\$0.00
PAYROLL AGENCY	\$4,332.21	\$0.00	\$1,046,157.97	\$833,543.55	\$216,946.63
TOTAL TRUST & AGENCY FUNDS:	\$442,089.95	\$0.00	\$2,514,826.52	\$2,301,537.47	\$655,379.00
<u>TOTAL ALL FUNDS:</u>	\$8,481,392.40	\$0.00	\$6,304,600.12	\$6,605,557.15	\$8,180,435.37

PREPARED AND SUBMITTED BY:



TREASURER OF SCHOOL MONIES

D. TIMOTHY ROBERTS

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

FOR THE MONTH ENDING: SEPTEMBER 30, 2022

	<u>ACCOUNT NUMBER</u>	<u>AMOUNT</u>	<u>Interest September</u>
CHECKING ACCOUNT - FUND 10 THRU 40			
GENERAL ACCOUNT			
LAKELAND BANK	#624611616	\$7,063,677.02	11,368.77
DEPOSITS IN TRANSIT		\$11,800.43	
OUTSTANDING CHECKS		(\$871,184.75)	
ADJUSTMENTS		\$0.00	
MONEY MARKET		\$1,158,216.88	1,921.58
ENDING BALANCE		<u>\$7,362,509.58</u>	
INVESTMENTS			
Debt Service Investment		\$7,362,509.58	
CAFETERIA ACCOUNT - LAKELAND BANK -FUND 60	3624611829	\$166,052.64	182.45
OUTSTANDING CHECKS		(\$3,505.85)	
ADJUSTMENTS			
DEPOSITS IN TRANSIT			
ENDING BALANCE		\$162,546.79	
PAYROLL & TRUST ACCOUNTS			
NET PAYROLL ACCOUNT			
LAKELAND BANK	624611691	\$16,574.94	164.58
DEPOSITS IN TRANSIT			
ADJUSTMENT			
OUTSTANDING CHECKS		(\$16,574.94)	
ENDING BALANCE		\$0.00	
PAYROLL AGENCY ACCOUNT			
LAKELAND BANK	#624611640	\$222,885.70	244.10
DEPOSITS IN TRANSIT			
ADJUSTMENT			
OUTSTANDING CHECKS		(\$5,939.07)	
ENDING BALANCE		\$216,946.63	
UNEMPLOYMENT ACCOUNT			
DEPOSITS IN TRANSIT	#624611802	\$438,432.37	674.63
ADJUSTMENT			
OUTSTANDING CHECKS			
ENDING BALANCE		\$438,432.37	
TOTAL FUNDS - CASH AND INVESTMENTS		<u>\$8,180,435.37</u>	14,556.11

DIFFERENCE:	\$0.00	TOTAL:	<u>871,184.75</u>
-------------	--------	--------	-------------------

3

[illegible]

CAFETERIA ACCT RECONCILIATION

RECONCILIATION DATE:

11/16/22

DATE OF STATEMENT

09/30/22

DEPOSITS IN TRANSIT:

BANK STATEMENT BALANCE:

\$166,052.64

DATE:

AMOUNT

REMARKS

PLUS: DEPOSITS NOT SHOWN:

0.00

LESS: OUTSTANDING CHECKS:

3,505.85

ADJUSTED STATEMENT BALANCE:

\$162,546.79

TOTAL:

0.00

OUTSTANDING CHECKS

CHECKBOOK BALANCE:

\$162,546.79

CHECK #

AMOUNT

DATE

PAYEE

565.85

03/30/22

Due to Operating

2,940.00

06/30/22

Due to Operating

TOTAL:

3,505.85

ADJUSTED CHECKBOOK BALANCE:

\$162,546.79

DIFFERENCE

\$0.00

UNEMPLOYMENT BANK REC

RECONCILIATION DATE:

11/16/22

DATE OF STATEMENT 09/30/22

DEPOSITS IN TRANSIT:

		DATE	AMOUNT	REMARKS
BANK STATEMENT BALANCE:	\$438,432.37			
PLUS: DEPOSITS NOT SHOWN:	0.00			
LESS: OUTSTANDING CHECKS:	0.00			
ADJUSTED STATEMENT BALANCE:	\$438,432.37			
TOTAL:			0.00	

OUTSTANDING CHECKS

		CHECK #	AMOUNT	DATE	PAYEE
CHECKBOOK BALANCE:	\$438,432.37				
INTEREST EARNED:					
ADJUSTED CHECKBOOK BALANCE:	\$438,432.37				
DIFFERENCE:	\$0.00				
TOTAL:			0.00		

AGENCY ACCOUNT RECONCILIATION

RECONCILIATION DATE:

11/16/22

DATE OF STATEMENT 09/30/22

DEPOSITS IN TRANSIT:

		DATE	AMOUNT	REMARKS
BANK STATEMENT BALANCE: LAKELAND	\$222,885.70			
PLUS: DEPOSITS NOT SHOWN:	0.00			
LESS: OUTSTANDING CHECKS:	5,939.07			
ADJUSTED STATEMENT BALANCE:	\$216,946.63			
TOTAL:			0.00	

OUTSTANDING CHECKS

		AMOUNT	DATE
CHECKBOOK BALANCE:	\$216,946.63	337	895.20 06/30/22
		340	313.35 09/30/22
		341	4,730.52 09/30/22
INTEREST EARNED:			
ADJUSTED CHECKBOOK BALANCE:	\$216,946.63		
DIFFERENCE:	\$0.00		
TOTAL:		5,939.07	

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Mountain Lakes Board of Education
General Fund - Fund 10
Interim Balance Sheet
For 3 Month Period Ending 09/30/2022

=====

ASSETS AND RESOURCES

=====

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

101	Cash in bank		\$5,468,574.02	
102-107	Cash and cash equivalents		(\$672.35)	
116	Capital reserve Account		\$1,322,710.10	
121	Tax levy receivable		\$16,680,989.00	
	Accounts receivable:			
132	Interfund	\$140,041.17		
141	Intergovernmental - State	\$1,049,166.08		
153,154	Other (net of est uncollectible of \$_____)	\$8,835,904.53	\$10,025,111.78	
	Loans receivable:			
131	Interfund	\$63,922.14		
			\$63,922.14	

--- R E S O U R C E S ---

301	Estimated Revenues	\$36,060,534.00		
302	Less Revenues	(\$34,513,772.62)		
			\$1,546,761.38	
	Total assets and resources		\$35,107,396.07	

=====

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Mountain Lakes Board of Education
General Fund - Fund 10
Interim Balance Sheet
For 3 Month Period Ending 09/30/2022

=====

LIABILITIES AND FUND EQUITY

=====

--- LIABILITIES ---

Other current liabilities including Net Assets	\$120,757.44
------------------------------------------------	--------------

TOTAL LIABILITIES

\$120,757.44

FUND BALANCE

--- Appropriated ---

753	Reserve for Encumbrances - Current Year	\$27,179,318.88
754	Reserve for Encumbrance - Prior Year	\$476,341.87
	Reserved fund balance:	
761	Capital reserve account -	\$1,322,710.10
307	Less: Budg w/d from Capital Rsrv Elgbl. Cost	(\$292,336.00)
		\$1,030,374.10
760	Reserved Fund Balance	\$196,716.14
601	Appropriations	\$37,610,471.56
602	Less : Expenditures	\$5,852,288.21
603	Encumbrances	\$27,655,660.75 (\$33,507,948.96)
		\$4,102,522.60

Total Appropriated	\$32,985,273.59
--------------------	-----------------

--- Unappropriated ---

770	Unreserved Fund Balance -	\$2,957,365.04
303	Budgeted Fund Balance	(\$956,000.00)

TOTAL FUND BALANCE	\$34,986,638.63
--------------------	-----------------

TOTAL LIABILITIES AND FUND EQUITY	\$35,107,396.07
-----------------------------------	-----------------

4

Mountain Lakes Board of Education
General Fund - Fund 10
Interim Balance Sheet
For 3 Month Period Ending 09/30/2022

RECAPITULATION OF FUND BALANCE:	Budgeted	Actual	Variance
Appropriations	\$37,610,471.56	\$33,507,948.96	\$4,102,522.60
Revenues	(\$36,060,534.00)	(\$34,513,772.62)	(\$1,546,761.38)
	<u>\$1,549,937.56</u>	<u>(\$1,005,823.66)</u>	<u>\$2,555,761.22</u>
Change in Capital Reserve accounts:			
307 Less: Eligible Withdrawal (\$292,336.00)			
Change in Tuition Reserve accounts:			
Subtotal Reserve Adjustments	<u>(\$292,336.00)</u>	<u>(\$292,336.00)</u>	
Less: Adjust for prior year encumb.	<u>(\$593,937.56)</u>	<u>(\$593,937.56)</u>	
Budgeted Fund Balance	<u>\$663,664.00</u>	<u>(\$1,892,097.22)</u>	<u>\$2,555,761.22</u>
Recapitulation of Budgeted Fund Balance by Subfund			
Fund 10 (includes 10, 11, 12, and 13)	\$663,664.00	(\$1,892,097.22)	\$2,555,761.22
TOTAL Budgeted Fund Balance	<u>\$663,664.00</u>	<u>(\$1,892,097.22)</u>	<u>\$2,555,761.22</u>

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Mountain Lakes Board of Education
GENERAL FUND - FUND 10
INTERIM STATEMENTS COMPARING
BUDGET REVENUE WITH ACTUAL TO DATE AND
APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE
For 3 Month Period Ending 09/30/2022

	BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
*** REVENUES/SOURCES OF FUNDS ***				
1XXX From Local Sources	\$34,805,826.00	\$33,338,613.62		\$1,467,212.38
3XXX From State Sources	\$1,254,708.00	\$1,175,159.00		\$79,549.00
TOTAL REVENUE/SOURCES OF FUNDS	\$36,060,534.00	\$34,513,772.62		\$1,546,761.38
	=====	=====	=====	=====
				AVAILABLE
*** EXPENDITURES ***	APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	BALANCE
	=====	=====	=====	=====
--- CURRENT EXPENSE ---				
11-1XX-100-XXX Regular Programs - Instruction	\$11,446,378.15	\$1,308,548.41	\$8,888,994.58	\$1,248,835.16
11-2XX-100-XXX Special Education - Instruction	\$5,928,516.94	\$588,335.52	\$5,290,313.14	\$49,868.28
11-240-100-XXX Bilingual Education - Instruction	\$500.00	\$0.00	\$0.00	\$500.00
11-401-100-XXX School-Spon. Cocurr. Acti-Instr	\$313,226.34	(\$7.78)	\$248,319.56	\$64,914.56
11-402-100-XXX School-Spons. Athletics - Instruction	\$902,271.23	\$160,876.33	\$635,116.26	\$106,278.64
--- UNDISTRIBUTED EXPENDITURES ---				
11-000-100-XXX Instruction	\$1,101,292.43	\$113,046.15	\$341,426.38	\$646,819.90
11-000-213-XXX Health Services	\$992,691.01	\$53,458.25	\$673,119.82	\$266,112.94
11-000-216-XXX Speech, OT,PT & Related Svcs	\$167,870.70	\$16,357.10	\$147,351.10	\$4,162.50
11-000-217-XXX Other Support Serv - Students Extra Srvc	\$419,553.00	\$26,163.73	\$225,430.67	\$167,958.60
11-000-218-XXX Guidance	\$1,029,484.99	\$133,735.87	\$784,750.37	\$110,998.75
11-000-219-XXX Child Study Teams	\$847,216.80	\$133,083.97	\$707,488.71	\$6,644.12
11-000-221-XXX Improv of Inst. - Instruc Staff	\$682,417.00	\$140,691.67	\$408,673.82	\$133,051.51
11-000-222-XXX Educational Media Serv/School Library	\$220,079.31	\$34,139.04	\$179,528.22	\$6,412.05
11-000-223-XXX Instructional Staff Training Services	\$31,549.00	\$343.50	\$1,590.00	\$29,615.50
11-000-230-XXX Supp. Serv.-General Administration	\$778,338.63	\$298,966.81	\$449,398.88	\$29,972.94
11-000-240-XXX Supp. Serv.-School Administration	\$1,424,100.53	\$366,566.62	\$979,526.10	\$78,007.81
11-000-25X-XXX Central Serv & Admin. Inform. Tech.	\$619,099.91	\$161,504.93	\$424,542.76	\$33,052.22
11-000-261-XXX Require Maint. for School Facilities	\$669,824.36	\$197,582.21	\$417,007.97	\$55,234.18
11-000-262-XXX Custodial Services	\$1,999,089.27	\$502,492.27	\$1,239,478.96	\$257,118.04
11-000-263-XXX Care and Upkeep of Grounds	\$200,246.16	\$44,291.91	\$106,713.46	\$49,240.79
11-000-266-XXX Security	\$99,444.00	\$4,950.00	\$76,594.00	\$17,900.00
11-000-270-XXX Student Transportation Services	\$591,160.67	\$27,067.98	\$507,437.67	\$56,655.02
11-XXX-XXX-2XX Allocated and Unallocated Benefits	\$6,012,638.98	\$1,225,209.13	\$4,351,012.82	\$436,417.03
11-000-310-XXX Food Services	\$42,428.70	\$2,428.70	\$2,950.25	\$37,049.75
TOTAL GENERAL CURRENT EXPENSE				
EXPENDITURES/USES OF FUNDS	\$36,519,418.11	\$5,539,832.32	\$27,086,765.50	\$3,892,820.29
	=====	=====	=====	=====

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Mountain Lakes Board of Education
GENERAL FUND - FUND 10
INTERIM STATEMENTS COMPARING
BUDGET REVENUE WITH ACTUAL TO DATE AND
APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE
For 3 Month Period Ending 09/30/2022

*** EXPENDITURES - cont'd ***	APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	AVAILABLE BALANCE
*** CAPITAL OUTLAY ***				
12-XXX-XXX-73X Equipment	\$126,319.85	\$9,591.92	\$87,213.11	\$29,514.82
12-000-4XX-XXX Facilities acquisition & constr. serv.	\$557,531.00	.00	\$478,908.11	\$78,622.89
TOTAL CAP OUTLAY EXPEND./USES OF FUNDS	\$683,850.85	\$9,591.92	\$566,121.22	\$108,137.71
*** SPECIAL SCHOOLS ***				
13-422-100-XXX Summer school -instruction	\$257,908.00	\$257,907.08	.00	\$0.92
13-4XX-100-XXX Other spec. schools-instruction	\$133,121.60	\$44,956.89	\$2,774.03	\$85,390.68
TOTAL SPECIAL SCHOOLS EXPENDITURES/USES OF FUNDS	\$391,029.60	\$302,863.97	\$2,774.03	\$85,391.60
10-000-100-56X Transfer of Funds to Charter Schools	\$16,173.00	.00	.00	\$16,173.00
TOTAL GENERAL FUND EXPENDITURES	\$37,610,471.56	\$5,852,288.21	\$27,655,660.75	\$4,102,522.60

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Mountain Lakes Board of Education
GENERAL FUND - FUND 10
SCHEDULE OF REVENUES
ACTUAL COMPARED WITH ESTIMATED
For 3 Month Period Ending 09/30/2022

	ESTIMATED	ACTUAL	UNREALIZED
	<u> </u>	<u> </u>	<u> </u>
--- LOCAL SOURCES ---			
1210 Local Tax Levy	\$23,008,261.00	\$23,008,261.00	.00
1310 Tuition from Individuals	\$428,310.00	\$672,207.00	(\$243,897.00)
1320 Tuition from LEAs Within State	\$11,157,459.00	\$9,416,764.85	\$1,740,694.15
1340 Tuition from Other Sources	\$72,100.00	\$68,044.50	\$4,055.50
1350 Tuition From Summer School	\$80,000.00	\$81,389.15	(\$1,389.15)
1410 Transp Fees from Individuals	\$9,800.00	\$6,426.00	\$3,374.00
1910 Rents and Royalties	\$5,000.00	\$13,097.00	(\$8,097.00)
1XXX Miscellaneous	\$44,896.00	\$72,424.12	(\$27,528.12)
	<u> </u>	<u> </u>	<u> </u>
TOTAL LOCAL	\$34,805,826.00	\$33,338,613.62	\$1,467,212.38
	=====	=====	=====
--- STATE SOURCES ---			
3121 Categorical Transportation Aid	\$78,377.00	\$78,377.00	.00
3131 Extraordinary Aid	\$79,549.00	.00	\$79,549.00
3132 Categorical Special Education Aid	\$1,057,821.00	\$1,057,821.00	.00
3177 Categorical Security	\$38,961.00	\$38,961.00	.00
	<u> </u>	<u> </u>	<u> </u>
TOTAL	\$1,254,708.00	\$1,175,159.00	\$79,549.00
	=====	=====	=====
TOTAL REVENUES/SOURCES OF FUNDS	\$36,060,534.00	\$34,513,772.62	\$1,546,761.38
	=====	=====	=====

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Mountain Lakes Board of Education
GENERAL FUND - FUND 10
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 3 Month Period Ending 09/30/2022

	Appropriations	Expenditures	Encumbrances	Available Balance
*** GENERAL CURRENT EXPENSE ***				
--- Regular Programs - Instruction ---				
11-105-100-101 Preschool - Salaries of Teachers	\$177,604.00	.00	.00	\$177,604.00
11-110-100-101 Kindergarten - Salaries of Teachers	\$299,606.00	\$29,297.90	\$263,681.10	\$6,627.00
11-120-100-101 Grades 1-5 - Salaries of Teachers	\$2,695,650.00	\$263,801.02	\$2,359,595.58	\$72,253.40
11-130-100-101 Grades 6-8 - Salaries of Teachers	\$2,281,594.00	\$211,579.86	\$1,903,265.14	\$166,749.00
11-140-100-101 Grades 9-12 - Salaries of Teachers	\$4,656,442.00	\$462,065.72	\$3,906,945.48	\$287,430.80
--- Regular Programs - Home Instruction ---				
11-150-100-101 Salaries of Teachers	\$20,000.00	\$0.00	\$0.00	\$20,000.00
11-150-100-320 Purchased Prof.-Ed. Services	\$15,000.00	.00	.00	\$15,000.00
--- Regular Programs - Undistr. Instruction ---				
11-190-100-106 Other Salaries for Instruction	\$218,941.00	\$58,036.92	\$160,903.26	\$0.82
11-190-100-340 Purchased Technical Services	\$26,500.00	.00	.00	\$26,500.00
11-190-100-500 Other Purch. Serv. (400-500 series)	\$357,656.18	\$129,223.14	\$159,994.86	\$68,438.18
11-190-100-610 General Supplies	\$619,584.33	\$136,920.14	\$112,905.87	\$369,758.32
11-190-100-640 Textbooks	\$67,339.64	\$17,623.71	\$17,795.29	\$31,920.64
11-190-100-800 Other Objects	\$10,461.00	.00	\$3,908.00	\$6,553.00
TOTAL	\$11,446,378.15	\$1,308,548.41	\$8,888,994.58	\$1,248,835.16
--- SPECIAL EDUCATION - INSTRUCTION ---				
Auditory Impairments:				
11-207-100-101 Salaries of Teachers	\$3,127,465.72	\$304,584.00	\$2,822,879.74	\$1.98
11-207-100-106 Other Salaries for Instruction	\$519,164.00	\$51,647.92	\$467,515.68	\$0.40
11-207-100-610 General Supplies	\$50,077.22	\$13,200.37	\$31,366.71	\$5,510.14
11-207-100-640 Textbooks	\$12,000.00	.00	.00	\$12,000.00
11-207-100-800 Other Objects	\$17,941.00	\$2,041.00	\$15,900.00	.00
TOTAL	\$3,726,647.94	\$371,473.29	\$3,337,662.13	\$17,512.52
Behavioral Disabilities:				
11-209-100-101 Salaries of Teachers	\$66,365.00	\$6,636.50	\$59,728.50	\$0.00
TOTAL	\$66,365.00	\$6,636.50	\$59,728.50	\$0.00
Resource Room/Resource Center:				
11-213-100-101 Salaries of Teachers	\$1,682,215.00	\$167,696.80	\$1,514,518.20	\$0.00
11-213-100-610 General supplies	\$4,625.00	\$784.95	\$3,281.60	\$558.45
11-213-100-640 Textbooks	\$1,200.00	\$312.18	.00	\$887.82
TOTAL	\$1,688,040.00	\$168,793.93	\$1,517,799.80	\$1,446.27
Home Instruction:				
11-219-100-101 Salaries of Teachers	\$414,318.00	\$41,431.80	\$372,886.20	\$0.00
11-219-100-320 Purchased Prof.-Ed. Services	\$15,000.00	.00	.00	\$15,000.00
11-219-100-500 Other Purch. Serv. (400-500 series)	\$16,146.00	.00	\$2,236.51	\$13,909.49
11-219-100-610 General Supplies	\$2,000.00	.00	.00	\$2,000.00
TOTAL	\$447,464.00	\$41,431.80	\$375,122.71	\$30,909.49
TOTAL SPECIAL ED - INSTRUCTION	\$5,928,516.94	\$588,335.52	\$5,290,313.14	\$49,868.28
11-240-100-610 General Supplies	\$500.00	.00	.00	\$500.00

Mountain Lakes Board of Education
GENERAL FUND - FUND 10
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 3 Month Period Ending 09/30/2022

	Appropriations	Expenditures	Encumbrances	Available Balance
TOTAL	\$500.00	\$0.00	\$0.00	\$500.00
--- School spons.cocurricular activities-Instruction ---				
11-401-100-100 Salaries	\$261,813.00	\$2,788.00	\$244,275.00	\$14,750.00
11-401-100-500 Purchased Services (300-500 series)	\$675.34	\$675.34	.00	.00
11-401-100-600 Supplies and Materials	\$10,615.00	\$41.88	\$3,236.56	\$7,336.56
11-401-100-800 Other Objects	\$40,123.00	(\$3,513.00)	\$808.00	\$42,828.00
TOTAL	\$313,226.34	(\$7.78)	\$248,319.56	\$64,914.56
--- School sponsored athletics-Instruct. ---				
11-402-100-100 Salaries	\$700,071.00	\$107,202.46	\$592,540.38	\$328.16
11-402-100-500 Purchased Services (300-500 series)	\$38,583.28	\$17,452.83	\$8,518.42	\$12,612.03
11-402-100-600 Supplies and Materials	\$80,007.95	\$15,270.59	\$16,540.91	\$48,196.45
11-402-100-800 Other Objects	\$83,609.00	\$20,950.45	\$17,516.55	\$45,142.00
TOTAL	\$902,271.23	\$160,876.33	\$635,116.26	\$106,278.64
--- UNDISTRIBUTED EXPENDITURES ---				
--- Instruction ---				
11-000-100-563 Tuition to Co.Voc.School Dist.-reg.	\$45,000.00	.00	.00	\$45,000.00
11-000-100-566 Tuition to Priv Sch for Disbl w/i State	\$904,292.43	\$113,046.15	\$341,426.38	\$449,819.90
11-000-100-569 Tuition - Other	\$152,000.00	.00	.00	\$152,000.00
TOTAL	\$1,101,292.43	\$113,046.15	\$341,426.38	\$646,819.90
--- Health services ---				
11-000-213-100 Salaries	\$673,687.00	\$66,378.00	\$597,402.00	\$9,907.00
11-000-213-300 Purchased Prof. & Tech. Svc.	\$304,528.50	(\$14,293.75)	\$73,260.78	\$245,561.47
11-000-213-500 Other Purchd. Serv. (400-500 series)	\$228.00	.00	.00	\$228.00
11-000-213-600 Supplies and Materials	\$14,247.51	\$1,374.00	\$2,457.04	\$10,416.47
TOTAL	\$992,691.01	\$53,458.25	\$673,119.82	\$266,112.94
--- Speech, OT,PT & Related Svcs ---				
11-000-216-100 Salaries	\$166,720.00	\$16,303.20	\$146,728.80	\$3,688.00
11-000-216-600 Supplies and Materials	\$1,150.70	\$53.90	\$622.30	\$474.50
TOTAL	\$167,870.70	\$16,357.10	\$147,351.10	\$4,162.50
--- Other support services - Students - Extra Srvc				
11-000-217-100 Salaries	\$419,553.00	\$26,163.73	\$225,430.67	\$167,958.60
TOTAL	\$419,553.00	\$26,163.73	\$225,430.67	\$167,958.60
--- Guidance ---				
11-000-218-104 Salaries Other Prof. Staff	\$856,956.00	\$101,673.48	\$705,061.44	\$50,221.08
11-000-218-105 Sal Secr. & Clerical Asst.	\$142,632.00	\$26,399.46	\$79,198.38	\$37,034.16
11-000-218-11X Other Salaries	\$1,000.00	.00	.00	\$1,000.00
11-000-218-500 Other Purchased Services (400-500 series)	\$2,806.00	.00	.00	\$2,806.00
11-000-218-600 Supplies and Materials	\$16,310.99	\$1,323.93	\$130.55	\$14,856.51
11-000-218-800 Other Objects	\$9,780.00	\$4,339.00	\$360.00	\$5,081.00
TOTAL	\$1,029,484.99	\$133,735.87	\$784,750.37	\$110,998.75

Mountain Lakes Board of Education
GENERAL FUND - FUND 10
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 3 Month Period Ending 09/30/2022

	Appropriations	Expenditures	Encumbrances	Available Balance

Child Study Teams ---				
11-000-219-104 Salaries Other Prof. Staff	\$768,393.50	\$115,395.52	\$652,997.34	\$0.64
11-000-219-105 Sal Secr. & Clerical Asst.	\$71,144.00	\$17,392.50	\$52,177.50	\$1,574.00
11-000-219-592 Misc Purch Ser(400-500 O/than Resid costs)	\$1,599.30	\$0.00	\$0.00	\$1,599.30
11-000-219-600 Supplies and Materials	\$6,080.00	\$295.95	\$2,313.87	\$3,470.18
TOTAL	\$847,216.80	\$133,083.97	\$707,488.71	\$6,644.12

Improv. of instr. Serv. ---				
11-000-221-102 Salaries Superv. of Instr.	\$528,649.00	\$92,829.22	\$351,557.82	\$84,261.96
11-000-221-104 Salaries Other Prof. Staff	\$39,417.00	\$36,467.18	.00	\$2,949.82
11-000-221-500 Other Purchased Services (400-500 series)	\$109,116.00	\$8,860.27	\$57,116.00	\$43,139.73
11-000-221-800 Other Objects	\$5,235.00	\$2,535.00	.00	\$2,700.00
TOTAL	\$682,417.00	\$140,691.67	\$408,673.82	\$133,051.51

Educational media serv./sch.library ---				
11-000-222-100 Salaries	\$191,621.00	\$19,109.98	\$171,989.82	\$521.20
11-000-222-600 Supplies and Materials	\$27,608.31	\$15,029.06	\$7,538.40	\$5,040.85
11-000-222-800 Other Objects	\$850.00	.00	.00	\$850.00
TOTAL	\$220,079.31	\$34,139.04	\$179,528.22	\$6,412.05

Instructional Staff Training Services ---				
11-000-223-500 Other Purchased Services (400-500 series)	\$28,850.00	.00	\$1,129.00	\$27,721.00
11-000-223-800 Other Objects	\$2,699.00	\$343.50	\$461.00	\$1,894.50
TOTAL	\$31,549.00	\$343.50	\$1,590.00	\$29,615.50

Support services-general administration ---				
11-000-230-100 Salaries	\$403,826.00	\$100,955.64	\$302,866.92	\$3.44
11-000-230-331 Legal Services	\$76,825.50	.00	\$60,629.00	\$16,196.50
11-000-230-332 Audit Fees	\$33,500.00	.00	\$33,500.00	.00
11-000-230-339 Other Purchased Prof. Svc.	\$43,301.50	\$18,947.90	\$22,353.60	\$2,000.00
11-000-230-340 Purchased Tech. Services	\$12,900.00	.00	\$10,000.00	\$2,900.00
11-000-230-530 Communications/Telephone	\$5,001.77	\$822.52	\$2,183.50	\$1,995.75
11-000-230-585 BOE Other Purchased Prof. Svc.	\$2,100.00	.00	\$2,100.00	.00
11-000-230-590 Other Purchased Services	\$170,093.95	\$158,230.00	\$10,066.95	\$1,797.00
11-000-230-610 General Supplies	\$5,227.00	\$87.70	\$2,427.00	\$2,712.30
11-000-230-820 Judgments Against. School District.	\$4,816.00	\$2,450.00	.00	\$2,366.00
11-000-230-890 Misc. Expenditures	\$4,159.00	\$925.00	\$3,234.00	.00
11-000-230-895 BOE Membership Dues and Fees	\$16,587.91	\$16,548.05	\$37.91	\$1.95
TOTAL	\$778,338.63	\$298,966.81	\$449,398.88	\$29,972.94

Support services-school administration ---				
11-000-240-103 Salaries Princ./Asst. Princ.	\$824,945.00	\$208,486.14	\$616,458.42	\$0.44
11-000-240-104 Salaries Other Prof. Staff	\$39,011.00	\$37,002.70	.00	\$2,008.30
11-000-240-105 Sal Secr. & Clerical Asst.	\$481,882.00	\$101,473.54	\$354,474.54	\$25,933.92
11-000-240-199 Unused Vac Payment to Term/Ret Staff	\$3,500.00	.00	.00	\$3,500.00
11-000-240-500 Other Purchased Services (400-500 series)	\$11,532.00	\$1,791.50	\$2,376.10	\$7,364.40
11-000-240-600 Supplies and Materials	\$47,720.53	\$11,563.74	\$3,682.04	\$32,474.75
11-000-240-800 Other Objects	\$15,510.00	\$6,249.00	\$2,535.00	\$6,726.00

Mountain Lakes Board of Education
GENERAL FUND - FUND 10
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 3 Month Period Ending 09/30/2022

	Appropriations	Expenditures	Encumbrances	Available Balance
TOTAL	\$1,424,100.53	\$366,566.62	\$979,526.10	\$78,007.81
--- Central Services ---				
11-000-251-100 Salaries	\$412,872.00	\$103,217.94	\$309,653.82	\$0.24
11-000-251-199 Unused Vac Payment to Term/Ret Staff	\$11,104.00	.00	.00	\$11,104.00
11-000-251-592 Misc Pur Serv (400-500 series)	\$3,505.00	.00	\$499.00	\$3,006.00
11-000-251-600 Supplies and Materials	\$3,800.00	\$1,003.24	\$1,250.00	\$1,546.76
11-000-251-89X Other Objects	\$6,000.00	\$385.00	\$4,295.00	\$1,320.00
TOTAL	\$437,281.00	\$104,606.18	\$315,697.82	\$16,977.00
--- Admin. Info. Technology ---				
11-000-252-100 Salaries	\$144,200.00	\$36,049.98	\$108,149.94	\$0.08
11-000-252-340 Purchased Technical Services	\$2,500.00	.00	.00	\$2,500.00
11-000-252-500 Other Pur Serv. (400-500 series)	\$32,868.91	\$19,548.91	.00	\$13,320.00
11-000-252-600 Supplies and Materials	\$1,500.00	\$1,299.86	.00	\$200.14
11-000-252-800 Other Objects	\$750.00	.00	\$695.00	\$55.00
TOTAL	\$181,818.91	\$56,898.75	\$108,844.94	\$16,075.22
TOTAL Cent. Svcs. & Admin IT	\$619,099.91	\$161,504.93	\$424,542.76	\$33,052.22
--- Required Maint.for School Facilities ---				
11-000-261-100 Salaries	\$228,062.80	\$68,570.44	\$159,490.92	\$1.44
11-000-261-199 Unused Vac Payment to Term/Ret Staff	\$2,000.00	.00	.00	\$2,000.00
11-000-261-420 Cleaning, Repair & Maint. Svc	\$373,431.85	\$112,558.47	\$243,070.82	\$17,802.56
11-000-261-610 General Supplies	\$59,829.71	\$10,864.68	\$14,126.23	\$34,838.80
11-000-261-800 Other Objects	\$6,500.00	\$5,588.62	\$320.00	\$591.38
TOTAL	\$669,824.36	\$197,582.21	\$417,007.97	\$55,234.18
--- Custodial Services ---				
11-000-262-1XX Salaries	\$1,028,958.00	\$251,481.00	\$777,472.86	\$4.14
11-000-262-199 Unused Vac Payment to Term/Ret Staff	\$13,904.00	\$13,903.79	.00	\$0.21
11-000-262-420 Cleaning, Repair & Maint. Svc.	\$88,400.44	\$55,227.12	\$31,900.44	\$1,272.88
11-000-262-441 Rental of Land & Bldgs Other Than Lease	\$125,000.00	\$45,000.00	.00	\$80,000.00
11-000-262-444 Lease Purch Paymts - Energy Saving	\$77,850.00	.00	.00	\$77,850.00
11-000-262-490 Other Purchased Property Svc.	\$42,500.00	\$6,157.45	\$19,002.55	\$17,340.00
11-000-262-520 Insurance	\$49,757.00	\$45,865.00	.00	\$3,892.00
11-000-262-610 General Supplies	\$135,519.83	\$23,393.27	\$36,267.75	\$75,858.81
11-000-262-621 Energy (Natural Gas)	\$224,300.00	\$12,348.46	\$211,951.54	.00
11-000-262-622 Energy (Electricity)	\$212,000.00	\$49,116.18	\$162,883.82	.00
11-000-262-8XX Other Objects	\$900.00	\$0.00	\$0.00	\$900.00
TOTAL	\$1,999,089.27	\$502,492.27	\$1,239,478.96	\$257,118.04
--- Care and Upkeep of Grounds ---				
11-000-263-100 Salaries	\$97,305.00	\$23,988.72	\$73,316.16	\$0.12
11-000-263-420 Cleaning, Repair, & Maintenance Serv.	\$70,290.00	\$16,703.62	\$14,314.72	\$39,271.66
11-000-263-610 General Supplies	\$21,018.00	\$2,974.57	\$18,043.42	\$0.01
11-000-263-800 Other Objects	\$11,633.16	\$625.00	\$1,039.16	\$9,969.00

Mountain Lakes Board of Education
GENERAL FUND - FUND 10
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 3 Month Period Ending 09/30/2022

	Appropriations	Expenditures	Encumbrances	Available Balance
TOTAL	\$200,246.16	\$44,291.91	\$106,713.46	\$49,240.79
--- Security ---				
11-000-266-300 Purchased Prof. & Tech. Svc.	\$95,944.00	\$4,950.00	\$76,594.00	\$14,400.00
11-000-266-420 Cleaning, Repair, & Maintenance Serv.	\$3,500.00	.00	.00	\$3,500.00
TOTAL	\$99,444.00	\$4,950.00	\$76,594.00	\$17,900.00
TOTAL Oper & Maint of Plant Services	\$2,968,603.79	\$749,316.39	\$1,839,794.39	\$379,493.01
--- Student transportation services ---				
11-000-270-420 Cleaning, Repair & Maint. Svc.	\$12,105.00	\$6,812.73	\$555.00	\$4,737.27
11-000-270-503 Contr Svc-Aid in Lieu Paymnts-Non Pub Sch	\$26,466.67	.00	\$26,466.67	.00
11-000-270-511 Contract Svc (btw Home & Sch.)-vendors	\$95,325.00	.00	\$90,801.00	\$4,524.00
11-000-270-512 Contract Svc (other btw home & sch)-vndrs	\$163,855.00	\$3,855.00	\$143,615.00	\$16,385.00
11-000-270-514 Contract Svc (Sp Ed.)-vendors	\$27,000.00	.00	.00	\$27,000.00
11-000-270-515 Contract Svc (Sp Ed.)-joint agreements	\$246,000.00	.00	\$246,000.00	.00
11-000-270-593 Misc. Purchased Svc.- Transp.	\$10,209.00	\$8,203.00	.00	\$2,006.00
11-000-270-615 Transportation Supplies	\$8,600.00	\$8,097.25	.00	\$502.75
11-000-270-800 Misc. Expenditures	\$1,600.00	\$100.00	.00	\$1,500.00
TOTAL	\$591,160.67	\$27,067.98	\$507,437.67	\$56,655.02
--- Personal Services-Employee Benefits---				
11-XXX-XXX-220 Social Security Contributions	\$236,126.00	\$102,891.21	\$133,234.79	.00
11-XXX-XXX-241 Other Retirement Contrb. - PERS	\$494,000.00	.00	\$494,000.00	.00
11-XXX-XXX-249 Other Retirement Contrb. - Regular	\$32,000.00	\$2,600.62	\$29,399.38	.00
11-XXX-XXX-260 Workman's Compensation	\$214,199.00	\$13,305.00	\$90,148.00	\$110,746.00
11-XXX-XXX-270 Health Benefits	\$4,849,376.00	\$1,101,039.33	\$3,602,292.67	\$146,044.00
11-XXX-XXX-280 Tuition Reimbursement	\$61,937.98	\$1,372.97	\$1,937.98	\$58,627.03
11-XXX-XXX-290 Other Employee Benefits	\$70,000.00	.00	.00	\$70,000.00
11-XXX-XXX-299 Unused Sick Payment to Term/Ret Staff	\$55,000.00	\$4,000.00	.00	\$51,000.00
TOTAL	\$6,012,638.98	\$1,225,209.13	\$4,351,012.82	\$436,417.03
--- Food services ---				
11-000-310-93X Transfers to Cover Deficit (Enterprise)	\$42,428.70	\$2,428.70	\$2,950.25	\$37,049.75
TOTAL	\$42,428.70	\$2,428.70	\$2,950.25	\$37,049.75
Total Undistributed Expenditures	\$17,928,525.45	\$3,482,079.84	\$12,024,021.96	\$2,422,423.65
*** TOTAL CURRENT EXPENSE EXPENDITURES ***	\$36,519,418.11	\$5,539,832.32	\$27,086,765.50	\$3,892,820.29
*** TOTAL CURRENT EXPENSE EXPENDITURES & TRANSFERS ***	\$36,519,418.11	\$5,539,832.32	\$27,086,765.50	\$3,892,820.29

Mountain Lakes Board of Education
GENERAL FUND - FUND 10
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 3 Month Period Ending 09/30/2022

	Appropriations	Expenditures	Encumbrances	Available Balance
<hr/>				
*** CAPITAL OUTLAY ***				
--- EQUIPMENT ---				
Regular programs-instruction				
12-140-100-730 Grades 9-12	\$11,876.75	\$5,641.00	\$4,256.76	\$1,978.99
Special education - instruction				
12-207-100-730 Auditory Impairments	\$42,262.00	.00	\$42,262.00	.00
12-4XX-100-730 School-spons. & oth instr prog	\$30,181.10	\$0.00	\$30,181.10	\$0.00
12-000-262-730 Undist. Exp.-Custodial Services	\$20,000.00	\$3,950.92	\$10,513.25	\$5,535.83
12-000-263-730 Undist. Exp.-Care and Upkeep of Grnds	\$22,000.00	.00	.00	\$22,000.00
<hr/>				
Undist. Exp. - Non-instructional Services				
TOTAL	\$126,319.85	\$9,591.92	\$87,213.11	\$29,514.82
--- Facilities acquisition and construction services ---				
12-000-400-450 Construction Services	\$536,342.00	.00	\$478,908.11	\$57,433.89
12-000-400-896 Assmt for Debt Service on SDA Funding	\$21,189.00	.00	.00	\$21,189.00
Sub Total	\$557,531.00	\$0.00	\$478,908.11	\$78,622.89
<hr/>				
TOTAL	\$557,531.00	\$0.00	\$478,908.11	\$78,622.89
<hr/>				
TOTAL CAPITAL OUTLAY EXPENDITURES	\$683,850.85	\$9,591.92	\$566,121.22	\$108,137.71
<hr/>				
*** SPECIAL SCHOOLS ***				
--- Summer school - Instruction ---				
13-422-100-101 Salaries of Teachers	\$147,940.00	\$147,939.47	\$0.00	\$0.53
13-422-100-106 Other salaries of instruction	\$109,968.00	\$109,967.61	.00	\$0.39
<hr/>				
TOTAL	\$257,908.00	\$257,907.08	\$0.00	\$0.92
TOTAL SUMMER SCHOOL	\$257,908.00	\$257,907.08	\$0.00	\$0.92
--- Other special schools - instruction ---				
13-4XX-100-101 Salaries of Teachers	\$89,767.00	\$41,383.33	\$0.00	\$48,383.67
13-4XX-100-610 General supplies	\$33,354.60	\$3,573.56	\$2,774.03	\$27,007.01
13-4XX-100-800 Other objects	\$10,000.00	\$0.00	\$0.00	\$10,000.00
<hr/>				
TOTAL	\$133,121.60	\$44,956.89	\$2,774.03	\$85,390.68
TOTAL OTHER SPECIAL SCHOOLS	\$133,121.60	\$44,956.89	\$2,774.03	\$85,390.68
<hr/>				
TOTAL SPECIAL SCHOOLS EXPENDITURES	\$391,029.60	\$302,863.97	\$2,774.03	\$85,391.60

Mountain Lakes Board of Education
GENERAL FUND - FUND 10
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 3 Month Period Ending 09/30/2022

	Appropriations	Expenditures	Encumbrances	Available Balance
10-000-100-56X Transfer of Funds to Charter Schls.	\$16,173.00	.00	.00	\$16,173.00
TOTAL GENERAL FUND EXPENDITURES	\$37,610,471.56	\$5,852,288.21	\$27,655,660.75	\$4,102,522.60

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

4

For 3 Month Period Ending 09/30/2022

I, Alex Ferreira, Board Secretary/Business Administrator
certify that no line item account has encumbrances and expenditures,
which in total exceed the line item appropriation in violation of N.J.A.C. 6A:23A-16.10(c)3.



Board Secretary/Business Administrator

11-12-22

Date

All Accounts in the Expense Account File appear to be included in the details of THE REPORT OF THE SECRETARY

4

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Mountain Lakes Board of Education
Special Revenue Fund - Fund 20
Interim Balance Sheet
For 3 Month Period Ending 09/30/22

=====

ASSETS AND RESOURCES

=====

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

101	Cash in bank		\$173,339.46
	Accounts receivable:		
132	Interfund	\$37,453.03	
141	Intergovernmental - State	\$6,835.92	
142	Intergovernmental - Federal	\$219,643.90	
153,154	Other (net of estimated uncollectible of \$____)	\$22,994.46	
			\$286,927.31

--- R E S O U R C E S ---

301	Estimated Revenues	\$372,992.00	
302	Less Revenues	(\$106,087.00)	
			\$266,905.00
	Total assets and resources		\$727,171.77

=====

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Mountain Lakes Board of Education
Special Revenue Fund - Fund 20
Interim Balance Sheet
For 3 Month Period Ending 09/30/22

=====

LIABILITIES AND FUND EQUITY

=====

--- LIABILITIES ---

411	Intergovernmental accounts payable - State	(\$7,643.98)
412	Intergovernmental accounts payable - Federal	(\$18,866.00)
481	Deferred revenues	\$360,849.15
	Other current liabilities	\$71,769.39
TOTAL LIABILITIES		\$406,108.56

FUND BALANCE

--- Appropriated ---

753	Reserve for encumbrances - Current Year	\$335,701.67
754	Reserve for encumbrances - Prior Year	\$35,521.74
601	Appropriations	\$372,992.00
602	Less: Expenditures	\$87,450.53
603	Encumbrances	\$335,701.67 (\$423,152.20)
		(\$50,160.20)
TOTAL FUND BALANCE		\$321,063.21
TOTAL LIABILITIES AND FUND EQUITY		\$727,171.77

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Mountain Lakes Board of Education
Special Revenue Fund - Fund 20
INTERIM STATEMENTS COMPARING
BUDGET REVENUE WITH ACTUAL TO DATE AND
APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE
For 3 Month Period Ending 09/30/22

	BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
*** REVENUES/SOURCES OF FUNDS ***				
1XXX From Local Sources	\$61,270.00	\$79,270.00		(\$18,000.00)
3XXX From State Sources		\$26,817.00		(\$26,817.00)
4XXX From Federal Sources	\$311,722.00	.00		\$311,722.00
TOTAL REVENUE/SOURCES OF FUNDS	\$372,992.00	\$106,087.00		\$266,905.00
	=====	=====	=====	=====
*** EXPENDITURES ***	APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	AVAILABLE BALANCE
LOCAL PROJECTS:				
Other Local Projects (001-199)	\$61,270.00	\$46,450.26	\$101,999.94	(\$87,180.20)
TOTAL LOCAL PROJECTS	\$61,270.00	\$46,450.26	\$101,999.94	(\$87,180.20)
FEDERAL PROJECTS:				
I.D.E.A. Part B (Handicapped) (250-259)	\$300,834.00	\$36,800.27	\$233,101.73	\$30,932.00
ESSA Title II - Part A/D (270-279)	\$10,888.00	.00	\$600.00	\$10,288.00
CRRSA Act-Learning Acceleration Grant Program (484)		\$4,200.00	.00	(\$4,200.00)
TOTAL FEDERAL PROJECTS	\$311,722.00	\$41,000.27	\$233,701.73	\$37,020.00
*** TOTAL EXPENDITURES ***	\$372,992.00	\$87,450.53	\$335,701.67	(\$50,160.20)
	=====	=====	=====	=====

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Mountain Lakes Board of Education
SPECIAL REVENUE - FUND 20
SCHEDULE OF REVENUES
ACTUAL COMPARED WITH ESTIMATED
For 3 Month Period Ending 09/30/22

	ESTIMATED	ACTUAL	UNREALIZED
1XXX Other Revenue from Local Sources	\$61,270.00	\$79,270.00	(\$18,000.00)
Total Revenues from Local Sources	\$61,270.00	\$79,270.00	(\$18,000.00)
---	---	---	---
--- STATE SOURCES ---			
32XX Other Restricted Entitlements	\$0.00	\$26,817.00	(\$26,817.00)
Total Revenue from State Sources	\$0.00	\$26,817.00	(\$26,817.00)
---	---	---	---
--- FEDERAL SOURCES ---			
4451-55 Title II	\$10,888.00	.00	\$10,888.00
4420-29 I.D.E.A. Part B (Handicapped)	\$300,834.00	.00	\$300,834.00
Total Revenues from Federal Sources	\$311,722.00	\$0.00	\$311,722.00
TOTAL REVENUES/SOURCES OF FUNDS	\$372,992.00	\$106,087.00	\$266,905.00

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Mountain Lakes Board of Education
Special Revenue Fund - Fund 20
STATEMENT OF APPROPRIATIONS - RESTRICTED STATE ENTITLEMENTS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 3 Month Period Ending 09/30/22

	Appropriations	Expenditures	Encumbrances	Available Balance
Local Projects:				
20-001-XXX-XXX to 20-199-XXX-XXX Local Projects	\$61,270.00	\$46,450.26	\$101,999.94	(\$87,180.20)
TOTAL LOCAL PROJECTS	\$61,270.00	\$46,450.26	\$101,999.94	(\$87,180.20)
State Projects:				
Federal Projects:				
--- CARES Act Educational Stabilization Fund ---				
--- Bridging the Digital Divide Program				
--- Coronavirus Relief Grant Program ---				
--- Other Federal Programs ---				
20-25X-XXX-XXX I.D.E.A. Part B	\$300,834.00	\$36,800.27	\$233,101.73	\$30,932.00
20-27X-XXX-XXX ESSA Title II - Part A/D	\$10,888.00	.00	\$600.00	\$10,288.00
20-484-XXX-XXX CRRSA Act-Learning Acceleration Grant Program		\$4,200.00	.00	(\$4,200.00)
TOTAL Other Federal Programs	\$311,722.00	\$41,000.27	\$233,701.73	\$37,020.00
TOTAL FEDERAL PROJECTS	\$311,722.00	\$41,000.27	\$233,701.73	\$37,020.00
20-XXX-XXX-XXX All Other State/Fed/Loc Projects	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL EXPENDITURES	\$372,992.00	\$87,450.53	\$335,701.67	(\$50,160.20)

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

Special Revenue Fund - Fund 20
For 3 Month Period Ending 09/30/22

I, AG Ferrer, Board Secretary/Business Administrator
certify that no line item account has encumbrances and expenditures,
which in total exceed the line item appropriation in violation of N.J.A.C. 6A:23A-16.10(c)3.



Board Secretary/Business Administrator

11-18-22

Date

All Accounts in the Expense Account File appear to be included in the details of THE REPORT OF THE SECRETARY

4

11/18 9:27am

4

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Mountain Lakes Board of Education
Capital Projects Fund - Fund 30
Interim Balance Sheet
For 3 Month Period Ending 09/30/22

=====

ASSETS AND RESOURCES

=====

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

101	Cash in bank		(\$312,702.26)
102-104	Cash on hand, change cash, petty cash		\$1,158,216.88
11X	Investments		\$94,564.79

--- R E S O U R C E S ---

301	Estimated Revenues	\$711,508.68	
		<hr/>	\$711,508.68
			<hr/>
	Total assets and resources		\$1,651,588.09
			<hr/>

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

Capital Projects Fund - Fund 30
Interim Balance Sheet
For 3 Month Period Ending 09/30/22

=====

LIABILITIES AND FUND EQUITY

=====

--- LIABILITIES ---

Other current liabilities	\$268,123.04
 TOTAL LIABILITIES	 =====
	\$268,123.04
	=====

FUND BALANCE

--- Appropriated ---

753	Reserve for encumbrances - Current Year	\$53,781.22
754	Reserve for encumbrances - Prior Year	\$272,275.06
601	Appropriations	\$1,450,814.52
602	Less : Expenditures	\$484,852.53
603	Encumbrances	\$326,056.28 (\$810,908.81)
		\$639,905.71
	Total Appropriated	\$965,961.99

--- Unappropriated ---

770	Fund balance	\$417,503.06
-----	--------------	--------------

TOTAL FUND BALANCE	\$1,383,465.05
--------------------	----------------

TOTAL LIABILITIES AND FUND EQUITY	\$1,651,588.09
	=====

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

Capital Projects Fund - Fund 30
INTERIM STATEMENTS COMPARING
BUDGET REVENUE WITH ACTUAL TO DATE AND
APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE
For 3 Month Period Ending 09/30/22

	BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
*** REVENUES/SOURCES OF FUNDS ***				
51XX Bonds (Principal & Premium)	\$711,508.68	.00		\$711,508.68
TOTAL REVENUE/SOURCES OF FUNDS	\$711,508.68	\$0.00		\$711,508.68
*** EXPENDITURES ***				
	APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	AVAILABLE BALANCE

Facilities acquisition and constr. serv. ---				
30-000-4XX-334 Architectural/Engineering Services	\$483.81	.00	\$483.81	.00
30-000-4XX-390 Other purchased prof. & tech. serv.	\$1,888.19	.00	\$1,888.19	.00
30-000-4XX-450 Construction services	\$1,441,884.52	\$478,294.53	\$323,684.28	\$639,905.71
30-000-4XX-610 Supplies & Materials	\$6,558.00	\$6,558.00	.00	.00
Total fac.acq.and constr. serv.	\$1,450,814.52	\$484,852.53	\$326,056.28	\$639,905.71
TOTAL EXPENDITURES	\$1,450,814.52	\$484,852.53	\$326,056.28	\$639,905.71
*** TOTAL EXPENDITURES AND TRANSFERS	\$1,450,814.52	\$484,852.53	\$326,056.28	\$639,905.71

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

Capital Projects Fund - Fund 30
For 3 Month Period Ending 09/30/22

I, AG Ferreira, Board Secretary/Business Administrator
certify that no line item account has encumbrances and expenditures,
which in total exceed the line item appropriation in violation of N.J.A.C. 6A:23A-16.10(c)3.

A. Ferreira
Board Secretary/Business Administrator

11-18-22
Date

All Accounts in the Expense Account File appear to be included in the details of THE REPORT OF THE SECRETARY

4

11/18 9:27am

4 Page 1

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Mountain Lakes Board of Education
Debt Service Fund - Fund 40
Interim Balance Sheet
For 3 Month Period Ending 09/30/22

=====

ASSETS AND RESOURCES

=====

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

101	Cash in bank	(\$446,956.27)
121	Tax levy receivable	\$1,255,547.12

--- R E S O U R C E S ---

302	Less Revenues	(\$1,850,331.00)
		_____ (\$1,850,331.00)

	Total assets and resources	(\$1,041,740.15)
		=====

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

Debt Service Fund - Fund 40
Interim Balance Sheet
For 3 Month Period Ending 09/30/22

LIABILITIES AND FUND EQUITY

--- LIABILITIES ---

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

FUND BALANCE

--- Appropriated ---

Reserved fund balance:

601	Appropriations		\$1,924,969.00	
602	Less : Expenditures	\$1,181,784.38		
			(\$1,181,784.38)	
				\$743,184.62
	Total Appropriated			\$743,184.62
--- Unappropriated ---				
770	Fund Balance			\$3.06
303	Budgeted Fund Balance			(\$1,924,969.00)
	TOTAL FUND BALANCE			(\$1,181,781.32)
	TOTAL LIABILITIES AND FUND EQUITY			(\$1,041,740.15)

RECAPITULATION OF FUND BALANCE:

	Budgeted	Actual	Variance
Appropriations	\$1,924,969.00	\$1,181,784.38	\$743,184.62
Revenues	\$0.00	(\$1,850,331.00)	\$1,850,331.00
	\$1,924,969.00	(\$668,546.62)	\$2,593,515.62
--- Change in Maint. / Capital reserve account ---			
Subtotal	\$1,924,969.00	(\$668,546.62)	\$2,593,515.62
Less: Adjust for prior year encumb.	\$0.00	\$0.00	
Budgeted Fund Balance	\$1,924,969.00	(\$668,546.62)	\$2,593,515.62

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

Debt Service Fund - Fund 40
INTERIM STATEMENTS COMPARING
BUDGET REVENUE WITH ACTUAL TO DATE AND
APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE
For 3 Month Period Ending 09/30/22

	BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
	_____	_____	_____	_____
*** REVENUES/SOURCES OF FUNDS ***				
--- Local Sources ---				
1210 Local tax levy		\$1,731,789.00		(\$1,731,789.00)
	_____	_____	_____	_____
Total Local Sources	\$0.00	\$1,731,789.00		(\$1,731,789.00)
	=====	=====	=====	=====
--- State Sources ---				
3160 Debt service aid Type II		\$118,542.00		(\$118,542.00)
	_____	_____	_____	_____
Total State Sources	\$0.00	\$118,542.00		(\$118,542.00)
	=====	=====	=====	=====
TOTAL REVENUE/SOURCES OF FUNDS	\$0.00	\$1,850,331.00		(\$1,850,331.00)
	=====	=====	=====	=====

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

Debt Service Fund - Fund 40
INTERIM STATEMENTS COMPARING
BUDGET REVENUE WITH ACTUAL TO DATE AND
APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE
For 3 Month Period Ending 09/30/22

*** EXPENDITURES ***	APPROPRIATIONS	EXPENDITURES/Enc.	AVAILABLE BALANCE
--- Debt Service - Regular ---			
40-701-510-834 Interest on Bonds	\$539,969.00	\$276,784.38	\$263,184.62
40-701-510-910 Redemption of Principal	\$1,385,000.00	\$905,000.00	\$480,000.00
TOTAL	\$1,924,969.00	\$1,181,784.38	\$743,184.62
TOTAL USES OF FUNDS BEFORE TRANSFERS	\$1,924,969.00	\$1,181,784.38	\$743,184.62
*** TOTAL USES OF FUNDS ***	\$1,924,969.00	\$1,181,784.38	\$743,184.62

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

For 3 Month Period Ending 09/30/22

I, ACF Ferreire, Board Secretary/Business Administrator
certify that no line item account has encumbrances and expenditures,
which in total exceed the line item appropriation in violation of N.J.A.C. 6A:23A-16.10(c)3.


Board Secretary/Administrator

11-18-22
Date

All Accounts in the Expense Account File appear to be included in the details of THE REPORT OF THE SECRETARY



POLICY

MOUNTAIN LAKES BOARD OF EDUCATION

Program
2415.50/Page 1 of 7

LAKE DRIVE TITLE I – SCHOOL PARENT AND FAMILY ENGAGEMENT

2415.50 LAKE DRIVE TITLE I – SCHOOL PARENT AND FAMILY ENGAGEMENT M

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,



POLICY

MOUNTAIN LAKES BOARD OF EDUCATION

Program
2415.50/Page 2 of 7

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



POLICY

MOUNTAIN LAKES BOARD OF EDUCATION

Program
2415.50/Page 3 of 7

LAKE DRIVE TITLE I – SCHOOL PARENT AND FAMILY ENGAGEMENT

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.



POLICY

MOUNTAIN LAKES BOARD OF EDUCATION

Program

2415.50/Page 4 of 7

LAKE DRIVE TITLE I – SCHOOL PARENT AND FAMILY ENGAGEMENT

- (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.



POLICY

MOUNTAIN LAKES BOARD OF EDUCATION

Program

2415.50/Page 5 of 7

LAKE DRIVE TITLE I – SCHOOL PARENT AND FAMILY ENGAGEMENT

7. The school will coordinate and integrate parent and family engagement strategies under Title I with parent and family engagement strategies under the following programs such as Head Start, Parents as Teachers, Home Instruction Programs for Preschool Youngsters, and state-operated preschool programs.
 8. The school principal or designee will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the quality of its Title I schools. The evaluation will include identifying barriers to greater participation by parents in parent and family engagement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parent and family engagement 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

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.

LAKE DRIVE TITLE I – SCHOOL PARENT AND FAMILY ENGAGEMENT

- 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



POLICY GUIDE

STUDENTS
5512/page 1 of 45
Harassment, Intimidation, ~~or and~~ Bullying
Oct 22
M

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

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

Table of Contents

<u>Section</u>	<u>Section Title</u>
A.	Prohibiting Harassment, Intimidation, or Bullying Policy Statement
B.	Definition of Harassment, Intimidation, or and Bullying Definition
C.	Student Behavior Expectations
D.	Consequences and Appropriate Remedial Actions
E.	Reporting Harassment, Intimidation, or and Bullying Reporting Procedure
F.	Anti-Bullying Coordinator, Anti-Bullying Specialist, and School Safety/School Climate Team(s)
G.	Investigating Allegations of Harassment, Intimidation, or and Bullying Investigation
H.	Responding Range of Responses to an Incident of Harassment, Intimidation, or Bullying
I.	Reprisal or Retaliation Prohibited
J.	Consequences and Appropriate Remedial Action for False Accusations of Harassment, Intimidation, or Bullying
K.	Additional Policy Requirements Harassment, Intimidation, and Bullying Policy Publication and Dissemination

POLICY GUIDE



STUDENTS

5512/page 2 of 45

Harassment, Intimidation, **or and** Bullying

- L. Harassment, Intimidation, **or and** Bullying Training and Prevention Programs
- M. ~~Harassment, Intimidation, and Bullying Policy Reevaluation, Reassessment, and Review~~
- MN. Reports to Board of Education and New Jersey Department of Education
- NO. School and District Grading Requirements
- OP. Reports to Law Enforcement
- PQ. Collective Bargaining Agreements and Individual Contracts
- QR. Students with Disabilities
- S. ~~Approved Private Schools for Students with Disabilities (APSSD)~~
- 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

POLICY GUIDE

STUDENTS

5512/page 3 of 45

Harassment, Intimidation, ~~or~~ and Bullying

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.

POLICY GUIDE

STUDENTS

5512/page 4 of 45

Harassment, Intimidation, **or** and Bullying

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.



POLICY GUIDE

STUDENTS

5512/page 5 of 45

Harassment, Intimidation, **or and** Bullying

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.

11

POLICY GUIDE

STUDENTS

5512/page 6 of 45

Harassment, Intimidation, ~~or and~~ Bullying

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.



POLICY GUIDE

STUDENTS

5512/page 7 of 45

Harassment, Intimidation, **or and** Bullying

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.**



POLICY GUIDE

STUDENTS

5512/page 8 of 45

Harassment, Intimidation, ~~or~~ and Bullying

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:



POLICY GUIDE

STUDENTS

5512/page 9 of 45

Harassment, Intimidation, or and Bullying

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;

POLICY GUIDE

//

STUDENTS

5512/page 10 of 45

Harassment, Intimidation, or and Bullying

- 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;

POLICY GUIDE

STUDENTS

5512/page 11 of 45

Harassment, Intimidation, **or** and Bullying

- 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;~~

POLICY GUIDE

STUDENTS

5512/page 12 of 45

Harassment, Intimidation, ~~or and~~ Bullying

3. ~~Surrounding circumstances;~~
4. ~~Nature and severity of the behavior(s);~~
5. ~~Incidences of past or continuing patterns of behavior;~~
6. ~~Relationships between the parties involved; and~~
7. ~~Context in which the alleged incidents occurred.~~

~~Factors for Determining Consequences—School Considerations~~

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

~~Examples of Consequences~~

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

~~In accordance with N.J.S.A. 18A:37-15.b.(4), the consequences for a student who commits an act of harassment, intimidation, or bullying may vary depending on whether it is the first act of harassment, intimidation, or bullying by a student, the second act, or third or subsequent acts. If it is the third or subsequent act of harassment, intimidation, or bullying by a student, The Principal, in consultation with appropriate school staff, shall develop an individual student intervention plan 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~~

POLICY GUIDE

//

STUDENTS

5512/page 13 of 45

Harassment, Intimidation, ~~or and~~ Bullying

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.~~

POLICY GUIDE

STUDENTS

5512/page 14 of 45

Harassment, Intimidation, ~~or~~ and Bullying

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;~~



POLICY GUIDE

STUDENTS

5512/page 15 of 45

Harassment, Intimidation, ~~or and~~ Bullying

- ~~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.~~



POLICY GUIDE

STUDENTS

5512/page 16 of 45

Harassment, Intimidation, **or** and Bullying

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;~~



POLICY GUIDE

STUDENTS

5512/page 17 of 45

Harassment, Intimidation, ~~or and~~ Bullying

- ~~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.~~

POLICY GUIDE

//

STUDENTS

5512/page 18 of 45

Harassment, Intimidation, or and Bullying

~~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



POLICY GUIDE

STUDENTS

5512/page 19 of 45

Harassment, Intimidation, ~~or and~~ Bullying

~~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~~

POLICY GUIDE

STUDENTS

5512/page 20 of 45

Harassment, Intimidation, ~~or and~~ Bullying

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



POLICY GUIDE

STUDENTS

5512/page 21 of 45

Harassment, Intimidation, ~~or~~ and Bullying

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.

POLICY GUIDE

STUDENTS

5512/page 22 of 45

Harassment, Intimidation, ~~or~~ and Bullying

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;

POLICY GUIDE

STUDENTS

5512/page 23 of 45

Harassment, Intimidation, ~~or~~ and Bullying

- 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.~~

POLICY GUIDE

11

STUDENTS

5512/page 24 of 45

Harassment, Intimidation, or and Bullying

[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.

POLICY GUIDE

STUDENTS

5512/page 25 of 45

Harassment, Intimidation, or and Bullying

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.

POLICY GUIDE

STUDENTS

5512/page 26 of 45

Harassment, Intimidation, or and Bullying

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.]

POLICY GUIDE

STUDENTS

5512/page 27 of 45

Harassment, Intimidation, or and Bullying

[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.

POLICY GUIDE

11

STUDENTS

5512/page 28 of 45

Harassment, Intimidation, or ~~and~~ Bullying

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

POLICY GUIDE



STUDENTS

5512/page 29 of 45

Harassment, Intimidation, ~~or~~ and Bullying

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

11

POLICY GUIDE

STUDENTS

5512/page 30 of 45

Harassment, Intimidation, ~~or~~ and Bullying

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.~~

POLICY GUIDE

STUDENTS

5512/page 31 of 45

Harassment, Intimidation, or and Bullying

~~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.]~~

POLICY GUIDE

STUDENTS

5512/page 32 of 45

Harassment, Intimidation, **or** and Bullying

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

~~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~~

POLICY GUIDE

STUDENTS

5512/page 33 of 45

Harassment, Intimidation, or and Bullying

~~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~~

POLICY GUIDE

11

STUDENTS

5512/page 34 of 45

Harassment, Intimidation, ~~or and~~ Bullying

~~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.**

POLICY GUIDE

STUDENTS

5512/page 35 of 45

Harassment, Intimidation, ~~or and~~ Bullying

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

POLICY GUIDE

STUDENTS

5512/page 36 of 45

Harassment, Intimidation, ~~or~~ and Bullying

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:

POLICY GUIDE

STUDENTS

5512/page 37 of 45

Harassment, Intimidation, ~~or and~~ Bullying

- **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.~~

POLICY GUIDE

//

STUDENTS

5512/page 38 of 45

Harassment, Intimidation, ~~or and~~ Bullying

~~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.~~

POLICY GUIDE

STUDENTS

5512/page 39 of 45

Harassment, Intimidation, ~~or~~ and Bullying

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.

POLICY GUIDE

STUDENTS

5512/page 40 of 45

Harassment, Intimidation, ~~or~~ and Bullying

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.

POLICY GUIDE

STUDENTS

5512/page 41 of 45

Harassment, Intimidation, ~~or~~ and Bullying

~~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.~~

POLICY GUIDE

//

STUDENTS

5512/page 42 of 45

Harassment, Intimidation, ~~or and~~ Bullying

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.

POLICY GUIDE

STUDENTS

5512/page 43 of 45

Harassment, Intimidation, ~~or and~~ Bullying

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.~~

POLICY GUIDE

11

STUDENTS

5512/page 44 of 45

Harassment, Intimidation, ~~or and~~ Bullying

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

POLICY GUIDE

STUDENTS

5512/page 45 of 45

Harassment, Intimidation, ~~or and~~ Bullying

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:

Gioia A. Degenaaars

12

Work Experience

Dean of Teaching and Learning

Saint Dominic Academy (Jersey City, NJ) (2/22 to present)

- Serve as the educational leader of the school, responsible for its day to day operation; scheduling of students, overseeing the academic and guidance programs; monitoring student academic process.
- Support of the Admissions office and review candidates for admission.
- To observe, supervise and help evaluate faculty in the development and implementation of curriculum and to supervise the teaching process.
- Plan professional development for faculty.
- Work with the Jersey City BOE to ensure all Title IV, II and I funds are utilized; ensure that all students with and ISP or 504 plans are current; supplemental tutoring is implemented and re-evaluation is taking place.
- Manage all budgets related to school activities and faculty.

Adjunct Professor of Biology

Assumption College (Denville, NJ) 1/2022 – present (May)

- Teacher of college level Biology with lab.

Teacher of AP Biology/Biology

Director of Summer Studies

Coordinator of Academic Support

Morris Catholic High School

Denville, NJ

1/14 – 2017

- Teacher of AP Biology – to assist students who lost 5 weeks of instruction prepare for the AP Biology exam.
- Director of summer school in charge of the entire summer enrichment, reinforcement academic programs as an administrator.
- Create an advisory program for students to serve as a liaison for their academic support and to ensure they receive their services if an IEP is in place.
- Administrator of Schoology and trainer – LMS system and blended learning specialist
- Started Science National Honor Society Chapter
- Teacher of summer school for AP Environmental, Biology and Chemistry (through 2018)

Science Department Chairperson

Teacher of Science (AP Biology, Electives, Life Science)

Oak Knoll School

Summit, NJ

8/07- 6/10

- Teacher of Science: AP Biology, Biology, Life Science(7th), Earth Science, Marine Science, Anatomy & Physiology, Genetics, Physical Science
- Founder/Advisor of Science National Honor Society
- Science Department Chairperson responsible for all activities of science department, weekly department and chairperson meetings and curriculum structure for all science courses. **Curriculum development: Mapping Lead Team
- Responsible for organization and management of a \$40,000 budget.
- Responsible for interview process and hiring of new teachers.
- Curriculum mapping lead team using Atlas software – assist faculty members in the mapping process.
- Design of new curriculum based on map analysis with members of the science department.

- Founder/moderator of Science National Honor society. Encouraged the promotion of sciences in school. Activities include: monitoring student grades, bi-weekly meetings with students, creation of peer tutoring program (service) to assist student body.
- Advisor to ten students (for a four-year period).
- Created a Science Internship program that assists matching students with programs such as: Douglass Program, NJIT STEP, Liberty Science Partners in Science, Acadia Marine Science, MIT MITES, U Penn Forensic Science, National Youth Leadership in Medicine.
- Have all course materials online for students to utilize. All assignments, schedule for work and homework online.
-

Teacher of Biology/AP Biology

Kent Place School

8/02-6/07

Sophomore Class Advisor

Yearbook Moderator (02-04)

Upper School Scheduler

Summit, NJ

Science Internship Program

Moderator Science National Honor Society

- Enthusiastic teacher of Freshman Biology and Advanced Placement Biology.
- Scheduler/Administration – responsible for updates to rosters, creation of the master schedule, resolution of conflicts, work with department chairs on sections, building of teacher and student schedules in Educational Edge (Blackbaud).
- Sophomore Class Advisor – liaison between school/parents and sophomore class: organize bonding Sophomore Special trip, ring ceremony, car wash, graduation.
- Founder/moderator of Science National Honor society. Encouraged the promotion of sciences in school. Activities include: monitoring student grades, bi-weekly meetings with students, creation of peer tutoring program (service) to assist student body, judging of science fair in middle school, having alumni speakers in to talk to students.
- Advisor to seven students (for a four year period).
- Created a Science Internship program that assists matching students with science programs that will enrich their learning experience.
- Yearbook Moderator (through Jostens)- initiated digital photography and computerized yearbook software.
- Strong integration of technology through: Digital Microscopy, digital probes, PowerPoint, Smart Board, web quests.
- Have entire Biology and AP Biology course materials online for students to utilize. All assignments and information is available at all times.

Professional Training

ISM: Scheduling Without Conflict
Blackbaud/Educational Edge
Understanding By Design
DEI Course Work

Digital Microscopy
College Board AP Biology Workshop
Curriculum Mapping

Speakers & Workshops

Mel Levine (Exceptional Learners)
Grant Wiggins (UBD)
Blended Learning

Marie Strangeway (UBD)
Rachel Simmons (Bullying)

Professional Memberships

National Association of Biology Teachers
National Science Teachers Association
Who's Who Among America's Teachers (05-06)

Awards & Recognition

University of Chicago Outstanding Educator Award (2006)
Yearbook Dedication – Kent Place Class of 200

PRAXIS

- Passed Praxis for subject content.
- General Science Content Knowledge I
 - General Science Content Knowledge II
 - Biology Content Knowledge I

Software & Technology	Microsoft Office	First Class (email/database)
	Atlas (Curriculum Mapping)	Adobe Photoshop
	Examview Pro	TestGenEQ
	Smartboard	PC and MAC (OSX) platforms
	Educational Edge	File maker pro
	Digital microscopy software	Blackbaud School Software
	Atlas Curriculum Mapping	MAC Schools
	Schoology	PowerSchool
	Nearpod	Kahoot
	EdPuzzle	Virtual Teaching
	Zoom	MS Teams
	Powerschool	Genesis
	Canvas	
Education	College of Saint Elizabeth	Kings College
	Certification Program Eductaion	BS Biology, Minor/Cert. Molecular Genetics
	December 2007 GPA: 4.0	May 1995 GPA: 3.025
Certification	Standard Certificate: Teacher of Biological Science	
References	Available upon request.	

Amy Ludlow

Experienced registered nurse

Authorized to work in the US for any employer

Work Experience

Neonatal Intensive Care Nurse

Morristown Medical Center

September 2004 to Present

RN with 19 years of experience at morristown medical center. 18 years in the neonatal intensive care unit. Managing critically ill infants in a level three NICU. Administering ventilator care, titrating drips of narcotics and vasopressors etc. pre and post op care.

Registered Nurse (RN)

Morristown Medical Center - Morristown, NJ

July 2003 to September 2004

- Registered nurse on an adult medical surgical trauma floor. Dispensing medications, iv infusions, blood transfusions, post op care, emergency room admits. Urology care including Foley catheters, CBI care. Wound care, wound vacs. Cared for 6-10 patients per shift.

Education

Bachelor's in Nursing

East Stroudsburg University of Pennsylvania - East Stroudsburg, PA

September 1999 to May 2003

Nursing Licenses

RN

Expires: May 2023

State: NJ

Skills

- ICU Experience
- Nursing (10+ years)
- Critical Care Experience
- Epic (4 years)

- Hospital Experience (10+ years)
- Medication Administration
- Vital Signs
- Caregiving

Awards

Two time nurse of the year nominee.

Certifications and Licenses

BLS for Healthcare Providers

NRP

Peter T. Kashulines Jr.

Summary

Avid runner and aspiring Coach and Trainer with 15 years of experience coaching youth track and field. High-placing middle-distance competitor at national and international meets. Focus on integrity of athletic programs by emphasizing personal responsibility, sportsmanship, ethics, and individual goals/efforts. Able to view athletes' performance objectively through statistics, break down positives and opportunities for improvement, and develop training programs that drive progression. Draw on personal experiences to communicate empathy for runners' challenges. Strive to help youth develop a lifelong appreciation for exercise and observe success from a holistic point of view.

Coaching Experience

ASSISTANT HS TRACK COACH, DISTANCE – Mountain Lakes, NJ

April – June 2021
7 March 2022 - Present

- Developed training programs for distance runners (800,1600 and 3200M) as well as relays.
- Carefully progressed beginning runners coming from others sports (such as swimming) to minimize injury.
- Focused workout progression for major meets yielding conference and group champions and team placement.
- Guided almost all runners in achieving personal records and preseason goals they had set for themselves.
- Ensured integrity of sportsmanship and recognized hard work of athletes regardless of innate skill level.
- Achieved highest scores of performance in End of Season job review by Athletic Director Patrick Brunner.

MOUNTAIN LAKES RECREATION – Mountain Lakes, NJ

2008 – 2018

Track Program Coordinator, 2008 – 2018

- Oversaw all aspects of K–8 track program, which involved 150 participants and 8 coaches each year.
- Trained athletes and teams who won individual and relay championship medals in Lakeland and Hub Lakes leagues. Coached boys age 7-8, girls age 11-12, and girls age 13-14 in different seasons.
- Prepared athletes for 100m, 200m, 400m, 800m, mile, long jump, shot put, and relay events.
- Structured training to maximize progress while minimizing injuries during short, 3-month season.
- Managed meets involving up to 300 athletes. Enlisted 20 volunteers and ensured availability of all equipment to operate meets and maximize enjoyment for coaches and kids.
- Grew program from 100 to 150 participants over 5 years. Increased program depth by involving twice as many parents, as well as high school athlete coaches.
- Achieved budget surplus of \$1,000 per year, enabling major equipment purchase.
- Inspired kids to progress into high school running programs, many of which achieved wins at the group level and placed in state championships.

Track Coach for 2nd-Grade Boys, 2008

- Focused training to ensure kids had fun while building physical strength for 50m dash, 200m, and 800m events.
- Taught participants about the physiology of training and good sportsmanship.
- Coordinated practices and meets.

HUB LAKES TRACK – Mountain Lakes, NJ

1994 – 2000

Head Coach

- Recruited 20 adult participants for annual one-day event, which included 100m, 200m, 400m, mile, long jump, shot put, and 4x100 relay.
- Completed facility use permits and ensured availability of keys and electricity.
- Built relationships with individuals in the community who shared an affinity for track events.

Peter T. Kashulines Jr.

Page 2 |

Corporate Experience

MARS WRIGLEY – Hackettstown, NJ

1990 – 2020

Food Process Engineer

- Took steps to minimize energy and water usage to optimize sustainability. .
- Designed and patented technologies to increase efficiency of producing chocolate center of M&M® candies in Recife, Brazil facility; process became the gold standard across 6 other sites for \$1 billion-per-year brand.
- Resolved challenges involving recipes for Skittles® and Starburst® fruit-flavored candies at Waco, TX site.
- Won companywide “Make A Difference” award for developing process equipment to make Skittles® Sours product variant, which became a \$50 million-per-year brand.

Athletic Experience

GARMIN TRACK CLUB – Morris County, NJ

2016 – Present

Track Competitor

- Participate in individual and relay events in the Masters age group, competing in events from 400 meters through marathon. Won and placed in numerous events:
 - 2nd in 4x400m at Penn Relays and Millrose Games, 2018 and 2019.
 - Winner of age group in 2018 New York City 5th Avenue Mile and 2019 USATF Outdoor 800m Championship (Ames, IA).
 - 5th in the world in male 55+ age group for 800m race in 2019, finishing within 1 second of 1st place with a time of 2:09:32.
 - Scoring member of men's road racing team that won 40+ men's race in New Jersey, 2018; races consisted of mile, 5K, 5 mile, and 10K.

Community Involvement

JACKSONVILLE CHAPEL – Lincoln Park, NJ

2012 – 2018

Coordinator, Angel Tree Christmas Outreach

- Organized and managed event that connected incarcerated individuals with their children via volunteers' purchasing gifts for those children and delivering to families.
- Provided approximately 100 gifts to 50 families each year. Coordinated more than 120 volunteers.
- Maintained meticulous records.

SERVANTS HEART- Paterson NJ

February 2022 - Present

- Volunteered ~14 hours/week at construction vocational trade school and community outreach building projects.

Education / Training

CORNELL UNIVERSITY – Ithaca, NY

Ph.D. in Food Engineering

DELAWARE VALLEY COLLEGE – Doylestown, PA

Bachelor of Food Science

TABLE OF CONTENTS

Main Telephone Directory	Theft
MLHS Bell Schedules	Vandalism
School Calendar	Smoking/Vaping
Introduction	Chemical Substance Use and Abuse
Student Rights	Conduct at School Events
Dress and Grooming	Dances
Lockers	Disciplinary Guidelines
Driving & Parking	Consequences Explained
Leaving School Grounds	Infraction Chart
Senior Privilege	Memorandum of Agreement
Guidance/School Counseling Services	Student Appeals and Due Process
Media Center Privileges	Care of School Property
Acceptable Use of Computers	Parent Portal/Checking of Student Progress
Distribution of Literature and Signage	Extra Help
Harassment, Intimidation, Bullying, and Hazing	Schedule Changes
Student Assistance Program	Withdrawal from School
Intervention & Referral Svcs	Make-up Work
Non-discrimination/Affirmative Action	Honor and Merit Rolls
Working Papers	National Honor Society
Student Conduct	Final Examinations
Academic Integrity	Notification of Health Curriculum Content
Student Attendance	Co-Curricular Activities and Programs
Notification of Absence and Truancy	Sportsmanlike Conduct
Tardiness to School	Expectations of Student Participants
Lateness to Class	Acceptable Behaviors
Early Dismissal from School	Unacceptable Behaviors
Illness during School	Eligibility Rules
Food and Cafeteria Conduct	Training Rules
Option II	Interscholastic Athletics
Fire, Safety, and Security Drills	Philosophy
Cell Phones, Cameras, and Personal Devices	Physicals/Permission Forms
Cutting Classes	Letters/Awards
	MLHS Alma Mater

MAIN TELEPHONE DIRECTORY

MAIN OFFICE	973-334-8400
ATTENDANCE	973-833-8210
GUIDANCE OFFICE	973-334-8580
ATHLETIC DIRECTOR	973-335-4481

MOUNTAIN LAKES HIGH SCHOOL BELL SCHEDULES

ROTATING DROP BLOCK SCHEDULE							
Block	Day 1	Day 2	Day 3	Day 4	Start	Duration (in minutes)	End
	Zero Period	Zero Period	Zero Period	Zero Period	7:15 AM	40	7:55 AM
WARNING BELL							7:55 AM
Block I	Period 1	Period 2	Period 3	Period 4	8:00 AM	54	8:54 AM
Block II	Period 2	Period 3	Period 4	Period 1	8:57 AM	54	9:51 AM
Block III	Period 3	Period 4	Period 1	Period 2	9:54 AM	54	10:48 AM
LUNCH					10:51 AM	54	11:45 AM
Block IV	Period 5	Period 6	Period 7	Period 8	11:48 AM	54	12:42 PM
Block V	Period 6	Period 7	Period 8	Period 5	12:45 PM	54	1:39 PM
Block VI	Period 7	Period 8	Period 5	Period 6	1:42 PM	54	2:36 PM

FULL DAY ALL CLASSES SCHEDULE					EARLY DISMISSAL SCHEDULE			
Block	Start	Duration	End		Block	Start	Duration	End
Zero Period	7:15 AM	40	7:55 AM		Zero Period	7:15 AM	40	7:55 AM
Warning Bell			7:55 AM		Warning Bell			7:55 AM
Period 1	8:00 AM	40	8:40 AM		Period 1	8:00 AM	31	8:31 AM
Period 2	8:43 AM	40	9:23 AM		Period 2	8:34 AM	31	9:05 AM
Period 3	9:26 AM	40	10:06 AM		Period 3	9:08 AM	31	9:39 AM
Period 4	10:09 AM	40	10:49 AM		Period 4	9:42 AM	31	10:13 AM
Lunch	10:52 AM	52	11:44 AM		Period 5	10:16 AM	31	10:47 AM
Period 5	11:47 AM	40	12:27 PM		Period 6	10:50 AM	31	11:21 AM
Period 6	12:30 PM	40	1:10 PM		Period 7	11:24 AM	31	11:55 AM
Period 7	1:13 PM	40	1:53 PM		Period 8	11:58 AM	31	12:29 PM
Period 8	1:56 PM	40	2:36 PM					

DELAYED OPENING SCHEDULE			
Block	Start	Duration	End
No Zero Period			
Warning Bell			7:55 AM
Period 1	10:00 AM	28	10:28 AM
Period 2	10:31 AM	28	10:59 AM
Period 3	11:02 AM	28	11:30 AM
Period 4	11:33 AM	28	12:01 PM
Lunch	12:04 PM	28	12:32 PM
Period 5	12:35 PM	28	1:03 PM
Period 6	1:06 PM	28	1:34 PM
Period 7	1:37 PM	28	2:05 PM
Period 8	2:08 PM	28	2:36 PM

2022-2023 School Calendar

AUGUST	31	Wednesday	First Day for Students
SEPTEMBER	5	Monday	Labor Day
	26	Monday	Rosh Hashanah
	29	Thursday	Back-to-School Night
OCTOBER	5	Thursday	Yom Kippur
	12	Wednesday	Early Dismissal
NOVEMBER	10,11	Thursday-Friday	Teachers Convention
	23	Wednesday	Early Dismissal
	24, 25	Thursday-Friday	Thanksgiving Break
DECEMBER	23	Friday	Early Dismissal
	26, 30	Monday-Friday	Winter Recess
JANUARY	2	Monday	School Reopens
	11	Wednesday	Early Dismissal
	16	Monday	Martin Luther King Jr. Day
FEBRUARY	20-24	Monday - Friday	Mid-Winter Recess
MARCH	15	Wednesday	Early Dismissal
APRIL	7-14	Friday-Friday	Spring Break
MAY	29	Monday	Memorial Day
JUNE	20	Tuesday	Last Day of School
			Early Dismissal
			MLHS Graduation

INTRODUCTION

Welcome to Mountain Lakes High School! This Student Code of Conduct and handbook is a companion piece to the Guidance Department's "Program of Studies." Just about everything you will need to know about MLHS is discussed in one of these two publications. If you don't find what you seek in one, check the other. Please note that while this code is aligned with NJ State Administrative Code and Mountain Lakes School Board Policy it does not supersede either. Ultimately, the aim of the code is to support student development and to promote student achievement.

Expectations are high at Mountain Lakes High School in all areas. Conduct yourself in a manner worthy of respect. Behavior that strips any member of the school community of her or his dignity or that infringes on another student's opportunity to receive an education should be reported to the administration for prompt redress. Thus, strive for academic success, aim to participate in school life through involvement in cocurricular activities, and in general, support your classmates.

Always remember that teachers, counselors, administrators, and secretaries are available to help you if you need information or assistance not provided in print.

STUDENT RIGHTS

Family Educational Rights & Privacy Act (FERPA) Notification of Rights

The Family Educational Rights and Privacy Act or FERPA (20 U.S.C. § 1232g; 34 CFR Part 99) provides certain rights for parents regarding their children's education records. FERPA gives these rights to custodial and noncustodial parents alike, unless there is a court order, legally binding document, or State law that specifically provides to the contrary. When a student reaches 18 years of age or attends an institution of postsecondary education at any age, he or she becomes an "eligible student," and all rights under FERPA transfer from the parent to the student. Given the target audience for this document is parents, this guide is intended to discuss parents' rights under FERPA. Under FERPA, the term "parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian. A companion document discussing eligible students' rights under FERPA is available on our website at <https://studentprivacy.ed.gov/resources/ferpageneral-guidance-students>.

FERPA is a Federal law that is administered by the Student Privacy Policy Office (SPPO) in the U.S. Department of Education (Department). FERPA protects "education records," which are generally defined as records that are directly related to a student and maintained by an educational agency or institution or by a party acting for the agency or institution. An "educational agency or institution," hereinafter referred to as a "school," generally means a school district, a public elementary or secondary school, or an institution of postsecondary education such as a college or university. There are also a few exceptions to the definition of education records, such as law enforcement unit records and sole possession records. More information is available at <https://studentprivacy.ed.gov/faq/what-records-are-exempted-ferpa>.

FERPA applies to schools that receive funding under any program administered by the Department. Private and faith-based schools at the elementary and secondary levels generally do not receive such funding and are, therefore, generally not subject to FERPA. In addition, the confidentiality of personally identifiable information (PII) in the education records of children with disabilities is further protected by Part B of the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1417(c) and 34 CFR §§ 300.610-300.626). These regulations contain confidentiality provisions that are similar to, but broader than, FERPA. The IDEA-FERPA crosswalk contains additional information comparing IDEA and FERPA and is available at <https://studentprivacy.ed.gov/resources/ferpaidea-cross-walk>.

The rights provided by FERPA to a parent include, but are not limited to:

- **Access to Education Records**

Under FERPA, a school or State educational agency (SEA) must provide a parent with an opportunity to inspect and review their child's education records within a reasonable period of time, but not more than 45 calendar days following receipt of a request. A school or SEA is generally not required to provide copies of the education records unless circumstances effectively prevent the parent from exercising the right to inspect and review the education records. For example, if a parent who does not live within commuting distance of their child's school requests that the school provide access to his or her child's education records, the school would be required to make other arrangements for the parent to inspect and review the requested records, or to provide a copy of the requested records.

- **Amendment of Education Records**

Under FERPA, a parent has the right to seek amendment or correction of their child's education records that the parent believes to be inaccurate, misleading, or in violation of the child's rights of privacy. However, while a school is not required to amend an education record in accordance with a parent's request, a school is required to consider the request for amendment, to inform the parent of its decision, and, if the request is denied, to advise the parent of his or her right to a hearing on the matter. If, as a result of the hearing, a school decides not to amend the education records, then the parent has the right to insert a statement in the record commenting on the contested information or stating why the parent disagrees with the decision, or both. That statement must remain with the contested part of the education record for as long as the record is maintained and be included whenever the contested part is disclosed.

While a parent has the right to seek to amend non-substantive factual errors in the student's education records, the right is not unlimited, and a school is not required by FERPA to afford a parent the right to seek to change substantive decisions made by school officials, such as substantive decisions made in the context of grades given to a student based on their performance, other evaluations of the student's performance, or disciplinary decisions. These substantive decisions also include evaluations of whether a student has a disability and is eligible for special education and related services, disagreements about the content of a student's Individualized Education Program (IEP), or the student's educational placement under Part B of

IDEA. While under FERPA a parent may seek amendment to correct a non-substantive factual error in an IEP, a parent should utilize the Part B of IDEA dispute resolution procedures (State complaints, mediation, or due process hearing procedures) to resolve disputes with a school regarding substantive matters. Each State has resources to help parents to participate effectively in their children's education and development. State contact information is available at <https://sites.ed.gov/idea/contacts/#state>.

- **Disclosure of Education Records**

Under FERPA, a school generally may not disclose PII from a student's education records to a third party unless the student's parent has provided prior written consent. However, there are a number of exceptions to FERPA's general consent requirement, some of which are described below. Under these exceptions, schools are permitted to disclose PII from education records without consent, but they are not required to do so by FERPA.

School Official

FERPA allows "school officials," including teachers, within the school to obtain access to PII from education records without consent, provided that the school has determined the officials have a "legitimate educational interest" in the information. The school's annual notification of rights under FERPA must specify the criteria for determining who constitutes a "school official" and what the school considers to be a "legitimate educational interest." Typically, a school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Also, under the "school officials" exception to the consent requirement, FERPA permits a school to disclose education records to contractors (e.g., software/application vendors, lawyers), consultants (e.g., nutritional or information technology consultants), volunteers (e.g., home room parent volunteers, field trip chaperones, student volunteers), or other third parties to whom the school has outsourced institutional services or functions, provided that the outside party:

1. Performs an institutional service or function for which the school would otherwise use employees;
2. Is under the direct control of the school with respect to the use and maintenance of education records;
3. Is subject to the requirements in FERPA that PII from education records may be used only for the purposes for which the disclosure was made, and which govern the redisclosure of PII from education records; and
4. Meets the criteria specified in the school's annual notification of FERPA rights for being a school official with a legitimate educational interest in the education records.

More information regarding the use of school volunteers and FERPA is available at <https://studentprivacy.ed.gov/training/school-volunteers-and-ferpa>.

Seeks or Intends to Enroll

Another exception to FERPA's general consent requirement permits a school to disclose PII from a student's education records, without consent, to another school in which the student seeks or intends to enroll, or where the student is already enrolled, as long as the purpose of the disclosure is related to the student's enrollment or transfer. A school that discloses education records under this exception must make a reasonable attempt to notify the parent of the disclosure, unless the disclosure is initiated by the parent, or the school's annual notification of rights under FERPA includes a notice that it forwards education records to other schools that have requested the records and in which the student seeks or intends to enroll or is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer. A school that discloses education records under this exception also must provide the parent, upon request, a copy of the records that were disclosed or, upon request, an opportunity for a hearing to amend the records that were disclosed. Under this exception, a school has the discretion to disclose academic, disciplinary, or any other PII from the student's education records to the new school. Further, a parent does not, under FERPA, have the right to prevent a school from disclosing such PII from the student's education records, or from communicating information about a student more generally, to the school in which the student seeks or intends to enroll.

Directory Information

FERPA also permits a school to disclose PII from a student's education records, without consent, when such information has been appropriately designated as "directory information" and the parent has not opted out of the disclosure of such designated information. The FERPA regulations define directory information as information in a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information may include information such as the student's name, address, telephone number, email address, photograph, date and place of birth, major field of study, grade level, enrollment status (e.g., undergraduate or graduate, full-time or part-time), dates of attendance (i.e., the period of time during which the student attends or attended the school), participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and the most recent school attended. FERPA provides that a school may disclose, without consent, directory information if the school has given public notice to parents of the types of PII that it has designated as directory information and the process, including period of time, for parents to opt out of certain directory information disclosures. This notice is often included in the annual notification discussed below. For more information regarding directory information visit <https://studentprivacy.ed.gov/training/b-cs-student-directory-information>.

Dependent Student

FERPA provides ways in which a school may share education records on an eligible student with their parents. Schools may, but are not required to, disclose any and all education records to parents, without the consent of the eligible student, if the student is a “dependent student,” as that term is defined in Section 152 of the Internal Revenue Code. Generally, if either parent has claimed the student as a dependent on the parent’s most recent income tax return, a school may disclose the student’s education records to either parent, without the eligible student’s consent.

This exception to FERPA’s general consent rule also permits institutions of postsecondary education to share information with parents of students who are enrolled in both a high school and a college or university (dually enrolled). In this situation, the parents retain the rights over the student’s education records maintained by the high school, if the student is under the age of 18 years, and the student retains the rights over the education records maintained by the college or university.

Other Exceptions

Provided certain conditions are met that are not included in the summary below, other exceptions to FERPA’s general consent requirement that would permit the disclosure of PII from education records include, but are not limited to, the following:

- To authorized representatives of, among others, State and local educational authorities, such as a State department of education, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs
- To a representative of a State or local child welfare agency or Tribal organization regarding a child in foster care
- To State and local officials or authorities pursuant to a State statute concerning the juvenile justice system and the system’s ability to effectively serve the student whose records are being disclosed
- To organizations conducting studies for, or on behalf of, the school for specified purposes including improving instruction
- To comply with a judicial order or a lawfully issued subpoena
- In connection with a health or safety emergency

Annual Notification of FERPA Rights

Under FERPA, a school must annually notify parents of their rights under FERPA. There are separate annual notifications and other rights under IDEA. The FERPA annual notification must include information regarding a parent’s right to inspect and review his or her child’s education records, the right to seek to amend the records, the right to consent to disclosure of PII from the records (except in certain circumstances), and the right to file a complaint with SPPO regarding an alleged failure by a school to comply with FERPA. The notification must also inform parents of the school’s criteria for the terms “school official” and “legitimate educational interest” in

certain instances. A school is not required to notify parents individually, but rather is required to provide the notice by any means that are reasonably likely to inform parents of their rights. These means could include publication in a school activities calendar, newsletter, student handbook, or on a school's website.

Complaints of Alleged Violations with FERPA

Parents who believe that their FERPA rights may have been violated may file a complaint with SPPO at <https://studentprivacy.ed.gov/file-a-complaint>. SPPO will review the complaint to ensure the complaint:

- Is filed, in writing, by a parent who maintains FERPA rights over the education records that are the subject of the complaint;
- Is submitted to SPPO within 180 days of the date of the alleged violation or of the date that the parent knew or reasonably should have known of the alleged violation; and
- Contains specific allegations of fact giving reasonable cause to believe that a violation of FERPA has occurred.

SPPO will then make a case-by-case determination to determine the best mechanism for resolving the underlying situation. Sometimes the action will be a formal investigation; for other complaints, consistent with the statute and applicable regulations, we will take other appropriate actions, such as acting as an intermediary or providing resolution assistance. More information regarding our complaint process is available at <https://studentprivacy.ed.gov/file-a-complaint>.

Additional Information

For more information regarding FERPA and other student privacy issues, please visit our website at <https://studentprivacy.ed.gov>.

If you have questions about FERPA that are not addressed here, you may also submit a question through our website at <https://studentprivacy.ed.gov/contact> or write to SPPO for additional guidance at the following address:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-8520

Dress and Grooming

The Board of Education recognizes that each student's mode of dress and grooming is a manifestation of the student's personal choices and style. However, students may not wear clothing or engage in grooming practices that endangers their health or safety, or the health or safety of other students; creates disorder or disrupts the educational environment; causes excessive wear or damage to school property; is distracting to self or others; or prevents the student from achieving his/her own educational objectives.

MLHS prohibits students from wearing any type of clothing, apparel, or accessory that indicates the student has membership in, or affiliation with, any gang associated with criminal activities while on school property, on a school bus, or at a school-sponsored event. Apparel with biased, offensive or profane messages, alcohol, drug, tobacco, or sexual references will not be allowed. Also, wearing or possessing items depicting or implying racial hatred, stereotyping, or prejudice will not be tolerated.

Unacceptable Clothing includes (but is not limited to) the following:

- Extremely low cut, plunging or transparent clothing
- Tube tops, halter tops, backless and bare midriffs
- Sleeveless tops are prohibited for boys
- Short shorts that are revealing and bathing suits
- Sunglasses
- Head coverings (unless worn pursuant to a bona-fide religious belief or other medical purpose), metal chains, jewelry or accessory articles that have the potential to be used as a weapon, gang attire, facial markings that display non-school related symbolism.
- Hats and hoods must be removed upon the teacher's request

The dress code is meant to be a guide for appropriate dress at school and may not include specifics regarding changes in trends. Please be aware that the dress code may be modified from time to time during the school year to more clearly define appropriate dress for school. Any student who comes to school dressed inappropriately will be asked to change his/her clothing. If a student does not have something appropriate to wear, his/her parents will be contacted to bring appropriate clothing to school. Special consideration should be made for field-trips and other school-related activities. Specifically, some departments, such as physical education, science, art, and technology require specific guidelines for safety purposes. Students are expected to follow teacher directives regarding appropriate clothing/shoe attire for safety. Proper attire is always expected at school-sanctioned events.

Lockers

MLHS recognizes the need to provide student locker facilities. Student lockers, although intended for student use, are the property of the MLHS. Accordingly, MLHS recognizes its responsibility to protect the health, welfare, and safety of all District students and personnel and to provide for an environment that is conducive to learning. Furthermore, MLHS is cognizant that the Fourth Amendment right to privacy applies to students, and students are therefore entitled to be free from unreasonable search and seizure by school officials. MLHS directs that periodic general inspection of lockers shall be conducted for the purposes of health, welfare, and safety of all District personnel and students. However, the determination by a school official to conduct an individual locker search shall be based on reasonable grounds. The standard that shall guide the conduct of a school official in effecting a student locker search shall be that the school official must have reasonable grounds to believe that a student possesses evidence of illegal activity or activity that would interfere with school discipline and order, or the health and safety of students and staff before a reasonable search can be conducted. In the event that a search reveals that a student's locker contains any material or article in violation of MLHS policy or the laws of the State of New Jersey, the individuals may be subject to disciplinary action and/or criminal charges.

Although lockers are provided to students for their use during the school year, they remain the property of the Mountain Lakes School District. They are to be used for the storage of school materials, clothing and other personal property that does not pose a threat to the safety or security of the school. Food should never be kept in lockers beyond a single school day. Students are responsible for the condition of their lockers and may be charged for unreasonable wear and tear. Please note that all personal items of value should always be locked in the GYM LOCKER during in-school or after-school activities. All lockers may be subject to unannounced search in order to ensure the health, safety or educational welfare of all members of the school community.

Driving & Parking

Limited parking space and concern for student and staff safety, as well as security, necessitates that students adhere to established rules, regulations, and procedures. Students and members of the public who park on school grounds at any time do so at their own risk with the understanding of the following: By entering the respective area, the person in charge of any vehicle consents to the search of the entire vehicle and its contents by school officials with reasonable suspicion or the police department with probable cause. Additionally, MLHS, out of concern for the safety of the entire school community, reserves the right to suspend or revoke the driving privileges of and/or initiate police action against any student who drives on school property in a reckless, careless, or unsafe manner. MLHS urges all students not to drive to school on days of inclement weather, anticipated inclement weather, or when an emergency situation exists. Additionally, students will not be permitted to leave school early to take their cars home.

Only seniors who have obtained a parking permit and have affixed it to their vehicles will be permitted to park in the side parking lot. Students are to park in their assigned spaces only. Students are not permitted to return to their cars to deposit or retrieve items during the school day without administrative approval. Due to the limited number of spaces, juniors are discouraged from driving to school and may not park on school grounds unless otherwise notified by administration. Failure to follow this policy may jeopardize a student's parking privileges in his/her senior year.

Leaving School Grounds

Upon arrival at school, students are not permitted to leave the building/school grounds without permission. Students who leave school without permission from the Administration – either in an automobile or on foot – will be subject to disciplinary action, including, but not limited to, suspension from school. Students may only leave the building if they are picked up by a parent/guardian or an adult designated by a parent/guardian – unless other circumstances have been arranged and approved by the Administration.

Senior Privileges

LUNCH

Senior Lunch is a privilege that allows seniors to leave the building during the block lunch period. The appropriate permission form indicating parental consent must be submitted and approved and will be kept on file. Seniors who violate the student Code of Conduct may forfeit their right to Senior privileges.

STUDY HALL

Seniors may have the privilege of arriving late to school or departing early on days when their scheduled Study Hall falls on the first or last block of the day. All students arriving past 8:05 a.m. must sign in at the Main Office at the front of the building. Students may not utilize their Study Hall periods as an extended lunch on days when their Study Hall either precedes or follows the block lunch period. Seniors who violate this privilege may forfeit their right to Senior privileges.

Failure to meet any of the following will result in the loss of senior privileges

- When leaving the premises, seniors are not to take underclassmen with them under any circumstances.
- Upon returning to the building, each senior must enter through the Main Office.
- To maintain eligibility for this privilege, a senior must maintain passing grades each quarter, and may not receive a citizenship grade of “unsatisfactory” in any course.
- Seniors are required to attend all assemblies and programs that occur during their Study Hall periods.
- Seniors who arrive late to school or return late from lunch, may forfeit their right to senior privileges.

Guidance / School Counseling Services

The primary aim of all Guidance/School Counseling services and programs is to promote students' success in school. School counselors are student advocates who provide classroom guidance, individual academic, college/career and transition planning as well as responsive services. Counselors are available to discuss every aspect of a student's life, frequently offering assistance in goal setting, in problem-solving and with challenges that arise both in and out of school. School Counseling activities occur within both individual and group frameworks. Throughout the school year school counselors meet with students and parents to review matters of mutual interest and concern.

Media Center Privileges

The Mountain Lakes High School media center is an outstanding facility and should be your first stop in any quest for information. Its current collection consists of approximately 20,000 volumes of reference, nonfiction, fiction, media, and periodicals. Additionally, the MLHS media center also provides access to numerous reference databases. All of these resources have been assembled to serve your “right to read” and your access to information under the Freedom of Information Act.

The media center is open to students during the block lunch period and before and after school for research, reading and quiet study. Eating food in the media center is prohibited. Discussion rooms are available for study groups or collaborative academic projects and assignments. Students are asked to sign in and out of the Media Center upon entry and exit. Always treat the media center staff, the facility and all materials with respect. Anyone who is unable to comply with the scholarly expectations of conduct of the Media Center will be asked to leave. All borrowed materials must be properly checked out at the circulation desk. Privileges may be suspended for students who do not make payment on all lending fines.

Acceptable Use of School District Internet Access, Computers including Interface with District Network Systems

The computers of MLHS contain access to the Internet. The Internet is an electronic highway connecting thousands of computers all over the world and millions of individual people. The District has access to the following: (1) electronic mail (E-mail); (2) information and news from a variety of sources and research institutions; and (3) access to many university libraries, the Library of Congress, and more.

While it is impossible to control all materials that are accessible on the network, MLHS takes precautions to deny access to inappropriate materials and has identified acceptable use guidelines for those who are permitted to use the network. The District Intranet, a local area network that encompasses the computer systems of MLHS, includes, but is not limited to, classroom computers, lab computers, servers, and media center computers. Students are only allowed access to programs and applications published for educational purposes - unless permission is expressly given by an administrator - and in a manner that is not inconsistent with the educational mission of MLHS. A smooth operation of the network relies upon strict adherence to the acceptable usage guidelines. In general, these guidelines require efficient, ethical, and legal use of network resources by students.

School computers, like any other school property, are never to be altered - including the addition or deletion of software - without the explicit authorization of a systems administrator employed by the District. Tampering with systems, including attempts to gain unauthorized access may provide grounds for suspension or expulsion from school.

Any students that access the internet through the District network must adhere to the guidelines provided for in the Board's "Acceptable Use Of The Internet" as set forth in the Board Policy 6142.10. If a student violates the following policies or otherwise misuses the District's network, he or she may lose internet and Intranet access privileges. The student will also be subject to appropriate school discipline. If the activity is contrary to existing statutes and regulations that are prohibited by law, the student may be subject to criminal prosecution. Please see the school's homepage for a full copy of the Acceptable Use Policy.

- A. Acceptable Use of Internet/Intranet - The purpose of the Internet is to support research and education in and among academic institutions in the U.S. by providing access to unique resources and the opportunity for collaborative work. The use of the MLHS' account must be in support of education and research and consistent with the educational objectives of MLHS.

B. Unacceptable Use of Internet/Intranet:

- a. Do not send abusive messages to anyone; use of the network to send hate mail, or further harassment, discriminatory remarks, or other anti-social behaviors is prohibited.
- b. Use for commercial activities by for-profit institutions is not acceptable.
- c. Use for product advertisement or political lobbying is also prohibited.
- d. Transmission of any material in violation of any U.S. or state regulations is prohibited.
 - 1. This includes, but is not limited to: copyrighted material; threatening or obscene material; or material protected by trade secrets.

C. Security - security on any computer system is a high priority, especially when the system involves many users. All users have a vested interest in protecting the security of the system and the responsibility of notifying a teacher or system administrator immediately of a potential security problem. No one is allowed to use another individual's account without written permission from the principal or designee. Student passwords may not be shared with others without the expressed written permission of the principal or designee. Attempts to log on as a system administrator will result in cancellation of user privileges and disciplinary action. Any user identified as a security risk may be denied access to the Internet/Intranet. All users must close their accounts and log out before leaving the computer.

D. Vandalism - is defined as any malicious attempt to harm or destroy the data of another user, the Internet, Intranet or any of the agencies or networks that are connected to our systems. This includes, but is not limited to, the uploading or creation of computer viruses. Vandalism is also encompassing physical destruction of computers and peripherals in the media center, classrooms, and labs. Vandalism will result in the cancellation of privileges and disciplinary and/or legal action.

Enforcement - The use of the Internet/Intranet is an integral part of the curriculum. Inappropriate use will result in cancellation of the student's ability to take advantage of this research tool. School disciplinary action and/or appropriate legal action may also be taken. Serious violations of the Internet Use Policy agreement will be dealt with to the full extent of the law. School administrators will determine what constitutes serious inappropriate use. The standard appeal process will be followed.

Distribution of Literature and Signage

With the prior approval of the principal or designee, students are permitted to distribute leaflets, etc. after school in the main lobby and the gym lobby. Distributors must clean up any litter that results from their distributions of leaflets, etc. All literature to be distributed must meet journalistic standards of taste and decency.

Any student wishing to post one or more signs about the school building must receive prior approval from a Faculty Advisor or an Administrator.

Harassment, Intimidation, Bullying, and Hazing

The Board of Education and MLHS prohibit acts of harassment, intimidation or bullying. A safe and civil environment in school is necessary for pupils to learn and achieve high academic standards. Harassment, intimidation, or bullying like other disruptive/violent behaviors is conduct that disrupts both a student's ability to learn and a school's ability to educate in a safe and disciplined environment.

"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:

- A. 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; and that
- B. Takes place on school property, at any school-sponsored function, on a school bus or off school grounds as provided for in N.J.S.A. 18A:37-15.3, that substantially disrupts or interferes with the orderly operation of the school or the rights of other pupils; and that
- C. A reasonable person should know, under the circumstances, that the act(s) will have the effect of physically or emotionally harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or
- D. Has the effect of insulting or demeaning any pupil or group of pupils; or
- E. Creates a hostile educational environment for the pupil by interfering with a pupil's education or by severely or pervasively causing physical or emotional harm to the pupil.

All cases that are reported as harassment, intimidation, or bullying may not constitute the statutory definition set forth above. As recently explained by the Courts:

The statutory definition of "bullying" does not include all violent or aggressive conduct against a student. The definition, both before and after adoption of the 2010 Anti-Bullying Act, refers to conduct that is "reasonably perceived as being motivated" by a "distinguishing characteristic" of the victim, such as, "race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical, or sensory [disability]" N.J.S.A. 18A:37-14. The statute has not limited "distinguishing characteristic" to those specifically enumerated, but it has consistently required such a perceived motivation. Thus, harmful or demeaning conduct motivated only by another reason, for example, a dispute about relationships or personal belongings, or aggressive conduct without identifiable motivation, does not come within the statutory definition of bullying.

In such cases, however, the conduct will be handled in accordance with the applicable Board Policy or Regulation.

Each report of harassment, intimidation, or bullying, in accordance with the statutory procedures set forth in N.J.S.A. 18A:37-15 *et seq.*, will be addressed in an appropriate manner, beginning with an Administrative investigation. Every instance of these behaviors will be treated according to the specific, individual circumstances of the occurrence; however, a student's history of problem behaviors and prior interventions will also be considered in the determination of consequences.

The Board and MLHS also prohibit acts of harassment, intimidation and bullying directed towards District students or staff executed through electronic media (including, without limitation, electronic groups such as Facebook, Twitter, Instagram, Snapchat, etc.) or electronic means (including, without limitation, e-mail, text messaging and use of image-altering software). As noted in the statute, electronic communication means a communication transmitted by means of an electronic device, including, but not limited to, a telephone, cellular phone, computer, or wireless communication device.

Hazing is considered to be an individual or group act of harassment of another individual or group by banter, ridicule, criticism, or by exacting unnecessary work, or participation in a disagreeable/unpleasant activity for the purpose of initiation. The practice of hazing is unhealthy and counterproductive to the positive climate promoted by student participation in athletics and other programs.

Under no circumstances will hazing in any form be tolerated within the scope of programs (extra-curricular and co-curricular) sponsored by MLHS. The Principal/or designee will determine the level and severity of the disciplinary action to be taken including detention, suspension, and/or removal from the team or school activity of students participating in hazing practices. Some incidents may need to be reported to, and investigated by, law enforcement authorities in accordance with New Jersey state law. Student leaders (captains, club officers, etc.) are expected to discourage and are required to report hazing to their coach, teacher, and/or the Administration.

To view the complete Board Policy on this matter please refer to the school website or request a copy in the Main Office.

Student Assistance Program

The Student Assistance Program is designed to recognize and offer help to any student experiencing personal or family problems, including circumstances related to the use or abuse of alcohol or other drugs. The program provides:

1. Help to students during a crisis through counseling and other intervention strategies.
2. Information, counseling and appropriate referral for students concerned about their own use or others' use of alcohol and/or drugs.

3. Support of students in the development of effective decision-making, communication and other interpersonal skills.

Students and parents can contact the Student Assistant Counselor (SAC) to educate themselves and to discuss personal, peer or family concerns relating to loneliness, depression, alcohol or other drug use, suicide, eating disorders, or physical and emotional abuse. Information offered by students in the program is confidential, unless it has been deemed that the child's welfare is in danger. Furthermore, the school does not disclose to law enforcement or to individuals outside of the administration of the program (including teachers and coaches) any information including the student's identity or information about illegal activity where such information was learned in the course of services provided in the program unless not doing so would endanger the health or welfare of the student.

Upon request the SAC can make available a current list of community-based health and social service providers/agencies and listing of legal resources for student or family reference.

Intervention & Referral Services

The I&RS committee follows a team-based approach to determining the best means of supporting students who may be experiencing learning, behavior and/or health difficulties. Referrals to the committee may be made by a staff member or by a parent. The committee's goal is to identify obstacles to a student's success, determine intervening recommendations for the classroom teachers and to the family, and review progress of the student following initial implementation of the action plan. Student referral to I&RS customarily precedes referral to the Child Study Team.

Non-discrimination/Affirmative Action

It is the policy of the Mountain Lakes Board of Education not to discriminate on the basis of race, color, creed, religion, sex, disability, ancestry, nationality or social or economic status, sexual orientation, gender identity or expression, marital, domestic-partnership, or civil union status, or any other distinguishing characteristic in its educational programs or activities and employment policies as required by state law. Inquiries regarding compliance may be directed to the Principal. Additionally, students have the right to attend school irrespective of pregnancy, parenthood or marriage.

Working Papers

Students may apply for working papers in the main office. Working papers are required until the student is 18 years old. Applications may be picked up from the main office secretary by presenting a copy of the student's birth certificate or passport. The student must then fill out the personal information section and have the prospective employer complete the appropriate section. The current school physical can fulfill the medical examination requirement. Please note that each time a student changes employers a new working paper must be completed.

STUDENT CONDUCT

The expectations, rules, and guidelines that follow are necessary in order to establish and maintain a civil, safe, and supportive school environment that promotes learning and fosters the healthy physical, social and emotional development of students.

Overarching Expectations

- Consistently attend school and arrive on time.
- Get to classes before they begin and remain in the room.
- At all times, strive to learn & support the learning of others.
- At all times, respect others and their property.

We expect all students to exhibit positive character traits throughout their academic career at Mountain Lakes High School. All students are integral in creating a culture based on academic excellence that is achieved within a climate of honesty, respect, trust, and responsibility. By observing and upholding these ideals and principles, students embody a spirit of mutual trust and intellectual honesty that is central to the very nature of the school, and represent the highest possible expression of shared values among the members of the school community.

Academic Integrity

The highest standards of honesty must apply to students' actions at Mountain Lakes High School. Any act of dishonesty reflects upon a student and affects the entire school community. Among the most serious offenses are copying and plagiarism. Both are forms of cheating. In copying, a student is taking the work of another, on homework or on an assessment, and claiming it as his own. The act of plagiarism may include direct copying, but it may also be more complex than verbatim repetition. A student, in preparing a project for a class, will have plagiarized if he has taken information from sources without citing what sources were used. Plagiarized material may appear in a student's paper as word-for-word copying, a summation, or a paraphrase of another's ideas. A student has plagiarized whether the material from another source has been taken in whole or in part. In effect, by not naming the source, the student is claiming the work as his. A student's integrity is at stake whether he is the person who gives or receives the information; both are acts of dishonesty.

All instances of dishonesty are dealt with seriously at Mountain Lakes High School. Any work (homework, test, examination, or paper) that was completed by dishonest means will receive a grade of "O." Teachers will notify parents of the offense, and administrators will take disciplinary measures, if necessary.

Student Attendance

Maximum learning occurs for most students through regular attendance in classes, while excessive absence can result in poor performance. Therefore, a student may not be absent from any full-year class for more than 14 days. MLHS may have a day in session that would not be counted as an unexcused absence for a particular student for the following reasons (New Jersey School Register, Ch. 3):

- Religious observance (N.J.A.C. 6A:32-8.3(h));
- A college visit (up to 3 days per school year, only for students in grades 11 and 12);
- "Take Our Children to Work Day" or other rule issued by the Commissioner;
- Participation in observance of Veterans Day (N.J.S.A. 18A:36-13.2) or district board of election membership activities (N.J.S.A. 18A:36-33);
- The closure of a busing district that prevents a student from having transportation to the receiving school.

A note from a doctor indicating illness as the reason for absence does not deem the absence exempt from being counted among the 14 days. An administrator may extend this limit if extenuating circumstances are involved (long-term illness, hospital stay, etc.) School-sponsored or sanctioned activities will not be included in the count of absences. Reporting to class more than twenty minutes after the class has begun will constitute an absence. Although students in grades 11 and 12 may have up to 3 excused absences for college visits, students are still encouraged to schedule visits when MLHS is not in session.

Upon a student's 4th, 8th, and 12th absence from any year-long course, a form letter will be sent home to the parents which indicates a potential loss of credit if the 271st absence occurs. After the 12th absence (6th absence for a semester course and 3rd absence for a quarter year course) an attendance conference must be held including the Assistant Principal, the student's school counselor, teacher(s), and the student to discuss the student's absences. The attendance conference may be held over the phone if both the school and parents agree to do so.

In the courses that last 1/2 or 1/4 year, the limit of absences will be 7 and 4 days, respectively. Students who exceed these thresholds and withdraw from the class will need to repeat it in the subsequent year. A student who remains in the class and fails may take the course in summer school at the student's expense. Alternatively, for the student who passes the course, credit may be withheld until he or she is able to fulfill additional requirements.

When a student exceeds the allowable number of absences, an attendance committee meeting will be convened to determine whether to award course credit, withhold credit until additional work and seat-time requirements are met, or to deny credit.

A student must be present in school a minimum of four (4) hours of instructional time to be given credit for a day of attendance.

Students who are absent from school, sign out early, or who do not meet the minimum four (4) hour instructional time requirement, are not eligible to participate in any practice, game, meet, special program, evening activity event, or program scheduled for that day without the prior written approval of the school Administration. Extenuating circumstances may include, but are not limited to, family emergency, funerals, religious obligations or observations, a driver's test, etc.

Notification of Absence and Truancy

Parents/Guardians should call the MLHS attendance line at 973-833-8210 or email MLHSAttendance@mlschools.org before 9:30 a.m. on the day of a student's absence. A school representative will call the home of any person whose parent or guardian has not notified the school of their child's absence. A note explaining the reason for the absence is requested upon the student's return to school. The student should bring the note to the main office on the day he/she returns to school.

Truancy is defined as a student who absents himself by either not coming to or pre-maturely leaving school without the prior consent of a parent or guardian. Therefore, a student whose absence has not been verified by his or her parent or guardian is truant on that day and will earn a "O" for his or her class work in addition to being subject to disciplinary action. A student who is absent without consent of a parent or guardian more than four times will be referred to the I&RS team. Upon the tenth absence without parental consent the school district will make a mandatory referral to the court program designated by the New Jersey Administrative Office of the Courts.

Tardiness to School

School begins at 8:05 a.m. Any student who is not in the appropriate classroom at this time is considered tardy. Any student who arrives after 8:05 a.m. should enter the school at the main entrance and report to the attendance secretary. Students will receive a central detention for each tardy after their 3rd. Students who arrive more than 25 minutes after a class has begun are considered absent from that class.

Lateness to Class

During the school day we provide ample passing time between periods so that all students may get to their classes before the late bell rings. Students who are late to class contribute disruption to the instruction and learning that is taking place. Should a student arrive late to any class three times in a marking period he or she may be assigned to Central Detention or detained by that teacher after school *the following day*. Students failing to appear for any teacher-assigned detention may serve up to two Central Detentions.

To be eligible for participation in any extra-curricular or inter-scholastic activity, students must be in school by 10:00 a.m. that day. Likewise, a student who is dismissed during the day due to illness is considered to be ineligible for activities on that day.

Early Dismissal from School

While frequent early dismissal can inhibit student progress, at times it is necessary for a student to leave school before the end of the day. The school suggests that parents make all efforts to avoid this situation. Acceptable reasons for early dismissal include medical appointment, college visitation, religious observance, and scheduled court appearance.

A student who wishes to be excused from school is required to bring in a note signed by the parent, indicating the reason for sign-out, time of departure and approximate time of return to school. The email or note must be submitted to the main office before homeroom so a pass can be issued. At the appointed time, the student is to report to the main office in order for him/her to be signed out by one of the secretaries. Students who choose to leave the building without signing out in-person and without advance notification from a parent or guardian are considered truant and will receive "O" for class-work in addition to meeting with the corresponding disciplinary consequence of truancy and cutting.

Illness During School

The Health Office is staffed by a qualified nurse whose primary function is to provide emergency first aid in the event of an accident or sudden illness. However, the nurse does not diagnose illness, prescribe treatment, or dispense medication of any type, including aspirin, unless it is in prescription form. Students who are ill during the school day should first report to the nurse's office and sign in. The nurse's office will then attempt to communicate with the parent/guardian. Students should not attempt to call a parent/guardian from their cell phone to pick them up due to illness. If the nurse is not in the building, students should report to the main office, which will call the parent/guardian to secure permission for a sign-out. If neither parent is at home, he/she will be called at work. "Emergency Contacts" will be called only in the event of an emergency or serious incident. The school nurse will determine if the student should be sent home, rest in the waiting room, or return to class. If the school nurse deems it appropriate for the student to be sent home due to illness, the student may only leave school grounds with a parent/guardian or an adult designated by the parent/guardian on the emergency card.

Food and Cafeteria Conduct

Given that every classroom is a shared space, cleanliness is a priority for the maintenance of an appropriate learning environment. Thus, the cafeteria, cafeteria patio, gymnasiums, and the atrium courtyard are the only designated places for eating or drinking. Students are responsible for disposing of all refuse before exiting an eating area. The last ten minutes of each lunch period are reserved for clean up; students must participate. Students are to remain in designated lunch areas until the bell, and are not to leave behind any trash on tables or the floor. Finally, there is to be no food delivery to school by either a vendor or classmates.

Students may keep wrapped or packaged food in lockers for consumption during lunch or after school. However, please avoid leaving food items, especially perishables, in lockers overnight.

Option II

Students whose Physical Education Option II requests have been approved must report to Option II study hall in lieu of Physical Education. Failure to attend Option II study hall is the equivalent of cutting a course and will carry the corresponding consequence. Students who cut Option II may be required to enroll in an additional Physical Education course to receive credit and meet state graduation requirements.

Fire, Safety and Security Drills

Fire drills and emergency safety drills are necessary for the safety and security of all students, staff, and others. Everyone should know the specific direction for reaching a point of safety from those areas of the building in which he/she may be. For fire drills, the information is posted on a sign adjacent to the exit door of each room. Any specific directions regarding a fire/emergency safety drill will be announced at that time via the public address system. When a fire alarm sounds, all students must stop what they are doing and file out of the building through the nearest fire exit. Students and staff must situate themselves at least 150 ft. from the building. A quiet and orderly manner of evacuation must be maintained in case emergency conditions require a change of commands. Students are to follow the direction of the teacher in charge.

Any student who pulls a false fire alarm, otherwise creates a false alarm in the school, or improperly uses or removes a fire extinguisher will be subjected to serious disciplinary action, including suspension from school and a possible referral to the Superintendent of schools. Additionally, a police complaint may be filed in response.

The District conducts regular fire, evacuation, and lock-down drills. During a lock-down drill, students and staff are to seek refuge in the nearest securable room, which may also be the room that the student currently occupies. As swiftly as possible each room will be locked, lights will be turned off, and the blinds will be drawn closed. All students and staff shall seat themselves on the floor out of the line of sight of the door and shall maintain silence. Remain in lock down until appropriately advised by police or the Principal.

In the instances of relocation or evacuation, students are to immediately proceed in a quiet and orderly manner to their designated gathering areas external to the building or campus. In cases of evacuation, students must leave all bags and/or backpacks in the building.

Cell Phones, Cameras and Personal Entertainment Devices

The Board of Education recognizes the educational value in utilizing electronic mobile devices as instructional tools. With the rapid expansion of the use of electronic mobile devices in our society, the Board of Education feels it is imperative that its students be educated and receive guidance on how to properly use these tools for educational purposes. Utilized correctly, electronic mobile devices can enhance the learning environment while allowing the District and its students to remain current with the various uses of technology for educational purposes. Conversely, the Board of Education recognizes that the inappropriate use of such devices may constitute a disruption to the educational process and, in some cases, a violation of personal privacy.

Since, the maintenance of an optimal learning environment free from distractions is of paramount importance, inappropriate cell phone use during scheduled class time, including reading and responding to text messages, is strictly prohibited. Violation of these rules may result in the phone or electronic device being confiscated and turned over to the administration through the day's end. In the case of repeat offenses, a parent/guardian of the student must meet with a school administrator to retrieve the device. Subsequent violations will result in forfeiture of the privilege granted to students to possess a cell phone on campus.

A. Definition:

Electronic mobile devices may include, but are not limited to, laptops, netbooks, iPad, iPod touch, iPhone, electronic tablets, mobile phones and smartphones.

B. Student Use of Electronic Mobile Devices:

Use of an electronic mobile device during scheduled class time, including reading and responding to text messages, is strictly prohibited. For safety reasons, gaming and electronic communication during passing time is also discouraged. Students are allowed to possess cell phones for use before or after-school and during the block lunch period. Outside of these times, cell phones should be turned off and put away in students' lockers, bags or backpacks.

Notwithstanding the limited usage privilege regarding electronic mobile devices on school grounds, MLHS reserves the right to prohibit all access to a student who:

- Causes a disruption to the educational environment;
- Invades the rights of privacy of others, including staff, at the school;
- Involves illegal or prohibited conduct of any kind; or
- Violates a provision of the MLHS Code of Conduct or the Board's Policies or Regulations.

Use of a mobile electronic device to photograph, videotape, or audio record anyone on school property, including staff, students, or visitors, is strictly prohibited during school hours, on a school bus, or at school-sanctioned events, unless expressly approved by the Administration.

Further, unauthorized electronic recording of students or staff may be deemed an act of bullying, harassment, or intimidation, and handled according to Board policy and relevant state law.

In such cases where a student uses an electronic mobile device in an inappropriate manner or in a way that otherwise violates MLHS policy, the principal or his/her designee or classroom instructor may also confiscate the device. In such instances, the building Administration will take appropriate disciplinary action, which may require contacting outside authorities, as outlined in the MLHS Code of Conduct. In the case of repeat offenses, a parent/guardian of the student must meet with a School Administrator to retrieve the device. Subsequent violations will result in forfeiture of the privilege granted to students to possess a cell phone on campus. Failure to hand over a cell phone is considered insubordination and may result in suspension. Please note that a teacher may require a student to deposit her/his cell phone in a holding container upon any request to leave the classroom.

C. Contents of Electronic Mobile Devices

The MLHS reserves the right to examine any student's electronic mobile device that is brought onto school grounds and search its contents if there is reasonable suspicion that MLHS or Board policies, rules, or regulations have been violated, as well as if there is a reasonable suspicion that the electronic mobile device contains information that may be pertinent to a school investigation. Students who use their electronic mobile device to violate MLHS or Board policies, rules, or regulations will be subject to appropriate disciplinary action as outlined in the MLHS Code of Conduct and any suspected violation of New Jersey law will be referred to law enforcement authorities.

Cutting Classes

Students are expected to attend all of their classes. Cutting will result in a failing grade for work due in the class cut, and one week of central detention (three days). Cuts are cumulative. Students who cut any year-long class three times will have their credit withheld in that class. Similarly, students who cut any semester (or quarter) class two times will also have their credit withheld in that class. A confirmation letter will be sent home after the second cut (or first, for semester and quarter), warning that the next cut will result in a loss of credit. A credit review conference with parents and the Assistant Principal will occur to determine an individual's credit status for that course. Repeated cutting will result in suspension.

Theft

Stealing is a crime. Students who are caught stealing will be turned in to Mountain Lakes Police for prosecution. Theft may also be construed as harassment and bullying and will be investigated as such. Do not leave anything of value in an unattended backpack or in the pockets of unattended clothing – always use gym lockers to secure these items.

If a theft occurs, the student suffering the loss should report to the main office immediately. This form should be filed immediately upon discovery of the loss. All thefts of a serious nature should be immediately reported to the local police department. The MLHS takes no responsibility for the damage to or the loss of personal property or school-assigned property.

Vandalism

Graffiti and other forms of vandalism result in loss of time among our custodial staff and may generate a monetary loss for the District. These acts may result in suspension, and restitution will be incurred by the student and his/her family (up to and including cleaning, repair, or payment for damages.) Police involvement may also become necessary.

Smoking/Vaping

In accordance with state and local Board of Education policy, smoking/vaping of any kind is forbidden in school, on a school bus, and on school grounds. The use or possession of chewing tobacco, snuff, "chew," electronic cigarettes and/or vaping devices is also prohibited on school grounds. Students who violate this rule will be suspended from school. The rule is in effect on all school grounds, before, during, and after school.

Chemical Substance Use and Abuse

The Board recognizes that the misuse of chemical substances by any student seriously impedes that student's education and threatens the welfare of the entire school community. Accordingly, the Board maintains and enforces a comprehensive Substance Abuse Policy. A complete copy of the policy is posted on the website and can also be obtained from the Principal or Assistant Principal.

In brief, the policy divides itself into two parts. The first section pertains to the student who confidentially reveals his/her substance abuse problem and seeks help in dealing with it. The second section addresses instances in which a student is reasonably suspected and found to be under the influence of a mood-altering chemical substance while in school or at a school activity.

Definitions:

1. For the purpose of these procedures "chemical substances include":
 - a. "Alcoholic Beverages": The Board recognizes alcohol as a chemical substance. The term "drugs and alcohol" is therefore avoided in these procedures in favor of the term "chemical substances," which includes alcohol, controlled dangerous substances, and other drugs.
 - b. Any controlled dangerous substance as identified in N.J.S.A. 24:21-1 *et seq.* Controlled dangerous substances include, but are not limited to, marijuana, cocaine (including "crack"), heroin, Oxycodone, PCP, amphetamines, barbiturates, anabolic steroids, tranquilizers, LSD, and "designer drugs," or controlled substance analogs.
 - c. Any chemical or chemical compound which releases vapor or fumes, causing a condition or intoxication, inebriation, excitement, stupefaction, or dulling of the brain or nervous system, as defined by N.J.S.A. 2C:35-10.4. This section includes, but is not limited to, glue, aerosol propellants, gasoline, and solvents.
 - d. Any mind-altering or behavior-altering chemical substance. This category includes, but is not limited to, prescription drugs and such common substances as cough medications and over-the-counter medications.
 - e. Any prescription or patent drug, except those for which permission to use in school has been granted, pursuant to Board of Education policy.
2. The phrase "chemical substances in the school setting" refers to student use, possession, distribution, or state of being under the influence of chemical substances on school property, at school functions, or on school buses. It also refers to students whose use of drugs is affecting their school performance.
3. The term "distribution" includes facilitation of sale, transfer, or delivery.
4. The term "drug paraphernalia" refers to all equipment, products, and materials of any kind used for growing, manufacturing, producing, processing, preparing, testing, packaging, storing, containing, concealing, ingesting, inhaling or otherwise introducing into the human body in violation of the provision of these procedures, any of the substances referred to or included above. Drug paraphernalia includes, but is not limited to, the following objects used or intended for use, in conjunction with drugs: capsules, balloons, envelopes, other containers, pipes, tubes, masks, roach clips, miniature spoons, vials, rolling papers, razors, mirrors, and syringes.
5. The term "substance abuse problems" refers to those problems arising by virtue of the use of alcohol or other drugs by the student or the student's family.
6. The term "Building Administrator" refers to the principal, assistant principal, or the Building Administrator's designee.

The alcohol/drug-affected student who self-reveals may approach any member of the professional staff or the student assistance coordinator in order to seek help. It may be deemed appropriate to have the student evaluated in order to discover the nature of the concern and/or the extent of the substance abuse problem. It is possible that a referral for treatment would follow the evaluation.

Student Suspected of Being Under the Influence of a Chemical Substance:

Any staff member observing a student who appears to be currently under the influence of a chemical substance shall report the observed student's behavior and symptoms immediately to the Building Administrator.

The Building Administrator must remove the student for immediate examination by the School Nurse or SAC. The student will be kept under constant surveillance by school personnel. The school nurse shall conduct a preliminary chemical substance screening using a standard medical examination established by the medical department. The preliminary chemical substance screening report shall be submitted immediately to the Building Administrator.

Upon completion of the school nurse's preliminary chemical substance screening, the Building Administrator shall notify the parent/guardian of the results. The parent/guardian is required to meet with the Building Administrator immediately to obtain the necessary forms and discuss the appropriate course of action.

The parent/guardian shall be required to take the student for a medical examination by a physician that is selected by the parent/guardian and who is licensed to practice medicine or osteopathy. The costs for such examination shall be the full responsibility of the parent/guardian. The physician must provide a written report to the parent/guardian, the principal and Superintendent within twenty-four (24) hours of the referral indicating whether chemical substance(s) was/were found, and whether such chemical substance(s) interfere with the student's physical and mental ability to perform in school. Throughout this process, the parent/guardian must comply with all minimum requirements for the medical examination as defined by the MLHS, including chemical screening with a zero tolerance testing. Any violation of the policy may be reported to the Division of Child Protection and Permanency.

If the physician selected by the parent/guardian is not immediately available, the medical examination shall be conducted by the School Physician. If the School Physician is not available, the parent/guardian shall be required to take the student to the emergency room of the nearest hospital for a medical examination. The student shall also be accompanied by the Building Administrator or a designated member of the school staff.

When a student fails to have an immediate medical examination/chemical screening to determine if he/she is under the influence of a chemical substance, the student shall be

considered to have a positive result. In addition, when a chemical screening specimen is determined to be diluted and/or tampered with, the student shall be considered to have a positive result. In both cases, appropriate District disciplinary procedures will be imposed and implemented.

Re-Entry for Students Suspected of being Under the Influence of a Chemical Substance:

In the case of suspicion confirmed by chemical screening, in order to gain re-entry to the MLHS:

1. The student must undergo a physical examination in order to ascertain whether he/she is fit (drug-free) to return to school. The exam report must be furnished to the parent/guardian and the Principal and the Superintendent within twenty-four (24) hours of referral.
2. The student will be suspended from school for a period of time set by the Principal.
3. The student and his/her parent(s)/guardian(s) must attend a readmission conference with the Principal. At the conference, all pertinent health care issues and the disciplinary matters will be reviewed. The school's expectations will be set forth. All drug screening results will be discussed.
4. The student and his/her parent(s)/guardian(s) must make arrangements with a health care provider for a "chemical health assessment." The results of this evaluation must be shared with the Principal and/or Student Assistance Counselor.
5. If the chemical health assessment finds a positive (drug- involved) result, the family will be required to arrange for the student to receive appropriate services from a licensed health care provider. The student will also engage in a series of subsequent support meetings with the Student Assistance Counselor. Refusal to participate and/or complete such services may result in additional disciplinary action.
6. The student may be removed from an extracurricular activity in which they are participating at the time of the incident.
7. In addition, any student discovered possessing or trafficking in (selling) controlled dangerous substances or drug paraphernalia will be subject to the provisions set forth above, and will be reported to the Mountain Lakes Police for prosecution.

Note: Every student has a right to confidentiality during this entire process. To view the complete Board Policy on this matter, please refer to the school website or request a copy in the Board office.

Conduct at School Events

The rules governing student conduct are in effect on the bus and at all school events or activities, even those that the school sponsors off campus such as outings or field trips.

Dances

The rules and regulations below are in effect at all dances:

1. Once a dance begins, students may not leave until the conclusion of the event.
2. All dances sponsored by Mountain Lakes High School are for Mountain Lakes High School students only. For the occasions of the Winter Formal and Senior Prom any prospective guest of MLHS students who are under the age of 21 may fill out a contract requesting admission to the event. However, the administration reserves the right to refuse any such request.
3. Students are not permitted to drink or use illegal drugs, or be under the influence of alcohol or illegal drugs at school sponsored activities. Students who violate this rule may be subject to suspension or expulsion.
4. Students will be admitted to the dance up to 30 minutes past the designated starting time.
5. School representatives have the authority to shut down a dance if there exists a threat to the health, safety, and security of those in attendance.

DISCIPLINARY GUIDELINES

MLHS personnel shall, in accordance with law, systematically monitor its procedures to ensure continuing compliance with anti-discrimination laws and regulations in school and classroom practices. The administration of discipline will be equal and consistent without regard to race, religion, ethnicity, disability, national origin, ancestry, nationality, sex, gender, sexual orientation, gender identity, or expression marital, domestic partnership or civil union status, or any other distinguishing characteristic.

Responsibility, honesty, maturity, trust, respect and consideration for others are critical factors that limit the necessity of formal disciplinary measures. With this in mind, students are encouraged to develop and exercise these qualities while regularly maintaining self-discipline and a positive attitude.

Expectations for daily conduct within the classroom are largely maintained by our teachers. Other behavior-related issues are handled by the Principal and the Assistant Principal. These typically follow from conduct observed or from teacher or student referrals. The administrator will examine the student's account of events when considering disciplinary consequences. The administrator will also evaluate the severity of the offense, the conduct history of the offender, and the student's developmental age in determining the school's response to the misconduct. Individualized Education Plans and accommodations under section 504 are also taken into account. Disciplinary measures are graded and range from loss of privileges and central detention to suspension or expulsion. Parents are often called in connection with disciplinary issues, and some forms of misconduct require a parent conference.

If at any time a student is asked to remove himself from a classroom by a teacher, he or she must do so without protest, reporting immediately to the Main Office. There the student will fill out a Behavior Report and wait for the Principal or Assistant Principal to review the matter.

Consequences Explained

Central Detention - Central Detentions are held on Tuesday, Wednesday, and Thursday afternoons from 2:45 p.m. to 3:45 p.m. Attendance is mandatory and supersedes extra-curricular activities and work schedules. Failure to attend may result in suspension from school.

Suspension - Suspension is reserved for the most serious or pervasive type of misconduct. It takes two forms: *In-School Suspension* and *Out-of-School Suspension*. During in-school suspension, students report to the Main Office, where they will be escorted to the In-School-Suspension room. A suspended student may not participate in any extracurricular activities. A suspended student incurs no academic penalty and has the full rights to make up missed work.

The following chart is a guideline of consequences corresponding to some, but not all, infractions. This list is not intended to be exhaustive, but each situation is unique and may result in more severe penalties as determined by the Administration.

<u>Infraction</u>	<u>Consequence</u>
Academy Dishonesty	Discipline as determined by administration
Café Disruption	CD
Cut Central Detention	ISS / OSS
Cut Class	3 CDs
Disrespectful Conduct	3 CD
Failure to follow Safety Procedures	ISS / OSS
False Alarm or Threat	OSS / Police Notification
Fighting	OSS
Forged Note	3 CDs
Harassment, Bullying or Hazing	ISS / OSS
Inappropriate Behavior	3 CD's/ISS/OSS
Inappropriate Language	CD
Inappropriate use of Electronics	Confiscate/Loss of Privilege/ISS
Insubordination	ISS / OSS
Late To Class	Teacher Detention/CD
Leaving School Grounds	CDs/Loss of Senior Privileges
Missed Teacher Detention	2 CDs
Repeated Dress Code Infractions	CD
Parking Violations	CD, Lost Privileges
Poss. Drugs / Paraphernalia, Alcohol	OSS / Police notification
Smoking	ISS / OSS
Substance Abuse	OSS
Tardy to School	CD
Theft	OSS, Replace Goods
Unauthorized Occupancy	ISS / OSS
Vandalism	ISS /OSS Pay For Damage

CD = Central Detention

OSS = Out of School Suspension

ISS = In School Suspension

Memorandum of Agreement with Law Enforcement

A uniform State memorandum of agreement exists between education and law enforcement agencies aimed to address safety and security issues as they relate to school and community. As far as possible, questioning of pupils by police in pursuing an investigation shall take place outside of school hours. If the urgency of the situation requires otherwise, whenever possible such questioning shall take place in the presence of a parent or guardian and the principal or his designee.

Student Appeals and Due Process

Disciplinary appeals should be made at the lowest level of authority involved in the disciplinary decision. In addition, students have the right to an informal hearing before an Administrator prior to the enactment of any suspension from school. For a long-term suspension, the student shall have the right of a formal hearing before the Board pursuant to N.J.A.C. 6A:16-7.3. In instances when a student's continued presence in school poses a danger or threatens to disrupt the educational process, the informal hearing shall take place as soon as practical following the suspension. Oral or written notification of the removal of a student from his or her educational program shall occur on the same day on which the decision to suspend is made. Any further appeals may be made to the Commissioner of Education in accordance with applicable State Law and Regulations.

Some of the Board's Policies, including the Conduct and Discipline Policy, are available on the School District's website. Copies of all policies are made available to the public upon request.

Care of School Property

1. A student is wholly responsible for the care of all issued books, computers or other school property including athletic uniforms and equipment.
2. Fines for damaged or lost books, computers or equipment must be paid before the end of the course or sports season.

Parent Portal/ Checking of Student Progress

Parents will have access to the grades of their children through Genesis. Parents are cautioned to recognize every grade appearing in the system represents a mere snapshot in time, one whose calculation may or may not include a student's most recent assessments. Teachers will update the grades of their students in a timely fashion. Finally, parents are urged to first address clarifying questions pertaining to academic performance with their son or daughter prior to communicating with the course instructor.

Extra Help

Students are encouraged to make arrangements with teachers for extra-help during mutually convenient periods, before or after school, or during the lunch block. National Honor Society students also volunteer their time to support their peers in their studies. Students should discuss arranging assistance from an NHS tutor with their School Counselor.

Schedule Changes

Course selection should be carefully carried out in a cooperative manner involving the student, teacher, counselor, and parents. Students are expected to attend and satisfactorily complete the courses in which they enroll during counseling conferences. Prior to the opening of school in September, changes to a student's schedule proposed for educationally sound reasons will be considered according to specific guidelines set forth in The Program of Studies. During the school year, courses are not to be dropped unless extenuating circumstances arise. If this occurs, the following procedure is to be followed:

1. Student is to communicate the request to both the teacher and counselor.
2. Counselors will notify parents of the proposed change.
3. Counselor will confer with both teacher and the appropriate supervisor regarding the change and its implications.
4. If approved, students must secure the signatures of the teacher, supervisor, counselor and parent.
5. If the change request is denied appeals may be made to the Director of Guidance and the Principal, respectively.

Withdrawal From School

When a student is moving or transferring to another school, written notice of this withdrawal is requested from the student's parent or guardian. All students withdrawing from school must attend an exit interview with their guidance counselor. If the student is under 18 years of age, a parent or guardian must be present at this interview. The specific steps in withdrawing from school may be obtained from one's guidance counselor.

Make-up Work

It is the student's responsibility to find out whether he/she missed a test or other class-work or evaluative obligation while absent from school. In such cases, the student is responsible for communicating with the teacher and arranging to make up the missed work within one week of his/her return to school. Work not made up promptly will receive a grade of "F".

A student may not be required to take a test on the first day of his/her return to school if the student was not present the day the test was announced. If a student anticipates being absent for more than three days, he/she should contact the main office to arrange to get assignments beforehand.

Students on field trips or athletes excused from class for early contests are responsible for any work they miss.

National Honor Society

MLHS is host to the E.W. Anibal Chapter of the National Honor Society. Not only does our NHS recognize high academic achievement, but it also functions as a service organization. Its members tutor other students, usher at evening events, serve as mentors, and perform other services on an as-needed basis.

In order to be considered for selection, students must attain a 3.65 cumulative weighted G.P.A. and demonstrate high standards and a record of achievement in leadership, character, and service. Students are eligible for selection following the midpoint of their junior year. After selection for membership, students must maintain a 3.65 cumulative G.P.A. and continue to uphold the standards that made them eligible for initial induction.

Final Examinations

Final Examinations are required of students in almost all academic subjects, and carry a weight of one tenth of the credit earned.

Attendance at the final examinations is mandatory. Only a physician's note or a personal excuse cleared by the Principal in advance will be a valid reason for missing a final examination. No student is to be admitted to an examination if he/she is tardy by more than one hour. Any student or teacher who wishes to change the time or place of an examination must receive prior approval from the Assistant Principal.

Students who willfully absent themselves from a final examination will automatically receive an "F" for the exam. Students with a failing average (three failing grades in a full-year course, or two failing grades in a semester course) must take the final exam in order to be eligible for summer school and/or to repeat the course for the following year. Extenuating circumstances will be reviewed by the administration.

Notification of Health Curriculum Content

The New Jersey State Health Curriculum Guidelines require that parents receive notification of the content of the District's health curriculum. Further, parents may request a waiver from selected topics contained in the curriculum. Among these topics are Human Sexuality in Grade Nine, Current Health Issues in Grade Eleven, and Marriage and Family Living in Grade Twelve.

If a parent questions the appropriateness of these health topics for religious or moral reasons, the parent will be given the opportunity to examine the details of the Health Curriculum. Further, the parent may request a waiver for his or her child to be exempted from the topic(s) in question. The request, stating the specific reasons for the exemptions, shall be submitted in writing to the building principal. Should there be sufficient reason to honor the request, the Principal will assign the student to a library/study location during the health instructional time and will be provided an alternate assignment to meet the health requirements.

CO-CURRICULAR ACTIVITIES AND PROGRAMS

An updated list of clubs for the 2022-2023 school year may be found on the MLHS website or in the Main Office.

Sportsmanlike Conduct

One of the goals of the MLHS Athletic Department is to promote good sportsmanship among all participants and fans. The following are our expectations and ways to promote "Good Sportsmanship."

Expectations of Student Participants

- Treat opponents with respect; shake hands prior to and after contests.
- Respect judgment of contest officials; abide by rules of the contest and display no behavior that could incite fans.
- Cooperate with officials, coaches and fellow participants to conduct a fair contest.
- Accept seriously the responsibility and privilege of representing school and community; display positive public action at all times.
- Live up to the high standard of sportsmanship established by the coach.

Acceptable Behaviors

- Applause during introduction of players, coaches, and officials.
- Accept all decisions of officials.
- Cheerleaders lead fans in positive school cheers in a positive manner.
- Handshakes between participants and coaches at the end of the contest, regardless of outcome.
- Coaches/players search out opposing participants to recognize them for outstanding performance or coaching.
- Applause at the end of the contest for performance of all participants.
- Everyone showing concern for injured players, regardless of team.
- Encourage surrounding people to display only sportsmanlike conduct.

Unacceptable Behaviors

- Yelling or waving arms during an opponent's free-throw attempt.
- Disrespectful or derogatory yells, chants, songs, or gestures.
- Booing or heckling an official's decision.
- Criticizing officials in any way; displays of temper with an official's call.
- Antagonizing opponents either verbally or through gestures.
- Refusing to shake hands or give recognition for good play.
- Blaming loss of game on officials, coaches, or participants.
- Laughing or name-calling to distract an opponent.
- Using profanity or displays of anger that draw attention away from the game.
- Yelling or chanting that interferes with the efforts of cheerleaders.

Eligibility Rules

The New Jersey State Interscholastic Athletic Association (NJSIAA) establishes the following rules:

1. ELIGIBLE if a student has not reached the age of 19 prior to September 1st.
 2. ELIGIBLE to represent the H.S. for 8 consecutive semesters following a student's entrance into the 9th grade.
 3. To be ELIGIBLE for athletic competition during the first semester (September 1 to January 31) of the 10th grade or higher, or the second year of attendance in a secondary school or beyond, a pupil must have passed 25% of the credits (30) required by the state of New Jersey for graduation during the immediately preceding academic year. To be ELIGIBLE for athletic competition which begins during the second semester (February 1 to June 30) during the ninth grade or higher, a pupil must have passed the equivalent of 12.5 % of the credits (15) required by the State of New Jersey for graduation (120) at the close of the proceeding semester (January 31). Full year courses shall be equated as one-half of the total credits to be gained for the full year to determine credits passed during the immediately preceding semester.
 4. NOT ELIGIBLE after the completion of 8 semesters following a student's entrance into 9th grade, regardless of the fact that a sports season may not be completed.
 5. NOT ELIGIBLE after the class in which a student originally enrolled graduates, regardless of transfers during the 3 or 4-year period.
- Notwithstanding the provisions of Paragraph 3 and 4 above, a student who is eligible at the beginning of a sports season shall be allowed to finish that season.

Training Rules

A member of a Mountain Lakes High School athletic team is expected to maintain the high ideals of personal integrity and team loyalty. To maximize the commitment to that goal, each athlete must adhere to the following rules:

1. The use and/or possession of drugs or alcohol is prohibited by any team member.
2. The use and/or possession of any tobacco product (including e-cigarettes, vaping devices, or chewing tobacco) is prohibited by any team member.
3. Any involvement with police or other authorities because of violations of local, state or federal law (with the exception of motor vehicle violations), is prohibited by any team member. In determining the appropriate response to students who commit one or more acts under this paragraph, the following factors may need to be considered:
 - a) the levels of harm
 - b) the surrounding circumstances
 - c) the nature of the behaviors
 - d) past incidents or past or continuing patterns of behavior

The Principal or his/her designee, Athletic Director and Head Coach will be responsible for determining whether an alleged act constitutes a violation of this Policy. The Principal or his/her designee shall conduct a prompt, thorough and complete investigation of the alleged incident. The Principal or his/her designee will maintain a record of each investigation regarding allegations of Training Rule Violations.

Any athlete who violates one of these rules will be removed from the team of which he/she was a member for the remainder of that season. Also, if a violation occurs, the athlete will be referred to the student assistance program and a drug/alcohol evaluation may be required.

In addition, an athlete's second violation of one of these rules during that athlete's high school career will result, not only in the loss of eligibility for the remainder of that season, but also the following:

For 2nd and subsequent offenses involving tobacco, alcohol and/or drugs:

- A. *For Alcohol and Drug Offenses: Mandated alcohol and drug assessment with an outside facility approved by the Student Assistance Coordinator (SAC) and*

- A1. Completion of any recommended program resulting from assessment by outside facility. OR Active participation in such recommended program including compliance with all program policies and recommendations*

- A2. Participation in the random drug-testing program, including the EtG 80-hour alcohol screen, for 90 days while school is in session, unless such testing is specifically contrary to the outside therapist's recommendation.*

For Tobacco Offenses: Mandatory three meetings with SAC and compliance with all recommendations resulting from such meetings.

Above must be completed before participating in another sport.

- B. *Participation in Eligibility Meeting:* The Principal, Athletic Director, SAC and two members of the coaching staff will review the student athlete's compliance with A and B above and determine the student athlete's eligibility for participation in sports.

For 2nd and subsequent offenses NOT involving tobacco, alcohol and/or drugs:

- A. *Participation in three mandated meetings* with the Student Assistance Coordinator. (SAC)
- B. *Follow the recommendations of the SAC* based on the above meetings.
- C. *Completion of an individually prescribed restitution program* which may include 20-60 hours of community service *and/or adherence to a restriction of in school privileges* including free periods and open campus.
- D. *Participation in Eligibility Meeting:* The Principal, Athletic Director, SAC and two members of the coaching staff will review the student athlete's compliance with A, B, and C above and determine the student athlete's eligibility for participation in sports.

Interscholastic Athletics

Mountain Lakes High School offers a wide range of interscholastic activities for both boys and girls.

Fall:

Boys Cross Country - Varsity, JV
Girls Cross Country - Varsity, JV
Field Hockey - Varsity, JV, Fr
Football - Varsity, JV, Fr

Boys Soccer - Varsity, JV, Fr
Girls Soccer - Varsity, JV, Fr
Girls Tennis - Varsity, JV

Winter:

Boys Basketball - Varsity, JV, Fr
Girls Basketball - Varsity, JV, Fr
Ice Hockey - Varsity, JV
Boys Skiing - Varsity, JV

Girls Skiing - Varsity, JV
Boys Swimming - Varsity
Girls Swimming - Varsity
Wrestling - Varsity, JV

Spring:

Boys Baseball - Varsity, JV, Fr
Boys & Girls Golf - Varsity
Boys Lacrosse, Varsity, JV, Fr
Girls Lacrosse, Varsity, JV, Fr

Boys Tennis - Varsity, JV
Girls Softball - Varsity, JV, Fr
Boys & Girls Track - Varsity

Please see the Athletic Director for more information.

PHILOSOPHY

We believe interscholastic athletics are an integral part of a successful educational system. Our educational goals and objectives are best achieved by a diversity of learning experiences, some of which are more appropriately conducted outside the regular classroom program environment. The purpose of interscholastic athletics is to provide another arena wherein students may learn and develop life skills through the experiences athletics provide. These experiences should help develop student initiative, responsibility, social skills, organizational skills, team building, commitment, and a motivation to pursue excellence.

Freshman:

This level of interscholastic sports is for ninth grade students only. Sports conducted at this level focus on acquiring basic skills, learning game rules, the fundamentals of team play, appropriate behavior patterns, and healthy competition.

We try not to cut students at ANY level. However, if the number of students trying out for a team creates a situation that is difficult to manage, poses a safety problem, or is problematic because of facility consideration, reducing team size may be necessary.

Junior Varsity:

This level of interscholastic sports is primarily for tenth and eleventh grade students. Occasionally ninth grade students who have satisfied all selective/classification requirements are placed at this level. Junior varsity programs work towards achieving a balance between continued team and player development. Emphasis is placed on physical conditioning, refinement of fundamental skills, and elements of strategies of team play, in addition to social and emotional development. Members are expected to exhibit a high level of dedication and commitment with the goal of becoming a varsity athlete.

Varsity:

This level of interscholastic sports is the culmination of all other levels. Normally, juniors and seniors combine for the majority of the roster positions, along with any sophomore and freshman athletes that have developed at an advanced rate. Although cutting is not encouraged, the number of participants is determined by the need to conduct an effective and meaningful practice and to play a contest. A sound attitude coupled with an advanced level of skill are prerequisites for a position on a varsity roster.

Although the primary goal of any varsity program is to win, winning is not the only measure of success. Through participation, students acquire important qualities necessary for becoming responsible adults and productive citizens.

Physicals/Permission Cards

No student may begin practice for any team unless he or she has had a physical exam, handed in a parent permission card, and completed a medical history questionnaire. The school doctor will be available one day in the summer to give physicals to all athletes, for fall sports and at other times during the year for winter and spring sports. These physical exams are conducted at the High School. If a student misses these physicals, he or she must make arrangements with the family physician to conduct the examination and complete the school's medical form.

Letters/Awards

The coach of a particular sport will establish the criteria for earning a letter of that sport. Freshman and JV letter winners receive certificates. Varsity letter winners are awarded a letter for their first varsity award in each sport and then a plaque for any subsequent varsity letter they earn for that sport. Honor plaques are given to any student who participates in three sports during one year.

MLHS Alma Mater

*When all Mountain Lakers gather
It is never very long
'Til we praise our Alma Mater
With a Song
As we join our hearts together
Raise our voices clear and true
In allegiance to the Orange
And the Blue!*

*Where the Echoes from the hillsides
Ring around the Wildwood shore
Dwell a host of Friends
we'll Cherish evermore
Though our paths may some day sever
We'll recall the happy throng
That was bound as one together
In a song.*

CHORUS

*Sing! Sing! The Mountain Lakers' song
To thee our loyal hearts belong
For no matter where we wander
Or wherever we may roam
We will always think of Mountain Lakes
As Home.*

Music and lyrics by George H. Littell