Mountain Lakes Board of Education
Bills And Claims Report By Vendor Name
for Batch 53

Vendor # / Name / PO #	Account # / Description	Inv #	Check Type *	Check Description or Multi Remit To Check Name	Check # Check Amount
Pending Payments					
A.M.E. INC./ 9489					
25-0650	11-000-261-420-DW-0750 - -/ REQ MAINT-CLN/REPAIR/MNT	404223-404224	CF	REQ MAINT-CLN/REPAIR/MNT	3,520.00
ABLE SHRED BUSINESS PRODUCTS LLC/ 6913					
25-0518	11-000-240-500-BC- - -/ SCH ADMIN-OTH SERVICE	6238	CF	SCH ADMIN-OTH SERVICE	35.00
ACKERSON DRAPERY & DECORATOR SVCS INC./ 8011					
25-1313	30-004-410-450-DW- - -/ MLHS AUD HVAC UPGRADE	25-027	CF	MLHS AUD HVAC UPGRADE	8,369.71
ATLANTIC COMMUNICATIONS/ 7882					
25-1245	11-190-100-610-HS-0240A-U -/ REG PROG UND-SUPPLIES	22718	CF	REG PROG UND-SUPPLIES	861.60
B&H PHOTO/ 6282					
25-1323	11-190-100-500-TD-0720D- -/ REG PROG UND-OTH SERVICE	230868219	CF	REG PROG UND-OTH SERVICE	48.60
	11-190-100-610-TD-0730A- -/ REG PROG UND-SUPPLIES	230868219	CF	REG PROG UND-SUPPLIES	1,386.95
				Total for B&H PHOTO/ 6282	**$1,435.55**
BAKER TILLY VANTAGEN, LLC/ 7916					
24-1842	11-000-230-339-AD-0120D- -/ GEN ADMIN-OTH PROF SERV	48720-943-4920 5	CF	GEN ADMIN-OTH PROF SERV	584.00
25-1264	11-000-230-339-AD-0120D- -/ GEN ADMIN-OTH PROF SERV	9756-029-238-5 94-889	CF	GEN ADMIN-OTH PROF SERV	889.46
				Total for BAKER TILLY VANTAGEN, LLC/ 7916	**$1,473.46**
BLOOMSBURY PUBLISHING INC./ 9529					
25-1269	11-190-100-500-BC- - -/ REG PROG UND-OTH SERVICE	00011847	CF	REG PROG UND-OTH SERVICE	1,519.00
BOROUGH OF MOUNTAIN LAKES/ 1291					
25-1363	11-402-100-500-HS- - -/ ATHLETICS-SERVICES	101	CF	ATHLETICS-SERVICES	257.25
BUREAU OF EDUCATION & RESEARCH/ 1240					
25-1297	11-000-223-580-HS-0250B- -/ INSTR TRAIN-TRAVEL	BER-DARA-BL OOD	CF	INSTR TRAIN-TRAVEL	295.00
25-1335	11-000-223-580-HS-0250B- -/ INSTR TRAIN-TRAVEL	021325-ADV-AL GEBRA	CF	INSTR TRAIN-TRAVEL	295.00
				Total for BUREAU OF EDUCATION & RESEARCH/ 1240	**$590.00**
BUTLER WATER CORRECTIONS/ 8437					
25-1307	11-000-261-420-DW-0750 - -/ REQ MAINT-CLN/REPAIR/MNT	35024	CF	REQ MAINT-CLN/REPAIR/MNT	5,500.00
CAPITAL SUPPLY COMPANY/ 1252					

** CF -- Computer Full CP - Computer Partial HF - Hand Check Full HP - Hand Check Partial*

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Pending Payments					
25-1200	11-000-262-610-DW-0620C- -/ CUSTODIAL-SUPPLIES	823696	CF	CUSTODIAL-SUPPLIES	11,388.85
CENGAGE LEARNING INC/ 8284					
25-0525	11-190-100-500-BC- - -/ REG PROG UND-OTH SERVICE	85706786	CF	REG PROG UND-OTH SERVICE	50.00
CENTRAL TECHNOLOGY INC/ 9403					
25-1314	11-000-240-610-WW-0250A- -/ SCH ADMIN-SUPPLIES	32814	CF	SCH ADMIN-SUPPLIES	147.00
CHANGEBRIDGE MEDICAL ASSOCIATES PA/ 9194					
25-0642	11-000-213-300-DW- - -/ HEALTH-PUR PROF/TECH	JAN2024-SERV	CF	HEALTH-PUR PROF/TECH	1,666.67
	11-000-213-300-DW- - -/ HEALTH-PUR PROF/TECH	NOV-DEC-24	CF	HEALTH-PUR PROF/TECH	3,333.34
				Total for CHANGEBRIDGE MEDICAL ASSOCIATES PA/ 9194	**$5,000.01**
COMBUSTION SERVICE CORP./ 5011					
25-1310	11-000-261-420-DW-0750 - -/ REQ MAINT-CLN/REPAIR/MNT	10151-10157	CF	REQ MAINT-CLN/REPAIR/MNT	1,980.00
CUSTOM BANDAG INC./ 9516					
25-1018	11-000-263-610-DW- - -/ GROUNDS-SUPPLIES	50195696B	CF	GROUNDS-SUPPLIES	197.06
DAANJ, INC./ 5203					
25-1253	11-402-100-890-HS-1020A-21-/ ATHLETICS-OTHER OBJECTS	K.WALLACE-71 750310	CF	ATHLETICS-OTHER OBJECTS	475.00
DECKER INC. SCHOOL FIX/ 8920					
25-1334	11-190-100-610-BC-0240A- -/ REG PROG UND-SUPPLIES	606187	CF	REG PROG UND-SUPPLIES	144.64
DESTINATION IMAGINATION, INC./ 8226					
25-0905	11-190-100-610-CI- - -/ REG PROG UND-SUPPLIES	105277	CF	REG PROG UND-SUPPLIES	275.00
25-1030	11-190-100-610-CI- - -/ REG PROG UND-SUPPLIES	105782	CF	REG PROG UND-SUPPLIES	25.00
25-1373	11-190-100-610-CI- - -/ REG PROG UND-SUPPLIES	106197	CF	REG PROG UND-SUPPLIES	350.00
				Total for DESTINATION IMAGINATION, INC./ 8226	**$650.00**
DIXON BROTHERS INC./ 8741					
25-0490	11-000-262-621-HS-0630 - -/ CUSTODIAL-NATURAL GAS	568718	CF	CUSTODIAL-NATURAL GAS	480.38
E-RATE CONSULTING INC/ 9334					
25-0142	11-000-252-500-TD- - -/ IT-OTH PUR SERVICES	1585	CF	IT-OTH PUR SERVICES	4,000.00
EDUC SVCS COMM. MORRIS CNTY */ 2500					
25-1220	20-507-200-320-CS- - -/ NP CH193 EXAM & CLASS-IN	SEP-OCT-NOV-DEC-24	CF	NP CH193 EXAM & CLASS-IN	4,443.34
	20-507-200-320-CS-A - -/ NP CH193 EXAM & CLASS-AN	SEP-OCT-NOV-	CF	NP CH193 EXAM & CLASS-AN	4,443.34

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Pending Payments					
25-1220		DEC-24			
	20-508-200-320-CS- - -/ NP CH193 CORRECT SPEECH	SEP-OCT-NOV-DEC-24	CF	NP CH193 CORRECT SPEECH	4,443.44
25-1221	20-250-200-300-CS- - -/ IDEA B-PROF & TECH SERV	202501075	CF	IDEA B-PROF & TECH SERV	7,684.00
25-1352	20-510-100-610-DW- - -/ NP TECHNOLOGY	202500176	CF	NP TECHNOLOGY	3,626.00
25-1354	20-509-200-320-DW- - -/ NP NURSING	202500192	CF	NP NURSING	9,620.00
				Total for EDUC SVCS COMM. MORRIS CNTY */ 2500	**$34,260.12**
ERIC ARMIN, INC./ 5107					
25-0907	20-042-100-610-LD- - -/ MLEF25LD-SUPPLIES	1390528	CF	MLEF25LD-SUPPLIES	1,100.40
25-1333	11-190-100-610-BC-0240A- -/ REG PROG UND-SUPPLIES	1399471	CF	REG PROG UND-SUPPLIES	58.53
				Total for ERIC ARMIN, INC./ 5107	**$1,158.93**
FERGUSON ENTERPRISES, LLC - FAIRFIELD NJ/ 9482					
25-1152	11-190-100-610-HS-0240A-F -/ REG PROG UND-SUPPLIES	2141270	CF	REG PROG UND-SUPPLIES	526.00
FOGARTY & HARA, ESQS./ 8927					
25-0748	11-000-230-331-AD-0120B- -/ GEN ADMIN-LEGAL	20377	CF	GEN ADMIN-LEGAL	8,587.50
	11-000-230-331-AD-0120B- -/ GEN ADMIN-LEGAL	20458	CF	GEN ADMIN-LEGAL	7,316.75
	11-000-230-331-AD-0120B- -/ GEN ADMIN-LEGAL	20539	CF	GEN ADMIN-LEGAL	6,940.00
				Total for FOGARTY & HARA, ESQS./ 8927	**$22,844.25**
FOLLETT SCHOOL SOLUTIONS, INC./ 7491					
25-1252	11-190-100-640-BC-0220A-G -/ REG PROG UND-TEXTBOOKS	502268F	CF	REG PROG UND-TEXTBOOKS	338.40
GENSERVE, LLC/ 5696					
24-1568	11-000-261-420-DW-0750 - -/ REQ MAINT-CLN/REPAIR/MNT	0430509	CF	REQ MAINT-CLN/REPAIR/MNT	647.00
25-0172	11-000-261-420-DW-0750 - -/ REQ MAINT-CLN/REPAIR/MNT	SERVICE-4	CF	REQ MAINT-CLN/REPAIR/MNT	970.00
				Total for GENSERVE, LLC/ 5696	**$1,617.00**
GLEN RIDGE BOARD OF EDUCATION/ 9525					
25-1247	11-402-100-890-HS-1020A-21-/ ATHLETICS-OTHER OBJECTS	HOLIDAY-BKB	CF	ATHLETICS-OTHER OBJECTS	250.00
GREATER MORRIS CTY JR SCHOOL C/ 5191					
25-1258	11-402-100-890-BC-1020A-23-/ ATHLETICS-OTHER OBJECTS	BIARCLIFF-BKB	CF	ATHLETICS-OTHER OBJECTS	250.00
HEINEMANN/ 2037					

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Pending Payments						
	25-1375	20-272-200-600-DW- - -/ TITLE IIA-SUPPLIES	20287372	CF	TITLE IIA-SUPPLIES	262.25
HERTZBERG-NEW METHOD, INC./ 9245						
	25-1038	11-190-100-640-BC-0220A-G -/ REG PROG UND-TEXTBOOKS	2001474-00	CF	REG PROG UND-TEXTBOOKS	423.52
INDUSTRIAL APPRAISAL CO/ 9022						
	25-1239	11-000-251-500-AD- - -/ MISCELLANEOUS PURCHASED	5121750	CF	MISCELLANEOUS PURCHASED	460.00
INSTITUTE FOR MULTI-SENSORY EDUCATION/ 8038						
	25-0661	11-213-100-610-CS-1106A-64-/ RESOURCE RM-SUPPLIES	225043-44-45-47	CF	RESOURCE RM-SUPPLIES	500.00
	25-0679	11-213-100-610-CS-1106A-64-/ RESOURCE RM-SUPPLIES	225704	CF	RESOURCE RM-SUPPLIES	100.80
	25-0808	11-000-223-580-CS-0250B- -/ INSTR TRAIN-TRAVEL	225531	CF	INSTR TRAIN-TRAVEL	400.00
					Total for INSTITUTE FOR MULTI-SENSORY EDUCATION/ 8038	**$1,000.80**
IVONNE CIRESI/ 9293						
	25-1319	11-000-221-500-CI- - -/ IMPROV INSTR-OTH SERVICE	JUL-DEC-24-CI RESI	CF	IMPROV INSTR-OTH SERVICE	326.20
		11-000-221-600-CI- - -/ IMPROV INSTR-SUPPLIES	JUL-DEC-24-CI RESI	CF	IMPROV INSTR-SUPPLIES	29.94
		11-000-223-500-CI- - -/ INSTR TRAIN-OTH PUR SVCS	JUL-DEC-24-CI RESI	CF	INSTR TRAIN-OTH PUR SVCS	564.25
		20-272-200-600-DW- - -/ TITLE IIA-SUPPLIES	JUL-DEC-24-CI RESI	CF	TITLE IIA-SUPPLIES	264.06
					Total for IVONNE CIRESI/ 9293	**$1,184.45**
JOHNSON CONTROLS FIRE PROTECTION LP/ 5039						
	25-1311	11-000-261-420-DW-0750 - -/ REQ MAINT-CLN/REPAIR/MNT	52570768	CF	REQ MAINT-CLN/REPAIR/MNT	934.36
KATHRYN WHITAKER/ 9347						
	25-1187	11-190-100-500-HS- - -/ REG PROG UND-OTH SERVICE	121224	CF	REG PROG UND-OTH SERVICE	200.00
KENVIL POWER MOWER/ 6240						
	25-1248	11-000-263-420-DW-0720A- -/ GROUNDS-CLN/REPAIR/MNT	248396-97-98-8742	CF	GROUNDS-CLN/REPAIR/MNT	3,590.06
KEYBOARD CONSULTANTS, INC./ 4880						

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Pending Payments					
25-1244	20-042-100-610-LD- - -/ MLEF25LD-SUPPLIES	92376	CF	MLEF25LD-SUPPLIES	647.00
LACROSSE UNLIMITED INC/ 9018					
25-0454	11-402-100-610-HS-1020A-54-/ ATHLETICS-SUPPLIES	58568	CF	ATHLETICS-SUPPLIES	937.00
LEW CORPORATION/ 9199					
25-1282	11-000-261-421-DW-0720B- -/ REQ MAINT-LEAD TEST	141400	CF	REQ MAINT-LEAD TEST	683.00
LONE STAR BLOOM/ 9458					
25-0352	11-000-240-610-HS-0250D-BA-/ SCH ADMIN-SUPPLIES	05004803	CF	SCH ADMIN-SUPPLIES	228.00
25-0513	11-000-240-610-HS-0250D-BA-/ SCH ADMIN-SUPPLIES	05063306	CF	SCH ADMIN-SUPPLIES	228.00
				Total for LONE STAR BLOOM/ 9458	**$456.00**
MCI COMM SERVICE/ 9169					
25-0825	11-190-100-500-TD-0720C- -/ REG PROG UND-OTH SERVICE	JAN2025-MCI	CF	REG PROG UND-OTH SERVICE	14.11
MCSSADA INC/ 8398					
25-1317	11-402-100-890-HS-1020A-21-/ ATHLETICS-OTHER OBJECTS	2019941	CF	ATHLETICS-OTHER OBJECTS	360.00
MGL PRINTING SOLUTIONS/ 2453					
25-1241	11-000-240-610-BC-0250A- -/ SCH ADMIN-SUPPLIES	212044	CF	SCH ADMIN-SUPPLIES	213.00
MORRIS COUNTY HARDWARE & PAINT/ 1123					
25-1268	11-000-261-610-DW-0730B- -/ REQ MAINT-SUPPLIES	DEC2024	CF	REQ MAINT-SUPPLIES	310.89
MORRIS COUNTY TRACK COACHES ASSOC./ 8850					
25-0947	11-402-100-890-HS-1020A-21-/ ATHLETICS-OTHER OBJECTS	1970402	CF	ATHLETICS-OTHER OBJECTS	189.00
25-1315	11-402-100-890-HS-1020A-21-/ ATHLETICS-OTHER OBJECTS	2019939	CF	ATHLETICS-OTHER OBJECTS	710.00
25-1316	11-402-100-890-HS-1020A-21-/ ATHLETICS-OTHER OBJECTS	2034518	CF	ATHLETICS-OTHER OBJECTS	180.00
				Total for MORRIS COUNTY TRACK COACHES ASSOC./ 8850	**$1,079.00**
MORRIS COUNTY VOCATIONAL SCHOOL DIST./ 6027					
24-1453	11-000-100-563-DW-0870A- -/ TUITION - VOC ED-REGU	4V0850	CF	TUITION - VOC ED-REGU	13,495.10
	11-000-100-563-LR-0870A- -/ TUITION-VOTEC EDUC.	4V0850	CF	TUITION-VOTEC EDUC.	5,941.60
				Total for MORRIS COUNTY VOCATIONAL SCHOOL DIST./ 6027	**$19,436.70**
MOUNT FREEDOM PRINTING/ 7960					
25-1320	11-000-230-610-AD-0130E- -/ GEN ADMIN-SUPPLIES	32728	CF	GEN ADMIN-SUPPLIES	225.00
MOUNTAIN LAKES BD-CAFE ACCT/ 7019					

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	25-1246	11-000-240-500-HS- - -/ SCH ADMIN-OTH SERVICE	574-4646	CF	SCH ADMIN-OTH SERVICE	85.00
	25-0646	11-000-230-590-AD-0130B- -/ GEN ADMIN-MISC PUR SERVI	JUL-NOV-24-CAFE	CF	GEN ADMIN-MISC PUR SERVI	1,478.85
	25-1328	11-000-310-930-LR-0920 - -/ FOOD SERV-IF TRANSFER	574-4677/4678	CF	FOOD SERV-IF TRANSFER	4,362.95
					Total for MOUNTAIN LAKES BD-CAFE ACCT/ 7019	**$5,926.80**
NANCY SCHULTZ/ 9330						
	25-1149	20-272-200-500-DW- - -/ TITLE IIA-OTH SERVICES	250109-31	CF	TITLE IIA-OTH SERVICES	380.00
NAPA AUTO PARTS - GENUINE PARTS COMPANY/ 7530						
	25-0601	11-000-263-610-DW- - -/ GROUNDS-SUPPLIES	S3449853-CRS 3450056	CF	GROUNDS-SUPPLIES	139.98
NASSP/ 2713						
	25-1296	11-000-240-890-BC-0250D-BE-/ SCH ADMIN-OTH OBJECTS	9001929684	CF	SCH ADMIN-OTH OBJECTS	270.00
NATIONAL FENCE SYSTEMS, INC./ 7418						
	25-0309	11-000-263-420-DW-0720A- -/ GROUNDS-CLN/REPAIR/MNT	0282082	CF	GROUNDS-CLN/REPAIR/MNT	5,955.40
NCS PEARSON INC/ 8325						
	25-0778	11-213-100-610-CS-1106A-64-/ RESOURCE RM-SUPPLIES	26830376	CF	RESOURCE RM-SUPPLIES	1,558.31
	25-0965	11-213-100-610-CS-1106A-64-/ RESOURCE RM-SUPPLIES	27077767	CF	RESOURCE RM-SUPPLIES	566.90
		11-213-100-610-CS-1106A-64-/ RESOURCE RM-SUPPLIES	27080289	CF	RESOURCE RM-SUPPLIES	937.90
	25-0602	11-000-219-610-CS-1101A- -/ CST-SUPPLIES	25776491	CF	CST-SUPPLIES	281.25
					Total for NCS PEARSON INC/ 8325	**$3,344.36**
NEW JERSEY HILLS MEDIA GROUP, INC/ 9327						
	25-0644	11-000-251-890-AD-0130L- -/ CENTRAL SERV-OTH OBJECTS	34720	CF	CENTRAL SERV-OTH OBJECTS	80.92
		11-000-251-890-AD-0130L- -/ CENTRAL SERV-OTH OBJECTS	33723	CF	CENTRAL SERV-OTH OBJECTS	58.60
					Total for NEW JERSEY HILLS MEDIA GROUP, INC/ 9327	**$139.52**
NJASA/ 2579						
	25-1372	11-000-221-500-CI- - -/ IMPROV INSTR-OTH SERVICE	10970.00	CF	IMPROV INSTR-OTH SERVICE	459.00
NJSIAA/ 4919						
	25-0293	11-402-100-890-HS-1020A-21-/ ATHLETICS-OTHER OBJECTS	202-8591	CF	ATHLETICS-OTHER OBJECTS	350.00
O'DOWD TRANSPORTATION/ 8993						
	25-0645	11-000-270-511-DW-0520A- -/ TRANSP-CONTR H/S VENDORS	OCT-NOV-DEC-24-JAN25	CF	TRANSP-CONTR H/S VENDORS	40,608.00

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OVERDRIVE, INC./ 9419					
25-0626	11-000-222-610-HS-0230D- -/ MEDIA-SUPPLIES	H-0108213	CF	MEDIA-SUPPLIES	500.00
PDM GROUP/ 7934					
25-1285	11-000-261-420-DW-0750 - -/ REQ MAINT-CLN/REPAIR/MNT	4020	CF	REQ MAINT-CLN/REPAIR/MNT	775.00
PERFORMANCE TROPHIES & MEDALS LLC/ 9446					
25-1112	11-000-230-610-AD-0130E- -/ GEN ADMIN-SUPPLIES	1933	CF	GEN ADMIN-SUPPLIES	582.30
25-1308	11-000-230-610-AD-0130E- -/ GEN ADMIN-SUPPLIES	2776	CF	GEN ADMIN-SUPPLIES	20.00
				Total for PERFORMANCE TROPHIES & MEDALS LLC/ 9446	**$602.30**
PIONEER MANUFACTURING COMPANY/ 7545					
25-1306	11-000-263-610-DW- - -/ GROUNDS-SUPPLIES	233341	CF	GROUNDS-SUPPLIES	2,198.39
POWER PLACE, INC/ 2911					
25-0840	11-000-261-420-DW-0750 - -/ REQ MAINT-CLN/REPAIR/MNT	1239751	CF	REQ MAINT-CLN/REPAIR/MNT	55.40
25-1100	11-000-261-420-DW-0750 - -/ REQ MAINT-CLN/REPAIR/MNT	1244041	CF	REQ MAINT-CLN/REPAIR/MNT	2,054.83
25-1140	11-000-263-420-DW-0720A- -/ GROUNDS-CLN/REPAIR/MNT	1244042	CF	GROUNDS-CLN/REPAIR/MNT	87.68
				Total for POWER PLACE, INC/ 2911	**$2,197.91**
PRINCIPALS/SUPERVISORS/DIRECTORS/ 2798					
25-1262	20-272-200-500-DW- - -/ TITLE IIA-OTH SERVICES	CONFERENCE-NOV2024	CF	TITLE IIA-OTH SERVICES	1,046.82
PROFACT/ 8239					
25-1289	11-000-263-890-DW-0660A- -/ GROUNDS-OTHER OBJECTS	25-006	CF	GROUNDS-OTHER OBJECTS	40.00
PROQUEST LLC/ 6576					
25-0687	11-000-222-610-HS-0230B- -/ MEDIA-SUPPLIES	70863342	CF	MEDIA-SUPPLIES	1,477.44
RAJAK LLC/ 9306					
25-1300	11-000-270-512-LD- - -/ TRANSP-CONTR OTH H/S	080	CF	TRANSP-CONTR OTH H/S	550.00
25-1299	11-000-270-512-DW-0520E- -/ TRANSP-CONTR OTH H/S	076-094	CF	TRANSP-CONTR OTH H/S	7,475.00
				Total for RAJAK LLC/ 9306	**$8,025.00**
READY REFRESH BY NESTLE/ 2881					
25-0493	11-000-251-500-AD- - -/ MISCELLANEOUS PURCHASED	25A0015629652	CF	MISCELLANEOUS PURCHASED	110.02
25-0392	11-000-240-500-BC- - -/ SCH ADMIN-OTH SERVICE	25A0015576978	CF	SCH ADMIN-OTH SERVICE	113.43
				Total for READY REFRESH BY NESTLE/ 2881	**$223.45**
RESILITE SPORTS PRODUCTS, INC./ 8279					

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	25-1255	11-402-100-610-HS-1020A-54-/ ATHLETICS-SUPPLIES	2025/00434	CF	ATHLETICS-SUPPLIES	305.00
RIVERSIDE ASSESSMENTS, LLC/ 9011						
	25-0908	11-000-219-610-CS-1101A- -/ CST-SUPPLIES	225978	CF	CST-SUPPLIES	327.43
ROBOTICS ED&COMPETITION FOUNDATION INC/ 8538						
	25-1293	11-190-100-890-BC-0250A- -/ REG PROG UND-OTHER OBJ	62313930	CF	REG PROG UND-OTHER OBJ	190.00
	25-1339	11-190-100-890-BC-0250A- -/ REG PROG UND-OTHER OBJ	62319452,53,54,56,81	CF	REG PROG UND-OTHER OBJ	575.00
					Total for ROBOTICS ED&COMPETITION FOUNDATION INC/ 8538	**$765.00**
SCHOOL HEALTH CORPORATION/ 3169						
	25-0486	11-000-213-610-LR-0420 - -/ HEALTH-SUPPLIES	25-0486	CF	HEALTH-SUPPLIES	236.95
	25-1223	11-000-213-610-HS-0420A- -/ HEALTH-SUPPLIES	000180706	CF	HEALTH-SUPPLIES	438.00
					Total for SCHOOL HEALTH CORPORATION/ 3169	**$674.95**
SCHOOL SPECIALTY, LLC/ 9170						
	25-1115	11-000-240-610-WW-0250A- -/ SCH ADMIN-SUPPLIES	208135298618	CF	SCH ADMIN-SUPPLIES	349.92
	25-0621	11-000-219-610-CS-1101A- -/ CST-SUPPLIES	208134973560	CF	CST-SUPPLIES	32.13
	24-1757	11-000-240-610-LR-0250E- -/ SCH ADMIN-SUPPLIES	208135284715	CF	SCH ADMIN-SUPPLIES	26.92
					Total for SCHOOL SPECIALTY, LLC/ 9170	**$408.97**
SECRETARIES/ 3087						
	25-1312	11-000-218-610-HS-0250A-G -/ GUIDANCE-SUPPLIES	REIMB-BALLOONS-ZORIC	CF	Zorica Alcott	19.75
	25-1274	11-000-223-580-HS-0250B- -/ INSTR TRAIN-TRAVEL	REIMB-TRIPS-LP	CF	Lindsay Petric	34.12
	25-1330	11-000-223-580-BC-0250B- -/ INSTR TRAIN-TRAVEL	PETTYCASH-BC	CF	Sharon Shortt	70.97
		11-000-240-610-BC-0250A- -/ SCH ADMIN-SUPPLIES	PETTYCASH-BC	CF	Sharon Shortt	41.27
		11-190-100-610-BC-0240A- -/ REG PROG UND-SUPPLIES	PETTYCASH-BC	CF	Sharon Shortt	5.39
					Total for SECRETARIES/ 3087	**$171.50**
SOUNDTRAP US INC/ 9394						

** CF -- Computer Full CP - Computer Partial HF - Hand Check Full HP - Hand Check Partial*

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Vendor # / Name	PO #	Account # / Description	Inv #	Check Type *	Check Description or Multi Remit To Check Name	Check # Check Amount
Pending Payments						
	25-1318	11-190-100-500-BC- - -/ REG PROG UND-OTH SERVICE	101383	CF	REG PROG UND-OTH SERVICE	977.00
STAPLES BUSINESS CREDIT/ 7945						
	25-0537	11-190-100-610-BC-0730A- -/ REG PROG UND-SUPPLIES	6013478850	CF	REG PROG UND-SUPPLIES	301.36
		11-190-100-610-BC-0730A- -/ REG PROG UND-SUPPLIES	6012851894	CF	REG PROG UND-SUPPLIES	484.89
		11-190-100-610-BC-0730A- -/ REG PROG UND-SUPPLIES	6012466133	CF	REG PROG UND-SUPPLIES	399.96
	25-0540	11-000-240-610-LR-0250E- -/ SCH ADMIN-SUPPLIES	6008378793	CF	SCH ADMIN-SUPPLIES	79.90
	25-0711	11-000-240-610-LR-0250E- -/ SCH ADMIN-SUPPLIES	6011294042	CF	SCH ADMIN-SUPPLIES	125.78
	25-0842	11-000-240-610-LR-0250E- -/ SCH ADMIN-SUPPLIES	6012851895	CF	SCH ADMIN-SUPPLIES	162.13
	25-0944	11-000-240-610-LR-0250E- -/ SCH ADMIN-SUPPLIES	6014532461	CF	SCH ADMIN-SUPPLIES	188.67
	25-1051	11-000-240-610-LR-0250E- -/ SCH ADMIN-SUPPLIES	6016409265	CF	SCH ADMIN-SUPPLIES	37.08
	25-0789	11-000-240-610-WW-0250A- -/ SCH ADMIN-SUPPLIES	6012306127	CF	SCH ADMIN-SUPPLIES	46.67
		11-000-240-610-WW-0250A- -/ SCH ADMIN-SUPPLIES	6112306128	CF	SCH ADMIN-SUPPLIES	27.39
		11-000-240-610-WW-0250A- -/ SCH ADMIN-SUPPLIES	6012306129	CF	SCH ADMIN-SUPPLIES	37.65
		11-000-240-610-WW-0250A- -/ SCH ADMIN-SUPPLIES	6012306130	CF	SCH ADMIN-SUPPLIES	109.37
		11-000-240-610-WW-0250A- -/ SCH ADMIN-SUPPLIES	6012306132	CF	SCH ADMIN-SUPPLIES	24.72
	25-0871	11-000-213-610-WW-0420A- -/ HEALTH-SUPPLIES	6014881074	CF	HEALTH-SUPPLIES	129.99
	25-0984	11-000-240-610-WW-0250A- -/ SCH ADMIN-SUPPLIES	6017001593	CF	SCH ADMIN-SUPPLIES	66.54
	25-1125	11-190-100-610-WW-0240A-P -/ REG PROG UND-SUPPLIES	6021663988	CF	REG PROG UND-SUPPLIES	347.94
	25-1055	11-190-100-610-BC-0730A- -/ REG PROG UND-SUPPLIES	6019765109	CF	REG PROG UND-SUPPLIES	484.89
					Total for STAPLES BUSINESS CREDIT/ 7945	**$3,054.93**
STAPLES CREDIT PLAN/ 6166						
	25-1025	11-000-261-610-DW-0730B- -/ REQ MAINT-SUPPLIES	6016088788	CF	REQ MAINT-SUPPLIES	152.95
	25-0747	11-000-230-610-AD-0130E- -/ GEN ADMIN-SUPPLIES	6011703386	CF	GEN ADMIN-SUPPLIES	177.10
		11-000-230-610-AD-0130E- -/ GEN ADMIN-SUPPLIES	6011647842	CF	GEN ADMIN-SUPPLIES	7.43
		11-000-230-610-AD-0130E- -/ GEN ADMIN-SUPPLIES	6011647841	CF	GEN ADMIN-SUPPLIES	2.18
	25-0575	11-000-230-610-AD-0130E- -/ GEN ADMIN-SUPPLIES	6008811575	CF	GEN ADMIN-SUPPLIES	11.89
		11-000-230-610-AD-0130E- -/ GEN ADMIN-SUPPLIES	6008811571	CF	GEN ADMIN-SUPPLIES	15.89
		11-000-230-610-AD-0130E- -/ GEN ADMIN-SUPPLIES	6008811573	CF	GEN ADMIN-SUPPLIES	1,364.89
		11-000-230-610-AD-0130E- -/ GEN ADMIN-SUPPLIES	6008811569	CF	GEN ADMIN-SUPPLIES	14.44
		11-000-230-610-AD-0130E- -/ GEN ADMIN-SUPPLIES	6008931797	CF	GEN ADMIN-SUPPLIES	38.29
		11-000-230-610-AD-0130E- -/ GEN ADMIN-SUPPLIES	6008998983	CF	GEN ADMIN-SUPPLIES	7.46
		11-000-230-610-AD-0130E- -/ GEN ADMIN-SUPPLIES	6009166391	CF	GEN ADMIN-SUPPLIES	5.02

** CF -- Computer Full CP - Computer Partial HF - Hand Check Full HP - Hand Check Partial*

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Pending Payments						
	25-0977	11-000-230-610-AD-0130E- -/ GEN ADMIN-SUPPLIES	6015515358	CF	GEN ADMIN-SUPPLIES	300.60
		11-000-230-610-AD-0130E- -/ GEN ADMIN-SUPPLIES	6015515359	CF	GEN ADMIN-SUPPLIES	5.74
	25-0824	11-000-230-610-AD-0130E- -/ GEN ADMIN-SUPPLIES	6012466134	CF	GEN ADMIN-SUPPLIES	97.64
					Total for STAPLES CREDIT PLAN/ 6166	**$2,201.52**
SUSSEX COUNTY REGIONAL COOPERATIVE/ 7680						
	25-1298	11-000-270-512-DW-0520E- -/ TRANSP-CONTR OTH H/S	000491-BALANCE	CF	TRANSP-CONTR OTH H/S	14,157.10
		11-000-270-512-DW-0520E- -/ TRANSP-CONTR OTH H/S	T13-000796	CF	TRANSP-CONTR OTH H/S	14,398.11
		11-000-270-512-DW-0520E- -/ TRANSP-CONTR OTH H/S	000491-OPEN BALANCE	CF	TRANSP-CONTR OTH H/S	14,157.10
		11-000-270-512-DW-0520E- -/ TRANSP-CONTR OTH H/S	T11-000640	CF	TRANSP-CONTR OTH H/S	9,242.59
					Total for SUSSEX COUNTY REGIONAL COOPERATIVE/ 7680	**$51,954.90**
TEACHER/ 3320						
	25-1271	11-000-223-580-HS-0250B- -/ INSTR TRAIN-TRAVEL	REIMB-SUPASEMINAR-DS	CF	David Sica	93.78
	25-1276	11-213-100-610-CS-1106A-64-/ RESOURCE RM-SUPPLIES	REIMB.BOOKS-B.H	CF	Brianna Boehm	33.44
	25-1099	11-000-223-580-CS-0250B- -/ INSTR TRAIN-TRAVEL	REIMB-REGIST.-EG	CF	Elizabeth Gonzalez	225.00
	25-1259	11-219-100-580-LI-0250 - -/ SP ED HOME INSTR-TRAVEL	MILEAGE.12-24-MM	CF	Maria Mores	15.56
	25-1266	11-219-100-580-LI-0250 - -/ SP ED HOME INSTR-TRAVEL	MILEAGE-DEC 24-AS	CF	Amber Sprenger	23.12
	25-1273	11-219-100-580-LI-0250 - -/ SP ED HOME INSTR-TRAVEL	MILEAGE-DEC 24-EP	CF	Elise Pastor	25.05
	25-1279	11-219-100-530-LI-0641 - -/ SP ED HOME INSTR-COMMUNI	PHONE-REIMB-12-24-KO	CF	Kelly Oravec	40.00
	25-1280	11-219-100-580-LI-0250 - -/ SP ED HOME INSTR-TRAVEL	MILEAGE-DEC 24-BK	CF	Barry Kessler	21.20
	25-1287	11-219-100-580-LI-0250 - -/ SP ED HOME INSTR-TRAVEL	MILEAGE-DEC 24-CB	CF	Coleen Buckley	40.47
	25-1291	11-219-100-530-LI-0641 - -/ SP ED HOME INSTR-COMMUNI	PHONE-NOV-DEC24-MP	CF	Meredith Perkins	40.00

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Pending Payments						
				Total for TEACHER/ 3320		**$557.62**
THE BALLOON BOSS/ 9357						
	25-1185	11-000-240-610-HS-0250D-BA-/ SCH ADMIN-SUPPLIES	10825-11557	CF	SCH ADMIN-SUPPLIES	860.00
	25-0719	11-000-240-610-HS-0250D-BA-/ SCH ADMIN-SUPPLIES	11267	CF	SCH ADMIN-SUPPLIES	600.00
	25-1184	11-000-240-610-HS-0250D-BA-/ SCH ADMIN-SUPPLIES	10927	CF	SCH ADMIN-SUPPLIES	313.00
				Total for THE BALLOON BOSS/ 9357		**$1,773.00**
THE MUSIC SHOP, LLC/ 2563						
	25-1186	11-190-100-610-HS-0240A-GG-/ REG PROG UND-SUPPLIES	13044417	CF	REG PROG UND-SUPPLIES	73.20
	25-1089	11-190-100-500-BC- -/ REG PROG UND-OTH SERVICE	198087	CF	REG PROG UND-OTH SERVICE	455.00
	25-1186	11-190-100-610-HS-0240A-GG-/ REG PROG UND-SUPPLIES	13037439	CF	REG PROG UND-SUPPLIES	1,414.30
				Total for THE MUSIC SHOP, LLC/ 2563		**$1,942.50**
VEL CONSTRUCTION, LLC/ 9422						
	25-1284	11-000-261-420-DW-0750 - -/ REQ MAINT-CLN/REPAIR/MNT	382	CF	REQ MAINT-CLN/REPAIR/MNT	1,800.00
VERIZON/ 9188						
	25-0137	11-190-100-500-TD-0720C- -/ REG PROG UND-OTH SERVICE	Z1164610	CF	REG PROG UND-OTH SERVICE	1,546.21
VHS, INC./ 9428						
	25-1343	11-190-100-500-HS- - -/ REG PROG UND-OTH SERVICE	17258	CF	REG PROG UND-OTH SERVICE	75.00
VISUAL COMPUTER SOLUTIONS, INC/ 9304						
	25-0588	11-402-100-500-HS- - -/ ATHLETICS-SERVICES	COVERAGE05-04-24	CF	ATHLETICS-SERVICES	419.07
					Total for Pending Payments	**$285,350.32**

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Resolution that the list of claims for goods received and services rendered and certified to be correct by the Business Administrator, be approved for payment and further that the Secretary's and Treasurer's financial reports be accepted as filed.

Run on 01/30/2025 at 03:48:02 PM

Fund Summary

Fund Category	Sub Fund	Computer Checks	Computer Checks Non/AP	Hand Checks	Hand Checks Non/AP	Total Checks
10	11	$239,019.96				$239,019.96
20	20	$37,960.65				$37,960.65
30	30	$8,369.71				$8,369.71
GRAND	TOTAL	$285,350.32	$0.00	$0.00	$0.00	$285,350.32

Chairman Finance Committee _____

Member Finance Committee _____

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12/01/2024

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Vendor # / Name / PO #	Account # / Description	Inv #	Check Type *	Check Description or Multi Remit To Check Name	Check # Check Amount
Pending Payments					
AC DAUGHTRY, INC/ 4813					
25-0594	11-000-261-420-DW-0750 - -/ REQ MAINT-CLN/REPAIR/MNT	5794359	CF	REQ MAINT-CLN/REPAIR/MNT	149.85
AMC PRECISION GLASS, INC./ 4302					
25-1327	11-000-261-420-DW-0750 - -/ REQ MAINT-CLN/REPAIR/MNT	7624	CF	REQ MAINT-CLN/REPAIR/MNT	3,675.00
25-1394	11-000-261-420-DW-0750 - -/ REQ MAINT-CLN/REPAIR/MNT	7626	CF	REQ MAINT-CLN/REPAIR/MNT	1,025.00
				Total for AMC PRECISION GLASS, INC./ 4302	**$4,700.00**
B&H PHOTO/ 6282					
25-1325	11-190-100-610-TD-0730E- -/ REG PROG UND-SUPPLIES	231161235	CF	REG PROG UND-SUPPLIES	679.00
	11-190-100-610-TD-0730E- -/ REG PROG UND-SUPPLIES	231246234	CF	REG PROG UND-SUPPLIES	116.13
				Total for B&H PHOTO/ 6282	**$795.13**
BUREAU OF EDUCATION & RESEARCH/ 1240					
25-1132	11-000-223-580-CS-0250B- -/ INSTR TRAIN-TRAVEL	5196745	CF	INSTR TRAIN-TRAVEL	295.00
CY DRAKE LOCKSMITHS, INC./ 1612					
25-1360	11-000-261-420-DW-0750 - -/ REQ MAINT-CLN/REPAIR/MNT	266887	CF	REQ MAINT-CLN/REPAIR/MNT	217.00
DIRECT ENERGY BUSINESS/ 9391					
25-0653	11-000-262-622-BC-0640B- -/ CUSTODIAL-ELECTRICITY	ENERGY-DEC24	CF	CUSTODIAL-ELECTRICITY	2,034.41
	11-000-262-622-HS-0640B- -/ CUSTODIAL-ELECTRICITY	ENERGY-DEC24	CF	CUSTODIAL-ELECTRICITY	9,470.52
	11-000-262-622-LR-0640B- -/ CUSTODIAL-ELECTRICITY	ENERGY-DEC24	CF	CUSTODIAL-ELECTRICITY	1,294.30
	11-000-262-622-WW-0640B- -/ CUSTODIAL-ELECTRICITY	ENERGY-DEC24	CF	CUSTODIAL-ELECTRICITY	2,640.61
				Total for DIRECT ENERGY BUSINESS/ 9391	**$15,439.84**
EDUC SVCS COMM. MORRIS CNTY */ 2500					
25-1353	20-501-200-600-DW- - -/ NP TEXTBOOK	202500207	CF	NP TEXTBOOK	3,784.00
FERGUSON ENTERPRISES, LLC/ 4312					
25-1385	11-000-261-610-DW-0730B- -/ REQ MAINT-SUPPLIES	2275949	CF	REQ MAINT-SUPPLIES	1,094.55
IVONNE CIRESI/ 9293					
25-1376	11-000-291-280-DW-0250B- -/ EMP BENEFITS-TUITION	TUITION-I.CIRESI	CF	EMP BENEFITS-TUITION	5,250.00
KAREN J NOBLE/ 9212					

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Pending Payments					
25-1124	11-000-213-330-LR-0430A- -/ HEALTH-OTH PUR PROF SERV	2425-13	CF	HEALTH-OTH PUR PROF SERV	921.24
KEYBOARD CONSULTANTS, INC./ 4880					
25-0829	12-120-100-730-TD- - -/ CAPITAL-EQUIP GR 1-5	92089	CF	CAPITAL-EQUIP GR 1-5	2,569.00
MCSSADA INC/ 8398					
25-1379	11-402-100-890-HS-1020A-21-/ ATHLETICS-OTHER OBJECTS	2019944	CF	ATHLETICS-OTHER OBJECTS	1,017.00
N.J. NATURAL GAS CO./ 2592					
25-0485	11-000-262-621-BC-0640C- -/ CUSTODIAL-NATURAL GAS	NATURALGASJAN-25	CF	CUSTODIAL-NATURAL GAS	14,056.02
	11-000-262-621-HS-0630 - -/ CUSTODIAL-NATURAL GAS	NATURALGASJAN-25	CF	CUSTODIAL-NATURAL GAS	26,961.41
	11-000-262-621-LR-0640C- -/ CUSTODIAL-NATURAL GAS	NATURALGASJAN-25	CF	CUSTODIAL-NATURAL GAS	6,816.35
	11-000-262-621-WW-0640C- -/ CUSTODIAL-NATURAL GAS	NATURALGASJAN-25	CF	CUSTODIAL-NATURAL GAS	10,932.51
		Total for N.J. NATURAL GAS CO./ 2592			**$58,766.29**
NATIONAL FENCE SYSTEMS, INC./ 7418					
25-1382	11-000-263-420-DW-0720A- -/ GROUNDS-CLN/REPAIR/MNT	0282082-B	CF	GROUNDS-CLN/REPAIR/MNT	200.00
NEW JERSEY HILLS MEDIA GROUP, INC/ 9327					
25-0644	11-000-251-890-AD-0130L- -/ CENTRAL SERV-OTH OBJECTS	35735	CF	CENTRAL SERV-OTH OBJECTS	18.60
NJFHCA/ 8830					
25-1083	11-402-100-890-HS-1020A-21-/ ATHLETICS-OTHER OBJECTS	NJFHCA2024042	CF	ATHLETICS-OTHER OBJECTS	80.00
PATRICIA FILIACI/ 9290					
25-0484	11-000-213-330-LR-0430A- -/ HEALTH-OTH PUR PROF SERV	2425-24-FILIACI	CF	HEALTH-OTH PUR PROF SERV	700.00
PODS/ 9019					
25-1286	11-000-263-890-DW-0660A- -/ GROUNDS-OTHER OBJECTS	008515975-8554242	CF	GROUNDS-OTHER OBJECTS	693.22
25-1199	11-000-263-890-DW-0660A- -/ GROUNDS-OTHER OBJECTS	8334642-8382213	CF	GROUNDS-OTHER OBJECTS	693.22
		Total for PODS/ 9019			**$1,386.44**
PROJECT ADVENTURE, INC./ 2876					
25-1370	11-000-223-320-CI- - -/ INSTR TRAIN-PUR PROF SVC	TRAINING-PROJ-ADVENT	CF	INSTR TRAIN-PUR PROF SVC	3,240.00

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Pending Payments					
QUILL CORPORATION/ 5723					
25-1113	11-000-240-610-HS-0250A- -/ SCH ADMIN-SUPPLIES	41636426-1281	CF	SCH ADMIN-SUPPLIES	87.86
	11-402-100-610-HS-1020A-54-/ ATHLETICS-SUPPLIES	41636426-1281	CF	ATHLETICS-SUPPLIES	16.99
25-1116	11-190-100-610-HS-0240A-B -/ REG PROG UND-SUPPLIES	41698487	CF	REG PROG UND-SUPPLIES	27.19
	11-190-100-610-HS-0240A-B -/ REG PROG UND-SUPPLIES	41695530	CF	REG PROG UND-SUPPLIES	22.94
	11-190-100-610-HS-0240A-B -/ REG PROG UND-SUPPLIES	41699646	CF	REG PROG UND-SUPPLIES	84.99
25-1168	11-190-100-610-HS-0240A-M -/ REG PROG UND-SUPPLIES	41780238	CF	REG PROG UND-SUPPLIES	356.77
25-1181	11-000-218-610-HS-0250A-G -/ GUIDANCE-SUPPLIES	41801939	CF	GUIDANCE-SUPPLIES	2,159.70
	11-000-218-610-HS-0250A-G -/ GUIDANCE-SUPPLIES	41810045	CF	GUIDANCE-SUPPLIES	118.58
	11-000-218-610-HS-0250A-G -/ GUIDANCE-SUPPLIES	41811217	CF	GUIDANCE-SUPPLIES	36.36
	11-000-218-610-HS-0250A-G -/ GUIDANCE-SUPPLIES	41827252	CF	GUIDANCE-SUPPLIES	128.96
	11-000-218-610-HS-0250A-G -/ GUIDANCE-SUPPLIES	41855101	CF	GUIDANCE-SUPPLIES	78.64
25-1204	11-190-100-610-HS-0240A-B -/ REG PROG UND-SUPPLIES	41861111	CF	REG PROG UND-SUPPLIES	117.16
	11-190-100-610-HS-0240A-B -/ REG PROG UND-SUPPLIES	41899012	CF	REG PROG UND-SUPPLIES	71.76
25-1254	11-000-218-610-HS-0250A-G -/ GUIDANCE-SUPPLIES	42065538	CF	GUIDANCE-SUPPLIES	227.69
25-1292	11-000-218-610-HS-0250A-G -/ GUIDANCE-SUPPLIES	42225011	CF	GUIDANCE-SUPPLIES	253.59
				Total for QUILL CORPORATION/ 5723	**$3,789.18**
READ NATURALLY INC/ 9410					
25-1302	11-000-213-330-CS-0431A- -/ HEALTH-OTH PUR PROF SERV	272228	CF	HEALTH-OTH PUR PROF SERV	400.80
REED ACADEMY/ 9298					
25-0316	20-250-100-560-CS-1411T- -/ IDEA B-OTH PURCH SERVICE	9478	CF	IDEA B-OTH PURCH SERVICE	12,992.40
RUBICON WEST LLC/ 9310					
25-1371	11-000-223-320-CI- - -/ INSTR TRAIN-PUR PROF SVC	AT-240840	CF	INSTR TRAIN-PUR PROF SVC	3,750.00
SAGE ALLIANCE/ 9005					
25-0970	11-000-100-566-CS-0870F- -/ TUIT TO PRIV SCH INSTATE	122315	CF	TUIT TO PRIV SCH INSTATE	8,735.79
SAGE THRIVE INC/ 6766					
25-0623	11-000-213-330-CS-0431A- -/ HEALTH-OTH PUR PROF SERV	118719-118409	CF	HEALTH-OTH PUR PROF SERV	25,400.00
SAMUEL KLEIN & COMPANY/ 8951					
25-1350	11-000-230-332-AD-0120A- -/ GEN ADMIN-AUDIT	18045	CF	GEN ADMIN-AUDIT	17,075.00
SPORTS PARADISE/ 9442					
25-0445	11-402-100-610-HS-1020A-54-/ ATHLETICS-SUPPLIES	46469	CF	ATHLETICS-SUPPLIES	2,502.00
STAPLES BUSINESS CREDIT/ 7945					

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Pending Payments						
	24-1813	11-000-219-610-CS-1101A- -/ CST-SUPPLIES	6006873729	CF	CST-SUPPLIES	1,449.12
	24-1815	11-207-100-610-LR-0240 - -/ AUD IMP-SUPPLIES	6006239681	CF	AUD IMP-SUPPLIES	153.94
		11-207-100-610-LR-0240 - -/ AUD IMP-SUPPLIES	6005626622	CF	AUD IMP-SUPPLIES	102.08
	24-1825	11-207-100-610-LR-0240 - -/ AUD IMP-SUPPLIES	6006191409	CF	AUD IMP-SUPPLIES	57.80
	24-1828	11-207-100-610-LR-0240 - -/ AUD IMP-SUPPLIES	6006239684	CF	AUD IMP-SUPPLIES	57.48
	25-0535	11-000-240-610-WW-0250A- -/ SCH ADMIN-SUPPLIES	6007985100	CF	SCH ADMIN-SUPPLIES	997.24
	25-0541	11-000-240-610-WW-0250A- -/ SCH ADMIN-SUPPLIES	6009800190	CF	SCH ADMIN-SUPPLIES	234.61
	25-0555	11-000-219-610-CS-1101A- -/ CST-SUPPLIES	6009222560	CF	CST-SUPPLIES	1,587.62
		11-000-219-610-CS-1101A- -/ CST-SUPPLIES	6009688330	CF	CST-SUPPLIES	12.30
	25-0562	11-213-100-610-CS-1106A-64-/ RESOURCE RM-SUPPLIES	6009449001	CF	RESOURCE RM-SUPPLIES	8.16
		11-213-100-610-CS-1106A-64-/ RESOURCE RM-SUPPLIES	6009449002	CF	RESOURCE RM-SUPPLIES	41.60
	25-0565	11-213-100-610-CS-1106A-64-/ RESOURCE RM-SUPPLIES	6009448993	CF	RESOURCE RM-SUPPLIES	75.64
	25-0569	11-213-100-610-CS-1106A-64-/ RESOURCE RM-SUPPLIES	6009449006	CF	RESOURCE RM-SUPPLIES	40.79
		11-213-100-610-CS-1106A-64-/ RESOURCE RM-SUPPLIES	6009449007	CF	RESOURCE RM-SUPPLIES	11.28
	25-0570	11-213-100-610-CS-1106A-64-/ RESOURCE RM-SUPPLIES	6009448995	CF	RESOURCE RM-SUPPLIES	51.88
	25-0571	11-213-100-610-CS-1106A-64-/ RESOURCE RM-SUPPLIES	6009448998	CF	RESOURCE RM-SUPPLIES	55.23
		11-213-100-610-CS-1106A-64-/ RESOURCE RM-SUPPLIES	6009449000	CF	RESOURCE RM-SUPPLIES	40.06
		11-213-100-610-CS-1106A-64-/ RESOURCE RM-SUPPLIES	6009742103	CF	RESOURCE RM-SUPPLIES	56.40
	25-0572	11-213-100-610-CS-1106A-64-/ RESOURCE RM-SUPPLIES	6009448996	CF	RESOURCE RM-SUPPLIES	208.00
		11-213-100-610-CS-1106A-64-/ RESOURCE RM-SUPPLIES	6009448997	CF	RESOURCE RM-SUPPLIES	16.41
					Total for STAPLES BUSINESS CREDIT/ 7945	**$5,257.64**
STAPLES CREDIT PLAN/ 6166						
	25-0632	11-000-230-610-AD-0130E- -/ GEN ADMIN-SUPPLIES	6009448992	CF	GEN ADMIN-SUPPLIES	229.98
		11-000-230-610-AD-0130E- -/ GEN ADMIN-SUPPLIES	6009449004	CF	GEN ADMIN-SUPPLIES	1,149.90
	25-1117	11-000-230-610-AD-0130E- -/ GEN ADMIN-SUPPLIES	6018029685	CF	GEN ADMIN-SUPPLIES	349.97
		11-000-252-610-TD-0130A- -/ IT-SUPPLIES	6018029685	CF	IT-SUPPLIES	161.34
					Total for STAPLES CREDIT PLAN/ 6166	**$1,891.19**
SWEETWATER SOUND INC./ 5876						
	25-0876	11-190-100-610-HS-0240A-G -/ REG PROG UND-SUPPLIES	42744429	CF	REG PROG UND-SUPPLIES	1,475.04
T-MOBILE/ 9239						
	25-0139	11-190-100-500-TD-0720C- -/ REG PROG UND-OTH SERVICE	DEC24-JAN25	CF	REG PROG UND-OTH SERVICE	120.00
TODAY'S CLASSROOM, LLC/ 9517						

** CF -- Computer Full CP - Computer Partial HF - Hand Check Full HP - Hand Check Partial*

Mountain Lakes Board of Education
Bills And Claims Report By Vendor Name
for Batch 54

1

Vendor # / Name	PO #	Account # / Description	Inv #	Check Type *	Check Description or Multi Remit To Check Name	Check # Check Amount
Pending Payments						
	25-1020	11-190-100-610-HS-0240A-L -/ REG PROG UND-SUPPLIES	24-5442	CF	REG PROG UND-SUPPLIES	3,817.59
TRANSPORTATION REIMBURSEMENT/ 2983						
	25-0590	11-000-270-503-DW-0520E- -/ TRANSP-AIL NONPUB	BARBARISI-TRANS-REIM	CF	CLAUDIA BARBARISI	588.50
		11-000-270-503-DW-0520E- -/ TRANSP-AIL NONPUB	BARNARD.E-REIMBTRANS	CF	Werner Barnard	588.50
		11-000-270-503-DW-0520E- -/ TRANSP-AIL NONPUB	BUCKLEY-REIMBTRANS	CF	Nancy Lombardo	588.50
		11-000-270-503-DW-0520E- -/ TRANSP-AIL NONPUB	FORMAN.M-REIMBTRANS	CF	Sara Forman	588.50
		11-000-270-503-DW-0520E- -/ TRANSP-AIL NONPUB	HABIB.E-REIMBTRANS	CF	Cristina Habib	588.50
		11-000-270-503-DW-0520E- -/ TRANSP-AIL NONPUB	L'ESTRANGE-REIMBTRAN	CF	Jennifer L'Estrange	588.50
		11-000-270-503-DW-0520E- -/ TRANSP-AIL NONPUB	LUKAS.C-REIMBTRANS	CF	Lisa & Michael Lukas	588.50
		11-000-270-503-DW-0520E- -/ TRANSP-AIL NONPUB	MARKOWITZ-REIMBTRANS	CF	Katherine Y Michael Markowitz	588.50
		11-000-270-503-DW-0520E- -/ TRANSP-AIL NONPUB	MATTY.L-REIMBTRANS	CF	Ian Matty	588.50
		11-000-270-503-DW-0520E- -/ TRANSP-AIL NONPUB	MCCONNELL-REIMBTRANS	CF	Jewel McConnell	588.50
		11-000-270-503-DW-0520E- -/ TRANSP-AIL NONPUB	PATEL.E-REIMBTRANS	CF	Kartik Patel	588.50
		11-000-270-503-DW-0520E- -/ TRANSP-AIL NONPUB	PATEL.L-REIMBTRANS	CF	Kartik Patel	588.50
		11-000-270-503-DW-0520E- -/ TRANSP-AIL NONPUB	O'CONNOR-REIMBTRANS	CF	Beth O'Connor	588.50
		11-000-270-503-DW-0520E- -/ TRANSP-AIL NONPUB	SHERMAN.E-REIMBTRANS	CF	Amy Sherman	588.50
		11-000-270-503-DW-0520E- -/ TRANSP-AIL NONPUB	TAIRU.O-REIMBTRANS	CF	Olufemi & Adebisi Tairu	588.50
		11-000-270-503-DW-0520E- -/ TRANSP-AIL NONPUB	TAIRU.T-REIMBTRANSP	CF	Olufemi & Adebisi Tairu	588.50

** CF -- Computer Full CP - Computer Partial HF - Hand Check Full HP - Hand Check Partial*

Mountain Lakes Board of Education
Bills And Claims Report By Vendor Name
for Batch 54

1

Vendor # / Name / PO #	Account # / Description	Inv #	Check Type *	Check Description or Multi Remit To Check Name	Check # Check Amount
Pending Payments					
	11-000-270-503-DW-0520E- -/ TRANSP-AIL NONPUB	YOON.L-REIMB TRANSP	CF	David Yoon	588.50
				Total for TRANSPORTATION REIMBURSEMENT/ 2983	**$10,004.50**
UNITED FIRE PROTECTION CORP./ 6912					
25-1065	11-000-261-420-DW-0750 - -/ REQ MAINT-CLN/REPAIR/MNT	292303	CF	REQ MAINT-CLN/REPAIR/MNT	1,978.60
WEIGHTS & MEASURES FUND/ 5890					
25-1301	11-402-100-500-HS- - -/ ATHLETICS-SERVICES	15-096370-25	CF	ATHLETICS-SERVICES	50.00
WORLD BOOK, INC/ 6344					
25-0253	11-000-222-610-WW-0230A- -/ MEDIA-SUPPLIES	ARI0002592	CF	MEDIA-SUPPLIES	582.16
ZACHARY PETRUCCI/ 9520					
25-1058	11-401-100-500-BC- - -/ EXTRA-CURR-OTH SERVICES	1.28.25-PETRUCCI	CF	EXTRA-CURR-OTH SERVICES	100.00
				Total for Pending Payments	**$200,545.83**

** CF -- Computer Full CP - Computer Partial HF - Hand Check Full HP - Hand Check Partial*

va_bill5.032923
12/01/2024

Mountain Lakes Board of Education
Bills And Claims Report By Vendor Name
for Batch 54

1

Resolution that the list of claims for goods received and services rendered and certified to be correct by the Business Administrator, be approved for payment and further that the Secretary's and Treasurer's financial reports be accepted as filed.

Run on 01/30/2025 at 03:48:37 PM

Fund Summary

Fund Category	Sub Fund	Computer Checks	Computer Checks Non/AP	Hand Checks	Hand Checks Non/AP	Total Checks
10	11	$181,200.43				$181,200.43
10	12	$2,569.00				$2,569.00
Fund 10	TOTAL	$183,769.43				$183,769.43
20	20	$16,776.40				$16,776.40
GRAND	TOTAL	$200,545.83	$0.00	$0.00	$0.00	$200,545.83

Chairman Finance Committee _____

Member Finance Committee _____

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
INSTRUCTION									
Regular Programs	11-1XX-100-XXX 12-1XX-100-XXX 13-1XX-100-XXX 15-1XX-100-XXX	11,919,978.00	131,502.72	12,051,480.72	1,205,148.07	(495,040.64)	-4.11	710,107.43	597,172.01
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	8,211,009.00	172,741.01	8,383,750.01	838,375.00	(413,205.00)	-4.93	425,170.00	376,701.18
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	1,319,821.00	4,209.49	1,324,030.49	132,403.05	174,738.00	13.20	307,141.05	11,813.10
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		**21,450,808.00**	**308,453.22**	**21,759,261.22**					**985,686.29**
UNDISTRIBUTED EXPENDITURES									
Tuition	11-000-100-XXX	935,223.00	110,101.07	1,045,324.07	104,532.41	0.00	0.00	104,532.41	581,264.11
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	3,440,159.00	86,039.80	3,526,198.80	352,619.88	223,184.45	6.33	575,804.33	340,024.52
Improvement of Instruction Services and Instructional Staff Training Services	1X-000-221-XXX 1X-000-223-XXX	753,626.00	46,005.27	799,631.27	79,963.13	36,008.19	4.50	115,971.32	29,446.53
General Administration	1X-000-230-XXX	845,529.00	13,571.52	859,100.52	85,910.05	72,911.00	8.49	158,821.05	86,482.47
School Administration	1X-000-240-XXX	1,612,669.00	22,268.48	1,634,937.48	163,493.75	118,130.00	7.23	281,623.75	137,099.46
Central Services & Administrative Information Technology	1X-000-25X-XXX	747,940.00	5,652.30	753,592.30	75,359.23	8,004.00	1.06	83,363.23	61,248.27
Operation and Maintenance of Plant Services	1X-000-26X-XXX	3,880,654.00	101,784.73	3,982,438.73	398,243.87	133,971.00	3.36	532,214.87	506,324.98
Student Transportation Services	**1X-000-270-XXX**	**661,496.00**	**157,804.47**	**819,300.47**	**81,930.05**	**(82,027.00)**	**-10.01**	**0.00**	**318,244.61**
Personal Services-Employee Benefits	1X-XXX-XXX-2XX	7,032,113.00	37,823.60	7,069,936.60	706,993.66	(159,455.00)	-2.26	547,538.66	1,554,927.21

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	63,200.00	0.00	63,200.00	6,320.00	0.00	0.00	6,320.00	44,860.79
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		**19,972,609.00**	**581,051.24**	**20,553,660.24**					**3,659,922.95**
TOTAL GENERAL CURRENT EXPENSE		**41,423,417.00**	**889,504.46**	**42,312,921.46**					**4,645,609.24**
Equipment	12-XXX-XXX-73X 15-XXX-XXX-73X	472,895.00	44,265.00	517,160.00	51,716.00	26,545.00	5.13	78,261.00	179,096.48
Facilities Acquisition and Construction Services	12-000-4XX-XXX	842,502.00	38,175.50	880,677.50	0.00	0.00	0.00	0.00	633,772.00
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		**1,315,397.00**	**82,440.50**	**1,397,837.50**					**812,868.48**
TOTAL SPECIAL SCHOOLS	13-XXX-XXX-XXX	239,500.00	0.00	239,500.00	23,950.00	356,236.00	148.74	380,186.00	41,988.83
Transfer of Funds to Charter Schools	10-000-100-56X	18,502.00	1,439.00	19,941.00	1,994.10	0.00	0.00	1,994.10	0.00
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		**42,996,816.00**	**973,383.96**	**43,970,199.96**					**5,500,466.55**

School Business Administrator Signature

1.31.25
Date

MOUNTAIN LAKES
SCHOOL DISTRICT
Treasurer's Report
ALL FUNDS
Month Ending
DECEMBER 31, 2024

FUNDS	OPENING CASH BALANCE 12/1/24	ADJUSTMENTS	CURRENT MONTH RECEIPTS	CURRENT MONTH DISBURSEMENTS	ENDING CASH BALANCE 12/31/24
GOVERNMENTAL FUNDS					
10 GENERAL FUND	$7,364,286.16		$2,989,223.50	$3,872,956.33	$6,480,553.33
20 SPECIAL REVENUE FUND	$31,846.51		$325,842.71	$173,494.12	$184,195.10
30 CAPITAL PROJECTS FUND	($673,470.53)		$0.00	$6,756.89	($680,227.42)
40 DEBT SERVICE FUND	($582,453.12)		$132,829.33	$0.00	($449,623.79)
	$6,140,209.02	$0.00	$3,447,895.54	$4,053,207.34	$5,534,897.22
60 CAFETERIA ACCOUNT	$367.88		$82,179.49	$60,510.08	$22,037.29
TOTAL GOVERNMENTAL FUNDS:	**$6,140,576.90**	**$0.00**	**$3,530,075.03**	**$4,113,717.42**	**$5,556,934.51**
TRUST & AGENCY FUNDS					
FLEX SPENDING	$19,440.16		$2,859.64	$4,626.35	$17,673.45
UNEMPLOYMENT	$406,621.75		$1,228.91	$0.00	$407,850.66
NET PAYROLL	$0.00		$1,662,981.77	$1,662,981.77	$0.00
PAYROLL AGENCY	$39,528.46		$1,161,192.03	$955,829.64	$244,890.85
TOTAL TRUST & AGENCY FUNDS:	**$465,590.37**	**$0.00**	**$2,828,262.35**	**$2,623,437.76**	**$670,414.96**
TOTAL ALL FUNDS:	**$6,606,167.27**	**$0.00**	**$6,358,337.38**	**$6,737,155.18**	**$6,227,349.47**

PREPARED AND SUBMITTED BY:

Lisa Palmieri

TREASURER OF SCHOOL MONIES
LISA PALMIERI

1/31/25
DATE

MOUNTAIN LAKES SCHOOL DISTRICT
BOARD OF EDUCATION
BANK RECONCILIATION - GENERAL ACCOUNT
AS OF DECEMBER 31, 2024

3

Balance per Books - December 1, 2024				6,140,209.02
Add:	Receipts			3,447,895.54
				9,588,104.56
Less:	Disbursements			4,053,207.34
Balance per Books - December 31, 2024				5,534,897.22
Balance per Bank				
	Lakeland Bank #624615786 (General)			30,489.60
	Lakeland Bank #624611616 (General)			7,702,798.54
	Add: Reconciling Items/Prior Year			
	Check #89551 cashed difference	0.31	Prior to 7/1/2020	
	December Adjustment	141.91	Prior to 7/1/2020	
	Over Void check	7.24	Prior to 7/1/2020	
	January Adjustment	4.27	Prior to 7/1/2020	
	Miscellaneous Adjustment	(2.20)	Prior to 7/1/2020	
	Fund 20 Adjustment	745.00	July 2020	
	August Adjustment	167.00	August 2020	
	October Adjustment	(2.91)	October 2020	
	Interest Adjustment	681.26	January/February 2021	
	Audit Adjustment	7,096.00	January/February 2021	
	Charge Back item 12/9/21	199.50	December 2021	
	November Adjustment	348.14	November 2022	
	Fund 20 Adjustment	4,618.56	December 2022	
	January Adjustment	(173.60)	January 2023	
	Degenaars Reimbursement	3,300.00	February 2023	
	March Adjustment	(0.45)	March 2023	
	Tuition Adjustment - Chargeback Ck #189 2/14/23	(1,377.00)	April 2023	
	Check #93850 dated 12/28/20 cashed 7/7/23	20.00	July 2023	
				15,773.03
				7,749,061.17
	Add: Reconciling Items/Current Year			
	Due to Cafeteria - Transferred twice 9/13 & 10/30	(46,804.06)		
	Due from Cafeteria - Check #100782	754.70		
	Due from Cafeteria - Check #100807	5,400.00		
	Due from Cafeteria - Check #100832	89,479.79		
	Due from Cafeteria - Check #100814	59,257.17		
	Due from Cafeteria - Check #100863	4,960.00		
	Due from Cafeteria - Check #100862	15,000.00		
	Due from Cafeteria - Check #100902	8,212.00		
	Due from Cafeteria - Check #100600	7,500.00		
	Due from Cafeteria - Check #100610	2,218.91		
	Due from Cafeteria - Check #100679	370.00		
	Due from Cafeteria - Check #100682	926.88		
	Due from Cafeteria - Check #100762	232.00		
	Due from Cafeteria - Check #100951	71,976.65		
	Due from Cafeteria - Check #101085	57,230.20		
	Due from Cafeteria - Check #101100	102,225.84		
	Due from Cafeteria - Check #101134	924.38		
	Due from Cafeteria - Check #101171	280.00		
	Due from Cafeteria - Check #101185	1,495.00		
	Due from Cafeteria - Check #101197	4,460.73		
	Due from Cafeteria - Check #101142	143.94		
	Due from Cafeteria - Check #101227	51,439.56		
	Due from Cafeteria - Check #101297	740.22		
	Due from Cafeteria - Check #101189	888.00		
				439,311.91
	Less: Reconciling Items/Current Year			8,188,373.08
	Outstanding Checks	(2,653,475.86)		
				(2,653,475.86)
				5,534,897.22

MOUNTAIN LAKES SCHOOL DISTRICT
BOARD OF EDUCATION
BANK RECONCILIATION - GENERAL ACCOUNT
AS OF DECEMBER 31, 2024

3

Date Issued	Check #	Amount	Date Issued	Check #	Amount	Date Issued	Check #	Amount
11/30/22	97178	36.38	10/15/24	100789	318.00	11/29/24	101080	2,900.00
11/30/22	97181	36.38	10/15/24	100876	88,596.90	11/29/24	101084	251.80
11/30/22	97182	29.75	10/15/24	100928	36.61	11/29/24	101088	3,962.00
11/30/22	97183	25.38	10/15/24	100940	259.00	11/29/24	101093	7,037.08
11/30/22	97186	29.75	11/20/24	100960	821.52	11/29/24	101094	2,420.00
11/30/22	97187	36.38	11/20/24	100962	1,123,132.43	11/29/24	101095	890.00
11/30/22	97190	78.38	11/20/24	100970	125.00	11/29/24	101103	502.08
11/30/22	97206	25.38	11/20/24	100971	1,100.00	11/29/24	101105	1,000.00
11/30/22	97208	67.38	11/29/24	100999	1,520.00	11/29/24	101108	9,208.00
11/30/22	97209	25.38	11/29/24	101005	8,141.30	11/29/24	101109	220.00
11/30/22	97224	2,624.00	11/29/24	101008	96,205.50	11/29/24	101112	252.86
12/21/22	97329	36.25	11/29/24	101011	570.00	11/29/24	101117	1,843.80
3/30/23	97864	145.70	11/29/24	101014	65.42	11/29/24	101124	7,539.85
5/18/23	98077	200.00	11/29/24	101017	950.00	11/29/24	101128	437,690.74
6/13/23	98207	326.09	11/29/24	101019	382.58	11/29/24	101129	300.00
6/29/23	98291	136.75	11/29/24	101020	335.58	11/29/24	101130	11,598.00
6/29/23	98297	40.00	11/29/24	101021	580.92	11/29/24	101132	685.00
6/30/23	98340	511.00	11/29/24	101024	28.91	12/20/24	101133	105.00
9/16/23	98660	397.90	11/29/24	101027	36.61	12/20/24	101134	1,786.18
9/29/23	98777	150.00	11/29/24	101028	50.10	12/20/24	101135	1,148.61
10/30/23	98995	270.72	11/29/24	101031	21.20	12/20/24	101136	344.38
11/17/23	99034	37.98	11/29/24	101032	9.40	12/20/24	101137	1,145.00
11/17/23	99036	68.98	11/29/24	101037	36.61	12/20/24	101138	9,269.70
11/17/23	99039	68.98	11/29/24	101038	62.98	12/20/24	101139	950.00
11/17/23	99042	68.98	11/29/24	101042	3,520.00	12/20/24	101140	21.36
11/17/23	99044	68.98	11/29/24	101045	1,127.73	12/20/24	101141	325.00
11/30/23	99132	197.00	11/29/24	101049	437.50	12/20/24	101142	143.94
1/31/24	99415	1,475.00	11/29/24	101052	9,927.75	12/20/24	101143	1,712.30
2/28/24	99572	26.98	11/29/24	101053	3,547.50	12/20/24	101144	440.00
3/27/24	99761	10.34	11/29/24	101056	68.98	12/20/24	101145	2,206.00
4/12/24	99797	846.31	11/29/24	101057	68.98	12/20/24	101146	2,350.19
4/29/24	99885	33.84	11/29/24	101058	68.98	12/20/24	101147	5,831.75
5/17/24	99985	250.00	11/29/24	101059	37.71	12/20/24	101148	166.32
5/17/24	99995	52.17	11/29/24	101060	26.98	12/20/24	101149	10,015.00
5/17/24	100000	7.14	11/29/24	101061	26.98	12/20/24	101150	59.88
6/7/24	100020	400.00	11/29/24	101062	79.71	12/20/24	101151	2,105.85
6/27/24	100172	1.88	11/29/24	101063	68.98	12/20/24	101152	1,376.00
6/28/24	100235	525.00	11/29/24	101064	68.98	12/20/24	101153	3,750.00
6/30/24	100263	37.45	11/29/24	101065	79.71	12/20/24	101154	8,333.00
6/30/24	100272	2,192.55	11/29/24	101066	79.71	12/20/24	101155	3,610.00
7/31/24	100450	4,653.28	11/29/24	101067	68.98	12/20/24	101156	1,083.24
9/4/24	100492	97.69	11/29/24	101068	68.98	12/20/24	101157	4,666.75
9/4/24	100512	30.00	11/29/24	101076	600.00	12/20/24	101158	295.00
		16,379.48			1,343,360.71			551,541.66

MOUNTAIN LAKES SCHOOL DISTRICT
BOARD OF EDUCATION
BANK RECONCILIATION - GENERAL ACCOUNT
AS OF DECEMBER 31, 2024

3

Date Issued	Check #	Amount	Date Issued	Check #	Amount	Date Issued	Check #	Amount
12/20/24	101159	9,295.90	12/20/24	101202	10,000.00	12/20/24	101245	3,073.95
12/20/24	101160	2,772.00	12/20/24	101203	420.25	12/20/24	101246	21.00
12/20/24	101161	3,172.26	12/20/24	101204	935.75	12/20/24	101247	2,043.23
12/20/24	101162	15,637.92	12/20/24	101205	200.00	12/20/24	101248	6,192.00
12/20/24	101163	65.64	12/20/24	101206	780.00	12/20/24	101249	72.36
12/20/24	101164	16,684.75	12/20/24	101207	96,205.50	12/20/24	101250	200.00
12/20/24	101165	360.00	12/20/24	101208	15,609.01	12/20/24	101251	509.99
12/20/24	101166	1,436.84	12/20/24	101209	250.00	12/20/24	101252	187.75
12/20/24	101167	4,530.00	12/20/24	101210	2,788.06	12/20/24	101253	10,552.00
12/20/24	101168	963.40	12/20/24	101211	41,530.20	12/20/24	101254	1,982.81
12/20/24	101169	17,205.25	12/20/24	101212	2,100.00	12/20/24	101255	1,192.60
12/20/24	101170	57.93	12/20/24	101213	140.00	12/20/24	101256	199.00
12/20/24	101171	693.89	12/20/24	101214	43.90	12/20/24	101257	15,817.86
12/20/24	101172	56.90	12/20/24	101215	135.00	12/20/24	101258	120.00
12/20/24	101173	4,980.60	12/20/24	101216	85.00	12/20/24	101259	244.92
12/20/24	101174	27,572.00	12/20/24	101217	75,649.00	12/20/24	101260	114.68
12/20/24	101175	1,466.50	12/20/24	101218	4,350.00	12/20/24	101261	101.99
12/20/24	101176	683.02	12/20/24	101219	3,250.00	12/20/24	101262	234.53
12/20/24	101177	2,133.07	12/20/24	101220	475.00	12/20/24	101263	389.00
12/20/24	101178	67.77	12/20/24	101221	1,000.00	12/20/24	101264	295.00
12/20/24	101179	814.80	12/20/24	101222	1,541.58	12/20/24	101265	25.05
12/20/24	101180	55,920.99	12/20/24	101223	13,154.50	12/20/24	101266	28.91
12/20/24	101181	1,502.10	12/20/24	101224	127.20	12/20/24	101267	28.91
12/20/24	101182	450.00	12/20/24	101225	3,043.64	12/20/24	101268	6.39
12/20/24	101183	2,505.97	12/20/24	101226	557.50	12/20/24	101269	25.05
12/20/24	101184	13,000.00	12/20/24	101227	51,439.56	12/20/24	101270	23.12
12/20/24	101185	1,495.00	12/20/24	101228	587.48	12/20/24	101271	40.00
12/20/24	101186	198.00	12/20/24	101229	4,014.10	12/20/24	101272	40.00
12/20/24	101187	4,693.78	12/20/24	101230	203.88	12/20/24	101273	30.83
12/20/24	101188	11,084.00	12/20/24	101231	461.51	12/20/24	101274	207.63
12/20/24	101189	2,072.00	12/20/24	101232	4,332.35	12/20/24	101275	25.05
12/20/24	101190	16,576.19	12/20/24	101233	575.00	12/20/24	101276	40.00
12/20/24	101191	700.00	12/20/24	101234	238.73	12/20/24	101277	40.00
12/20/24	101192	3,863.51	12/20/24	101235	80.45	12/20/24	101278	40.00
12/20/24	101193	580.00	12/20/24	101236	85.95	12/20/24	101279	40.00
12/20/24	101194	135.00	12/20/24	101237	11,043.54	12/20/24	101280	40.00
12/20/24	101195	6,088.00	12/20/24	101238	3,960.00	12/20/24	101281	142.61
12/20/24	101196	400.00	12/20/24	101239	1,500.00	12/20/24	101282	44.65
12/20/24	101197	4,460.73	12/20/24	101240	7,174.11	12/20/24	101283	40.00
12/20/24	101198	3,987.50	12/20/24	101241	135.00	12/20/24	101284	34.69
12/20/24	101199	214.00	12/20/24	101242	11,830.27	12/20/24	101285	199.28
12/20/24	101200	14.06	12/20/24	101243	59.00	12/20/24	101286	466.76
12/20/24	101201	180.00	12/20/24	101244	541.23	12/20/24	101287	5,000.00
		240,771.27			372,633.25			50,153.60

MOUNTAIN LAKES SCHOOL DISTRICT
BOARD OF EDUCATION
BANK RECONCILIATION - GENERAL ACCOUNT
AS OF DECEMBER 31, 2024

3

Date Issued	Check #	Amount	Date Issued	Check #	Amount	Date Issued	Check #	Amount
12/20/24	101288	20.00						
12/20/24	101289	7,741.22						
12/20/24	101290	4,101.00						
12/20/24	101291	1,777.50						
12/20/24	101292	3,083.04						
12/20/24	101293	1,032.00						
12/20/24	101294	2,763.32						
12/20/24	101295	5,316.09						
12/20/24	101296	9.04						
12/20/24	101297	2,076.72						
12/20/24	101298	43,342.71						
12/20/24	101299	7,373.25						
		78,635.89			0.00			0.00

3

ROXBURY TOWNSHIP
BOARD OF EDUCATION
BANK RECONCILIATION - GENERAL ACCOUNT
AS OF DECEMBER 31, 2024

RECAP:

	16,379.48
	1,343,360.71
	551,541.66
	240,771.27
	372,633.25
	50,153.60
	78,635.89
	0.00
	0.00
TOTAL	**2,653,475.86**

Total outstanding checks as of December 31, 2024

3

MOUNTAIN LAKES SCHOOL DISTRICT
BOARD OF EDUCATION
BANK RECONCILIATION - CAFETERIA ACCOUNT
AS OF DECEMBER 31, 2024

Balance per Books - December 1, 2024			367.88
Add:	Receipts		82,179.49
			82,547.37
Less:	Disbursements		60,510.08
Balance per Books - December 31, 2024			22,037.29
Balance per Bank			
	Lakeland Bank #624611829 (Cafeteria)		461,349.20
	Add: Due from General - Transferred 9/13 & 10/30	46,804.06	
	Due from Cafeteria - Check #100782	(754.70)	
	Due from Cafeteria - Check #100807	(5,400.00)	
	Due from Cafeteria - Check #100832	(89,479.79)	
	Due from Cafeteria - Check #100814	(59,257.17)	
	Due from Cafeteria - Check #100863	(4,960.00)	
	Due from Cafeteria - Check #100862	(15,000.00)	
	Due from Cafeteria - Check #100902	(8,212.00)	
	Less: Due to General Ck #100600	(7,500.00)	
	Less: Due to General Ck #100610	(2,218.91)	
	Less: Due to General Ck #100679	(370.00)	
	Less: Due to General Ck #100682	(926.88)	
	Less: Due to General Ck #100762	(232.00)	
	Less: Due to General Ck #100951	(71,976.65)	
	Less: Due to General Ck #101085	(57,230.20)	
	Less: Due to General Ck #101100	(102,225.84)	
	Less: Due to General Ck #101134	(924.38)	
	Less: Due to General Ck #101171	(280.00)	
	Less: Due to General Ck #101185	(1,495.00)	
	Less: Due to General Ck #101189	(888.00)	
	Less: Due to General Ck #101197	(4,460.73)	
	Less: Due to General Ck #101142	(143.94)	
	Less: Due to General Ck #101227	(51,439.56)	
	Less: Due to General Ck #101297	(740.22)	
			(439,311.91)
			22,037.29

3

MOUNTAIN LAKES SCHOOL DISTRICT
BOARD OF EDUCATION
BANK RECONCILIATION - FLEX SPENDING ACCOUNT
AS OF DECEMBER 31, 2024

Balance per Books - December 1, 2024		19,440.16
Add:	Receipts	2,859.64
		22,299.80
Less:	Disbursements	4,626.35
Balance per Books - December 31, 2024		17,673.45
Balance per Bank		
	Lakeland Bank #624611608 (Flex Spending)	17,673.45

MOUNTAIN LAKES SCHOOL DISTRICT
BOARD OF EDUCATION
BANK RECONCILIATION - UNEMPLOYMENT ACCOUNT
AS OF DECEMBER 31, 2024

3

Balance per Books - December 1, 2024		406,621.75
Add:	Receipts	1,228.91
		407,850.66
Less:	Disbursements	0.00
Balance per Books - December 31, 2024		407,850.66

Balance per Bank
Lakeland Bank #624611802 (Unemployment) 407,850.66

3

MOUNTAIN LAKES SCHOOL DISTRICT
BOARD OF EDUCATION
BANK RECONCILIATION - NET PAYROLL ACCOUNT
AS OF DECEMBER 31, 2024

Balance per Books - December 1, 2024				0.00
Add:	Receipts			1,662,981.77
				1,662,981.77
Less:	Disbursements			1,662,981.77
Balance per Books - December 31, 2024				0.00
Balance per Bank				
	Lakeland Bank #624611691 (Net Payroll)			8,432.40
	Less: Interest due to General Fund			
	July - 2024		197.93	
	August - 2024		107.26	
	September - 2024		642.60	
	October - 2024		495.05	
	November - 2024		360.06	
	December - 2024		346.38	
				2,149.28
				6,283.12
	Less: Outstanding Checks			
	6/28/23	#151216	368.37	
	5/31/24	#151385	484.20	
	12/30/24	#151454	2,190.36	
	12/30/24	#151455	3,240.19	
				6,283.12
				0.00

MOUNTAIN LAKES SCHOOL DISTRICT
BOARD OF EDUCATION
BANK RECONCILIATION - PAYROLL AGENCY ACCOUNT
AS OF DECEMBER 31, 2024

3

Balance per Books - December 1, 2024		39,528.46
Add:	Receipts	1,161,192.03
		1,200,720.49
Less:	Disbursements	955,829.64
Balance per Books - December 31, 2024		244,890.85
Balance per Bank		
	Lakeland Bank #624611640 (Payroll Agency)	244,890.85

1/31 3:53pm

1/31 3:53pm

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Mountain Lakes Board of Education
General Fund - Fund 10
Interim Balance Sheet
For 6 Month Period Ending 12/01/2024

ASSETS AND RESOURCES

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

101	Cash in bank		$4,601,323.44
102-107	Cash and cash equivalents		$976.33
116	Capital reserve Account		$1,863,456.86
121	Tax levy receivable		$12,121,897.02
	Accounts receivable:		
132	Interfund	$140,041.17	
141	Intergovernmental - State	$855,855.81	
153,154	Other (net of est uncollectible of $_____)	$9,122,340.10	$10,118,237.08
	Other Current Assets		$0.00

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

301	Estimated Revenues	$40,594,992.00	
302	Less Revenues	($39,090,501.92)	
			$1,504,490.08
	Total assets and resources		$30,210,380.81

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Mountain Lakes Board of Education
General Fund - Fund 10
Interim Balance Sheet
For 6 Month Period Ending 12/01/2024

LIABILITIES AND FUND EQUITY

--- L I A B I L I T I E S ---					
421	Accounts Payable				$422,789.39
481	Deferred Revenues				$109,336.98
	Other current liabilities including Net Assets				$99,338.07
	TOTAL LIABILITIES				$631,464.44
F U N D B A L A N C E					
--- A p p r o p r i a t e d ---					
753	Reserve for Encumbrances - Current Year			$19,717,365.68	
754	Reserve for Encumbrance - Prior Year			$137,244.39	
	Reserved fund balance:				
761	Capital reserve account -		$3,733,256.86		
307	Less: Budg w/d from Capital Rsrv Elgbl. Cost		($2,659,800.00)		
				$1,073,456.86	
765	Reserve for Tuition Payments		$200,000.00		
311	Less: Withdrawal from Tuition Reserve		($100,000.00)		
				$100,000.00	
764	Reserve for Maintenance		$1,470,000.00		
310	Less: Withdrawal from Maintenance Reserve		($410,000.00)		
				$1,060,000.00	
760	Reserved Fund Balance			$465,063.66	
601	Appropriations		$43,970,199.96		
602	Less : Expenditures	$18,615,123.34			
603	Encumbrances	$19,854,610.07	($38,469,733.41)		
				$5,500,466.55	
	Total Appropriated			$28,053,597.14	
--- U n a p p r o p r i a t e d ---					
770	Unreserved Fund Balance -			$3,927,143.23	
303	Budgeted Fund Balance			($2,401,824.00)	
	TOTAL FUND BALANCE				$29,578,916.37
	TOTAL LIABILITIES AND FUND EQUITY				$30,210,380.81

Mountain Lakes Board of Education
General Fund - Fund 10
Interim Balance Sheet
For 6 Month Period Ending 12/01/2024

RECAPITULATION OF FUND BALANCE:	Budgeted	Actual	Variance
Appropriations	$43,970,199.96	$38,469,733.41	$5,500,466.55
Revenues	($40,594,992.00)	($39,090,501.92)	($1,504,490.08)
	$3,375,207.96	($620,768.51)	$3,995,976.47
Change in Capital Reserve accounts:			
307 Less: Eligible Withdrawal ($2,659,800.00)			
Change in Tuition Reserve accounts:			
311 Less: w/d from Tuition reserve ($100,000.00)			
Change in Maintenance Reserve account:			
310 Less - Withdrawal from reserve ($410,000.00)			
Subtotal Reserve Adjustments	($3,169,800.00)	($3,169,800.00)	
Less: Adjust for prior year encumb.	($973,383.96)	($973,383.96)	
Budgeted Fund Balance	($767,976.00)	($4,763,952.47)	$3,995,976.47
Recapitulation of Budgeted Fund Balance by Subfund			
Fund 10 (includes 10, 11, 12, and 13)	($767,976.00)	($4,763,952.47)	$3,995,976.47
TOTAL Budgeted Fund Balance	($767,976.00)	($4,763,952.47)	$3,995,976.47

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 6 Month Period Ending 12/01/2024

		BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
*** REVENUES/SOURCES OF FUNDS ***					
1XXX	From Local Sources	$39,165,779.00	$37,745,725.92		$1,420,053.08
3XXX	From State Sources	$1,429,213.00	$1,344,776.00		$84,437.00
	TOTAL REVENUE/SOURCES OF FUNDS	$40,594,992.00	$39,090,501.92		$1,504,490.08

*** EXPENDITURES ***		APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	AVAILABLE BALANCE
--- CURRENT EXPENSE ---					
11-1XX-100-XXX	Regular Programs - Instruction	$11,556,440.08	$4,793,372.09	$6,165,895.98	$597,172.01
11-2XX-100-XXX	Special Education - Instruction	$7,401,494.81	$2,778,197.50	$4,259,135.11	$364,162.20
11-401-100-XXX	School-Spon. Cocurr. Acti-Instr	$265,711.98	$30,916.86	$228,695.46	$6,099.66
11-402-100-XXX	School-Spons. Athletics - Instruction	$1,233,056.51	$449,193.49	$778,149.58	$5,713.44
--- UNDISTRIBUTED EXPENDITURES ---					
11-000-100-XXX	Instruction	$1,045,324.07	$292,430.14	$171,629.82	$581,264.11
11-000-211-XXX	Attendance and Social Work Services	$39,353.36	$16,931.76	$16,964.24	$5,457.36
11-000-213-XXX	Health Services	$1,453,880.14	$522,417.80	$654,399.92	$277,062.42
11-000-216-XXX	Speech, OT,PT & Related Svcs	$175,989.20	$70,431.96	$105,470.04	$87.20
11-000-217-XXX	Other Support Serv - Students Extra Srvc	$393,061.00	$152,518.33	$228,090.89	$12,451.78
11-000-218-XXX	Guidance	$910,314.84	$392,577.59	$481,455.78	$36,281.47
11-000-219-XXX	Child Study Teams	$1,026,922.13	$475,072.19	$551,703.82	$146.12
11-000-221-XXX	Improv of Inst. - Instruc Staff	$802,763.89	$428,648.92	$361,859.11	$12,255.86
11-000-222-XXX	Educational Media Serv/School Library	$318,912.78	$130,760.88	$167,074.75	$21,077.15
11-000-223-XXX	Instructional Staff Training Services	$32,875.57	$15,463.06	$221.84	$17,190.67
11-000-230-XXX	Supp. Serv.-General Administration	$932,011.52	$576,713.03	$268,816.02	$86,482.47
11-000-240-XXX	Supp. Serv.-School Administration	$1,753,067.48	$867,617.14	$748,350.88	$137,099.46
11-000-25X-XXX	Central Serv & Admin. Inform. Tech.	$761,596.30	$384,780.34	$315,567.69	$61,248.27
11-000-261-XXX	Require Maint. for School Facilities	$1,302,841.22	$650,695.98	$345,984.84	$306,160.40
11-000-262-XXX	Custodial Services	$2,498,859.10	$1,203,940.67	$1,144,821.69	$150,096.74
11-000-263-XXX	Care and Upkeep of Grounds	$297,209.41	$172,282.95	$85,358.62	$39,567.84
11-000-266-XXX	Security	$17,500.00	$0.00	$7,000.00	$10,500.00
11-000-270-XXX	Student Transportation Services	$737,273.47	$278,118.76	$140,910.10	$318,244.61
11-XXX-XXX-2XX	Allocated and Unallocated Benefits	$6,910,481.60	$3,136,688.11	$2,218,866.28	$1,554,927.21
11-000-310-XXX	Food Services	$63,200.00	$18,339.21	.00	$44,860.79
	TOTAL GENERAL CURRENT EXPENSE EXPENDITURES/USES OF FUNDS	$41,930,140.46	$17,838,108.76	$19,446,422.46	$4,645,609.24

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 6 Month Period Ending 12/01/2024

*** EXPENDITURES - cont'd ***	APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	AVAILABLE BALANCE
*** CAPITAL OUTLAY ***				
12-XXX-XXX-73X Equipment	$543,705.00	$332,895.52	$31,713.00	$179,096.48
12-000-4XX-XXX Facilities acquisition & constr. serv.	$880,677.50	$55,885.70	$191,019.80	$633,772.00
TOTAL CAP OUTLAY EXPEND./USES OF FUNDS	$1,424,382.50	$388,781.22	$222,732.80	$812,868.48
*** SPECIAL SCHOOLS ***				
13-422-100-XXX Summer school -instruction	$360,956.00	$279,506.65	$79,449.31	$2,000.04
13-4XX-100-XXX Other spec. schools-instruction	$227,500.00	$92,195.71	$95,315.50	$39,988.79
13-4XX-200-XXX Other spec. schools-support serv.	$7,280.00	$7,280.00	$0.00	$0.00
TOTAL SPECIAL SCHOOLS EXPENDITURES/USES OF FUNDS	$595,736.00	$378,982.36	$174,764.81	$41,988.83
10-000-100-56X Transfer of Funds to Charter Schools	$19,941.00	$9,251.00	$10,690.00	.00
TOTAL GENERAL FUND EXPENDITURES	$43,970,199.96	$18,615,123.34	$19,854,610.07	$5,500,466.55

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 6 Month Period Ending 12/01/2024

		ESTIMATED	ACTUAL	UNREALIZED
--- LOCAL SOURCES ---				
1210	Local Tax Levy	$24,243,795.00	$24,243,795.00	.00
1310	Tuition from Individuals	$765,880.00	$1,056,028.91	($290,148.91)
1320	Tuition from LEAs Within State	$13,472,733.00	$12,121,790.37	$1,350,942.63
1340	Tuition from Other Sources	$363,000.00	.00	$363,000.00
1350	Tuition From Summer School	$63,964.00	.00	$63,964.00
1410	Transp Fees from Individuals	$8,000.00	$7,400.00	$600.00
1910	Rents and Royalties	$16,000.00	$526.00	$15,474.00
1XXX	Miscellaneous	$232,407.00	$316,185.64	($83,778.64)
	TOTAL LOCAL	$39,165,779.00	$37,745,725.92	$1,420,053.08
--- STATE SOURCES ---				
3121	Categorical Transportation Aid	$78,377.00	$78,377.00	.00
3131	Extraordinary Aid	$84,437.00	.00	$84,437.00
3132	Categorical Special Education Aid	$1,179,750.00	$1,179,750.00	.00
3177	Categorical Security	$86,649.00	$86,649.00	.00
	TOTAL	$1,429,213.00	$1,344,776.00	$84,437.00
	TOTAL REVENUES/SOURCES OF FUNDS	$40,594,992.00	$39,090,501.92	$1,504,490.08

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 6 Month Period Ending 12/01/2024

	Appropriations	Expenditures	Encumbrances	Available Balance
*** G E N E R A L C U R R E N T E X P E N S E ***				
--- Regular Programs - Instruction ---				
11-105-100-101 Preschool - Salaries of Teachers	$156,580.00	$62,632.00	$93,948.00	.00
11-110-100-101 Kindergarten - Salaries of Teachers	$332,704.00	$127,081.60	$190,622.80	$14,999.60
11-120-100-101 Grades 1-5 - Salaries of Teachers	$2,749,413.00	$1,118,408.78	$1,628,068.90	$2,935.32
11-130-100-101 Grades 6-8 - Salaries of Teachers	$2,339,259.31	$942,403.69	$1,396,854.67	$0.95
11-140-100-101 Grades 9-12 - Salaries of Teachers	$4,404,405.00	$1,770,359.45	$2,621,890.20	$12,155.35
--- Regular Programs - Home Instruction ---				
11-150-100-101 Salaries of Teachers	$800.00	$800.00	$0.00	$0.00
11-150-100-320 Purchased Prof.-Ed. Services	$14,950.00	$220.00	$2,638.80	$12,091.20
--- Regular Programs - Undistr. Instruction ---				
11-190-100-106 Other Salaries for Instruction	$331,147.00	$106,066.36	$102,786.82	$122,293.82
11-190-100-340 Purchased Technical Services	$14,000.00	.00	.00	$14,000.00
11-190-100-500 Other Purch. Serv. (400-500 series)	$545,917.55	$388,332.37	$82,614.90	$74,970.28
11-190-100-610 General Supplies	$594,964.22	$245,938.48	$43,284.81	$305,740.93
11-190-100-640 Textbooks	$51,650.00	$25,773.36	$732.08	$25,144.56
11-190-100-800 Other Objects	$20,650.00	$5,356.00	$2,454.00	$12,840.00
TOTAL	$11,556,440.08	$4,793,372.09	$6,165,895.98	$597,172.01
--- SPECIAL EDUCATION - INSTRUCTION ---				
Visual Impairments:				
11-206-100-101 Salaries of Teachers	$1,582.65	$1,582.65	$0.00	$0.00
TOTAL	$1,582.65	$1,582.65	$0.00	$0.00
Auditory Impairments:				
11-207-100-101 Salaries of Teachers	$3,436,919.55	$1,322,394.25	$2,053,312.76	$61,212.54
11-207-100-106 Other Salaries for Instruction	$872,231.00	$321,102.53	$492,584.01	$58,544.46
11-207-100-610 General Supplies	$149,326.44	$2,536.74	$2,891.56	$143,898.14
11-207-100-640 Textbooks	$18,000.00	.00	.00	$18,000.00
11-207-100-800 Other Objects	$28,273.00	.00	.00	$28,273.00
TOTAL	$4,504,749.99	$1,646,033.52	$2,548,788.33	$309,928.14
Emotional Regulation Impairment:				
11-209-100-101 Salaries of Teachers	$174,040.00	$69,616.00	$104,424.00	$0.00
TOTAL	$174,040.00	$69,616.00	$104,424.00	$0.00
Resource Room/Resource Center:				
11-213-100-101 Salaries of Teachers	$2,120,346.00	$838,804.20	$1,281,541.80	$0.00
11-213-100-610 General supplies	$6,792.98	$6,510.79	$282.19	.00
TOTAL	$2,127,138.98	$845,314.99	$1,281,823.99	$0.00
Home Instruction:				
11-219-100-101 Salaries of Teachers	$535,571.08	$206,357.20	$313,526.10	$15,687.78
11-219-100-320 Purchased Prof.-Ed. Services	$15,000.00	$200.00	.00	$14,800.00
11-219-100-500 Other Purch. Serv. (400-500 series)	$38,422.91	$9,093.14	$10,572.69	$18,757.08
11-219-100-610 General Supplies	$4,989.20	.00	.00	$4,989.20

Mountain Lakes Board of Education

GENERAL FUND - FUND 10

STATEMENT OF APPROPRIATIONS

COMPARED WITH EXPENDITURES AND ENCUMBRANCES

For 6 Month Period Ending 12/01/2024

	Appropriations	Expenditures	Encumbrances	Available Balance
TOTAL	$593,983.19	$215,650.34	$324,098.79	$54,234.06
TOTAL SPECIAL ED - INSTRUCTION	$7,401,494.81	$2,778,197.50	$4,259,135.11	$364,162.20
--- School spons.cocurricular activities-Instruction ---				
11-401-100-100 Salaries	$258,173.00	$30,141.00	$228,032.00	.00
11-401-100-500 Purchased Services (300-500 series)	$200.00	$100.00	$100.00	.00
11-401-100-600 Supplies and Materials	$6,213.98	$675.86	$563.46	$4,974.66
11-401-100-800 Other Objects	$1,125.00	.00	.00	$1,125.00
TOTAL	$265,711.98	$30,916.86	$228,695.46	$6,099.66
--- School sponsored athletics-Instruct. ---				
11-402-100-100 Salaries	$1,044,509.60	$318,574.36	$725,872.60	$62.64
11-402-100-500 Purchased Services (300-500 series)	$22,500.00	$14,508.62	$7,668.00	$323.38
11-402-100-600 Supplies and Materials	$69,213.21	$58,621.51	$9,169.28	$1,422.42
11-402-100-800 Other Objects	$96,833.70	$57,489.00	$35,439.70	$3,905.00
TOTAL	$1,233,056.51	$449,193.49	$778,149.58	$5,713.44
--- UNDISTRIBUTED EXPENDITURES ---				
--- Instruction ---				
11-000-100-563 Tuition to Co.Voc.School Dist.-reg.	$349,436.70	$19,436.70	.00	$330,000.00
11-000-100-566 Tuition to Priv Sch for Disbl w/i State	$695,887.37	$272,993.44	$171,629.82	$251,264.11
TOTAL	$1,045,324.07	$292,430.14	$171,629.82	$581,264.11
--- Attendance and social work services ---				
11-000-211-100 Salaries	$39,353.36	$16,931.76	$16,964.24	$5,457.36
TOTAL	$39,353.36	$16,931.76	$16,964.24	$5,457.36
--- Health services ---				
11-000-213-100 Salaries	$909,348.80	$292,386.16	$424,290.20	$192,672.44
11-000-213-300 Purchased Prof. & Tech. Svc.	$530,238.70	$224,800.28	$229,690.52	$75,747.90
11-000-213-500 Other Purchd. Serv.(400-500 series)	$250.00	.00	.00	$250.00
11-000-213-600 Supplies and Materials (600-615)	$13,245.64	$4,653.26	$419.20	$8,173.18
11-000-213-800 Other Objects	$797.00	$578.10	.00	$218.90
TOTAL	$1,453,880.14	$522,417.80	$654,399.92	$277,062.42
--- Speech, OT,PT & Related Svcs ---				
11-000-216-100 Salaries	$175,119.20	$70,012.80	$105,019.20	$87.20
11-000-216-600 Supplies and Materials	$870.00	$419.16	$450.84	.00
TOTAL	$175,989.20	$70,431.96	$105,470.04	$87.20
--- Other support services - Students - Extra Srvc				
11-000-217-100 Salaries	$393,061.00	$152,518.33	$228,090.89	$12,451.78
TOTAL	$393,061.00	$152,518.33	$228,090.89	$12,451.78
--- Guidance ---				
11-000-218-104 Salaries Other Prof. Staff	$791,964.60	$320,213.00	$443,121.50	$28,630.10
11-000-218-105 Sal Secr. & Clerical Asst.	$92,911.00	$54,970.04	$37,940.04	$0.92
11-000-218-500 Other Purchased Services (400-500 series)	$2,100.00	$2,081.22	.00	$18.78
11-000-218-600 Supplies and Materials	$16,119.24	$8,848.23	$394.24	$6,876.77

Mountain Lakes Board of Education
GENERAL FUND - FUND 10
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 6 Month Period Ending 12/01/2024

	Appropriations	Expenditures	Encumbrances	Available Balance
11-000-218-800 Other Objects	$7,220.00	$6,465.10	.00	$754.90
TOTAL	$910,314.84	$392,577.59	$481,455.78	$36,281.47
--- Child Study Teams ---				
11-000-219-104 Salaries Other Prof. Staff	$901,929.88	$409,653.24	$492,276.18	$0.46
11-000-219-105 Sal Secr. & Clerical Asst.	$107,582.22	$50,670.88	$56,911.34	.00
11-000-219-600 Supplies and Materials	$17,410.03	$14,748.07	$2,516.30	$145.66
TOTAL	$1,026,922.13	$475,072.19	$551,703.82	$146.12
--- Improv. of instr. Serv. ---				
11-000-221-102 Salaries Superv. of Instr.	$661,912.14	$330,548.28	$330,548.86	$815.00
11-000-221-104 Salaries Other Prof. Staff	$114,260.79	$87,760.79	$26,500.00	.00
11-000-221-320 Purchased Prof. - Ed. Services	$1,500.00	$1,500.00	.00	.00
11-000-221-500 Other Purchased Services (400-500 series)	$9,000.00	$2,833.95	$4,751.25	$1,414.80
11-000-221-600 Supplies and Materials	$1,500.00	$29.94	.00	$1,470.06
11-000-221-800 Other Objects	$14,590.96	$5,975.96	$59.00	$8,556.00
TOTAL	$802,763.89	$428,648.92	$361,859.11	$12,255.86
--- Educational media serv./sch.library ---				
11-000-222-100 Salaries	$280,722.78	$102,060.93	$165,983.55	$12,678.30
11-000-222-600 Supplies and Materials	$37,740.00	$28,699.95	$1,091.20	$7,948.85
11-000-222-800 Other Objects	$450.00	.00	.00	$450.00
TOTAL	$318,912.78	$130,760.88	$167,074.75	$21,077.15
--- Instructional Staff Training Services ---				
11-000-223-320 Purchased Prof. - Ed. Services	$11,468.04	$8,906.00	.00	$2,562.04
11-000-223-500 Other Purchased Services (400-500 series)	$16,957.53	$5,513.08	$221.84	$11,222.61
11-000-223-600 Supplies and Materials	$1,500.00	.00	.00	$1,500.00
11-000-223-800 Other Objects	$2,950.00	$1,043.98	.00	$1,906.02
TOTAL	$32,875.57	$15,463.06	$221.84	$17,190.67
--- Support services-general administration ---				
11-000-230-100 Salaries	$450,927.00	$211,647.36	$211,649.32	$27,630.32
11-000-230-331 Legal Services	$61,154.41	$34,481.86	$26,672.55	.00
11-000-230-332 Audit Fees	$43,300.00	$17,075.00	.00	$26,225.00
11-000-230-339 Other Purchased Prof. Svc.	$38,673.44	$15,763.26	$11,135.98	$11,774.20
11-000-230-340 Purchased Tech. Services	$8,500.00	$8,500.00	.00	.00
11-000-230-530 Communications/Telephone	$6,980.00	.00	$1,500.00	$5,480.00
11-000-230-580 Travel - All Other	$3,969.21	.00	.00	$3,969.21
11-000-230-585 BOE Other Purchased Prof. Svc.	$3,587.00	$3,586.12	.00	$0.88
11-000-230-590 Misc Purchased Services (400-500)	$277,545.11	$260,880.35	$16,091.72	$573.04
11-000-230-610 General Supplies	$6,446.72	$5,326.72	$550.00	$570.00
11-000-230-820 Judgments Against. School District.	$6,171.28	$950.00	.00	$5,221.28
11-000-230-890 Misc. Expenditures	$7,826.00	$3,453.66	$1,086.34	$3,286.00
11-000-230-895 BOE Membership Dues and Fees	$16,931.35	$15,048.70	$130.11	$1,752.54
TOTAL	$932,011.52	$576,713.03	$268,816.02	$86,482.47
--- Support services-school administration ---				
11-000-240-103 Salaries Princ./Asst. Princ.	$921,513.06	$431,383.20	$431,385.40	$58,744.46

Mountain Lakes Board of Education
GENERAL FUND - FUND 10
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 6 Month Period Ending 12/01/2024

	Appropriations	Expenditures	Encumbrances	Available Balance
11-000-240-104 Salaries Other Prof. Staff	$145,456.00	$72,727.92	$72,728.08	.00
11-000-240-105 Sal Secr. & Clerical Asst.	$538,820.31	$271,594.41	$232,428.79	$34,797.11
11-000-240-199 Unused Vac Payment to Term/Ret Staff	$21,939.00	$21,938.46	.00	$0.54
11-000-240-500 Other Purchased Services (400-500 series)	$31,664.95	$15,750.42	$8,063.94	$7,850.59
11-000-240-600 Supplies and Materials	$81,124.16	$46,827.73	$3,744.67	$30,551.76
11-000-240-800 Other Objects	$12,550.00	$7,395.00	.00	$5,155.00
TOTAL	$1,753,067.48	$867,617.14	$748,350.88	$137,099.46
--- Central Services ---				
11-000-251-100 Salaries	$468,651.20	$221,382.56	$216,794.98	$30,473.66
11-000-251-199 Unused Vac Payment to Term/Ret Staff	$10,000.00	$4,247.31	$5,752.69	.00
11-000-251-592 Misc Pur Serv (400-500 seriess)	$22,381.04	$13,564.10	$4,909.94	$3,907.00
11-000-251-600 Supplies and Materials	$4,592.51	$3,801.47	$791.04	.00
11-000-251-89X Other Objects	$5,763.09	$2,696.22	$2,468.87	$598.00
TOTAL	$511,387.84	$245,691.66	$230,717.52	$34,978.66
--- Admin. Info. Technology ---				
11-000-252-100 Salaries	$162,419.00	$77,384.40	$77,384.80	$7,649.80
11-000-252-340 Purchased Technical Services	$35,302.00	$27,043.40	$2.60	$8,256.00
11-000-252-500 Other Pur Serv. (400-500 seriess)	$42,812.46	$27,354.53	$6,910.00	$8,547.93
11-000-252-600 Supplies and Materials	$4,175.00	$2,770.35	$552.77	$851.88
11-000-252-800 Other Objects	$5,500.00	$4,536.00	.00	$964.00
TOTAL	$250,208.46	$139,088.68	$84,850.17	$26,269.61
TOTAL Cent. Svcs. & Admin IT	$761,596.30	$384,780.34	$315,567.69	$61,248.27
--- Required Maint.for School Facilities ---				
11-000-261-100 Salaries	$278,586.24	$137,897.58	$138,484.19	$2,204.47
11-000-261-420 Cleaning, Repair & Maint. Svc	$912,081.10	$455,086.24	$163,014.07	$293,980.79
11-000-261-421 Lead Testing of Drinking Water	$6,771.00	$6,771.00	.00	.00
11-000-261-610 General Supplies	$86,637.88	$44,122.16	$32,540.58	$9,975.14
11-000-261-800 Other Objects	$18,765.00	$6,819.00	$11,946.00	.00
TOTAL	$1,302,841.22	$650,695.98	$345,984.84	$306,160.40
--- Custodial Services ---				
11-000-262-1XX Salaries	$1,242,622.45	$614,186.62	$605,560.32	$22,875.51
11-000-262-199 Unused Vac Payment to Term/Ret Staff	$2,225.00	$2,224.81	.00	$0.19
11-000-262-420 Cleaning, Repair & Maint. Svc.	$125,251.00	$62,311.13	$41,667.00	$21,272.87
11-000-262-441 Rental of Land & Bldgs Other Than Lease	$45,000.00	$26,250.00	$18,750.00	.00
11-000-262-444 Lease Purch Paymts - Energy Saving	$172,570.00	$85,025.52	$87,544.48	.00
11-000-262-490 Other Purchased Property Svc.	$60,215.25	$2,686.33	$22,313.67	$35,215.25
11-000-262-520 Insurance	$53,000.00	.00	.00	$53,000.00
11-000-262-610 General Supplies	$149,516.82	$137,550.93	$3,541.39	$8,424.50
11-000-262-621 Energy (Natural Gas)	$285,219.37	$132,876.21	$152,076.69	$266.47
11-000-262-622 Energy (Electricity)	$348,519.21	$135,509.12	$208,648.14	$4,361.95
11-000-262-8XX Other Objects	$14,720.00	$5,320.00	$4,720.00	$4,680.00
TOTAL	$2,498,859.10	$1,203,940.67	$1,144,821.69	$150,096.74

Mountain Lakes Board of Education
GENERAL FUND - FUND 10
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 6 Month Period Ending 12/01/2024

	Appropriations	Expenditures	Encumbrances	Available Balance
--- Care and Upkeep of Grounds ---				
11-000-263-100 Salaries	$102,622.58	$45,283.36	$50,521.30	$6,817.92
11-000-263-420 Cleaning, Repair, & Maintenance Serv.	$135,353.07	$103,918.89	$28,656.80	$2,777.38
11-000-263-610 General Supplies	$48,019.60	$15,424.92	$5,980.52	$26,614.16
11-000-263-800 Other Objects	$11,214.16	$7,655.78	$200.00	$3,358.38
TOTAL	$297,209.41	$172,282.95	$85,358.62	$39,567.84
--- Security ---				
11-000-266-420 Cleaning, Repair, & Maintenance Serv.	$8,000.00	.00	.00	$8,000.00
11-000-266-610 General Supplies	$9,500.00	.00	$7,000.00	$2,500.00
TOTAL	$17,500.00	$0.00	$7,000.00	$10,500.00
TOTAL Oper & Maint of Plant Services	$4,116,409.73	$2,026,919.60	$1,583,165.15	$506,324.98
--- Student transportation services ---				
11-000-270-420 Cleaning, Repair & Maint. Svc.	$5,000.00	.00	.00	$5,000.00
11-000-270-503 Contr Svc-Aid in Lieu Paymnts-Non Pub Sch	$31,418.11	$10,004.50	$20,948.00	$465.61
11-000-270-511 Contract Svc (btw Home & Sch.)-vendors	$101,800.00	$50,760.00	$50,760.00	$280.00
11-000-270-512 Contract Svc (other btw home & sch)-vndrs	$404,861.36	$217,204.26	$61,202.10	$126,455.00
11-000-270-514 Contract Svc (Sp Ed.)-vendors	$31,500.00	.00	.00	$31,500.00
11-000-270-517 Contract Svc (reg std) - ESCs	$107,000.00	.00	.00	$107,000.00
11-000-270-518 Contract Svc (Sp Ed) - ESCs	$36,244.00	.00	.00	$36,244.00
11-000-270-593 Misc. Purchased Svc.- Transp.	$10,700.00	.00	.00	$10,700.00
11-000-270-615 Transportation Supplies	$8,000.00	.00	$8,000.00	.00
11-000-270-800 Misc. Expenditures	$750.00	$150.00	.00	$600.00
TOTAL	$737,273.47	$278,118.76	$140,910.10	$318,244.61
--- Personal Services-Employee Benefits---				
11-XXX-XXX-220 Social Security Contributions	$540,685.58	$259,943.85	$268,070.73	$12,671.00
11-XXX-XXX-241 Other Retirement Contrb. - PERS	$695,253.96	$19,739.96	$650,000.00	$25,514.00
11-XXX-XXX-249 Other Retirement Contrb. - Regular	$28,000.86	$19,945.28	$8,055.58	.00
11-XXX-XXX-260 Workman's Compensation	$217,431.00	$192,411.00	$15,000.00	$10,020.00
11-XXX-XXX-270 Health Benefits	$5,204,036.32	$2,560,345.27	$1,277,739.97	$1,365,951.08
11-XXX-XXX-280 Tuition Reimbursement	$91,386.36	$10,350.00	.00	$81,036.36
11-XXX-XXX-290 Other Employee Benefits	$68,687.52	$68,687.52	.00	.00
11-XXX-XXX-299 Unused Sick Payment to Term/Ret Staff	$65,000.00	$5,265.23	.00	$59,734.77
TOTAL	$6,910,481.60	$3,136,688.11	$2,218,866.28	$1,554,927.21
--- Food services ---				
11-000-310-93X Transfers to Cover Deficit (Enterprise)	$63,200.00	$18,339.21	.00	$44,860.79
TOTAL	$63,200.00	$18,339.21	$0.00	$44,860.79
Total Undistributed Expenditures	$21,473,437.08	$9,786,428.82	$8,014,546.33	$3,672,461.93
*** TOTAL CURRENT EXPENSE EXPENDITURES ***	$41,930,140.46	$17,838,108.76	$19,446,422.46	$4,645,609.24
*** TOTAL CURRENT EXPENSE EXPENDITURES & TRANSFERS ***	$41,930,140.46	$17,838,108.76	$19,446,422.46	$4,645,609.24

Mountain Lakes Board of Education
GENERAL FUND - FUND 10
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 6 Month Period Ending 12/01/2024

		Appropriations	Expenditures	Encumbrances	Available Balance
*** C A P I T A L O U T L A Y ***					
--- E Q U I P M E N T ---					
	Regular programs-instruction				
12-120-100-730	Grades 1-5	$24,000.00	$23,121.00	.00	$879.00
12-140-100-730	Grades 9-12	$18,000.00	$17,983.00	.00	$17.00
	Special education - instruction				
12-207-100-730	Auditory Impairments	$156,495.00	$12,845.00	.00	$143,650.00
12-4XX-100-730	School-spons. & oth instr prog	$4,650.00	$4,649.76	$0.00	$0.24
	Undistributed expenses				
12-000-210-730	Support services-students-reg.	$9,270.00	$9,269.70	$0.00	$0.30
12-000-252-730	Admin. Info. Tech.	$24,950.00	$23,949.86	.00	$1,000.14
12-000-261-730	Undist. Exp.-Req. Maint. Schl Facilities	$8,600.00	$8,543.39	.00	$56.61
12-000-263-730	Undist. Exp.-Care and Upkeep of Grnds	$121,475.00	$97,934.81	.00	$23,540.19
12-000-266-730	Undist. Exp.-Security	$176,265.00	$134,599.00	$31,713.00	$9,953.00
	Undist. Exp. - Non-instructional Services				
	TOTAL	$543,705.00	$332,895.52	$31,713.00	$179,096.48
--- Facilities acquisition and construction services ---					
12-000-400-334	Architectural/Engineering Services	$56,025.50	$13,720.70	$1,204.80	$41,100.00
12-000-400-450	Construction Services	$776,354.00	$42,165.00	$189,815.00	$544,374.00
12-000-400-896	Assmt for Debt Service on SDA Funding	$48,298.00	.00	.00	$48,298.00
	Sub Total	$880,677.50	$55,885.70	$191,019.80	$633,772.00
	TOTAL	$880,677.50	$55,885.70	$191,019.80	$633,772.00
	TOTAL CAPITAL OUTLAY EXPENDITURES	$1,424,382.50	$388,781.22	$222,732.80	$812,868.48
*** S P E C I A L S C H O O L S ***					
--- Summer school - Instruction ---					
13-422-100-101	Salaries of Teachers	$158,956.00	$158,955.96	$0.00	$0.04
13-422-100-106	Other salaries of instruction	$200,000.00	$120,550.69	$79,449.31	.00
13-422-100-610	General Supplies	$2,000.00	.00	.00	$2,000.00
	TOTAL	$360,956.00	$279,506.65	$79,449.31	$2,000.04
	TOTAL SUMMER SCHOOL	$360,956.00	$279,506.65	$79,449.31	$2,000.04
--- Other special schools - instruction ---					
13-4XX-100-101	Salaries of Teachers	$177,500.00	$84,955.49	$92,544.51	$0.00
13-4XX-100-610	General supplies	$50,000.00	$7,240.22	$2,770.99	$39,988.79
	TOTAL	$227,500.00	$92,195.71	$95,315.50	$39,988.79
13-4XX-200-500	Other purchased services	$7,280.00	$7,280.00	$0.00	$0.00
	TOTAL	$7,280.00	$7,280.00	$0.00	$0.00
	TOTAL OTHER SPECIAL SCHOOLS	$234,780.00	$99,475.71	$95,315.50	$39,988.79
	TOTAL SPECIAL SCHOOLS EXPENDITURES	$595,736.00	$378,982.36	$174,764.81	$41,988.83

Mountain Lakes Board of Education

GENERAL FUND - FUND 10

STATEMENT OF APPROPRIATIONS

COMPARED WITH EXPENDITURES AND ENCUMBRANCES

For 6 Month Period Ending 12/01/2024

	Appropriations	Expenditures	Encumbrances	Available Balance
10-000-100-56X Transfer of Funds to Charter Schls.	$19,941.00	$9,251.00	$10,690.00	.00
TOTAL GENERAL FUND EXPENDITURES	$43,970,199.96	$18,615,123.34	$19,854,610.07	$5,500,466.55

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

For 6 Month Period Ending 12/01/2024

I, James Riley, 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

1.31.25
Date

1/31 3:53pm

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Mountain Lakes Board of Education
Special Revenue Fund - Fund 20
Interim Balance Sheet
For 6 Month Period Ending 12/01/24

ASSETS AND RESOURCES

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

101	Cash in bank		$184,195.10
	Accounts receivable:		
140	Intergovernmental - Accts. Recvble.	$584,143.06	
141	Intergovernmental - State	($419,160.85)	
142	Intergovernmental - Federal	($127,833.24)	
153,154	Other (net of estimated uncollectible of $____)	$21,691.46	
			$58,840.43
	Other Current Assets		$0.00

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

301	Estimated Revenues	$504,816.19	
302	Less Revenues	($116,200.34)	
			$388,615.85
	Total assets and resources		$631,651.38

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Mountain Lakes Board of Education
Special Revenue Fund - Fund 20
Interim Balance Sheet
For 6 Month Period Ending 12/01/24

LIABILITIES AND FUND EQUITY

--- L I A B I L I T I E S ---					
411	Intergovernmental accounts payable - State				$27,218.98
421	Accounts Payable				$54,737.05
481	Deferred revenues				$285,314.12
	Other current liabilities				$7,171.75
	TOTAL LIABILITIES				$374,441.90
F U N D B A L A N C E					
--- A p p r o p r i a t e d ---					
753	Reserve for encumbrances - Current Year			$177,254.58	
754	Reserve for encumbrances - Prior Year			$4,778.12	
601	Appropriations		$504,816.19		
602	Less: Expenditures	$252,384.83			
603	Encumbrances	$177,254.58	($429,639.41)		
				$75,176.78	
	TOTAL FUND BALANCE				$257,209.48
	TOTAL LIABILITIES AND FUND EQUITY				$631,651.38

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 6 Month Period Ending 12/01/24

		BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
*** REVENUES/SOURCES OF FUNDS ***					
1XXX	From Local Sources	$84,979.19	$52,578.34		$32,400.85
3XXX	From State Sources	$66,550.00	$59,128.00		$7,422.00
4XXX	From Federal Sources	$353,287.00	$4,494.00		$348,793.00
	TOTAL REVENUE/SOURCES OF FUNDS	$504,816.19	$116,200.34		$388,615.85

*** EXPENDITURES ***	APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	AVAILABLE BALANCE
LOCAL PROJECTS:				
Other Local Projects (001-199)	$84,979.19	$63,052.57	$194.91	$21,731.71
TOTAL LOCAL PROJECTS	$84,979.19	$63,052.57	$194.91	$21,731.71
STATE PROJECTS:				
Nonpublic textbooks (501)		$3,784.00	.00	($3,784.00)
Nonpublic handicapped services (506)	$66,550.00	$13,330.12	$53,219.88	.00
Nonpublic nursing services (509)		$9,620.00	.00	($9,620.00)
Nonpublic Technology Aid (510)		$3,626.00	.00	($3,626.00)
TOTAL STATE PROJECTS	$66,550.00	$30,360.12	$53,219.88	($17,030.00)
FEDERAL PROJECTS:				
ESSA Title I - Part A/D (231-239)	$9,642.00	$6,449.48	.00	$3,192.52
I.D.E.A. Part B (Handicapped) (250-259)	$305,486.00	$129,354.03	$119,844.79	$56,287.18
ESSA Title II - Part A/D (270-279)	$27,085.00	$12,094.63	$3,995.00	$10,995.37
ARP - ESSER Grant Program (487)	$11,074.00	$11,074.00	.00	.00
TOTAL FEDERAL PROJECTS	$353,287.00	$158,972.14	$123,839.79	$70,475.07
*** TOTAL EXPENDITURES ***	$504,816.19	$252,384.83	$177,254.58	$75,176.78

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 6 Month Period Ending 12/01/24

		ESTIMATED	ACTUAL	UNREALIZED
1XXX	Other Revenue from Local Sources	$84,979.19	$52,578.34	$32,400.85
	Total Revenues from Local Sources	$84,979.19	$52,578.34	$32,400.85
--- STATE SOURCES ---				
32XX	Other Restricted Entitlements	$66,550.00	$59,128.00	$7,422.00
	Total Revenue from State Sources	$66,550.00	$59,128.00	$7,422.00
--- FEDERAL SOURCES ---				
4411-16	Title I	$9,642.00	.00	$9,642.00
4451-55	Title II	$27,085.00	.00	$27,085.00
4420-29	I.D.E.A. Part B (Handicapped)	$305,486.00	$4,494.00	$300,992.00
4540	ARP-ESSER Grant Program	$11,074.00	.00	$11,074.00
	Total Revenues from Federal Sources	$353,287.00	$4,494.00	$348,793.00
	TOTAL REVENUES/SOURCES OF FUNDS	$504,816.19	$116,200.34	$388,615.85

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 6 Month Period Ending 12/01/24

	Appropriations	Expenditures	Encumbrances	Available Balance
Local Projects:				
20-001-XXX-XXX to 20-199-XXX-XXX Local Projects	$84,979.19	$63,052.57	$194.91	$21,731.71
TOTAL LOCAL PROJECTS	$84,979.19	$63,052.57	$194.91	$21,731.71
State Projects:				
-- Other State Programs --				
20-501-XXX-XXX to 20-511-XXX-XXX Nonpublic Programs	$66,550.00	$30,360.12	$53,219.88	($17,030.00)
-- TOTAL Other State Programs --	$66,550.00	$30,360.12	$53,219.88	($17,030.00)
TOTAL STATE PROJECTS	$66,550.00	$30,360.12	$53,219.88	($17,030.00)
Federal Projects:				
--- CARES Act Educational Stabilization Fund ---				
--- Bridging the Digital Divide Program				
--- Coronavirus Relief Grant Program ---				
--- Other Federal Programs ---				
20-231 to 20-239-XXX-XXX ESSA Title I - Part A/D	$9,642.00	$6,449.48	.00	$3,192.52
20-25X-XXX-XXX I.D.E.A. Part B	$305,486.00	$129,354.03	$119,844.79	$56,287.18
20-27X-XXX-XXX ESSA Title II - Part A/D	$27,085.00	$12,094.63	$3,995.00	$10,995.37
20-487-XXX-XXX ARP-ESSER Grant Program	$11,074.00	$11,074.00	.00	.00
TOTAL Other Federal Programs	$353,287.00	$158,972.14	$123,839.79	$70,475.07
TOTAL FEDERAL PROJECTS	$353,287.00	$158,972.14	$123,839.79	$70,475.07
20-XXX-XXX-XXX All Other State/Fed/Loc Projects	$0.00	$0.00	$0.00	$0.00
T O T A L E X P E N D I T U R E S	$504,816.19	$252,384.83	$177,254.58	$75,176.78

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REPORT OF THE SECRETARY CERTIFICATION PAGE

TO THE BOARD OF EDUCATION

Mountain Lakes Board of Education

Special Revenue Fund - Fund 20

For 6 Month Period Ending 12/01/24

I, James Riley, 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

1.30.24

Date

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

1/31 3:53pm

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Mountain Lakes Board of Education
Capital Projects Fund - Fund 30
Interim Balance Sheet
For 6 Month Period Ending 12/01/24

ASSETS AND RESOURCES

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

101	Cash in bank		($680,227.42)
	Accounts receivable:		
141	Intergovernmental - State	$904,200.00	
			$904,200.00

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

Total assets and resources	$223,972.58

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

Capital Projects Fund - Fund 30
Interim Balance Sheet
For 6 Month Period Ending 12/01/24

LIABILITIES AND FUND EQUITY

--- L I A B I L I T I E S ---

421	Accounts Payable				$8,369.71
	TOTAL LIABILITIES				$8,369.71

F U N D B A L A N C E

--- A p p r o p r i a t e d ---

753	Reserve for encumbrances - Current Year			$355,578.35	
754	Reserve for encumbrances - Prior Year			$211,594.97	
601	Appropriations		$2,257,168.59		
602	Less : Expenditures	$2,217,997.72			
603	Encumbrances	$567,173.32	($2,785,171.04)		
				($528,002.45)	
	Total Appropriated			$39,170.87	

--- U n a p p r o p r i a t e d ---

770	Fund balance			$176,432.00	
	TOTAL FUND BALANCE				$215,602.87
	TOTAL LIABILITIES AND FUND EQUITY				$223,972.58

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 6 Month Period Ending 12/01/24

	BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
*** REVENUES/SOURCES OF FUNDS ***				

*** EXPENDITURES ***	APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	AVAILABLE BALANCE
--- Facilities acquisition and constr. serv. ---				
30-000-4XX-334 Architectural/Engineering Services	$6,800.00	$6,800.00	.00	.00
30-000-4XX-390 Other purchased prof. & tech. serv.	$20,453.76	$17,454.40	$2,999.36	.00
30-000-4XX-450 Construction services	$2,229,914.83	$2,193,743.32	$564,173.96	($528,002.45)
Total fac.acq.and constr. serv.	$2,257,168.59	$2,217,997.72	$567,173.32	($528,002.45)
TOTAL EXPENDITURES	$2,257,168.59	$2,217,997.72	$567,173.32	($528,002.45)
*** TOTAL EXPENDITURES AND TRANSFERS	$2,257,168.59	$2,217,997.72	$567,173.32	($528,002.45)

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

Capital Projects Fund - Fund 30
For 6 Month Period Ending 12/01/24

I, James Riley, 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

1.31.24
Date

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

1/31 3:53pm

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Mountain Lakes Board of Education
Debt Service Fund - Fund 40
Interim Balance Sheet
For 6 Month Period Ending 12/01/24

ASSETS AND RESOURCES

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

101	Cash in bank		($449,623.79)
121	Tax levy receivable		$796,976.00

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

301	Estimated Revenues	$1,721,563.00	
302	Less Revenues	($1,704,958.00)	
			$16,605.00
	Total assets and resources		$363,957.21

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

Debt Service Fund - Fund 40
Interim Balance Sheet
For 6 Month Period Ending 12/01/24

LIABILITIES AND FUND EQUITY

--- L I A B I L I T I E S ---

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

F U N D B A L A N C E

--- A p p r o p r i a t e d ---

Reserved fund balance:

601	Appropriations	$1,721,563.00		
602	Less : Expenditures	$1,497,559.38		
		($1,497,559.38)		
			$224,003.62	
	Total Appropriated		$224,003.62	

--- U n a p p r o p r i a t e d ---

770	Fund Balance	($87.58)	
	TOTAL FUND BALANCE		$223,916.04
	TOTAL LIABILITIES AND FUND EQUITY		$363,957.21

RECAPITULATION OF FUND BALANCE:	Budgeted	Actual	Variance
Appropriations	$1,721,563.00	$1,497,559.38	$224,003.62
Revenues	($1,721,563.00)	($1,704,958.00)	($16,605.00)
	$0.00	($207,398.62)	$207,398.62
--- Change in Maint. / Capital reserve account ---			
Subtotal	$0.00	($207,398.62)	$207,398.62
Less: Adjust for prior year encumb.	$0.00	$0.00	
Budgeted Fund Balance	$0.00	($207,398.62)	$207,398.62

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 6 Month Period Ending 12/01/24

		BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
*** REVENUES/SOURCES OF FUNDS ***					
--- Local Sources ---					
1210	Local tax levy	$1,593,951.00	$1,593,951.00		.00
	Total Local Sources	$1,593,951.00	$1,593,951.00		$0.00
--- State Sources ---					
3160	Debt service aid Type II	$127,612.00	$111,007.00		$16,605.00
	Total State Sources	$127,612.00	$111,007.00		$16,605.00
	TOTAL REVENUE/SOURCES OF FUNDS	$1,721,563.00	$1,704,958.00		$16,605.00

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 6 Month Period Ending 12/01/24

*** EXPENDITURES ***	APPROPRIATIONS	EXPENDITURES/Enc.	AVAILABLE BALANCE
--- Debt Service - Regular ---			
40-701-510-834 Interest on Bonds	$461,563.00	$237,559.38	$224,003.62
40-701-510-910 Redemption of Principal	$1,260,000.00	$1,260,000.00	.00
TOTAL	$1,721,563.00	$1,497,559.38	$224,003.62
TOTAL USES OF FUNDS BEFORE TRANSFERS	$1,721,563.00	$1,497,559.38	$224,003.62
*** TOTAL USES OF FUNDS ***	$1,721,563.00	$1,497,559.38	$224,003.62

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REPORT OF THE SECRETARY CERTIFICATION PAGE

TO THE BOARD OF EDUCATION

Mountain Lakes Board of Education

Debt Service Fund - Fund 40

For 6 Month Period Ending 12/01/24

I, James Riley, 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

1.30.25

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

5830 STUDENT FUNDRAISING

The Board of Education recognizes the value of having students participate in fundraising activities, both as individuals and as groups, in order to help defray the cost of certain non-curricular field trips, or other worthwhile programs, or in support of a Board approved charitable cause.

For purposes of this Policy, "student fundraising" shall include the solicitation and collection of money by or from students for any purpose and shall include the collection of money in exchange for tickets, papers or any other goods or services except those goods and services which are part of a Board-approved program of the schools. Student fundraising shall not include fees payable by parents or students to participate in athletic activities that are not 100% funded by the Board.

The Board must approve all fundraising activities proposed to be conducted on school property.

The Board prohibits the collection of money in school or on school property or at any school- sponsored event by a student for personal benefit. Collection of money in school or on school property by school extracurricular organizations approved by the Board shall be approved by the Principal and the Superintendent. Collections by school connected organizations recognized by the Board in school, or on school property, or at any school-sponsored event shall be approved by the Superintendent.

This Policy is not intended to interfere with the exercise of civic and charitable activities by students individually in the community that are not connected with school related activities and not occurring on school property or at school sponsored events.

Fully Funded Extracurricular Programs

The Board believes that the necessities of all fully funded extracurricular programs (including interscholastic athletics) are the responsibility of the district. In particular, uniforms for athletic programs should not be provided by parent funds raisers or school connected organizations; rather, they will be purchased from the annual school budget for the purpose of supporting these programs. These items remain property of the district, to be used and re-used in accordance with their useful lifetime and as necessary to provide safe equipment to the participants.

The Board also recognizes that extracurricular programs can be enhanced through fundraising activities, so long as these activities, taken in their totality do not become burdensome to the community and to the students and their families. Each

extracurricular organization and athletic team may choose to conduct one fundraiser per school year, seeking approval from the Athletic Director and the Superintendent. The manner, duration and scope of the fundraiser must be approved by the Superintendent and then forwarded to the Board for approval. All funds collected and dispersed from athletic accounts require the signature of the Athletic Director. Fundraisers for the athletic teams may occur prior to the season.

Partially Funded Extracurricular Activities

From time to time the Board may approve partially funded athletic programs or co-curricular activities in order to enhance the extracurricular activities available to students. Partially funded sports will be subject to this Policy in terms of collection of money in school or on school property. These activities must be approved as provided above. The Board understands that partially funded activities by their nature may necessitate additional parental involvement, fundraising and community participation in order for the activity to continue and be successful. These activities may include participation fees, purchase of equipment and/or uniforms. The Board encourages each such organization to exercise discretion in their fundraising activities, with due deference for all other fundraising events in the community and for community values.

Recognition Items

In addition, booster clubs or parent groups may request funds on a voluntary basis to provide for student meals (team dinners, sandwiches before games), team apparel that is not part of the uniform (e.g. sweatshirts), end of season banquets, trophies and recognition items, and coaches or advisor gifts.

Employee Participation

No school employee can use electronic payment (e.g. Venmo) for any school connected organization. Any school connected organization that engages in student fundraising may be required to give an accounting of any funds received and disbursed.

Advisors, coaches and volunteer advisors or coaches may request from school-connected organizations (e.g. Booster Clubs, Lakers Sports Club, Friends of the Arts, etc.) any additional items that enhance an extracurricular activity.

Teachers and coaches may not solicit money from parents, students or the community on behalf of any school connected organization or any booster club or parent organization for any purpose.

POLICY

MOUNTAIN LAKES
BOARD OF EDUCATION

Thirty-Party Vendors

Student fundraising activities shall not be conducted through a third-party vendor without prior written approval from the Board.

The Board shall not be responsible for the protection of or the accounting of funds collected from students by extracurricular organizations outside the schools or by school-connected organizations either on school property or outside of schools. Funds raised by school-sponsored activities shall be deposited in the proper district accounts.

The Board reserves the authority to limit or terminate fundraising activities by school-sponsored groups or outside organizations that encourage or require door-to-door solicitation.

The Superintendent shall develop regulations regarding student fundraising that establish times and places in which student fundraising may be conducted and ensure adequate accounting of funds collected. Each Building Principal shall distribute this Policy and the Superintendent's regulations to each recognized student organization and school connected organization.

Adopted: 19 January 2021
Revised: December __, 2024

REGULATION

MOUNTAIN LAKES
BOARD OF EDUCATION

5830 STUDENT FUNDRAISING

A. Approval of Fundraising Activities

1. Each recognized student organization and school connected organization seeking approval of fund raising activities must submit its request for approval in writing to the school principal no later than 30 days prior to the scheduled beginning of the activity.

2. The request shall include the name of the requestor, the name of the organization that will receive the funds collected, the purpose of the collection, the duration and location of the collection, the method for collecting funds, and the name of a responsible adult member of the collecting organization.

3. Approval will not be granted for the collection of funds

   a. Without a specified purpose,

   b. For the purpose of qualifying students for membership in an organization, or

   c. For the purpose of selling raffle tickets or conducting any activity that is based upon gain by chance.

B. Accounting for Funds

1. All funds collected by students must be promptly turned over to the adult responsible for the fundraising activity who will deposit the funds.

2. Funds collected for high school organizations must be turned over to the principal and promptly deposited.

3. Neither the Board of Education nor any of its employees is responsible for the protection of or the accounting for funds collected by students for organizations not affiliated with the school district.

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MOUNTAIN LAKES
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4. The Board reserves the authority to ensure adequate accounting of funds collected.

C. Employee Participation

1. No school employee can use electronic payment (e.g. Venmo) for any school connected organization. Any school connected organization that engages in student fundraising may be required to give an accounting of any funds received and disbursed.

D. Thirty-Party Vendors

1. Student fundraising activities shall not be conducted through a third-party vendor without prior written approval from the Board.

E. Infractions

1. A student who collects money for an organization without having first secured approval in accordance with Policy 5830 or who misrepresents a fundraising activity in order to gain approval or who collects money for his or her own benefit must be reported to the principal and will be subject to discipline in accordance with Policy 5600.

2. A student who collects money may be held responsible for any and all moneys collected which are lost or missing for any reason.

3. A school official who solicits money from parents, students, or the community on behalf of an organization for any purpose or uses electronic payment for an organization must be reported to their immediate supervisor or building principal and will be subject to discipline in accordance with Policy 3281.

Adopted: ___ December 2024

POLICY

MOUNTAIN LAKES
BOARD OF EDUCATION

7510 USE OF SCHOOL FACILITIES (M)

M

The Board of Education believes that the school facilities of this district should be made available for community purposes, provided that any such use does not interfere with the educational and co-curricular program of the school district and the district does not incur additional, uncompensated expenses. For the purpose of this policy, "school facilities" also includes school grounds.

The Board will permit the use of school facilities when such permission has been requested pursuant to the district's online application process and has been approved by the Business Administrator who shall be responsible to administer the policy on behalf of the Board of Education. The Board, through its designee, reserves the right to withdraw permission after it has been granted in the event circumstances change requiring such school facilities or school grounds will be needed for a school district purpose or due to a school closing due to weather or other emergency.

School facilities are not available during holidays when buildings are closed or during such time when facilities are being maintained, or renovated, or other compelling reasons.

All facilities and grounds use shall comply with State and local fire, health, safety and police regulations.

The use of school facilities will not be granted for the advantage of any commercial or profit-making organization, partisan political activity, or any private social function, without Board of Education consultation.

The use of school facilities will not be granted for any purpose that is prohibited by law.

The Board shall approve a schedule of fees for the use of school facilities based upon the following guidelines:

~~1. All organizations are responsible for custodial overtime when a custodian is not normally on duty: Lake Drive School Saturday all day, Mountain Lakes High School, Briarcliff, Wildwood Saturday after 2:00pm, Sundays all day, all Buildings.~~

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2. School buildings are only available ~~on school days after school hours until 10:00pm or the regular end of shift for the particular school building.~~ at times that do not disturb the district's educational operations.

3. ~~Stand-alone requests for use of grounds/fields are only available until dark.~~

4. ~~All fees~~ A non-refundable deposit will be paid in advance of the scheduled event ~~including the cost of any additional staff services required by the use~~. The balance will be due no later than the day of the event unless stipulated in permit.

5. The district, depending on the activity, may require as a condition of approval, a certain number of chaperones, law enforcement officials, and/or a school district representative(s) to be present at the activity. A fee may be charged for these additional services.

6. The district shall access charges based upon the facility use fee schedule approved by the Board of Education.

7. No district employee may waive the requirements of this Policy, this right is reserved to the Board of Education.

~~The Building Principals, the Director of Building and Grounds and the Business Administrator~~ The district's administration shall decide on availability and whether to approve or deny a request.

A permit for use is not transferable. Any unauthorized use of district property shall be considered trespassing.

~~The school building is under the control of the custodian on duty, unless there is an administrator on duty.~~ For each event a site coordinator will be assigned to the event to facilitate logistics with the requesting group in advance of the event. The site coordinator shall be in control of the facilities for each event.

No keys shall be issued to any individual or organization.

Insurance Required

Each ~~user~~ group shall present evidence of the purchase of organizational liability insurance with each request, starting date~~d~~, times and names of the school locations, a Certificate of Insurance naming Mountain Lakes Board of Education as additional insured, in limits of at least $1,000,000 for each occurrence and $2,000,000 for general aggregate as prescribed by district regulations. Such insurance shall be in a company licensed to do business in the state of New Jersey. Users shall be financially liable for damage to the facilities and for proper chaperonage ~~as required by the school district administration.~~ consistent with the permit issued for the event.

Alterations of existing School Facilities or Grounds Individuals or groups utilizing or renting school facilities or school grounds may not establish or erect any permanent structures, signs or lights on the premises without explicit approval from the Board of Education. If such is granted for temporary structures, signs or lights, it is the responsibility of the organization to return the space to the original condition at the conclusion of the event.

Smoking and Alcoholic Beverages Prohibited

Smoking is prohibited on all school premises. No alcoholic beverages and/or illegal substances, including but not limited to fireworks, weapons, etc., shall be brought or allowed to be brought onto any school property. Any person or organization who violates the law and this policy will be reported to law enforcement officials for appropriate prosecution.

¶

Inappropriate Conduct

The district reserves the right to bar from attendance individuals at a school event, activity, or on school premises whose conduct constitutes a disruption of any kind.

Statement of Compliance with Policy and Regulation 2431.4

The school district shall provide a copy of Policy and Regulation 2431.4 – Prevention and Treatment of Sports-Related Concussions and Head Injuries to all youth sports team organizations that operate on school grounds or in school facilities. In accordance with the provisions of N.J.S.A. 18A:40-41.5, the school district shall not be liable for the injury or death of a person due to the action or inaction of persons employed by, or under contract with, a youth sports team organization that uses school facilities or operates on school grounds if the youth sports team organization provides the school district proof of an insurance policy in the amount of not less than $50,000 per person, per occurrence;

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insuring the youth sports team organization against liability for any bodily injury suffered by a person.

The youth sports team organization must also provide a statement of compliance with the school district's Policy and Regulation 2431.4 - Prevention and Treatment of Sports-Related Concussions and Head Injuries.

For the purpose of this Policy, a "youth sports team organization" means one or more sports teams organized pursuant to a nonprofit or similar charter or which are member teams in a league organized by or affiliated with a county or municipal recreation department.

The Board shall provide to all persons who supervise youth programs that are not sponsored by the school district, but operate a program in a district building before or after school hours, on the weekend, or during a period when school is not in session, information on the district's school practices and procedures in the event of a school safety or security incident at a school including non-confidential information on evacuation procedures, emergency response protocols, and emergency contact information in accordance with the provisions of N.J.S.A. 18A:41-7.

~~The Board shall approve a schedule of fees for the use of school facilities.~~

Regulation 7510. R for the Use of School Facilities; shall be provided to every user of the facilities, which is achieved via posting said Policy and Regulation on the district's website. Permission to use school facilities shall be granted only to persons and organizations that agree to the terms of Policy and Regulation 7510, the requirements as outlined in the use of school facilities application, and in accordance with the terms outlined in the approval granted by the school district.

N.J.S.A. 18A:20-20; 18A:20-34; 18A:41-7

Adopted: 19 January 2021

REGULATION

R 7510 USE OF SCHOOL FACILITIES (M)

Each user/group shall provide evidence of organizational liability insurance ~~for at least $1,000,000.00 and will name the School District of Mountain Lakes as Additional Insured. Users shall be financially liable for damage to the facilities and for proper chaperonage.~~ consistent with BOE policy 7510. The representative of the organization granted permission to use a school facility will assume responsibility for the orderly and careful use of the facility and will assume liability for any damage or loss of property caused by such use. ~~All activities must terminate by 10:00 pm unless explicitly called out in the application.~~ All activities must take place on the dates and times as explicitly listed on the permit.

Use of school equipment in conjunction with the use of school facilities must be specifically requested in writing and may be granted at the time of usage request, the users of school equipment accept liability for any damage or loss to such equipment that occurs while it is in their use, regardless of any assignment or negligence. Where rules so specify, no item of equipment may be used except by a qualified operator.

The administration will restrict amplified sound ~~until after 12:00 pm on Sundays and as otherwise determined by the administration.~~ consistent with borough ordinances.

The Board shall approve annually a schedule of fees for the use of school facilities based upon the following guidelines:

- The use of school facilities for activities directly related to the educational program and district operations shall be without cost to the user except for fees charged by a law enforcement agency in connection with the use.

- All other organizations or persons granted the use of school facilities will distribute such regulations to every user of the facilities and every applicant for the use of school facilities. Permission to use school facilities shall be granted only to persons and organizations that agree in writing to be bound by these regulations.

A. Classification of Users

Organizations and individuals using school facilities will be classified as Class I, II, III, IV, or V users as follows:

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1. Class I users will be given priority for the use of school facilities over other users and may use school district facilities without payment of a use fee or charge for custodial and service (fuel, water, and electricity) costs. Class I users include the following organizations and individuals:

   All Board of Education sponsored school activity clubs and activities

2. Class II users will be given priority for the use of school facilities over Class III, IV, and V users may incur a nominal fee for the use of school facilities consistent with the schedule of fees approved by the BOE. ~~may use school district facilities without payment of a use fee but will be charged custodial and service costs.~~ Class II users include the following organizations and individuals:

   All Mountain Lakes PTA, PTO, Home-School Association, FOTA, MLEF, BTEF, and other school-parent related organizations.

3. Class III users will be given priority for the use of school facilities over Class IV and V users may incur a nominal fee for the use of school facilities consistent with the schedule of fees approved by the BOE. ~~and may use school district facilities without payment of a use fee but will be charged custodial and service costs.~~ Class III users include the following organizations and individuals:

   Departments and agencies of the Mountain Lakes municipal government: Recreation Department, Senior Citizen Groups, other Municipal Groups

4. Class IV users will be given priority for the use of school facilities over Class V users. Class IV users may incur fees for the use of school facilities consistent with the schedule of fees approved by the BOE. ~~and may use school district facilities only on payment of a use fee and charges for custodial and service costs.~~ Class IV users include the following organizations and individuals:

   Mountain Lakes community organizations formed for charitable, civil, social or educational purposes, as demonstrated by articles of demonstration, mission statement or the like. ~~Non-Profit organizations whose majority of participants are residents of Mountain Lakes.~~

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5. Class V ~~and may use school district facilities only on payment of a use fee and charges for custodial and service costs.~~ will incur fees for the use of school facilities consistent with the schedule of fees approved by the BOE. Class V users include the following organizations and individuals:

   ~~Private, For-Profit organizations~~ All other organizations as allowed by Policy 7510.

B. Application Procedures

1. Application must be made online via the rSchool system from the school district website.

2. Application for use of school facilities must be submitted to the Business Administrator's office not less than thirty working days before the date of the requested use. A use that requires the approval of the Board must be submitted not less than seven working days prior to a regular Board meeting and not less than thirty working days before the date of the requested use.

3. The application must be signed by an adult representative of the requesting organization, who will be considered by the Board to be the agent of the organization.

4. The application must include all the facilities that the applicant wishes to use and all the dates and times of the requested use. Approval of any application is limited to the facilities, dates, and times expressly requested on the application. Approval does not include the privilege of additional rehearsal time or the use of rooms or buildings not expressly requested.

5. Application for use of requested facility or field may be made up to one year prior to the event.

C. Approval

1. The Business Administrator or assigned designee will review each application and check the school calendar and resources to determine whether the facility requested is available at the date and time requested.

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2. If the facility is not available for use, the application will be denied in rSchool. The Business Administrator or assigned designee may suggest alternative dates, times, or facilities.

3. The Business Administrator or assigned designee will determine the classification of the applicant organization and the fees and costs, if any to be charged for the use of the facility and enter that on the application form.

4. In the event of a conflict between requesting organizations within the same class, the request received earlier by the district will be honored first.

5. Notice of the approval will be sent from rSchool to the agent ~~representative~~ who ~~signed~~ submitted the application form.

6. The application form will include the rules governing the use of school facilities, and the agent's ~~representative's~~ signature on the application will signify notice of those rules and the organization's agreement to be bound by those rules.

7. The Board reserves the right to deny an application and to withdraw permission to use school facilities after approval has been granted and after the use has commenced. Permission may specifically be withdrawn from any organization whose ~~representative~~ agent has willfully made misrepresentation on the application or whose members violate the rules established for the use of school facilities. Such withdrawal of permission may constitute grounds for denying a future application made by the organization.

8. Permission to use school facilities is not transferable.

9. The organization representative/agent must inform the Business Administrator's office of any canceled use request as soon as he/she is aware of the cancellation. and incur any relevant fees as approved by the BOE.

10. Permission to use a school facility is automatically withdrawn on a day when the facility is closed for inclement weather, work stoppage, or other emergency.

REGULATION

CANCELLATION

In the event of cancellation by the user/group, fees may be incurred as set forth by the fee schedule approved by the BOE. Approved permits that require rescheduling due to Class I activities, shall be accommodated with an alternative location and/or date/time upon consultation with district administration. ~~of the need for the use of the facility, the rental portion paid is not refundable. The cost associated with the custodial and service fees will be waived if the district did not incur those costs.~~

D. Insurance and Indemnification

1. The organization and/or its representative will hold the Board of Education harmless from claims arising out of the permitted use of the school facility or during the user's occupancy.

2. The applicant shall present a certificate of insurance listing the Mountain Lakes School District

3. Any youth sports team organization that is granted permission to use school facilities must provide the school district proof of an insurance policy against liability for any bodily injury in the amount of not less than $50,000 per person per occurrence, insuring the youth sports team organization against liability for any bodily injury suffered by a person. The youth sports team organization must also provide a statement of compliance with the school district's Policy and Regulation 2431.4 - Prevention and Treatment of Sports-Related Concussions and Head Injuries, which will be provided to the adult representative of the requesting organization with the application to use school facilities.

   For the purpose of this Policy, a "youth sports team organization" means one or more sports teams organized pursuant to a nonprofit or similar charter or which are member teams in a league organized by or affiliated with a county or municipal recreation department.

E. Rules for the Use of School Facilities

1. Users of school facilities will be bound by the law.

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a. Users must comply strictly with all applicable statutes; municipal ordinances; and rules of the Board of Health, Fire Department, and Police Department regarding public assemblies.

b. The use must not exceed the established capacity of the facility used.

c. The use must not involve gambling or games of chance.

d. The use, possession, and/or distribution of alcohol and/or controlled dangerous substances is absolutely prohibited, in accordance with law and Policies 5530 and 7435.

e. Smoking is prohibited in accordance with Policies 5533 and 7434.

f. School facilities cannot be used for any purpose prohibited by law or likely to result in rioting, disturbance of the peace, damage to property or for the purpose of defaming others.

2. Users of school facilities will respect Board property.

a. The user will not damage, destroy, or deface school property. The facility shall be used with care and left in an orderly and neat condition. If athletic light usage is necessary, the group/user will comply with Policy 7511.

b. The user must request in the application and receive permission to bring and use equipment, decorations, or materials to the school facility. No equipment, decorations, or materials may be nailed to floors, walls, windows, woodwork, curtains or fixtures or affixed to the same in any manner that defaces or damages school property or grounds.

c. Any equipment, scenery, decorations, or other material brought to the school facility and any debris caused by the use or remaining after the use must be promptly removed by the user. Any such materials left on school premises beyond the time period approved in the application may be removed by the Board at the user's

REGULATION

expense. The Board assumes no liability for damage to or loss of materials brought to school facilities.

d. The user must request in the application and receive permission to use, move, or tune a district piano. A piano may be moved only by school district staff or by a competent and experienced commercial mover approved by the Board and at the expense of the user. Any piano that has been moved must be returned to its original placement with the same care and at the expense of the user.

e. Users of the gymnasium must ensure that all participants wear rubber-soled footwear to prevent damage to floors.

f. No school facility may be used for a purpose in conflict with the purpose for which the facility was designed.

g. Lighting equipment, ventilation systems, and thermostatic controls may be operated only by a representative ~~an employee~~ of the district.

h. The user must request in the application and receive permission to serve and consume food and/or beverages on school premises. The service and consumption of food and/or beverages is strictly limited to the area for which permission is granted. If food and/or beverages are served, the user must clean all utensils, equipment, serving dishes, and the like and restore the facility to its proper condition. The user may not consume food or beverages or use supplies purchased with public funds.

i. No signs, posters, advertisements, or other displays may be placed ~~in a school building~~ on district property without prior ~~approval~~ notification.

j. No school keys shall be issued to a user.

k. No animal shall be allowed on school premises without prior approval.

l. An authorized school district ~~staff member~~ representative shall examine the school facilities and/or grounds after the use and will inform the user of any loss or damage that must be corrected.

m. Permission to use school facilities extends only to the facility requested. Users are not entitled to enter health offices, administrative offices, storage closets, or any other room to which permission to use has not been expressly granted. Users are not permitted to use district ~~telephones, word processors, and~~ office equipment.

n. No vehicles of any type shall be operated in any area that is not designed for such vehicles without prior permission.

o. All users/groups of BOE property will be limited to the terms and conditions on the permit issued. Unauthorized use of district property shall be considered trespassing. The group holding the permit for the specific date/time/location will supersede all other groups, with the exception of Class I activities. Discrepancies between permit holder and other groups are to be mediated by the site supervisor, administration and/or local law enforcement.

3. Uses Must be Properly Supervised.

a. A ~~school custodian~~ district representative must be on duty during the entire time a use occurs. The ~~custodian~~ district representative is present for the purpose of insuring the security and proper functioning of the facility and of enforcing these regulations. The custodian is paid by the Board and may not accept gratuities from users. If the ~~custodian~~ district representative is needed to perform extra services as an accommodation to the user, the user may be charged an additional fee and the custodian will be compensated accordingly by the district.

b. The use of certain school facilities (such as including but not limited to the kitchen and auditorium stage) require the services of ~~school employees~~ district representative(s) trained in the use of the facility. The user will be charged an additional fee and the school employee will be compensated accordingly by the district.

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c. The user must assume full responsibility for the conduct of all participants in the use while they are in or about school buildings and grounds and must enforce these regulations. The user must provide an adequate number of persons to supervise participants in the activity. The district, depending on the activity, may require as a condition of approval, a certain number of chaperones, law enforcement officials, and/or a school district representative(s) to be present at the activity.

d. The user must, in consultation with the ~~Principal~~ district representative , anticipate the need for the assistance of police officers, fire fighters, and/or parking attendants. All such services must be arranged by the user and will be at the expense of the user. When a user refuses or fails to secure police, fire, and/or parking assistance after having been advised to do so by the ~~Principal~~ district representative , the ~~Principal~~ district representative may recommend that permission to use the facility be withdrawn.

e. Board members and school officials are entitled to full and free access to any part of the school premises during any use. No user may exclude a Board member or school official from a school facility for any reason.

F. Fee Schedule: As approved by the Board of Education on an annual basis.

Rental Fees- Indoor Facilities

-	~~Wildwood~~		~~Briarcliff~~		~~Mountain Lakes High School~~	
~~Facility~~	~~Day~~	~~Weekend/ Night~~	~~Day~~	~~Weekend/ Night~~	~~Day~~	~~Weekend/ Night~~
~~Auditorium~~	~~N/A~~	~~N/A~~	~~N/A~~	~~N/A~~	~~$1000~~	~~$1000~~
~~Gymnasium~~	~~$100~~	~~$125~~	~~$100~~	~~$125~~	~~$200~~	~~$250~~
~~Cafeteria without Kitchen~~	~~$100~~	~~$125~~	~~$100~~	~~$125~~	~~$100~~	~~$125~~
~~Classrooms~~	~~$40/ room~~	~~$40 /room~~	~~$40/ room~~	~~$40/ room~~	~~$40/ room~~	~~$40/ room~~

REGULATION

~~Individual rates are based on a maximum of four hours use; each additional hour will be assessed at $15.00 per hour. A surcharge for air conditioning, if requested, will be assessed at $30.00 per day of usage.~~

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~~Rental Fees--Outdoor Facilities~~

-

~~Additional Charges for all Groups Using School Facilities~~

-

~~Custodial~~	~~Charges after 10:00pm on school days, Saturdays after 2:00pm, and when custodians are not normally on duty other days~~	~~$50.00 per hour~~
-	~~Charges on Sundays~~	~~$70.00 per hour~~

~~Application Procedures~~

-

- ~~Application must be made via the rSchool system from the school district website.~~

-

- ~~An adult representative of the requesting organization, who will be considered by the Board to be the agent of the organization, must register as a user in rSchool.~~

-

- ~~The application must include all the facilities that the applicant wishes to use and all the dates and times of the requested use.~~

-

- ~~The application must include all the equipment and supplies that the applicant wishes to include in the use.~~

-

- ~~Application for use of requested facility or field may be made up to one year prior to the event.~~

-

~~Approval~~

-

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~~The Business Administrator or assigned designee will review each application and check the school calendar to determine whether the facility request is available at the date and time requested.~~

~~If the facility is not available for use, the application will be denied in rSchool. The Business Administrator or assigned designee may suggest alternate dates, times or facilities.~~

~~The Business Administrator or assigned designee will determine the classification of the applicant organization and the fees and costs, if any, to be charged for the use of the facility and enter that on the application form.~~

~~In the event of a conflict between requesting organizations with the same class the request received earlier by the district will be honored first.~~

~~Notice of the approval will be sent from rSchool to the representative who completed the application form.~~

~~The Board reserves the right to deny an application and to withdraw permission to use school facilities after approval has been granted and after use has commenced. Permission may specifically be withdrawn from any organization whose representative has willfully made misrepresentation on the application or whose members violate the rules established for the use of school facilities. Such withdrawal of permission may constitute grounds for denying a future application by the organization.~~

~~Permission to use school facilities is not transferable.~~

~~The organization's representative must inform the Business Administrators office of any cancelled use request as soon as he/she is aware of the cancellation.~~

~~Permission to use a school facility is automatically withdrawn on a day when the facility is closed for inclement weather, work stoppage, or other emergency unless an exception is granted by the School Business Administrator/Board Secretary.~~

REGULATION

~~Cancellation~~

-

~~In the event of cancellation of the need for the use of the facility, the rental fee portion paid is not refundable. The costs associated with the custodial and service fees will be waived if the district did not incur those costs.~~

-

G. Provision of Training on School Safety and Security

1. In accordance with the provisions of N.J.S.A. 18A:41-7.c., the Board of Education shall provide to all persons who supervise youth programs that are not sponsored by the school district, but operate a program in a district building before or after school hours, on the weekend, or during a period when school is not in session, information on the district's school practices and procedures in the event of a school safety or security incident at a school including non-confidential information on evacuation procedures, emergency response protocols, and emergency contact information.

2. It shall be the responsibility of the organization that sponsors the youth program to train the program's employees and volunteers on the school security and emergency procedures in effect in the school building in which the youth program is located.

3. The organization that sponsors the youth program shall file a statement of assurance with the Superintendent or designee that it has complied with the training requirements prior to the district authorizing the use of the school building.

   a. The statement of assurance shall be developed by the Commissioner of Education and shall be filed with the school district on an annual basis.

Issued: 19 January 2021

POLICY

MOUNTAIN LAKES
BOARD OF EDUCATION

7511 ATHLETIC FIELD LIGHT USAGE

The policy for the use of field lights is established to provide the administration with guidance for the planning of the field usage and to guide their day-to-day decision-making regarding lighting use. Prudent use and management of school facilities outside of the regular operating schedules allows the community to benefit more broadly from use of its own property. The schedule will be developed to ensure student athletes can maintain their primary focus on academics. However, such community will strive to respect the rights of others, particularly the rights of those residents whose properties adjoin or are close to school properties.

Major Considerations:

1. The lighting of the fields should serve the needs of the school district and its students.

2. The light usage policy should strive to increase the utilization of the fields for the benefit of the district's students and their activities.

3. The use of lighting should be based on the scheduling needs of the Principals, Athletic Director, and administration. ~~This may vary from day-to-day, week-to- week, or year-to-year. This Policy will enforce a hard stop of 9:00 p.m. (Monday through Thursday) and 10:30 p.m. on Friday evenings with an override component allowing the completion of varsity sports as per New Jersey State Interscholastic Athletic Association (NJSIAA) regulations for all evening competitions. At the discretion of the Athletic Director, a maximum of four nights of light usage per week will be permitted with priority given to high school sports.~~

   Lighting will be available to all groups on weekdays up until 9:00PM between the months of August 1st through December 1st (Fall season), and March 1st through June 30th (Spring season) with exceptions limited to New Jersey State Interscholastic Athletic Association (NJSIAA) regulations, including but not limited to football games on Fridays. All other extraordinary circumstances requiring lighting beyond these parameters, will be communicated to the community through consistent means such as district website, mass distribution communications, etc.

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4. ~~The Board of Education will allow Mountain Lakes Recreation usage of the lights with the following guidelines: Each season the Athletic Director will present the Recreation Director with several dates and hours for possible recreation usage. These dates will average three to four hours per week and will consist of fourteen to sixteen separate dates. While every effort will be made to maintain the established schedule, recreation may be requested to return allotted slots should a high school sports program need to schedule the space for a makeup game. The lights will be turned off in accordance with a hard cut-off time of 9:00 p.m. The Board of Education shall review this provision after one year to determine if it should be continued.~~

4. The Board of Education will allow usage of the lights pursuant to Policy 7510, users/groups must include lighting usage on the application for use of facility as well as consistent with Mountain Lakes Borough ordinances.

~~5. This Policy will be reviewed annually by the Board of Education as part of January reorganization or as circumstances may change which in turn require changes to the policy. The administration, extra/co-curricular and facilities committees will report on the usage reports provided by the Athletic Director at public Board meetings. It will provide interested parties an opportunity to present their comments.~~

6. ~~Summer usage will be limited to August school athletic competitions and practices. The above timelines would apply.~~

7. Opportunities to host school competitions for high school sports, co-curricular activities, and college competitions will be considered based upon the time considerations of ~~this~~ Policy 7510 ~~and must be approved by the administration.~~

8. ~~Utilization of the lights for use by the Borough of Mountain Lakes will be determined by the Athletic Director, the Principal, or the Superintendent with an hourly rate lighting charge to be determined annually by the School Business Administrator/Board Secretary. All of the above conditions shall apply.~~

9. No outside group will be permitted to use the Board of Education sound system, nor will they be permitted to bring in a portable ~~one~~ sound that is

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inconsistent with Mountain Lakes Borough ordinances. ~~The Board will adhere to Borough of Mountain Lakes ordinance 160-2 regarding noise (Ordinance 160-2).~~

10. All of the above provisions are subject to change or override by approval of the ~~Athletic Director and~~ the Superintendent of Schools. Any such change or override must be logged (with specifics of the change along with any such reason) and presented to the administration, extra/co-curricular and/or explicit access to the field lighting system will be granted to the Certified Educational Facilities Manager, Athletic Director, or Superintendent of Schools exclusively ~~facilities committees on a quarterly basis.~~

Adopted: 19 January 2021
Revised: 15 March 2021

POLICY GUIDE

5512 HARASSMENT, INTIMIDATION, OR BULLYING

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O. Reports to Law Enforcement

P. Collective Bargaining Agreements and Individual Contracts

Q. Students with Disabilities

A. Prohibiting Harassment, Intimidation, or Bullying

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; 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. 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 parent(s); or **surrogate parent(s)** ~~parent surrogate(s)~~ of a student. When parents are separated or divorced, "parent" means the person or agency which has legal custody of the student, as well as the natural or adoptive parent(s) of the student, provided parental rights have not been terminated by a court of appropriate jurisdiction.

B. Definition of Harassment, Intimidation, or Bullying

"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;



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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.

The Board **of Education** 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 **in accordance with** ~~(~~N.J.A.C. 6A:16-1.3~~)~~.

In accordance with the Board**'s** ~~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) **are** ~~is~~ addressed in this Policy.

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C. Student 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.

The Board believes that standards for student behavior must be set cooperatively through interaction among the parents and other community representatives, school administrators, school employees, school volunteers, and students of the school district, 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 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 students will act in accordance with the student behavioral expectations and standards regarding harassment, intimidation, or 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;

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3. Student rights; and

4. Sanctions and due process for violations of the Code of Student Conduct.

Pursuant to N.J.S.A. 18A:37-15(a) and N.J.A.C. 6A:16-7.1(a)1, the district has involved a broad-base of school and community members, including parents, school employees, volunteers, students, and community representatives, in the development of this Policy.

Pursuant to N.J.A.C. 6A:16-7.1, the Board developed guidelines for student conduct, taking 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; 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 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 support students who:

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



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D. Consequences and 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.

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 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 **incidents** ~~incidences~~ occurred.

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Factors for Determining Remedial Measures

Personal:

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

Environmental:

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

Examples of Consequences and Remedial Measures

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

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Examples of Consequences:

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

Examples of Remedial Measures

Personal:

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

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- 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;
- Peer support groups;



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

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.

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.



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E. Reporting Harassment, Intimidation, or Bullying

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. 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 to the Principal or designee on the same day when the individual witnessed or received reliable information regarding any such incident. All Board members, school employees, and contracted service providers who have contact with students, also shall submit a New Jersey Department of Education-approved HIB 338 Form to the Principal within two school days of the verbal report. Failure to make the required report(s) may result in disciplinary action. 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 inform the parents of all students involved in alleged incidents, and, as appropriate, may discuss the availability of counseling and other intervention services. Pursuant to N.J.A.C. 6A:16-7.7(a)2.viii.(2), when providing notification to the parents of all students involved, the Principal or designee shall take into account the circumstances of the incident when conveying the nature of the incident, including the actual or perceived 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.



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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 of harassment, intimidation, or bullying 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 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 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.

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 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 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).



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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 bullying in the district.

2. The Principal in each school shall appoint a school Anti-Bullying Specialist. The Anti-Bullying Specialist shall be a guidance counselor, school psychologist, or other certified staff member trained to be the Anti-Bullying Specialist from ~~among~~ the currently employed staff in the school.

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The school Anti-Bullying Specialist shall:

a. Chair the School Safety/School Climate Team as provided in N.J.S.A. 18A:37-21;

b. Lead the investigation of incidents of harassment, intimidation, or bullying in the school; and

c. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, or bullying in the school.

3. A School Safety/School Climate Team shall be formed in each school in the district to develop, foster, and maintain a positive school climate by focusing on the on-going systemic operational procedures and educational practices in the school, and to address issues such as harassment, intimidation, or bullying that affect school climate and culture. Each School Safety/School Climate Team shall meet, at a minimum, two times per school year. The School Safety/School Climate Team shall consist of the Principal or the Principal's designee who, if possible, shall be a senior administrator in the school and the following appointees of the Principal: a teacher in the school; a school Anti-Bullying Specialist, a parent of a student in the school; and other members to be determined by the Principal. The school Anti-Bullying Specialist shall serve as the chair of the School Safety/School Climate Team.

The School Safety/School Climate Team shall:

a. Receive records of all complaints of harassment, intimidation, or bullying of students that have been reported to the Principal;

b. Receive copies of all reports prepared after an investigation of an incident of harassment, intimidation, or bullying;

c. Identify and address patterns of harassment, intimidation, or bullying of students in the school;



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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

Principal's Preliminary Determination

Prior to initiating an investigation regarding a reported incident or complaint, the Principal or designee, in consultation with the ~~A~~anti-~~B~~bullying ~~S~~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.

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Should the Principal or designee, in consultation with the **A**~~a~~nti-**B**~~b~~ullying **S**~~s~~pecialist, 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 **A**~~a~~nti-**B**~~b~~ullying **S**~~s~~pecialist.

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 **in accordance with** ~~(~~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 **A**~~a~~nti-**B**~~b~~ullying **S**~~s~~pecialist.

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.

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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 **A**~~a~~nti-**B**~~b~~ullying **S**~~s~~pecialist appointed by the Principal. The Principal may appoint additional personnel who are not school **A**~~a~~nti-**B**~~b~~ullying **S**~~s~~pecialists to assist the school **A**~~a~~nti-**B**~~b~~ullying **S**~~s~~pecialist 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 **A**~~a~~nti-**B**~~b~~ullying **S**~~s~~pecialist 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 **A**~~a~~nti-**B**~~b~~ullying **S**~~s~~pecialist 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 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



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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 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 **A**~~a~~nti-**B**~~b~~ullying **S**~~s~~pecialist 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.



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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 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 ~~A~~anti-~~B~~~~b~~ullying ~~S~~specialist in consultation with the approved private school for students with disabilities.

H. Responding to 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 harassment, intimidation, or bullying is confirmed, and the Superintendent shall respond to confirmed harassment, intimidation, or bullying, according to the parameters described below and in this Policy. 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.

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



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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 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).

2. Classroom responses can include class discussions about an incident of harassment, intimidation, or bullying, role plays, research projects, observing and discussing audio-visual materials on these subjects, and skill-building lessons in courtesy, tolerance, assertiveness, and conflict management.

3. School responses can include theme days, learning station programs, parent programs, and information disseminated to students and parents, such as fact sheets or newsletters explaining acceptable uses of electronic and wireless communication devices or strategies for fostering expected student behavior.



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4. District-wide responses can include community involvement in policy review and development; professional development programs; adoption of curricular and school-wide programs;, coordination 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.

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:

- 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

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 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.

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J. False Accusations of Harassment, Intimidation, or Bullying

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

1. Students - Consequences and appropriate remedial action for a student could range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1, 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;

2. School Employees - Consequences and appropriate remedial action for a school employee or contracted service provider who has contact with students could entail discipline in accordance with district policies, procedures, and agreements; and

3. Visitors or Volunteers - Consequences and appropriate remedial action for a visitor or volunteer 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.

K. Additional Policy Requirements

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.

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The Superintendent shall post the name, school phone number, school address and school email address of the district **A~~a~~nti-B~~b~~ullying C~~c~~oordinator 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.

Each Principal or designee shall post the name, school phone number, school address, and school email address of both the school **A~~a~~nti-B~~b~~ullying S~~s~~pecialist and the district **A~~a~~nti-B~~b~~ullying C~~c~~oordinator 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 Principals 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 the school district 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 **S~~s~~chool **S~~s~~afety/**S~~s~~chool **C~~c~~elimate **T~~t~~eam, with input from the school **A~~a~~nti-B~~b~~ullying **S~~s~~pecialist, and recommend revisions and additions to this Policy as well as to harassment, intimidation, or bullying prevention programs and approaches based on the findings from the evaluation, reassessment, and review.

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

Each public school teacher and educational services professional shall be required to complete at least two hours of instruction **on** ~~in~~ harassment, intimidation, or bullying prevention within each five year professional development period as part of the professional development requirement pursuant to N.J.S.A. 18**A**: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 **shall** ~~must~~ complete, during the first year of the member's first term, a training program on harassment, intimidation, or bullying in accordance with the provisions of N.J.S.A. 18A:12-33.

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

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

The school district and each school in the district **shall** ~~will~~ annually establish, implement, document, and assess harassment, intimidation, or 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 bullying in accordance with the provisions of N.J.S.A. 18A:37-17.

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M. 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 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.

N. 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. 18A: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.

O. 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 **(MOA)**, if the student's behavior may constitute a possible violation of the New Jersey Code of Criminal Justice.

Law enforcement officials may request a suspension or stay of the district's harassment, intimidation, or bullying investigation if the conduct is being investigated by law enforcement. If law enforcement officials request a suspension or stay of a harassment, intimidation, or bullying investigation, school officials will follow the provisions of the MOA regardless of where the district is in the harassment, intimidation, or bullying investigation timeline.



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School officials will immediately memorialize the request, in writing, from law enforcement and advise the parent(s) of the alleged perpetrator(s) and alleged victim(s) of law enforcement's request. The notice to parents must include notice that the district is obligated under New Jersey's Law Against Discrimination to address student-on-student bias-based harassment and the statute of limitations for filing a complaint in the Division of Civil Rights will not be extended due to law enforcement's request.

If law enforcement has not affirmatively requested a stay or suspension of a harassment, intimidation, or bullying investigation, but the school district believes the action(s) involved may constitute a criminal offense(s), school officials will contact law enforcement to inquire as to whether law enforcement may want to investigate the matter.

Some acts of harassment, intimidation, or 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 **MOA** ~~Memorandum of Agreement Between Education and Law Enforcement Officials~~.

P. Collective Bargaining Agreements and Individual Contracts

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

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Q. Students with Disabilities

Nothing contained in N.J.S.A. 18A:37-13.1 et seq. **shall** ~~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~~.~~ **pursuant to** N.J.S.A. 18A:37-32.

The school district shall submit all subsequent amended Harassment, Intimidation, or 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
Model Policy and Guidance for Prohibiting Harassment, Intimidation, and Bullying on School Property, at School-Sponsored Functions and on School Buses – August 2022 – New Jersey Department of Education
A Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials – 2023 Revisions

Adopted:

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[See POLICY ALERT Nos. 188, 199, 215, and 234]

5533 STUDENT SMOKING

The Board of Education recognizes the use of tobacco presents a health hazard that can have serious implications both for the smoker and the nonsmoker and that smoking habits developed by young people may have lifelong harmful consequences.

For the purpose of this Policy, "smoking" means the burning of, inhaling from, exhaling the smoke from, or the possession of a lighted cigar, cigarette, pipe, or any other matter or substance which contains tobacco or any other matter that can be smoked, or the inhaling or exhaling of smoke or vapor from an electronic smoking device pursuant to N.J.S.A. 26:3D-57. For the purpose of this Policy, "smoking" also includes the use of smokeless tobacco and snuff.

For the purpose of this Policy, "electronic smoking device" means an electronic device that can be used to deliver nicotine or other substances to the person inhaling from the device, including, but not limited to, an electronic cigarette, cigar, cigarillo, pipe, or any cartridge or other component of the device or related product pursuant to N.J.S.A. 2A:170-51.4.

For the purpose of this Policy, "school buildings" and "school grounds" means and includes land, portions of land, structures, buildings, and vehicles, owned, operated or used for the provision of academic or extracurricular programs sponsored by the district or community provider and structures that support these buildings, such as school wastewater treatment facilities, generating facilities, and any other central facilities including, but not limited to, kitchens and maintenance shops. "School buildings" and "school grounds" also include athletic stadiums; swimming pools; any associated structures or related equipment tied to such facilities including, but not limited to, grandstands and night field lights; greenhouses; garages; facilities used for non-instructional or non-educational purposes; and any structure, building, or facility used solely for school administration. "School buildings" and "school grounds" also include other facilities as defined in N.J.A.C. 6A:26-1.2; playgrounds; and other recreational places owned by local municipalities, private entities, or other individuals during those times when the school district has exclusive use of a portion of such land.

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N.J.S.A. 2A:170-51.4 prohibits the sale or distribution to any person under twenty-one years old of any cigarettes made of tobacco or any other matter or substance which can be smoked, or any cigarette paper or tobacco in any form, including smokeless tobacco; and any electronic device that can be used to deliver nicotine or other substances to the person inhaling from the device, including, but not limited to, an electronic cigarette, cigar, cigarillo, pipe, or any cartridge or other component of the device or related product. Consequences for a student possessing such an item will be in accordance with the Student Code of Conduct.

The Board prohibits smoking by students at any time in school buildings or on school grounds, at school-sponsored events away from school, or on a school bus.

The Board also prohibits the possession of any item listed in N.J.S.A. 2A:170-51.4 at any time in school buildings or on school grounds, at school-sponsored events away from school, or on a school bus. Such items will be confiscated and may be returned to the parent, upon request.

When the Principal or designee has reasonable suspicion to believe a confiscated electronic smoking device is being used as a nexus for marijuana or other controlled dangerous substances or cannabis, the Principal or designee shall immediately notify the Superintendent or designee and law enforcement in accordance with the Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials.

A sign indicating smoking is prohibited in school buildings and on school grounds will be posted at each public entrance of a school building in accordance with **N.J.S.A. 26:3D-61** ~~law~~. The sign shall also indicate violators are subject to a fine.

A student who violates the provisions of this Policy shall be subject to appropriate disciplinary measures in accordance with the district's Student Discipline/Code of Conduct and may be subject to fines in accordance with law. In the event a student is found to have violated this Policy and the law, the Principal or designee may file a complaint with the appropriate Municipal Court or other agency with jurisdiction as defined in N.J.A.C. 8:6-9.1(c).

The Board directs that the health curriculum include instruction in the potential hazards of the use of tobacco. All school staff members shall make every reasonable effort to discourage students from developing the habit of smoking.

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The Board ~~of Education~~ will comply with any provisions of a municipal ordinance which provides restrictions on or prohibitions against smoking equivalent to, or greater than, those provided in N.J.S.A. 26:3D-55 through N.J.S.A. 26:3D-63.

N.J.S.A. 2A:170-51.4
N.J.S.A. 2C:35-2
N.J.S.A. 18A:40A-1
N.J.S.A. 26:3D-55 through 26:3D-63
N.J.A.C. 6A:16-4.3
N.J.A.C. 8:6-7.2; 8:6-9.1 through 8:6-9.5
A Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials – 2023 Revisions

Adopted:
Revised:

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[See POLICY ALERT Nos. 188, 199, 215, and 234]

R 5533 STUDENT SMOKING

The Board of Education is committed to maintaining a smoke-free environment on school grounds, at events sponsored by the Board away from school, and on any transportation vehicle supplied by the Board ~~of Education~~. The school administration and all school staff members shall strictly enforce this smoking prohibition and will work together to ensure students do not smoke in violation of Board Policy 5533 and **N.J.S.A. 26:3D-56** ~~the law~~.

A. Notice Provisions

1. A sign shall be posted in every school building indicating smoking is prohibited in any school building or on school grounds. The sign shall also indicate violators will be subject to a fine.

2. Each school's student handbook will indicate smoking is prohibited on school grounds, at events sponsored by the Board away from school, and on any transportation vehicle supplied by the Board ~~of Education~~.

3. A public address announcement will be made, when practicable, at school-sponsored events indicating smoking is prohibited in school buildings and on school grounds.

B. Reporting Procedures

1. Any teaching staff member who observes a student smoking in violation of Policy 5533 shall inform the student to cease smoking and report the violation to the Principal or designee.

2. Any support staff member who observes a student smoking in violation of Policy 5533 shall either inform a teaching staff member, who shall report the violation to the Principal or designee or the support staff member may report the violation directly to the Principal or designee.

3. The Principal or designee will investigate each report received from a staff member and make a determination whether the student has violated Board Policy 5533.

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4. In the event there is reasonable suspicion to believe a confiscated electronic smoking device is being used as a nexus for marijuana or other controlled dangerous substances or cannabis, the Principal or designee shall notify law enforcement in accordance with the district's Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials and follow the procedure outlined in Regulation 5530.

C. Violation Consequences

1. In the event the Principal or designee determines a student has violated Policy 5533, the student will be assigned appropriate discipline in accordance with the **district's** ~~school's~~ **S**~~s~~tudent **D**~~d~~iscipline/**C**ode of **C**onduct.

2. The Principal or designee will notify the student's parent(s) ~~or legal guardian(s)~~ when discipline is being imposed for a violation of Policy 5533.

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[See POLICY ALERT Nos. 177, 214, and 234]

7441 ELECTRONIC SURVEILLANCE IN SCHOOL BUILDINGS AND ON SCHOOL GROUNDS

The Board of Education authorizes the use of electronic surveillance systems in school buildings and on school grounds to enhance the safety and security for school district staff, students, community members, and other building occupants and to protect the school district's buildings and grounds.

The content produced by the surveillance system under certain circumstances may be considered a student record and if so it will be subject to the Board ~~of Education~~ policy and regulation regarding confidential student records. If the content of the surveillance system becomes the subject of a disciplinary proceeding, it shall be treated like other evidence in the proceeding.

In accordance with the provisions of N.J.S.A. 18A:41-9, if at least one school building of the school district is equipped with video surveillance equipment that is capable of streaming live video wirelessly to a remote location, the Board ~~of Education~~ shall enter into a Memorandum of Understanding (MOU) with local law enforcement authorities providing the authorities with the capacity to activate the equipment and view live streaming video **during an emergency situation**. The MOU shall include the provisions of N.J.S.A. 18A:41-9 and any additional information required by law enforcement officials. In the event the parties to the MOU are unable to reach an agreement regarding any provision required to be included in the MOU as per N.J.S.A. 18A:41-9a, the County Prosecutor shall make the final determination regarding that provision. Nothing in N.J.S.A. 18A:41-9 shall be construed as to require the installation of video surveillance equipment capable of streaming live video wirelessly to a remote site from a school building that does not have the ability to have live streaming video.

The Board ~~of Education~~ shall post signage in a prominent, public place in buildings and on school grounds where electronic surveillance equipment may be used.



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In addition to posting, the district shall notify school staff members, parent(s), and students that electronic surveillance may be used in school buildings and on school grounds through publication in student and staff handbooks, school calendars, notice sent home with students, or any other effective means to publish the district's use of electronic surveillance equipment in school buildings and on school grounds.

N.J.S.A. 18A:41-9
A Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials – 2023 Revisions

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[See POLICY ALERT Nos. 177, 214, and 234]

R 7441 ELECTRONIC SURVEILLANCE IN SCHOOL BUILDINGS AND ON SCHOOL GROUNDS

In order to enhance a safe and secure environment, the Board authorizes electronic surveillance devices to be used in school district buildings and on school grounds.

A. Recording and Notice

1. Surveillance devices may include, but are not limited to, sound/video cameras, audio recording devices, and other appropriate devices.

2. Recordings may be used to monitor and observe the conduct of school district staff, students, community members, and other person(s) in school buildings or on school grounds.

3. Signage will be posted in a prominent public place in school buildings and on school grounds where electronic surveillance equipment may be used.

B. Student Records and Notice

School district personnel will comply with the provisions of applicable law regarding student record requirements including the Family Educational Rights and Privacy Act (FERPA) and the Individuals with Disabilities Education Act (IDEA). Recordings considered for retention, as a part of a student's behavioral record, will be maintained in accordance with established student record procedures governing access, review, and release of student records.

C. Staff Records and Notice

1. Recordings considered for retention as part of the employee's personnel record will be maintained in accordance with established Board personnel policies, administrative regulations, applicable law, and any labor agreements governing access, review, and release of employee personnel records.



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2. The district will provide notice to students, parent(s), and school staff members that surveillance devices may be used in school buildings and on school grounds.

D. Storage/Security

1. All recordings will be stored by the Superintendent or designee and secured to ensure confidentiality.

2. Recordings will be retained in accordance with the New Jersey Department of the Treasury – Records Management Services – Records Retention Schedules and will be erased or discarded, unless there is a legitimate reason for retaining such recording for review, upon receiving prior authorization from Records Management Services.

E. Use

1. The determination of the location of surveillance devices shall be made by the Superintendent or designee.

2. Tampering with or otherwise interfering with surveillance equipment is prohibited. Any individual found tampering with equipment shall be subject to discipline.

F. Viewing or Listening

1. Initial viewing or listening to recordings will be done by the Building Principal or designee.

2. Requests for viewing or listening will be limited to persons with a direct interest in any proceedings, disciplinary or otherwise, resulting from the recordings, as deemed appropriate by the Building Principal or designee.

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3. Only the portion of the recording concerning a specific incident will be made available for viewing.

4. Viewing or listening to the recording will be permitted on school property or as otherwise required by law.

5. All viewing will be in the presence of the Building Principal or designee.

6. A written log will be maintained by the Building Principal or designee of those viewing video recordings including date of viewing, reason for viewing, the date the recording was made, and the signature of the viewer.

7. Video recordings remain the property of the school district and may be reproduced only in accordance with law, including applicable district student records policy and procedures and district personnel records policy, procedures and applicable labor agreements.

G. Law Enforcement Memorandum of Understanding (MOU)
(N.J.S.A. 18A:41-9)

1. In accordance with the provisions of N.J.S.A. 18A:41-9, if at least one school building of the school district is equipped with video surveillance equipment that is capable of streaming live video wirelessly to a remote location, the Board of Education shall enter into a MOU with local law enforcement authorities providing the authorities with the capacity to activate the equipment and view live streaming video **during an emergency situation**. The MOU shall include, but need not be limited to, the following:

   a. **A list of designated persons, including contact information, position, rank, and supervisor's contact information, of those who are authorized to activate the equipment to view the live streaming video. The list may be executed as a confidential attachment to the MOU** ~~The designation of individuals who shall be authorized to view live streaming video~~;

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b. **Description of the emergency** ~~The~~ circumstances under which the designated individuals **could activate and** ~~would~~ view live streaming video; and

c. A detailed plan for preventing and detecting unauthorized access to live streaming video.

2. In the case of a school building that is located in a municipality in which there is no municipal police department, the Board shall enter into a MOU with an entity designated by the Superintendent of the State Police.

3. In the event the district and law enforcement authority are unable to reach an agreement regarding any provision required to be included pursuant to G.1.a.-c. above, the County Prosecutor shall make the final determination.

4. Nothing in N.J.S.A. 18A:41-9 shall be construed as to require the installation of video surveillance equipment capable of streaming live video wirelessly to a remote site from a school building that is not equipped with such equipment.

H. Purchase, Maintenance, Replacement of Equipment/Supplies

1. The School Business Administrator/Board Secretary or designee will be responsible for the purchase, maintenance, and replacement of all electronic surveillance devices.

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[See POLICY ALERT Nos. 227 and 234]

9320 COOPERATION WITH LAW ENFORCEMENT AGENCIES

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

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

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

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

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

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

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

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[See POLICY ALERT Nos. 227 and 234]

R 9320 COOPERATION WITH LAW ENFORCEMENT AGENCIES

A. Policy 9320 and this Regulation shall be in accordance with the provisions of N.J.A.C. 6A:16-6.2, the **Uniform State** Memorandum of Agreement between Education and Law Enforcement Officials (MOA), and shall be:

1. Developed, implemented, and revised, as necessary, in consultation with the county prosecutor and other law enforcement officials as may be designated by the county prosecutor;

2. Reviewed and approved by the Executive County Superintendent;

3. Made available annually to all school district staff, students, and parents;

4. Consistent with reporting, notification, and examination procedures of students suspected of being under the influence of alcohol and other drugs pursuant to N.J.A.C. 6A:16-4.3; and

5. Consistent with N.J.A.C. 6A:16-7, as appropriate.

B. The school district's policies and procedures for cooperation with law enforcement agencies shall include the following components:

1. The Superintendent has designated school district staff as liaisons to law enforcement agencies in accordance with the MOA. The MOA includes a description of the liaisons' roles and responsibilities;

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2. Specific procedures for and responsibilities of school district staff in summoning appropriate law enforcement authorities onto school grounds, for the purpose of conducting law enforcement investigations, searches, seizures, or arrests shall be in accordance with the MOA;

3. Specific procedures and responsibilities of school district staff for notifying parents in instances of law enforcement interviews involving their children shall be consistent with the MOA and the following:

   a. School officials shall not notify the student's parent(s) in instances of suspected child abuse or neglect;

   b. School officials shall notify the student's parent(s) when the student is the target of the law enforcement investigation; and

   c. In all other instances, school authorities shall permit law enforcement authorities to determine whether or when a student's parent should be contacted;

4. Specific procedures for and responsibilities of school district staff in cooperating with arrests made by law enforcement authorities on school grounds shall be in accordance with the MOA;

5. Specific procedures for and responsibilities of school district staff in initiating or conducting searches and seizures of students, their property, and their personal effects shall be in accordance with the MOA and the following:

   a. All searches and seizures conducted by school district staff shall comply with the standards prescribed by the United States Supreme Court in New Jersey v. T.L.O., 469 U.S. 325 (1985).

   b. Questions concerning searches conducted by school officials shall be directed to the appropriate county prosecutor.

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c. School officials may request that law enforcement authorities assume responsibility for conducting a search or seizure.

d. No school district staff member shall impede a law enforcement officer engaged in a lawful search, seizure, or arrest whether pursuant to a warrant or otherwise.

e. School district staff shall permit law enforcement authorities, upon their arrival, to assume responsibility for conducting a search or seizure.

f. All inspections of lockers, desks, or other objects or personal property on school grounds involving the use of law enforcement drug-detection canines may be undertaken with only the express permission of the county prosecutor or the Director of the Division of Criminal Justice or the Director's designee in the New Jersey Department of Law and Public Safety.

g. Questions concerning the legality of a contemplated or ongoing search, seizure, or arrest conducted by a law enforcement officer on school grounds shall be directed to the county prosecutor or in the case of a search, seizure, or arrest undertaken by the Division of Criminal Justice's designee in the New Jersey Department of Law and Public Safety, to the assigned Assistant Attorney General;

6. The procedures for and responsibilities of school district staff, with regard to interviews of students suspected of possessing or distributing a controlled dangerous substance; including anabolic steroids, drug paraphernalia; or a firearm or other deadly weapon shall be in accordance with Policy and Regulation 5530 and the MOA;

7. Procedures for planning, approving, and conducting undercover school operations shall be in accordance with the MOA and the following:



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a. The Superintendent and Principal shall cooperate with law enforcement authorities in the planning and conduct of undercover school operations. The Superintendent shall approve undercover operations without prior notification to the Board of Education.

b. All information concerning requests to undertake an undercover school operation, information supplied by law enforcement authorities to justify the need for and explain a proposed undercover school operation, and all other information concerning an ongoing undercover school operation, including the identity of any undercover officer placed in a school, shall be kept strictly confidential by the Superintendent and Principal.

c. The Superintendent and Principal shall not divulge information concerning an undercover school operation to any person without the prior express approval of the county prosecutor or designee.

d. The Superintendent, Principal, or any other school district staff or Board member who may have been informed regarding the existence of the undercover school operation shall immediately communicate to the county prosecutor or designee if they subsequently learn of information that suggests the undercover officer's true identity has been revealed, the undercover officer's identity or status as a bona fide member of the school community has been questioned, or the integrity of the undercover school operation has been in any other way compromised;

8. The procedures for and responsibilities of school district staff concerning the safe and proper handling of a seized controlled dangerous substance, including anabolic steroids, drug paraphernalia, or a firearm or other deadly weapon, and the prompt delivery of the items to appropriate law enforcement authorities shall be in accordance with N.J.A.C. 6A:16-6.2, Policy and Regulation 5530, and the MOA;

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9. The procedures for and responsibilities of school district staff in notifying authorities of a suspected violation of laws prohibiting the possession; sale or other distribution of a controlled dangerous substance, including anabolic steroids; drug paraphernalia; or a firearm or other deadly weapon shall be in accordance with Policy and Regulation 5530 and the MOA;

10. Provisions for requesting uniformed police attendance at extracurricular school events shall be in accordance with the MOA;

11. Provisions for notifying parents as soon as possible whenever a student is arrested for violating a law prohibiting the possession; sale or other distribution of a controlled dangerous substance, including anabolic steroids; drug paraphernalia; or a firearm or other deadly weapon shall be in accordance with Policy and Regulation 5530;

12. Provisions for in-service training of school district staff concerning policies and procedures established in **N.J.A.C. 6A:16-6** ~~this subchapter~~, and the exchange of information regarding the practices of the school district and law enforcement agencies shall be in accordance with the MOA;

13. A MOA with appropriate law enforcement authorities in accordance with N.J.A.C. 6A:16-6, Policy 9320, and this Regulation;

14. An annual process for the Superintendent and appropriate law enforcement officials to discuss the implementation and need for revising the MOA, and to review the effectiveness of policies and procedures implemented pursuant to N.J.A.C. 6A:16-6.2 and the MOA;

15. Provisions for contacting the Chief Executive Officer of the involved law enforcement agency, county prosecutor, and/or Division of Criminal Justice, as necessary, to resolve disputes concerning law enforcement activities occurring on school grounds shall be in accordance with the MOA; ~~and~~

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16. Provisions for directing inquiries or complaints received by school district staff regarding interviews, investigations, arrests, or other operations conducted by sworn law enforcement officers to the appropriate law enforcement agency shall be in accordance with the MOA; **and** ~~.~~

17. **The Superintendent or designee shall designate a point of contact for each school building who shall be responsible for receiving all "Handle With Care" notices for students enrolled in that school building and for disseminating the notices to the appropriate school staff, in accordance with the New Jersey Attorney General Directive 2020-09 and the MOA.**

C. Mandatory Reporting

1. There are seven offenses that must be reported to law enforcement if they qualify as mandatory reports, as set forth and explained in further detail in the MOA. These mandatory reports include:

   a. Whenever any school district staff has reason to believe a student is in **unlawful** possession of a controlled dangerous substance, ~~or~~ related paraphernalia, **cannabis,** or is involved or implicated in distribution activities regarding controlled dangerous substances **or cannabis**, pursuant to N.J.A.C. 6A:16-6.3;

   b. Whenever any school district staff in the course of their employment develops reason to believe that a firearm or other dangerous weapon has unlawfully been possessed on or off school grounds, a weapon was used in an assault against a student or other school personnel, or that any student or other person has committed an offense with, or while in possession of, a firearm, whether or not such offense was committed on school grounds or during school operating hours, pursuant to N.J.A.C. 6A:16-5.5, **6A:16-**5.6(d)4, and **6A:16-**6.3(b);



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c. Whenever any school district staff in the course of their employment develops reason to believe that anyone has threatened, is planning, or otherwise intends to cause death, serious bodily injury, or significant bodily injury to another person under circumstances in which a reasonable person would believe that the person genuinely intends at some time in the future to commit the violent act or to carry out the threat, pursuant to N.J.A.C. 6A:16-6.3(c) through (e);

d. Whenever any school district staff in the course of their employment develops reason to believe that a crime involving sexual penetration or criminal sexual contact has been committed on school grounds, or by or against a student during school operating hours or during school-related functions or activities, pursuant to N.J.A.C. 6A:16-6.3(d);

e. Whenever any school district staff in the course of their employment develops reason to believe that an assault upon a teacher, administrator, other school Board employee, or district Board of Education member has been committed, with or without a weapon, pursuant to N.J.A.C. 6A:16-5.7(d)5;

f. Whenever any school district staff in the course of their employment develops reason to believe a "bias-related act" has been committed or is about to be committed on or off school grounds, pursuant to N.J.A.C. 6A:16-6.3(e); and

g. Whenever any school employee in the course of their employment develops reason to believe a student is potentially missing, abused, or neglected, pursuant to N.J.A.C. 6A:16-11.1(a)3i. through iii.

D. Nothing in the policies and procedures required under N.J.A.C. 6A:16-6 and Policy 9320 and this Regulation shall be construed to prohibit school district staff from disclosing information, pursuant to N.J.A.C. 6A:32-7.2 and 7.5(f), if necessary, to protect the immediate health or safety of a student or other persons.

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

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5460 HIGH SCHOOL GRADUATION

The Board of Education will recognize the successful completion of the secondary school instructional program by the award of a State-endorsed diploma certifying the student has met all State and local requirements for high school graduation in accordance with N.J.A.C. 6A:8-5.1 et seq. The Board will annually certify to the Executive County Superintendent each student who has been awarded a diploma and has met the requirements for graduation.

As defined in N.J.A.C. 6A:8-1.3, "credit" means the award for the equivalent of a class period of instruction, which meets for a minimum of forty minutes, one time per week during the school year or as approved through N.J.A.C. 6A:8-5.1(a)2 and A.1.b. below.

A. High School Graduation Requirements – N.J.A.C. 6A:8-5.1

1. For a State-endorsed diploma, the Board **of Education** shall develop, adopt, and implement graduation requirements that prepare students for success in post-secondary degree programs, careers, and civic life in the 21st century, and that include the following:

   a. A graduating student must have earned a minimum of 122.5 **(four-year high school: no fewer than 120)** credits in courses designed to meet all of the New Jersey Student Learning Standards (NJSLS), including, but not limited to, the following credits:

      (1) 20 **(At least twenty)** credits in English language arts **(ELA)** aligned to grade nine through twelve standards;

      (2) 15 **(At least fifteen)** credits in mathematics, including Algebra I or the content equivalent; geometry or the content equivalent; and a third year of mathematics that builds on the concepts and skills of algebra and geometry and that prepares students for college and 21st century careers;

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(3) 15 **(At least fifteen)** credits in science, including at least five credits in laboratory biology/life science or the content equivalent; one additional laboratory/inquiry-based science course, which shall include chemistry, environmental science, or physics; and one additional laboratory/inquiry-based science course;

(4) 15 **(At least fifteen)** credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 18A:35-2; five credits in world history; and the integration of civics, economics, geography, and global content in all course offerings;

(5) 2.5 **(At least two and one-half)** credits in financial, economic, business, and entrepreneurial literacy;

(6) 4 **(At least three and three-quarters)** credits in health, safety, and physical education during each year of enrollment, distributed as one hundred fifty minutes per week, as required by N.J.S.A. 18A:35-5, 7, and 8;

(7) 5 **(At least five)** credits in visual and performing arts;

(8) 5 **(At least five)** credits in world languages or student demonstration of proficiency as set forth in N.J.A.C. 6A:8-5.1(a)2ii(2) and A.1.b.(2)(b) below;

(9) Technological literacy, consistent with the NJSLS, integrated throughout the curriculum;

(10) 5 **(At least five)** credits in 21st century life and careers, or career-technical education; and

(11) Electives as determined by the high school program sufficient to total a minimum of 122.5 **(must be at least 120)** credits.

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b. The 120-credit requirement set forth in N.J.A.C. 6A:8-5.1(a)1. and in A.1.a. above may be met in whole or in part through program completion of a range of experiences that enable students to pursue a variety of individualized learning opportunities, as follows:

(1) The district shall establish a process to approve individualized student learning opportunities that meet or exceed the NJSLS.

(a) Individualized student learning opportunities in all NJSLS areas include, but are not limited to, the following:

(i) Independent study;

(ii) Online learning;

(iii) Study abroad programs;

(iv) Student exchange programs; and

(v) Structured learning experiences, including, but not limited to, work-based programs, internships, apprenticeships, and service learning experiences.

(b) Individualized student learning opportunities based upon specific instructional objectives aimed at meeting or exceeding the NJSLS shall:

(i) Be based on student interest and career goals as reflected in the Personalized Student Learning Plans;

(ii) Include demonstration of student competency;

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(iii) Be certified for completion based on the district process adopted according to N.J.A.C. 6A:8-5.1(a)2.ii. and A.1.b.(2) below; and

(iv) Be on file in the school district and subject to review by the Commissioner of Education or designee.

(c) Group programs based upon specific instructional objectives aimed at meeting or exceeding the NJSLS shall be permitted and shall be approved in the same manner as other approved courses.

(2) The district shall establish a process for granting of credits through successful completion of assessments that verify student achievement in meeting or exceeding the NJSLS at the high school level, including standards achieved by means of the individualized student learning opportunities enumerated at N.J.A.C. 6A:8-5.1(a)2 and A.1.b. above. Such programs or assessments may occur all or in part prior to a student's high school enrollment; no such locally administered assessments shall preclude or exempt student participation in applicable Statewide assessments at grades three through twelve.

(a) The district shall choose assessments that are aligned with or exceed the NJSLS and may include locally designed assessments.

(b) The district shall choose from among the following assessment options to determine if students have achieved the level of language proficiency designated as Novice-High as



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defined by the American Council on the Teaching of Foreign Languages (ACTFL) and recognized as fulfilling the world languages requirement of the NJSLS:

(i) The Standards-based Measurement of Proficiency (STAMP) online assessment;

(ii) The ACTFL Oral Proficiency Interview (OPI) or the Modified Oral Proficiency Interview (MOPI); or

(iii) New Jersey Department of Education-approved locally designed competency-based assessments.

(3) The district shall establish a process to approve post-secondary learning opportunities that may consist of Advanced Placement (AP) courses, College-Level Examination Program (CLEP), or concurrent/dual enrollment at accredited higher education institutions.

(a) The district shall award credit for successful completion of an approved, accredited college course that assures achievement of knowledge and skills that meets or exceeds the NJSLS.

c. Local student attendance requirements;

d. Other requirements established by the Board ~~of Education~~ as indicated below:

Additional Graduation Requirements

1. Other requirements established by the Board of Education as indicated below:

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a. Fifteen service hours in tenth grade.

2. Any statutorily mandated requirements for earning a high school diploma; and

3. Any Statewide assessment graduation requirements as determined by the New Jersey Department of Education (NJDOE);

e. Any statutorily mandated requirements for earning a high school diploma;

f. The requirement that all students demonstrate proficiency by achieving a passing score on the **ELA** ~~English Language Arts (ELA)~~ and mathematics components of the State graduation proficiency test or through the alternative means at N.J.A.C. 6A:8-5.1(h) and A.~~6~~7. below, if applicable, or for students who take the State graduation proficiency test but do not achieve a passing score through the alternative means set forth at N.J.A.C. 6A:8-5.1(g) and (i) and A.~~5~~6. and A.~~7~~8. below.~~:~~

~~(1) Students in the graduating classes of 2019, 2020, 2021, and 2022 shall be required to demonstrate proficiency by achieving a passing score on the high school end-of-course PARCC assessments in ELA 10 and Algebra I or through alternative means set forth at N.J.A.C. 6A:8-5.1(f), (h), and (i) and A.5., A.7., and A.8. below.~~

g. For students who have not demonstrated proficiency on the ELA and/or mathematics components of the State graduation proficiency test, the opportunity for the following will be provided:

(1) Remediation, pursuant to N.J.S.A. 18A:7C-3.; and

(2) One or more additional opportunities to demonstrate proficiency on the State graduation proficiency test, pursuant to N.J.S.A. 18A:7C-6; and

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h. Students graduating from an adult high school shall demonstrate proficiency in the ELA and mathematics components of the State graduation proficiency test, or through alternative means set forth at N.J.A.C. 6A:8-5.1**(g)**~~(f)~~ through (i) and A.5. through A.7~~8~~. below.

2. In the development of Personalized Student Learning Plans according to N.J.A.C. 6A:8-3.2(a), the district shall actively encourage all students who have otherwise met the requirements for high school graduation according to N.J.A.C. 6A:8-5.1(a)1 through 3 and A.1.a. through A.1.c. above, to include in their programs of study the following additional credits:

   a. Five credits in mathematics during each year of enrollment, aimed at preparation for entrance into post-secondary programs or 21st century careers;

   b. Five credits in a laboratory science during each year of enrollment, aimed at preparation for entrance into post-secondary programs or 21st century careers;

   c. Five credits in social studies during each year of enrollment, aimed at preparation for entrance into post-secondary programs or 21st century careers; and

   d. Five credits in world languages during each year of enrollment, aimed at preparation for entrance into post-secondary programs or 21st century careers.

3. The district shall provide to the Executive County Superintendent the district's graduation requirements each year they are evaluated through Quality Single Accountability Continuum (QSAC) and update the district's filed copy each time the graduation policy is revised.

4. The district shall provide each student entering high school and their parents with a copy of the district's requirements for a State-endorsed diploma and the programs available to assist students in attaining a State-endorsed diploma, in accordance with N.J.S.A. 18A:7C-5.

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~~5. To ensure adequate transition to the new Statewide assessment systems, the district shall provide students in the graduating classes of 2018, 2019, 2020, 2021, and 2022 who have not demonstrated proficiency on the high school end-of-course PARCC assessments in ELA 10 and Algebra I with the opportunity to demonstrate competence through one of the alternative means set forth below:~~

~~a. For the graduating classes of 2018, 2019, 2020, 2021, and 2022, students who did not take the ELA 10 and the Algebra I end-of-course PARCC assessment or who take but do not achieve a passing score on both assessments, as required by N.J.A.C. 6A:8-5.1(a)6 and A.1.f. above, may satisfy the State requirement to demonstrate proficiency in English language arts and/or mathematics in one of the following ways:~~

~~(1) Achieve a passing score, as determined by the Commissioner of Education, on a corresponding substitute competency test in English language arts and/or mathematics, as applicable, or substitute a passing score on another end-of-course PARCC assessment, including ELA 9, ELA 11, Geometry, or Algebra II; or~~

~~(2) Meet the criteria of the portfolio appeals process.~~

~~5~~**6**. For students in the graduating classes of 2023, 2024, and 2025, the alternative means referenced at N.J.A.C. 6A:8-5.1(a)6 and A.1.f. above shall be as follows:

a. Achieve a passing score, as determined by the Commissioner of Education and approved by the New Jersey State Board of Education, on a corresponding substitute competency test in **ELA** ~~English language arts~~ and/or mathematics, as applicable; and/or

b. Demonstrate proficiency through the portfolio appeals process, pursuant to N.J.S.A. 18A:7C-3.

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6~~7~~. All **multilingual learners (ML)** ~~English language learners (ELLs)~~ shall satisfy the requirements for high school graduation, except **MLs** ~~ELLs~~ may demonstrate they have attained State minimum levels of proficiency through passage of the portfolio appeals process in their native language, when available, and passage of a New Jersey Department of Education-approved, English fluency assessment.

7~~8~~. Students, including students with disabilities as defined in N.J.A.C. 6A:14-1.3 or eligible under Section 504 of the Rehabilitation Act who participate in the alternative assessment for students with disabilities, are not required to participate in repeated administrations of high school assessment components required at N.J.A.C. 6A:8-4.1(c).

~~9. For students in the graduating classes of 2019, 2020, 2021, and 2022, the New Jersey Department of Education (NJDOE) shall consider high school end-of-course State assessments to be equivalent to the corresponding high school end-of-course PARCC assessments.~~

B. High School Diplomas – N.J.A.C. 6A:8-5.2

1. The Board of Education shall award a State-endorsed high school diploma to prospective graduates who have met all of the requirements adopted in accordance with N.J.A.C. 6A:8-5.1(a), (c), or N.J.A.C. 6A:8-5.2(d) and A.1 above, C.1. below, or B.4. below.

2. The Board shall not issue a high school diploma to any student not meeting the criteria specified in the rule provisions referenced in **N.J.A.C. 6A:8-5.2(a) and** B.1. above.

   a. The district shall provide students exiting grade twelve without a diploma the opportunity for continued high school enrollment to age twenty or until the requirements for a State-endorsed diploma have been met, whichever comes first.

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b. The district shall allow any out-of-school individual to age twenty who has otherwise met all State and local graduation requirements but has failed to pass the State proficiency test to demonstrate proficiency through alternative means as set forth at N.J.A.C. 6A:8-5.1(a)6 through N.J.A.C. 6A:8-5.1(i) and in A.1.f. through A.~~7~~8. above, as applicable, pursuant to the standards applicable to the student's graduating class. ~~Students in graduating classes prior to 2018 shall demonstrate proficiency as set forth for the classes of 2018 through 2022 at N.J.A.C. 6A:8-5.1(f)1 and A.5.a. above.~~ Upon certification of passing the test applicable to the student's class in accordance with N.J.A.C. 6A:8 and this Policy, a State-endorsed diploma shall be granted by the high school of record.

3. Pursuant to N.J.A.C. 6A:20-1.4, the Commissioner of Education shall award a State-issued high school diploma based on achieving the Statewide standard score on the General Education Development test (GED) or other adult education assessments to individuals age sixteen or older who are no longer enrolled in school and have not achieved a high school credential.

4. The Commissioner ~~of Education~~ shall award a State-issued high school diploma to individuals age sixteen or older and no longer enrolled in high school based on official transcripts showing at least thirty general education credits leading to a degree at an accredited institution of higher education. Included in the thirty general education credits must be a minimum of fifteen credits with at least three credits in each of the five general education categories as follows: English; mathematics; science; social science; and the humanities.

5. The Board shall award a State-endorsed high school diploma to any currently enrolled student, regardless of grade level, who:

~~a.~~ Has demonstrated proficiency in the State graduation proficiency test, pursuant to N.J.A.C. 6A:8-5.1(a)6 and A.1.f. above, or as set forth at N.J.A.C. 6A:8-5.1(g) and A.~~5~~6. above.~~:~~

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~~(1) The Board shall award a State-endorsed high school diploma to any currently enrolled student in the graduating classes of 2019, 2020, 2021, and 2022 who has demonstrated proficiency in the high school end-of-course PARCC assessments in ELA 10 and Algebra I, or as set forth in N.J.A.C. 6A:8-5.1(f) and in A.5. above;~~

b. Has presented official transcripts showing at least thirty general education credits leading to a degree at an accredited institution of higher education; and

c. Has formally requested such early award of a State-endorsed high school diploma.

6. Pursuant to N.J.S.A. 18A:7C-7 and 18A:7E-3, the Superintendent shall report annually to the Board at a public meeting not later than September 30, and to the Commissioner ~~of Education~~:

a. The total number of students graduated;

b. The number of students graduated under the substitute competency test process;

c. The number of students graduated under the portfolio appeals process;

d. The number of students receiving State-endorsed high school diplomas as a result of meeting any alternate requirements for graduation as specified in their individualized education programs (IEP);

e. The total number of students denied graduation from the twelfth grade class; and

f. The number of students denied graduation from the twelfth grade class solely because of failure to pass the **New Jersey Department of Education-approved** high school end-of-course ~~PARCC~~ assessments, the State graduation proficiency test, substitute competency tests, or portfolio appeals process based on the provisions of N.J.A.C. 6A:8.

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C. Students with Disabilities – N.J.A.C. 6A:8-5.1(c) and N.J.A.C. 6A:14-4.11

1. Through the IEP process set forth at N.J.A.C. 6A:14-3.7 and pursuant to N.J.A.C. 6A:14-4.11, the Board may specify alternate requirements for a State-endorsed diploma for individual students with disabilities as defined at N.J.A.C. 6A:14-1.3.

   a. The district shall specifically address any alternate requirements for graduation in a student's IEP, in accordance with N.J.A.C. 6A:14-4.11.

   b. The district shall develop and implement procedures for assessing whether a student has met the specified alternate requirements for graduation individually determined in an IEP.

2. The IEP of a student with a disability who enters a high school program shall specifically address the graduation requirements. The student shall meet the high school graduation requirements pursuant to N.J.A.C. 6A:8-5.1 and A. above, except as specified in the student's IEP. The IEP shall specify which requirements would qualify the student with a disability for the State-endorsed diploma issued by the Board responsible for the student's education.

3. Graduation with a State-endorsed diploma is a change of placement that requires written notice pursuant to N.J.A.C. 6A:14-2.3(f) and (g).

   a. As part of the written notice, the parent shall be provided with a copy of the procedural safeguards statement published by the NJDOE.

   b. As with any proposal to change the educational program or placement of a student with a disability, the parent may resolve a disagreement with the proposal to graduate the student by requesting mediation or a due process hearing prior to graduation.

   c. In accordance with N.J.A.C. 6A:14-3.8(d), a reevaluation shall not be required.

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d. When a student graduates or exceeds the age of eligibility, the student shall be provided a written summary of their academic achievement and functional performance prior to the date of the student's graduation or the conclusion of the school year in which the student exceeds the age of eligibility. The summary shall include recommendations to assist the student in meeting their postsecondary goals.

4. If a student attends a school other than that of the school district of residence that is empowered to grant a diploma, the student shall have the choice of receiving the diploma of the school attended or the diploma of the school district of residence.

   a. If the school the student is attending declines to issue a diploma to the student, the Board of the school district of residence shall issue the student a diploma if the student has satisfied all State and local graduation requirements, as specified in the student's IEP.

5. If the Board grants an elementary school diploma, a student with a disability who fulfills the requirements of their IEP shall qualify for and receive a diploma.

6. Students with disabilities who meet the standards for graduation according to N.J.A.C. 6A:14-4.11 and **Section** C. of this Policy shall have the opportunity to participate in graduation exercises and related activities on a nondiscriminatory basis.

D. Financial Aid Application Graduation Requirement

1. Beginning with the 2023-2024 grade eleven class, and for two school years thereafter, the Board shall require a student, and the student's parent, if applicable, to complete and submit a financial aid application in a form prescribed by the Higher Education Student Assistance Authority (Authority) as a prerequisite to the student receiving a high school diploma unless a waiver is submitted to the district as set forth in P.L.2023 c.295 and D.1.a. below.

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a. **A student shall be exempt from the requirement in P.L.2023 c.295 and D.1. above if the student or the student's parent submits to the district a waiver form signed by the parent, or by the student if the student is at least eighteen years of age, requesting the exemption from the requirement.**

b. **If the student is under eighteen years of age and a form signed by the parent cannot be reasonably obtained, the student's school counselor may authorize the waiver as permitted by regulations promulgated by the State Board of Education pursuant to P.L.2023 c.295.**

2. **The district shall annually notify students and the parents of the requirement established pursuant to P.L.2023 c.295 and Section D.**

3. **No adverse action shall be taken by a Board against any student due to a student's receipt of an exemption from the requirement to complete and submit a financial aid application pursuant to D.1.a. above.**

4. **Nothing in P.L.2023 c.295 and this Policy shall be construed as requiring school counselors, or any other school employee, to assist students in completing the financial aid application. Nothing in P.L.2023 c.295 and this Policy shall be construed as creating a private right of action against the district or the State upon compliance or noncompliance with the provisions of P.L.2023 c.295 and this Policy.**

N.J.S.A. 18A:7C-3; 18A:7C-5; 18A:7C-6, 18A:7C-7; 18A:7C-15; 18A:7E-3
18A:35-1; 18A:35-2; 18A:35-5; 18A:35-7; 18A:35-8
N.J.A.C. 6A:8-1.3; 6A:8-5.1 et seq.; 6A:14-1.3; 6A:14-2.3; 6A:14-3.7
6A:14-3.8; 6A:14-4.11; 6A:20-1.4
P.L.2023 c.295

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[See POLICY ALERT No. 234]

5710 STUDENT GRIEVANCE

The Board of Education believes ~~that~~ students ~~are citizens who~~ possess the right to request redress of grievances ~~and that students should be encouraged to respect lawful procedures for the resolution of~~ **and** disputes. Accordingly, the Board will establish and observe procedures by which the grievances of students will be heard.

For the purpose~~s~~ of this **P**~~p~~olicy, a student grievance means any complaint that arises out of the acts or policies of this Board or the acts of its employees. **The procedure outlined in this Policy shall be used to address a student grievance that is not elsewhere in a Board policy, regulation, and/or grievance with a procedure specifically designed to address the conduct in question.**

A student grievance **shall** ~~will~~ be heard in the following manner:

1. **First Level**

   a. **The student or parent may submit a grievance to the teaching staff member most closely related to the policy or act giving rise to the grievance, within five school days of the conduct.**

2. **Second Level**

   a. **If the grievance is not resolved at the first level, the student or parent may appeal the teaching staff member's decision by submitting a written appeal of the decision to the Principal or designee within five school days of receipt of the teaching staff member's written decision.**

      (1) **The written grievance shall include:**

         (a) **The specific nature of the grievance and a brief statement of the facts giving rise to it;**

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(b) **Any documentation the student or parent has supporting their request; and**

(c) **The remedy sought by the student or student's parent.**

b. **The Principal or designee will inform the student and parent, in writing, of the Principal's or designee's decision regarding the appeal within five school days of receiving the written appeal from the student or parent and their right to appeal the Principal's or designee's decision to the Superintendent of Schools or designee.**

3. Third Level

a. **If the grievance is not resolved at the second level, the student or parent may appeal the Principal's or designee's decision by submitting a written request to the Superintendent or designee. This written request for an appeal must be submitted to the Superintendent or designee by the student or parent within five school days of the student's or parent's receipt of the Principal's or designee's written decision and must include the same information the parent or student submitted in the written grievance outlined in 2.a.(1) above.**

b. **The Superintendent or designee will review the written request for an appeal and supporting documentation submitted by the school staff members and the student or parent to inform the student and parent of the decision regarding the appeal within ten school days of receiving the written request for an appeal.**

c. **A student or parent may appeal the Superintendent or designee's decision to the Board. An appeal that proceeds to the Board will be determined promptly and the Board will issue a decision in no more than thirty calendar days. The student will be informed of the right to appeal a decision of the Board to the Commissioner of Education.**

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~~1. A student should first make the grievance known to the staff member most closely involved or with a guidance counselor and both shall attempt to resolve the matter informally and directly;~~

~~2. A grievance not resolved at the first step must be reduced to a written statement in which the student sets forth the specific nature of the grievance, the facts that gave rise to it, the relief sought, and the reasons why that relief is appropriate;~~

~~3. The written grievance may be submitted to the Building Principal, the Superintendent, and the Board of Education, in that order and within a suitable period of time to be allowed at each level for the hearing of the grievance and the preparation of a response;~~

~~Optional~~

~~[At each level the student will have the opportunity to be heard personally;]~~

~~4. At each step beyond the first, the school authority hearing the grievance may summon the parent(s) or legal guardian(s) of a grievant who is not an adult. The grievant may summon the assistance of his/her parent(s) or legal guardian(s) at any step;~~

~~5. A student grievance that proceeds to the Board will be determined promptly and the Board will issue a decision in no more than ten calendar days. The student will be informed of the right to appeal a decision of the Board to the Commissioner of Education.~~

The Superintendent shall direct all staff members to respect the right of students to seek redress of grievances by lawful procedures without fear of reprisal.

~~Cross reference: Policy Guide No. 9130~~

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[See POLICY ALERT Nos. 231 and 234]

8500 FOOD SERVICES

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

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

A. Definitions – N.J.S.A. 18A:33-3.2

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

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

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

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

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

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



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

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

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

"National School Lunch Program" means the Federal reimbursement program established under the "Richard B. Russell National School Lunch Act," 42 USC 1751 et seq., pursuant to which the USDOA is authorized to provide grants-in-aid and other assistance to the States, as may be necessary to help finance the establishment, maintenance, operation, and expansion of school lunch programs and facilitate the provision of free and reduced price lunches to eligible students.

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

2. Make every effort to ensure that ~~subsidized~~ students **receiving subsidized school meals** are not **identified** ~~recognized as program participants~~, by the student body, faculty, or staff, in a manner that

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is **distinct** ~~different~~ from the manner in which ~~unsubsidized~~ students **receiving unsubsidized school meals** are **identified** ~~recognized~~ as program participants. Such efforts shall include, but need not be limited to, the establishment of a neutral meal plan or voucher system that does not make a distinction between **these two groups of** ~~subsidized and unsubsidized~~ students; and

3. **To the greatest extent practicable** ~~Make every effort to~~:

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

   b. Facilitate and expedite~~, to the greatest extent practicable,~~ the subsidized school meals application and income-eligibility determination processes that are used, by the **school or school** district, to certify a student for **subsidized** ~~free or reduced price~~ school meals on the basis of income, and assist parents in completing the **subsidized** school meals application; and

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

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

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

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

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

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

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

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

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such staff, facilities, or equipment. The **NJDOA** ~~New Jersey Department of Agriculture~~ also may grant a waiver for one year to the district if a different sponsor currently runs the Federal Summer Food Service Program within the district's community.

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

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

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

   a. **A hard copy of i**~~I~~nformation on the National School Lunch Program and the Federal School Breakfast Program, including, but not limited to:~~,~~

      (1) ~~I~~information on the **ability** ~~availability~~ of **all categorically eligible and income-eligible students to receive** free **school lunch under the National School Lunch Program, as provided by N.J.S.A. 18A:33-4.a., and free school breakfast under the Federal School Breakfast Program, as provided by N.J.S.A. 18A:33-14a.a.** ~~or reduced price meals for eligible students,~~**;**

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(2) ~~I~~information on the **subsidized school meals** application and **certification** ~~determination~~ processes that are used to **determine whether a student is categorically eligible or income-eligible** ~~certify eligible students~~ for subsidized school meals~~, and~~**;**

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

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

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

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

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

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

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c. **Include a notice that an application to apply for the school lunch and school breakfast programs may be submitted at any time during the school year and is required to be submitted annually** ~~Be submitted to the parent either in writing or electronically. In the latter case, the school district shall use the usual means by which it communicates with parents electronically~~.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

~~"Unsubsidized student" means a student who is neither categorically eligible nor income-eligible for free or reduced price school meals, and who is, consequently, required to pay for any such meals that are served to the student under the National School Lunch Program or the Federal School Breakfast Program.~~

The Board of Education recognizes a student may not have breakfast or lunch (meal), as applicable, or money to purchase a**n unsubsidized school breakfast or school lunch** ~~meal~~ at school on a school day causing the student's **unsubsidized school breakfast or unsubsidized school lunch**

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

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

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

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

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

1. **R**~~r~~equire the **participating school** district to deny or restrict the ability of a~~n~~ ~~unsubsidized~~ student to access **unsubsidized** school breakfast or **unsubsidized** school lunch**, respectively, whenever** ~~when~~ the student's **unsubsidized** school breakfast or **unsubsidized** school lunch bill is in arrears~~;~~**; or**

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

The **participating** ~~school or~~ school district shall not:

1. Publicly identify or stigmatize **a** ~~an unsubsidized~~ student who cannot pay for **an unsubsidized** school breakfast or **an unsubsidized** school lunch or whose **unsubsidized** school breakfast or ~~school~~ lunch bill is in arrears,~~.~~ ~~(F~~**f**or example, by requiring the student to sit at a separate table, ~~or by requiring that the student~~ **to** wear a wristband, hand stamp, or identifying mark, or **to accept** ~~by serving the student~~ an alternative meal~~)~~;

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

3. Require **a** ~~an unsubsidized~~ student to discard **an unsubsidized** school breakfast or **an unsubsidized** school lunch after it has been served**, either** because ~~of~~ the student~~'s~~ **is unable** ~~inability~~ to pay for **the** ~~a~~ **unsubsidized** school breakfast or **unsubsidized** school lunch or because **the student's unsubsidized school breakfast or unsubsidized lunch bill is in arrears** ~~money is owed for previously provided meals~~;

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

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

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

1. Determine whether the student is ~~categorically~~ eligible ~~or income-eligible~~ for **subsidized school** ~~free or reduced price~~ meals, by conducting a review of all available records related to the student, and by making at least two attempts, not including the initial attempt made pursuant to N.J.S.A. 18A:33-**21b1**~~-21.c.(2)~~, to contact the student's parent and have the parent **complete** ~~fill out~~ a **subsidized** school meals application; and

2. Contact the **student's** parent ~~of the unsubsidized student~~ to:

   a. **O**~~o~~ffer assistance with respect to the completion of the **subsidized** school meals application; and

   b. ~~to~~ **D**~~d~~etermine **whether** ~~if~~ there are other issues in the household that have caused the student to have insufficient funds to purchase a**n unsubsidized** school breakfast or **unsubsidized** school lunch**, as the case may be**; and ~~to~~

   c. **O**~~o~~ffer any other appropriate assistance.

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

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

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the student is eligible for, and can be certified to receive, **subsidized school** ~~free or reduced price~~ meals.

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

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

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

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

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

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

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

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

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

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

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

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

~~I~~**H**. Statement of Compliance

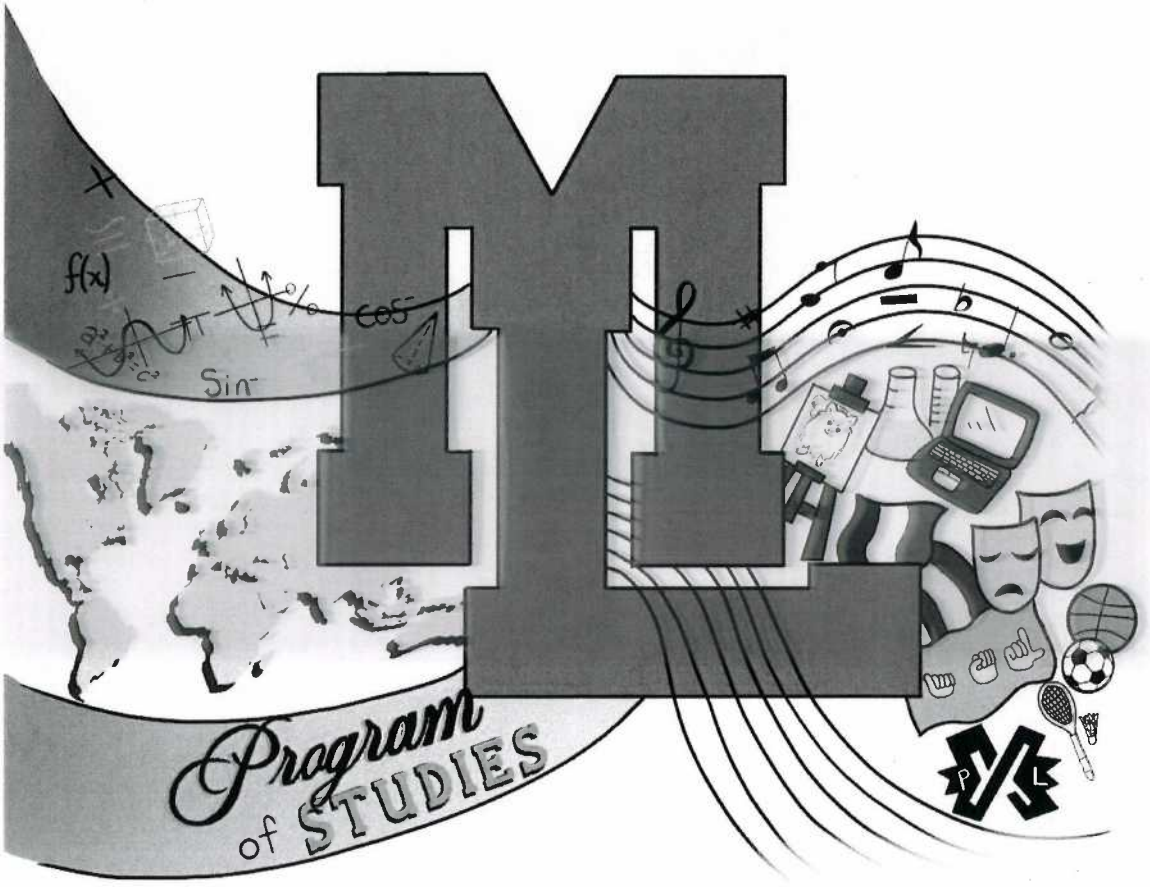
All food service programs shall be operated pursuant to 7 CFR 245, as appropriate, and this Policy.

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

Adopted:

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Mountain Lakes High School



Program of Studies 2025 - 2026

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Mrs. Lisa Cortese, Assistant Principal

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INTRODUCTION TO THE PROGRAM OF STUDIES

Dear MLHS Students and Parents,

Mountain Lakes High School offers a superior education that focuses on academic rigor, social/emotional growth and college and career readiness. An outstanding and dedicated staff, expansive course offerings, and vibrant co-curricular opportunities provide the framework for every student to thrive and to reach their potential. The development and maintenance of our instructional program drives our decision-making and fosters a highly academic environment that permeates our school. Our Program of Studies is designed to stimulate the intellectual growth and curiosity of our students while preparing our young learners for success in their post-high school endeavors.

While partnering with the Mountain Lakes Community, our continued mission is to develop in each student a love for lifelong learning, self-confidence, ethical values and the technological skills to adapt to the challenges in our ever-changing world.

Together, we will continue to prepare our students to meet the needs of the increasingly complex challenges of the 21st century.

Go Lakers !

Sincerely,

Richard Mangili
Principal
Mountain Lakes High School

MISSION STATEMENT

The Mountain Lakes Public Schools will ensure that all students demonstrate mastery of defined skills and knowledge that will empower them to be productive, responsible, self-directed citizens of the global community. Our district promotes safe and supportive learning environments that challenge and inspire students while cultivating their intellectual curiosity. We are committed to providing adequate resources to maintain the successful educational partnership that exists among staff, family, and community.

Our schools foster the emotional, social, and physical development of our students. A dynamic and continuously evolving curriculum addresses academic preparation and personal resiliency that includes the life-long learning skills of self- awareness, self-direction, and perspective consciousness. Achieving our mission should enable each student to actualize his or her unique potential and to excel in any endeavor he or she undertakes.

BELIEF STATEMENTS

1. Every member of the Mountain Lakes educational community possesses inherent worth; accordingly, mutual respect guides all personal interactions.
2. The ultimate goal of the educational system is to help students achieve their full potential and prepare them to function as mature, self-reliant members of society.
3. Students who so choose should be prepared to enter the college of their choice and succeed there having acquired the requisite literacies and critical thinking skills sought by selective colleges and universities.
4. Students should strive for excellence in all endeavors, but recognize that there are multiple paths to success.
5. Students should practice ethical behavior and integrity in all aspects of their lives.
6. Resources should be provided to teachers to facilitate instruction that meets and exceeds the requirements of the New Jersey Core Curriculum Content Standards, addresses 21st Century Learning Skills, and includes collaborative planning and training opportunities.

NON-DISCRIMINATION POLICY

It is the policy of the Mountain Lakes School District to guarantee equal education opportunity to each child in the public schools. Equal education opportunity refers to all activities and programs conducted or sponsored by the school day or after regular school hours. The district guarantees to all persons equal access to all facilities and all categories of employment in the district regardless of race, creed, religion, sex, ancestry, age, national origin or social or economic status.

GRADUATION REQUIREMENTS CHART

Students must earn a minimum of 122.5 credits in order to graduate. Students must also take a minimum equivalent of five full year courses plus Physical Education and Health or Driver Education each year. The following **minimum credits** must be completed by the end of the senior year.

Subject	Requirement
English	20 credits • 5 credits for each year of enrollment, 9-12
Mathematics	A minimum of 15 credits • 5 credits of Algebra 1 (may be completed in Middle School) • 5 credits of Geometry (may be completed in Middle School) • 5 credits of Algebra 2
Social Studies	A minimum of 15 credits • 5 credits of World Cultures/History • 10 credits of U.S. History
Science	A minimum of 15 credits • 5 credits of Biology • 10 credits of additional lab science
World Language	A minimum of 5 credits
Visual or Performing Arts	A minimum of 5 credits
21st Century Life & Careers	A minimum of 5 credits
Financial Literacy	A minimum of 2.5 credits
Health & Physical Education	1.25 credit of Health for each year of enrollment 3.75 credits of Physical Ed. for each year of enrollment
Additional Requirements	Satisfactory Completion of NJ Testing Requirement CPR Certification Program

NEW JERSEY INTERSCHOLASTIC ATHLETIC ASSOCIATION (NCAA) ATHLETIC ELIGIBILITY REQUIREMENTS

The NCAA adheres to strict eligibility requirements for any student who plans to compete at the college level in a Division I or Division II athletics program. College-bound athletes need to be sure they have the number and type of courses required to meet NCAA eligibility requirements. Students should check with their school counselors for NCAA information and visit www.eligibilitycenter.org for specific guidelines. Courses in the Program of Studies that are coded with the NCAA have met the requirements for Core Courses as set forth by the NCAA and submitted by MLHS. All potential college athletes are urged to complete the NCAA Clearinghouse registration at the beginning of junior year.

STANDARDIZED TESTING GRADUATION REQUIREMENTS

New Jersey High School Graduation Assessment Requirements
Updated May 2023

Class of 2025
Pathway 1:
Students must take and demonstrate proficiency in Grade 11 on the New Jersey Graduation Proficiency Assessment (NJGPA), which includes content aligned to the grade 10 New Jersey Student Learning Standards (NJSLS) in ELA, and the NJSLS in Algebra 1 and Geometry. If after completing the New Jersey Graduation Proficiency Assessment a student does not demonstrate proficiency on the ELA or mathematics section, the student may retake the New Jersey Graduation Proficiency Assessment in the following summer or fall.

If, after completing the NJGPA, students did not demonstrate proficiency by passing either the ELA or Math component, students may access the following pathways:

- Pathway 2: By meeting the designated cut score on a substitute competency test (see Table 5 below); or
- Pathway 3: By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.

Pathways 2 and 3 are only available to students who completed the NJGPA in Grade 11.

Note: Under the Individuals with Disability Education Act (IDEA), all students with disabilities must be included in all general state and district-wide assessments. IEPs of students with disabilities will address whether the student must meet the passing score on the state assessments or demonstrate proficiency through an alternate pathway. Students with disabilities whose IEPs specify an alternative way to demonstrate proficiencies, will continue to follow the graduation assessment requirements set forth in their IEPs.

Classes of 2026-2028
The New Jersey Department of Education has not yet announced the requirements for the Class of 2026 and beyond.

ELECTIVE REQUIREMENTS FOR GRADUATION

Students must earn 5 credits in 21st Century Life & Careers, 2.5 credits in Financial Literacy, and 5 credits in Visual & Performing Arts to meet graduation requirements. The following courses fulfill these credit requirements.

21st Century Life & Careers		
Business	***Computer & Technology Education***	***Family and Consumer Science***
• Intro to Business (2.5 credits) • Business Management (5.0 credits)	• Intro to Computer Programming (2.5 credits) • Computer Programming 2 (2.5 credits) • Engineering & Design Principles (5.0 credits) • Graphic Design (2.5 credits) • AP Computer Science A (5.0 credits) • AP Computer Science Principles (5.0 credits) • Shared Time Vo-Tech Courses (20.0 credits)	• Foundations of Cooking (2.5 credits) • Advanced Foods (2.5 credits) • Fashion & Design (2.5 credits) • Global Cuisine (2.5 credits)

Financial Literacy		
Business	***Mathematics***	***Social Studies***
• Intro to Business (2.5 credits)	• Applications of Math w/Financial Literacy (5.0 credits)	• AP Economics (5.0 credits) • Online Economics (2.5 credits)

Visual & Performing Arts	
Visual Arts	***Performing Arts***
• Foundations of Art (5.0 credits)	• Freshman Choir (5.0 credits) • Chamber Orchestra (5.0 credits) • Concert Band (5.0 credits) • MLHS Choir (5.0 credits) • Symphonic Band (5.0 credits) • Wind Ensemble (5.0 credits)

GRADING

CUMULATIVE GRADE POINT AVERAGE (GPA)

All courses except Physical Education, courses designated as Pass/Fail, and courses taken outside of MLHS are used to compute Cumulative GPA. Cumulative GPA is calculated by dividing the Total Grade Point Equivalent for All Eligible Courses by the Total Earned Credits for All Eligible Courses.

Cumulative Grade Point Average (GPA) is calculated using the weighted scale below.

Grade	Numerical Value	Advanced Placement	Honors	Other Courses
A+	97-100	5.3	4.8	4.3
A	93-96	5.0	4.5	4.0
A-	90-92	4.7	4.2	3.7
B+	87-89	4.3	3.8	3.3
B	83-86	4.0	3.5	3.0
B-	80-82	3.7	3.2	2.7
C+	77-79	3.3	2.8	2.3
C	73-76	3.0	2.5	2.0
C-	70-72	2.7	2.2	1.7
D+	67-69	1.3	1.3	1.3
D	63-66	1.0	1.0	1.0
D-	60-62	0.7	0.7	0.7
F	0-59	0.0	0.0	0.0

ADVANCED PLACEMENT (AP) COURSES

Advanced Placement (AP) courses are equivalent to college-level courses. When deciding whether or not to enroll in one or more AP courses, a student should carefully consider the time, effort, and commitment required to succeed in each of these rigorous courses. Interest in the material studied in a particular course should be a primary factor in a student's decision to enroll in an AP course. Due to the rigor of the work required, the grades earned in AP courses receive increased weight, as indicated in the above chart. **Every student enrolled in an AP course is expected to register for and take the AP Exam for that course.** Students interested in self-preparing for AP Exams may do so only for AP courses not offered by MLHS.

SUMMER COURSES AND GPA

Students intending to take summer courses for credit must fill out a Summer for Credit Course Application prior to enrolling in credit bearing MLHS Summer Academy courses. This application will be provided by the Summer Academy administrators.

Courses taken for credit are required to meet for 120 class hours for a full year or 5-credit course (60 hours for a semester or 2.5 credit course). Students must earn a final grade of at least 90% in a pre-approved credit bearing course to earn credit; however, the final grade will not be calculated into the student's cumulative GPA. The grade posted will be a "P" (Pass). Credits earned *will* be included on the MLHS transcript.

Courses taken to reclaim credit for a failed course are required to meet for 60 class hours (for a full year or 5 credit course) to meet the requirement for remediation. If successfully completed, both the credits and the grade for this course will be added to the student's transcript and calculated in the cumulative GPA. The failed course will remain on the transcript and the failing grade will remain in the cumulative GPA. Approval must be obtained from the Department Supervisor, the Director of School Counseling, and the Principal prior to enrollment in any summer courses for reclaiming credit.

Summer courses may be taken to improve mastery of concepts of courses that were already completed at MLHS; however, these enrollments will not affect previously earned grades. Grades earned in summer courses for which credit has already been earned at MLHS will not be calculated into the MLHS cumulative GPA, nor will they be averaged into the grade achieved in the previously completed course. Credits earned will not be posted since credit for the course has already been awarded.

Students and parents are highly encouraged to coordinate with their assigned counselors prior to enrollment in any summer courses to ensure that selected courses support the student's academic goals and program, the appropriate applications are submitted, and the necessary approvals are obtained. Summer college courses taken during a high school career will not be included on the MLHS transcript. Please note that any summer courses taken outside of Mountain Lakes High School will not be included on a student's transcript and will not be counted towards a student's grade point average or earned credits.

CLASS RANK

Mountain Lakes High School does not provide class rank. If class rank is required for college scholarships or military academy admission purposes, a student may request that his/her rank be released directly to the institution or organization.

GENERAL ACADEMIC INFORMATION AND PROCEDURES

Mountain Lakes High School recognizes that, at times, students experience circumstances that fall outside typical scheduling parameters or that require flexibility in academic programming. Accordingly, teachers, counselors, and administrators work together with families to ensure that all students receive the services required to assist them in meeting with success. Detailed information regarding course auditing, dual credit, home instruction, incomplete grades, and make-up work is provided to aid students and parents in navigating any special or extenuating circumstances, and School Counselors are available to address questions and concerns.

AUDITING

No credits or grades are given for an audited class. A course may be audited for the purpose of strengthening a particular area of study or for enrichment. Auditing is not an option to be used in order to avoid a course being used in a student's cumulative grade point average. This option must be initiated and approved at the beginning of the school year or the semester prior to the start of the course. An application stating the student's goals and approval of the teacher and administrators must be submitted to the Department Supervisor, the Director of Counseling, and the Principal for final approval.

HOME INSTRUCTION

Students become eligible for Home Instruction when the student's doctor provides the school district with a required written statement, which must include the reason why the student is absent from school (mononucleosis, surgery, etc.) as well as the projected length of absence. Instruction is provided for students when the doctor indicates that the absence will be 10 days or more in duration. Instruction can begin only after the school physician has verified eligibility. This information should be brought to the Counseling Department where home instruction application and eligibility reports will be filled out and checked by the nurse. Then the forms and note will be sent to the Department of Special Services in order for the home instruction arrangements to be processed.

When students are participating in an in-patient facility, that facility should send the doctor's statement directly to the attention of the Director of Special Education via Rose Dunn at rdunn@mlschools.org.

INCOMPLETE GRADES

An incomplete grade ("IC") must be made up within 10 school days after the close of the marking period. In case of extended illness, additional time may be granted to a student for make-up work. Teachers shall judge each case on its individual merits. Final resolutions of student incomplete and grade changes should be coordinated through the Director of School Counseling.

MAKE-UP WORK

When a student has been absent from school, all missed work should be made up. It is the student's responsibility to consult with his/her teachers about make-up assignments. It is the responsibility of both the student and the teacher to arrange times for make-up work. In the event that a student misses a test during an excused absence, it is the student's responsibility to contact the teacher immediately upon his or her return to school in order to arrange for a make-up test. Teachers are expected to exercise good judgment in making such arrangements and to consult with the pupil's other teachers when a lengthy illness has created a large amount of make-up work to be done in a short period of time. School Counselors are available to assist both the student and the teachers in facilitating the student's transition back to school and in creating a manageable schedule for making up all missed assignments and assessments.

PROGRAM INFORMATION

In addition to the typical programs offered, MLHS provides specialized programs designed to meet the unique needs of each student.

DUAL ENROLLMENT

Mountain Lakes High School is proud to offer dual enrollment options for students seeking college credit. The MLHS administration has strengthened its partnership with Syracuse University Project Advance, and we are continuing our exploration of additional partnerships to expand our offerings.

Dual Enrollment partnerships with other institutions allow our students the potential to earn up to three (3) college credits. The participating colleges/universities approve the curriculum, textbooks, and teachers, and students must meet their particular criteria in order to receive college credit. Students enrolled in these classes are required to register for college credit at a reduced fee. Please note that individual colleges and universities have specific guidelines dictating whether or not they will accept credits earned through a dual enrollment program. As students plan their academic programming, they should consult with their school counselors regarding the potential to apply college credits earned through dual enrollment to future educational institutions.

Dual Enrollment courses for 2025-2026 are as follows:

Syracuse University Project Advance	
MLHS Course	***Syracuse Applicable Course(s)***
Entrepreneurship Honors	EEE 360 - Introduction to Entrepreneurship & Emerging Enterprises (3 credits)
Forensic Science Honors	CHE 113 - Forensic Science (3 credits)

SYRACUSE PATHWAY PROGRAM

GUARANTEED ORANGE

The Guaranteed Orange program rewards SUPA, Syracuse University Summer College and Accelerated Semester Online students for their initiative, hard work and enthusiasm for Syracuse University. To reward their dedication, Syracuse University offers eligible students guaranteed admission to Syracuse University's College of Arts and Sciences. Students applying to other colleges within Syracuse University will not be guaranteed admission but will receive full consideration for those programs and applicable scholarships.

You qualify for Guaranteed Orange if you:

- Have completed or plan to complete at least 6 credit hours through SUPA, Syracuse University Summer College or Accelerated Semester Online by the end of your high school senior spring semester. Students who completed a combination of courses from these programs that equals at least 6 credits are also eligible.
- Achieved at least a 3.0 grade point average (GPA) in the courses that you completed.
- Must have achieved an overall high school GPA of 3.7 (on a 4.0 unweighted scale) or 4.7 (on a 5.0 weighted scale) at the conclusion of your junior year.
- Apply to Syracuse University by the deadlines.

*Students enrolled in dual enrollment courses are strongly encouraged to participate with Syracuse University Project Advance.

INDEPENDENT STUDY

Students in grades 10-12 may apply for the opportunity to do independent work in school, using teachers as consultants. An Independent Study may take place over the course of a full year (5 credits) or over the course of a semester (2.5 credits). Approval of students for an Independent Study will be based on several factors:

- Purpose
- Intellectual Ability
- Aptitude for Inquiry
- Imagination
- Curiosity
- Viability of Proposal

Previous academic accomplishments, supervisor recommendation, and personal interviews will be considered strongly in determining a student's acceptance into the program. Students will work with a teacher who will direct the student's research and assess his/her achievement. Independent Study may include a course offered by an approved institution of higher education. Academic credits are earned for all Independent Study on a pass/fail basis.

LAKE DRIVE PROGRAM FOR STUDENTS AT MLHS

The Lake Drive Program for Secondary Deaf & Hard of Hearing Students at MLHS offers a curriculum designed to foster academic and social skills which are prerequisite to a successful post secondary education in an academic or vocational/technical program. Housed at the high school, the program offers a wide variety of services for deaf/hard of hearing students in grades nine through twelve. An individual educational plan is devised in conjunction with each student's sending district. Both mainstream and self-contained classes are available in all academic areas. Self-contained classes are taught using a total communication approach, by trained teachers of the deaf. Interpreters and assistive listening devices are available for mainstreamed classes, extra curricular activities, school assembly programs and special evening programs.

OPTION II: PHYSICAL EDUCATION

Recognizing that our scholar athletes are involved in rigorous academic and athletic programs, the MLHS administration and Physical Education Department have designed an option for scholar athletes to be exempt from PE classes while **in season**. Separate applications are required for each quarter of PE, and, while both MLHS sports and non-MLHS sports qualify for consideration, non-MLHS sports require additional paperwork.

Policy Stipulations:

- Option II PE is available to freshmen, sophomores, juniors, and seniors.
- Students must report to an assigned, supervised study hall in lieu of PE class.
- Students cannot substitute another course for PE/Option II.
- Students cannot be exempt from Health/Driver's Education. During the quarter a student is enrolled in Health/Driver's Education, he/she may not participate in Option II.
- If a student leaves a team for any reason during or prior to the season, he/she must notify his/her School Counselor immediately and return to PE class. Failure to do so will result in Loss of Credit in PE class.
- If a student is carrying fewer than 32.5 credits, that student is ineligible for Option II PE.
- The grade earned will appear on the student's transcript as a "P" (Pass) or an "F" (Fail) and will not be calculated into the MLHS cumulative GPA. Credits earned will be included on the MLHS transcript.

SEAL OF BILITERACY

The New Jersey Seal of Biliteracy is an acknowledgment by the New Jersey Department of Education that a student has achieved mastery of two or more languages. Interested students must sit for a state-approved language proficiency exam on which they achieve the Intermediate Mid-level according to the American Council on the Teaching of Foreign Languages' Proficiency Guidelines. Information and an application will be provided in the American Sign Language 3 Honors, AP French, AP Latin, and AP Spanish.

VOCATIONAL COURSES / SHARED TIME PROGRAM

The MCVSD Share Time Career and Technical Education (CTE) Programs offer half-day, specialized training as part of a student's junior and senior year high school program. MCVSD offers a variety of Share Time CTE programs, most of which are located at the Morris County School of Technology in Denville. Additional Share Time CTE programs offered are in partnership with the County College of Morris and Pequannock High School.

County College of Morris Campus	*Denville Campus*	*Pequannock Campus*
• Criminal Justice • Culinary Arts & Hospitality • Cybersecurity & Information Protection • Engineering Design and Advanced Manufacturing	• Auto Body & Collision Repair • Automotive Service Technology • Carpentry • Cosmetology • Electrical Trades • Exercise Science • Fundamentals of Food Services • HVAC • Plumbing and Pipefitting • Welding Technologies	• Allied Health

Each of the Share Time CTE programs has a focused 2-year curriculum in the respective career area. The programs are guided by Advisory Councils which consist of business and industry partners, representatives from post-secondary institutions, students, parents and other important stakeholders. The Share Time CTE programs offer opportunities for students to earn industry-recognized credentials which can lead to employment while also preparing students to succeed in a variety of post-secondary education options. Students enrolled in a Share Time program earn 20 credits per year enrolled.

SCHEDULING

COURSE SELECTION/SCHEDULING TIMELINE

Starting in February and running through March, each student will meet with his/her School Counselor to enter course requests for the following school year. Prior to this meeting, teacher recommendations, scheduling materials, and the Program of Studies, are made available to parents/guardians and students so that they can discuss individual academic, college, career, and personal goals to make informed decisions regarding scheduling options. Once all course requests are entered by the end of March, class sections are created in April, the master schedule is designed over the upcoming months. Finalized schedules are released in August. **Please note that some courses listed in the Program of Studies may not be offered due to insufficient enrollment or other reasons.**

COURSE PLACEMENT APPLICATIONS

A Course Placement Application is available to a student who has not met the prerequisite(s) for a course but who would like to be considered for enrollment in a higher level course. Course Placement Applications require the student to provide grades for Quarter 1 and Quarter 2 as well as a parent signature. The student is also asked to explain his/her interest in the course and to detail any extenuating circumstances that caused him/her to fall short of the prerequisite(s). Course Placement Applications are available through the Counseling Department and must be approved by the Department Supervisor, the Director of Counseling, and the Principal. **Submission of a completed form does not guarantee enrollment in the course requested.**

CRITERIA FOR CHANGING STUDENT SCHEDULES

Students are expected to honor their commitments and to attend and satisfactorily complete the courses which they requested during counseling conferences. After receipt of schedule, changes will not be made for reasons of convenience. Only educationally sound changes will be considered according to the guidelines listed below:

- A recommendation from the Child Study Team requires a change.
- A recommendation from an administrator for disciplinary, attendance, or instructional reasons requires a change.
- A change in placement is determined by the appropriate Supervisor.
- The schedule includes a clerical error.

Preferential schedule changes will not be considered for any of the following reasons:

- The student has a preference for a given teacher.
- The student wishes to rearrange periods for convenience.

ADD/DROP & WITHDRAWAL

The following procedures and time frames apply to adding, dropping, and/or withdrawing from a course.

Semester Courses

- A semester course may be added up until 10 school days from the first day of the school year for Semester 1 or from the first day of Semester 2.
- After 10 school days from the start of the semester, an additional semester course may not be added
- A semester course may be dropped up until the mid-point of Quarter 1 for a Semester 1 course and up until the mid-point of Quarter 3 for a Semester 2 course. When a course is dropped within the permitted time frame, it will not appear on the student's transcript.
- When a student withdraws from a semester course after the permitted time frame, the course will be listed as a Withdraw Pass (WP) or a Withdraw Fail (WF) on the transcript, depending upon the student's grade at the time of the withdrawal.

Full Year Courses

- A full year course may be added up until 15 school days from the first day of the school year.
- After 15 school days, an additional full year course may not be added.
- A full year course may be dropped up until the last day of Quarter 1. When a course is dropped within the permitted time frame, it will not appear on the student's transcript.
- When a student withdraws from a full year course after the permitted time frame, the course will be listed as a Withdraw Pass (WP) or a Withdraw Fail (WF) on the transcript, depending upon the student's grade at the time of the withdrawal.

Special Considerations

- All schedule change requests must be made to a student's school counselor. All changes require approval by a parent and the Director of School Counseling.
- It should be noted that a Senior who withdraws from a course is placed in a unique position. If a transcript for a Senior has already been sent to a college or university such that the dropped course appeared on the official transcript as a course in progress, it will be necessary for the college or university to be informed of the dropped course. The integrity of official transcripts mandates such action. The School Counseling Department, in conjunction with the student, is responsible for informing the college or university of this change in the student's programming.

TRANSFERRING LEVELS

- When a student transfers from one level of a course to another (i.e. Honors to College Prep, AP to Honors), this transfer must take place no later than the last day of Quarter 1 or when mandated through the IEP process.
- When a student transfers from one level to another, the grades in the original course will transfer to the new course. No weighted grade point equivalent will be given to grades from the original course or to the Quarter 1 grade when the student remains in the original course through to the end of Quarter 1.
- If a transfer from a less rigorous level to a more rigorous level is warranted, such a transfer must take place within the first 15 days of school or with a teacher recommendation. Such a transfer must be approved by the Department Supervisor, the Director of Counseling, and the Principal.

COURSE OFFERINGS AND DESCRIPTIONS

The following pages provide brief descriptions of all courses offered at Mountain Lakes High School. Grade level requirements are noted, as are the number of credits awarded for full year courses (5 or 6 credits), semester courses (2.5 Credits), and quarterly courses (1.25 credits). Teacher recommendations and prerequisite coursework are required for enrollment in Honors and Advanced Placement level courses.

BUSINESS

Introduction to Business **Grade Level 9-12**
Prerequisite: None **2.5 Credits**

In this introductory course, students will delve into the fundamental principles of business by examining real-world scenarios that illustrate the intricacies of planning and launching products or services within today's dynamic business landscape. The curriculum provides an overview of entrepreneurship, focusing on individuals who initiate new ventures. Additionally, it explores diverse business structures, including partnerships, franchises, and corporations. The course introduces students to various leadership models within the business realm and delves into essential concepts of marketing and advertising. As a culminating project, students will craft their own commercial.

Furthermore, the course addresses techniques for attaining financial well-being through effective personal financial management, covering topics such as budgeting, understanding credit scores, and basic investing. Notably, this course satisfies the Financial Literacy requirement.

Business Management **Grade Level 10-12**
Prerequisite: Introduction to Business **5 Credits**

The Business Management course aims to equip students with a comprehensive understanding of the principles, procedures, and skills essential for a successful business venture. The curriculum covers fundamental business concepts, including pricing and inventory management, explored through a computer simulation focused on managing a football stadium. Students will delve into various topics such as supply and demand, business ethics, risk management, financial statement analysis, and marketing.

In addition to theoretical knowledge, the course emphasizes practical skills development. Students will learn and regularly practice effective public speaking techniques. Throughout the course, students will actively engage in managing all aspects of a real business as a class, providing a hands-on learning experience. Furthermore, they will enhance their professional toolkit by applying their learning to create success stories, develop a resume, and build a LinkedIn page. By the end of the course, students will have not only acquired a solid foundation in business management but also practical skills and tools to navigate the professional world confidently.

Entrepreneurship Honors: **Grade Level 11-12**
Dual Enrollment: Syracuse University Project Advance **5 Credits**
Prerequisite: Business Management AND Department Recommendation
OR completion of Digital Marketing Honors AND Sports & Entertainment Management Honors

This course establishes a foundational understanding of the pivotal role entrepreneurs and entrepreneurship play in the 21st-century global economy. Throughout the semester, students engage in assessing, exploring, critiquing, and celebrating entrepreneurship as a multifaceted phenomenon, emphasizing it as a mindset, attitude, and behavior.

Students discover the versatility of entrepreneurship across organizational contexts, with a focus on sustainable practices. Key learning areas include the inception of new ventures, their establishment, and factors contributing to success. Emphasis is placed on entrepreneurship as a manageable process applicable in virtually any organizational setting, spanning sustainable entrepreneurship and the entrepreneurial evolution over the life cycles of people's careers, organizations evolving from start-ups to sizable corporations, and societies progressing from undeveloped to post-industrial.

The principal focus is on the creation of new ventures, examining how they come into being and the factors associated with their success. Additionally, the course uniquely integrates insights from various disciplines, fostering a blend of theory and practical application. Students are encouraged to formulate and defend their conclusions, enhancing their understanding of entrepreneurship's interdisciplinary nature. Furthermore, students will refine their public speaking skills, gain knowledge about investment strategies through simulations, and practice interview skills to enhance their communication proficiency.

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Digital Marketing Honors **Grade Level 11-12**
Prerequisite: Business Management **2.5 Credits**

The Digital Marketing course is designed to provide students with a foundational understanding of digital marketing and an introduction to the dynamic and rapidly expanding career landscape in this field. Students will delve into the fundamental concepts and principles underlying the digital experience, concentrating on acquiring the tools and skills essential for tackling business challenges and creating marketing prospects.

This course offers hands-on experience in various aspects, including but not limited to eCommerce, media planning, branding, online advertising, display advertising, digital campaigns, social media marketing, search engine optimization, and mobile media. Students will gain practical insights into applying digital marketing strategies across these domains.

Sports and Entertainment Management Honors **Grade Level 11-12**
Prerequisite: Business Management **2.5 Credits**

The Sports and Entertainment Management course is tailored to help students broaden their comprehension of marketing concepts and theories, with a focus on their application to the management of sports and entertainment events. The coursework emphasizes essential skills pertinent to the sports business domain, including sales, marketing, revenue generation, athlete and talent management, and event operations.

By following a business-centric curriculum, the program readies students for a variety of potential career paths within the multi-billion-dollar sports and entertainment industry. This prepares them to navigate and contribute to the diverse aspects of this dynamic field.

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COMPUTER AND TECHNOLOGY EDUCATION

Aviation & Aerospace **Grade Level 9-12**
Prerequisite: None **5.0 credits**

The Aviation & Aerospace course will cover 10 units that provide students with an introduction to aerospace studies, aviation careers, the role of government in aviation safety, and an accident case study. The first semester is 'Launching into Aviation' and the second is 'Exploring Aviation and Aerospace.' Aviation & Aerospace is the first of four courses that would lead students into one of two career and technical education pathways: pilot or unmanned aircraft systems (drones).

Introduction to Flight and Unmanned Aircraft Systems **Grade Level 10-12**
Prerequisite: None **5.0 credits**

This course will explore the types of aircraft in use today and learn how aircraft are made and how they fly, including the forces of flight, stability, aircraft controls, and maneuvering objects at altitude. Students will gain inquiry-based experiences that will allow them to explore the science of flight, the mechanics of flying both manned and unmanned systems (UAS). Students will earn simulator time and fly unmanned aircraft systems as part of the requirements of the course.

Engineering & Design Principles **Grade Level 9-12**
Prerequisite: None **5 Credits**

This year-long introductory course immerses students in the exciting world of engineering and design through hands-on, problem-solving experiences. Using the engineering design process, students will identify real-world problems, research solutions, and create models or prototypes to address them. Through a variety of projects in areas such as structural engineering, robotics, mechanical systems, and electronics, students will develop essential skills including critical thinking, technical communication, and teamwork.

Students will gain proficiency in design principles and tools, including hand sketching, engineering drawings, and Computer-Aided Design (CAD) software. They will apply these skills to design, develop, build, test, and present innovative solutions to challenges. Along the way, students will deepen their understanding of the connections between science, technology, engineering, and design, preparing them for future STEM opportunities.

3D CAD for Engineering and Innovation **Grade Level 10-12**
Prerequisite: None **5 Credits**

This course expands students' knowledge of engineering design principles and advanced tools used in 3D Computer-Aided Design (CAD). Students will learn to create detailed 3D models, develop technical drawings, and design functional prototypes using industry-standard CAD software. Through hands-on projects, students will apply the engineering design process to solve real-world challenges in areas such as product development, structural design, and mechanical systems.

In addition to mastering CAD tools, students will explore foundational engineering concepts, material properties, and manufacturing processes. Collaboration, critical thinking, and presentation skills will be emphasized as students work in teams to design, prototype, and present their solutions. This course is highly recommended for students interested in engineering, architecture, or design-related careers.

Introduction to Computer Programming **Grade Level 9-12**
Prerequisite: None **2.5 credits**

Introduction to Computer Programming is a foundational computer science course, requiring no prior experience in the field. This course will introduce students to the fundamentals of computer programming, with an emphasis on helping students develop logical thinking and problem-solving skills. Students will learn to design, code, and test their programs while applying mathematical concepts. This course is similar to the first semester of AP Computer Science Principles, but is simplified and moves at a slightly slower pace.

The primary objective of Intro to Computer Programming is to familiarize students with foundational concepts in computer science and showcase its transformative power. Class time is dedicated to collaborative and individual programming, fostering a comfortable learning environment. The course employs a combination of Java and Processing, a language based on Java. Topics include representations of spaces and colors (e.g., RGB color), programming tools (e.g., the Processing IDE), variables, data types, mathematical operations, boolean expressions, and conditional statements. Upon completing this course, students have the option to advance to Computer Programming 2 within the same academic year.

Computer Programming 2 **Grade Level 9-12**
Prerequisite: Introduction to Computer Programming **2.5 credits**

Computer Programming 2 serves as a natural continuation of the Introduction to Computer Programming course. In addition to learning how to create more powerful programs by expanding on concepts learned in Introduction to Computer Programming, this course explores Artificial Intelligence, which is a quickly growing field within computer science.

In this course, students will explore key aspects of Artificial Intelligence, including machine learning, large language models, bias in models, and the impacts they have on our society. Students will learn how to incorporate basic Artificial Intelligence algorithms into their own work, and will develop a series of projects that illustrate the variety of ways Artificial Intelligence can be used to optimize and predict information and processes.

Graphic Design **Grade Level 9-12**
Prerequisite: None **2.5 Credits**

This course will introduce students to the fundamentals of design process, practice, and theory. Students will learn how to use design thinking methodologies and user-focused research to identify and solve problems and apply design principles of color theory, composition, hierarchy, shape and layout to create visually appealing products. Graphic Designers play a key role in shaping the layout and production of both print and digital publications, displays, packaging, and advertisements.

As technology has advanced, Graphic Design as an industry has expanded to include a stronger emphasis on User Interaction and User Experience (UI/UX) design - particularly as it applies to digital applications. This course will use Figma to explore interaction design in mobile and web applications in addition to traditional industry standards such as the Adobe Creative Suite.

Robotics **Grade Level 9-12**
Prerequisite: None **5 Credits**

This foundational Robotics course adopts a hands-on approach to acquaint students with fundamental concepts in mechanical engineering and computer science. Participants will delve into basic electronics, engage in robot design, and construct prototypes within a project-based environment. The course encourages students to build prototypes and employ simulation software for design testing. Core concepts in the course include robotic systems, sensors and I/O, degrees of freedom, and programming. In addition to technical skills, students will hone critical thinking and communication abilities through the analysis and presentation of results.

AP Computer Science Principles **Grade Level 10-12**
Corequisite: Advanced or Honors Mathematics course **5 Credits**

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. This course introduces students to the central ideas of computer science by focusing on 5 big ideas: Creative Development, Data, Algorithms and Programming, Computer Systems, and the Impact of Computing. Students learn to design and evaluate solutions and apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. This course is taught in Python and does not require prior programming experience. Students who enroll in AP Computer Science Principles are expected to register for and take the AP Computer Science Principles Exam. Please note that priority for enrollment in this course is given to students in grades 11 and 12.

AP Computer Science A **Grade Level 10-12**
Prerequisites: Department Recommendation AND **5 Credits**
Introduction to Computer Programming and Computer Programming 2 OR
AP Computer Science Principles

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language and utilizes both the labs provided by the College Board and numerous other resources. AP Computer Science is targeted at students interested in computer science regardless of their anticipated college major. AP Computer Science A is equivalent to a first-semester, college-level course in computer science. Students who enroll in AP Computer Science A are expected to register for and take the AP Computer Science A Exam.

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Honors Advanced Data Structures **Grade Level 11-12**

Prerequisites: Department Recommendation AND AP Computer Science A **5 Credits**

Honors Advanced Data Structures is the continuation of AP Computer Science A. This course covers advanced data structures such as two-dimensional arrays, Linked Lists, Sets, Maps, Stacks, Queues, Binary Trees, and hashing. Algorithms to traverse, insert, delete, search, and sort using each of these data structures will be analyzed for average efficiency. Students will also work with case studies to gain experience with large programs comprising several classes.

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ENGLISH

English 9 **Grade Level 9**
Prerequisite: None **5 Credits**

Ninth Grade English provides students with experiences in literacy that build on the strong foundation established in the middle grades. Students read and compose complex texts representing various genres. As they read and write, literature serves as both a mirror and a window, helping students to grow in their awareness of themselves and in their appreciation of the perspectives and experiences of those around them. English 9 is a thematically driven course with a focus on core literacy skills (reading, writing, listening, speaking, and critical viewing) which prepares all students for further success in the language arts and in literacy skills across the curriculum. Students build upon foundational research practices established in previous grades with a focus on embracing ethical practices for source management, text reference and integration, and citation. Students wishing to pursue advanced-level study in 10th grade must complete the 9th grade portfolio evaluation process and receive a recommendation from their teacher.

English 10 **Grade Level 10**
Prerequisite: English 9 **5 Credits**

English 10 develops students' reading, writing, speaking, and listening skills through an exploration of themes of power in literature. By examining the role of individual, interpersonal, and structural power as portrayed from a variety of perspectives in literature, students increase their sophistication as readers. Focused study is also applied to the writer's craft. In addition to building analytical skills, students reinforce their skills of research and argumentation. Students produce and share proficient work by giving particular consideration to peer editing and revision, and the appropriate and strategic use of technology.. Students develop sophistication in language and communication skills. Finally, students engage in independent reading to discern their own preferences and encourage their development as life-long learners.

English 10 Honors **Grade Level 10**
Prerequisites: English 9 AND Department Recommendation AND Completion of Honors Portfolio **5 Credits**

English 10 Honors is an accelerated study of the content of English 10. The reading and writing expectations are more advanced than in English 10. Students will be required to demonstrate an advanced level of self-motivation and assume responsibility for their learning.

English 10: AP Seminar **Grade Level 10**
Prerequisites: English 9 AND Department Honors Recommendation **5 Credits**
AND Application Process including Qualifying Writing Assessment

AP Seminar, which fulfills the sophomore year of English requirements, is a foundational course in the AP Capstone Program that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments and to produce research-based compositions and presentations. To receive AP weighting, students who enroll in AP Seminar must complete all coursework, must take the AP Seminar Exam in May, and must also enroll in AP Research for the junior or senior year in fulfillment of the two-year AP Capstone Certificate Program.

English 11 **Grade Level 11**
Prerequisite: English 10 **5 Credits**

Eleventh Grade English is designed to provide students with experiences in literacy that continue to extend their range and confidence as both readers and writers in dealing with increasingly complex texts. Students interact with more sophisticated texts, continue to develop style and voice in their writing, and strengthen their ability to engage with the ideas represented in what they read. The study of literature in English 11 is organized thematically, and students engage in an interrogation of the concept of the American Dream as represented in literature from a variety of perspectives. Students also continue to gain experience as researchers, engaging in ethical practices of research and composition as they turn their attention to preparing for college level research practices.

English 11 Honors **Grade Level 11**
Prerequisites: English 10 AND Department Recommendation OR **5 Credits**
Approved Course Placement Application including Qualifying Writing Assessment.

English 11 Honors is an accelerated study of the content of English 11. The reading and writing expectations are more advanced than in English 11. Students will be required to demonstrate an advanced level of self-motivation and assume increased responsibility for their learning.

English 11: AP Language and Composition **Grade Level 11**
Prerequisites: English 10 AND Department Recommendation OR **5 Credits**
Approved Course Placement Application including Qualifying Writing Assessment.

The Advanced Placement Language and Composition course emphasizes skilled reading and critical analysis of prose. Students will be instructed in the reading, interpretation, and analysis of a wide variety of complex prose texts written in a range of periods, disciplines, and rhetorical contexts. The development of effective expository, analytical, and argumentative writing styles and approaches is one of the primary objectives of this course. Teacher recommendation is required for admission. Students who enroll in AP Language and Composition are expected to register for and take the AP Language & Composition Exam.

English 12 **Grade Level 12**
Prerequisite: English 11 **5 Credits**

Twelfth Grade English is designed to provide students with experiences in literacy that continue to extend their range and confidence in dealing with increasingly complex texts, as both readers and writers. At this point in their learning journey, students are developing independent reading and writing skills that will prepare them fully for college and workplace. Students continue to refine their style and voice through composition of personal narratives among other types of writing. The study of literature in English 12 is organized thematically, and students round out their high school literature study by investigating representations of identity as they find expression in literary fiction, non-fiction, popular media, and other genres. Students are challenged to come to a fresh understanding of themselves and the world around them through reading, writing, discussion, and creative production. They further develop their research skills, ensuring that they are fully prepared for college-level research practices that conform to the highest standards of academic integrity.

English 12 Honors **Grade Level 12**
Prerequisites: English 11 AND Department Recommendation OR **5 Credits**
Approved Course Placement Application including Qualifying Writing Assessment.

English 12 Honors is an accelerated study of the content of English 12. The reading and writing expectations are more advanced than in English 12. Students will be required to demonstrate an advanced level of self-motivation and assume increased responsibility for their learning.

English 12: AP Literature and Composition **Grade Level 12**
Prerequisites: English 11 AND Department Recommendation OR **5 Credits**
Approved Course Placement Application including Qualifying Writing Assessment.

The Advanced Placement course in English Literature and Composition involves students in the close reading and critical analysis of literature in preparation for the College Board Advanced Placement examination. By deepening their understanding of literature, students will develop critical standards. Regular writing assignments will include predominantly analytical pieces. This course is open to seniors only. Students who enroll in AP Literature & Composition are expected to register for and take the AP Literature & Composition Exam.

AP Seminar (Elective) **Grade Level: 11-12**
Prerequisites: Teacher Recommendation or completion of an Honors course **5 Credits**

This course is for any student who wishes to sharpen college-level research, writing, collaboration, and presentation skills at an advanced level. AP Seminar is the first course in the AP Capstone Program that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing diverse perspectives. Students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments and to produce research-based compositions and presentations. To receive AP weighting, students who enroll in AP Seminar (Elective) must complete all coursework and must take the AP Seminar Exam in May. Juniors who successfully complete all the requirements of AP Seminar (Elective) may choose to enroll in AP Research for their senior year in fulfillment of the two-year AP Capstone Certificate Program.

AP Research **Grade Level 11-12**
Prerequisite: Successful completion of all requirements of AP Seminar **5 Credits**

AP Research is the culminating course in the AP Capstone Program, a program that includes AP Seminar. AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of 4000-5000 words and a presentation with an oral defense. To receive AP weighting, students who enroll in AP Research must complete all coursework including the academic paper, presentation, and oral defense (all of which constitute the AP Exam Score). Though students do not sit for a traditional "exam," they must register for the AP Research Assessment. NOTE: AP Research is an elective and does not meet the graduation requirements for grade 11 English or grade 12 English.

Communications 9 **Grade Level 9-12**
Prerequisite: None **1.25 Credits**

Communications 9 is a quarter course that will provide students in the Lake Drive Program at Mountain Lakes High School with information as they transition into high school. Students begin with an orientation to high school staff, schedule and procedures. Students will learn about the history of The Individuals with Disabilities Education Act (IDEA), formerly called P.L. 94-192 or the Education for all Handicapped Children Act of 1975, and how the laws provide students with rights as a deaf person. Students will learn how to be an active participant in their Annual Review Meetings as their Individual Education Plans (IEP) are created. Understanding how to appropriately utilize an educational sign interpreter in the school settings and the history of deaf education and Deaf culture are also integrated into the course.

Communications 10 **Grade Level 10-12**
Prerequisite: None **1.25 Credits**

Communications 10 is a quarter course that will provide students in the Lake Drive Program at Mountain Lakes High School with information about hearing loss. Students will learn the anatomy of the ear, the types of hearing loss, and how to read an audiogram. At the completion of the course the students will be able to identify and explain their hearing loss in order for them to be independent consumers in the future.

Communications 11 **Grade Level 11-12**
Prerequisite: None **1.25 Credits**

Communications 11 is a quarter course that will provide students in the Lake Drive Program at Mountain Lakes High School with information about the agencies that will provide support as they transition out of high school. Students will learn about the New Jersey Division of Vocational Rehabilitation Services (DVRS) and the services that they can provide. Students will be encouraged to contact their DVRS deaf specialist based in the county they reside in. Students will learn about The American with Disabilities Act (ADA), their rights, how the law protects them as deaf individuals, and Section 504 of the Rehabilitation Act.

Communications 12 **Grade Level 12**
Prerequisite: None **2.5 Credits**

Communications 12 is a semester course that will provide students in the Lake Drive Program at Mountain Lakes High School support as they transition out of high school. This course focuses on post secondary transition, post secondary options including technical school, community college and 4 year college. Students learn about different degrees and certifications. The course also supports students with the college application process, including FAFSA, how to schedule a tour, requesting letters of recommendations and the cost of college. Students are required to identify safety, target and reach schools. Other topics include resume writing, essay writing, interview skills, job and scholarship applications.

Creative Writing and Spoken Word Poetry **Grade Level 9-12**
Prerequisite: None **2.5 Credits**

Students will explore creative writing of all types including poetry, short fiction, personal narrative. In addition, this course will introduce the art of Spoken Word Poetry and Slam Poetry. Students will have an opportunity to focus on the creative genre of their choice producing a final collection of original work which can be used as a portfolio for colleges and universities.

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Film Studies **Grade Level 9-12**
Prerequisite: None **2.5 Credits**

Film Studies focuses on the elements and techniques of filmmaking. Film, while commonly viewed as pure entertainment, is also a valid and serious art form. Therefore, the course approaches this art form from three critical perspectives: analytical, historical/cultural, and aesthetic. Students will learn about the entire filmmaking process, including the planning, composition, and production of individual shots and sequences A wide range of films, from feature-length narratives to animated, experimental, and documentary shorts, will be shown to illustrate the material covered in classroom discussions. Throughout the study, students will come to understand the various styles and techniques that characterize a particular film period, the establishment of film genres, and the accomplishments of noted artists in film. Most importantly, the student in this class will not only learn *about* film, but will be actively engaged in *making* film throughout the semester. Students will develop a portfolio of their work throughout the semester.

Journalism in the Digital Age **Grade Level 9-12**
Prerequisite: None **2.5 Credits**

Our society is saturated by digital journalism, which helps to deliver current events and news in a variety of ways. The Core Skills of Journalism are just the beginning of this course. Students will have the opportunity to learn about Traditional Journalism (news, sports, feature writing, opinion...), Podcasting, Multimedia Journalism (audio/video), Interviewing Skills, Publishing with Wordpress, Blogging, and other forms of digital and traditional journalism. Students will not just learn about journalism. They will BE journalists, and their efforts will contribute content for the MLHS Student Newspaper which is a digital publication. This is also an excellent way to begin finding a place on the Mountaineer Editorial Staff, an excellent addition to the college-ready resume. Students will complete the course with a portfolio of their own work.

Learning Strategies **Grade Level 9-12**
Prerequisite: None **1-5 Credits**

This course is designed to help students acquire better study and organizational techniques, to review basic academic skills, to learn and practice self advocacy skills, to learn transitional skills, and to provide curriculum support in academic classes. Academic credits are earned on a pass/fail basis and are based on the number of meeting sessions.

Public Speaking **Grade Level 9-12**
Prerequisite: None **2.5 Credits**

Public Speaking is a class designed to nurture the hesitant speaker as well as further the abilities of students already familiar with the skills needed to speak in front of an audience. Students will learn how to craft and deliver speeches for a variety of purposes and audiences. Progress will be charted through self- and peer-evaluations as well as the video recording of speeches. This course will provide students with practical speaking skills for high school, college, and the workplace. They will develop self-confidence that will grow as they become more effective speakers.

Reading Strategies **Grade Level 9 - 12**
Prerequisite: None **2.5 Credits**

Reading Strategies is a semester course that will provide students in the Lake Drive Program at Mountain Lakes High School additional opportunities to practice skills related to reading comprehension and written language. Students will translate experiences designed to facilitate language enrichment into the written word. Reading and writing activities will enhance reading comprehension and written expression skills.

FAMILY AND CONSUMER SCIENCE

Fashion and Image **Grade Level 9-12**
Prerequisite: None **2.5 Credits**

Students will develop an understanding of the principles of fashion design and the roles that color, line, design, and texture play in influencing fashion decisions and creating optical illusions. Students will examine the relationships of society, media, culture, technology and material resources to the history of design. This course covers basic fashion illustration and descriptions. Understanding and application of textile profiles will be incorporated into projects. In the laboratory setting, this class will include an introduction to safety, equipment, terms and construction techniques necessary to create several simple projects or a portfolio. Students will explore the fashion district and will consider career opportunities in the fashion industry. Fashion from the early 20th century fashion houses to contemporary designers will be studied.

Foundations of Cooking (formerly Nutrition) **Grade Level 9-12**
Prerequisite: None **2.5 Credits**

This laboratory course is designed to help students acquire food science knowledge and skills including kitchen safety awareness, understanding of food preparation tools and techniques, food handling guidelines, and assessment of nutritional choices. Students will gain an appreciation for the food spectrum and be able to apply basic principles of the culinary world and of informed consumer decision-making.

Advanced Foods **Grade Level 9-12**
Prerequisite: Foundations of Cooking **2.5 Credits**

This laboratory class allows students the opportunity to reinforce skills and knowledge gained in Food and Nutrition. Students will develop sophisticated culinary skills and advanced baking techniques. The emphasis will be on preparing whole meals from the seven culinary regions of the United States. Topics include cultural diversity in foods, food technology, healthy eating, careers in the food industry, and consumer economics. This course will offer opportunities for problem solving, creativity, and leadership.

Global Cuisine **Grade Level 9-12**
Prerequisite: Foundations of Cooking **2.5 Credits**

This laboratory class will allow students to build on skills gained from the Food and Nutrition class. Students will broaden their understanding of the evolution of cuisine from international lands. They will research the factors affecting the variety of food associated with various countries. Emphasis will be on geography, availability, culture, customs, celebrations, and cooking methods. This research will allow them to use the basic food preparation techniques and nutrition facts to prepare and serve basic meals and desserts associated with people of diverse cultures.

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MATHEMATICS

Algebra 1 (Enriched, Advanced, Honors) **Grade Level 9-10**
Prerequisite: Department Recommendation **5 Credits**
OR Approved Course Placement Application Required for Advanced or Honors

This course will prepare students with a solid algebraic foundation necessary for advanced mathematics courses. Students will explore properties of the real number system and rational numbers and their relationships. Topics include the arithmetic of polynomials, rewriting expressions, solving systems of equations, as well as solving and representing equations and inequalities graphically. Additionally, students will study linear and quadratic functions and engage in a foundational exploration of exponential functions. The foundations of statistics, such as interpreting categorical and quantitative data, and linear models, will also be investigated. Throughout this course, emphasis will be placed on mathematical reasoning and mathematical modeling, as well as problem-solving in real-world settings. The Advanced course is taught at a faster pace and challenges students with more rigorous work. The Honors course is designed for students who have mastered previous learning standards, exceeded expectations, and it will present further challenges requiring advanced analytical thought.

Geometry (Enriched, Advanced, Honors) **Grade Level 9-10**
Prerequisite: Algebra I and Department Recommendation **5 Credits**
OR Approved Course Placement Application Required for Advanced or Honors

This course emphasizes topics inherent to the Euclidean plane and solid geometry. There is a focus on using deductive reasoning and proofs to develop a conceptual understanding of geometric properties. Topics include similarity and congruence, the transformation of such figures, angle relationships, perpendicular lines, parallel lines, properties of triangles, other polygons, and circles, as well as exercises with constructions and loci. Coordinate geometry will be developed and applied algebraically. Students will study applications in the area of 2-dimensional shapes, as well as the surface area and volume of 3-dimensional figures. Foundational trigonometry will also be explored. Throughout this course, emphasis will be placed on mathematical reasoning, mathematical modeling, and problem-solving in real-world settings. The Advanced course is taught at a faster pace and challenges students with more rigorous work. The Honors course is designed for students who have mastered previous learning standards, exceeded expectations, and it will present further challenges requiring advanced analytical thought.

Algebra 2 (Enriched, Advanced, Honors) **Grade Level 9-11**
Prerequisite: Algebra 1 **5 Credits**
Pre/Corequisite: Geometry
Department Recommendation OR Approved Course Placement Application Required for Advanced or Honors

Building on the understanding of linear, exponential and quadratic functions from Algebra 1, this course will extend the study of functions to include polynomial, rational, and radical functions. The learning standards in this course continue the work of modeling situations and solving equations. Building on the understanding of trigonometric ratios and circles from Geometry, students will extend trigonometry to model periodic phenomena. Students will explore the effects of transformations on graphs of functions and will learn to identify appropriate models for given situations. The learning standards in this course require development of models more complex than those of previous courses. This course will also relate the data representations and summary statistics learned in prior courses to different types of data and probability distributions. Students will also explore methods of data collection including, samples, surveys, experiments and simulations. A graphing calculator and various other technologies will be used throughout this course. The Advanced course is taught at a faster pace and challenges students with more rigorous work. The Honors course is designed for students who have mastered previous learning standards, exceeded expectations, and it will present further challenges requiring advanced analytical thought.

Precalculus (Enriched, Advanced, Honors) **Grade Level 10-12**
Prerequisite: Algebra 2 AND Department Recommendation **5 Credits**
OR Approved Course Placement Application Required for Advanced or Honors

Precalculus extends the study of linear, exponential, quadratic, polynomial, rational and radical functions to trigonometric functions, parametric functions, and conic sections. Students will learn to verify trigonometric identities and use these identities to solve trigonometric equations. Students will explore the relationships within the Law of Sines and Law of Cosines, and will be introduced to vectors and basic vector operations. This course also extends the development of data analysis skills, including the study sampling techniques, graphical displays, summary statistics, probability distributions, confidence intervals, and significance testing. The course will end with an introduction to the study of Calculus through an exploration of the continuity of functions, evaluation of limit values, and the formal definition of a derivative. The Advanced course is taught at a faster pace and challenges students with more rigorous work. The Honors course is designed for students who have mastered previous learning standards, exceeded expectations, and it will present further challenges requiring advanced analytical thought

Calculus **Grade Level 11-12**
Prerequisite: Precalculus AND Department Recommendation **5 Credits**
OR Approved Course Placement Application

This course serves as a high school level introduction to differential and integral calculus. This course differs from AP Calculus AB and AP Calculus BC in both the range of topics and the depths in which they are studied. The topics of this course focus upon the central ideas of calculus, such as limits, slopes of tangent lines, rates of change, areas under curves. Students will also deepen their knowledge and understanding of functions and how they are used to represent real-world phenomena.

AP Calculus AB **Grade level 11-12**
Prerequisite: Precalculus Advanced or Honors AND Department Recommendation **5 Credits**
OR Approved Course Placement Application

AP Calculus AB is designed to be the equivalent of a first semester college calculus course devoted to topics in differential and integral calculus. The course focuses on students' understanding of calculus concepts and provides experience with methods and applications. The big ideas of calculus (e.g., modeling change, approximation and limits, analysis of functions) are emphasized and a multi-representational approach is taken to express concepts, results, and problems graphically, numerically, analytically, and verbally. Exploring connections among these representations builds a deep understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems to build arguments and justify conclusions. The course maintains an emphasis on clear communication of methods, reasoning, justifications, and conclusions throughout. Students who enroll in AP Calculus AB are expected to complete the AP Exam. Students who have previously earned credit for Calculus cannot enroll in this course.

AP Calculus BC **Grade Level 11-12**
Prerequisite: Precalculus Honors AND Department Recommendation **5 Credits**
OR Approved Course Placement Application

AP Calculus BC is designed to be the equivalent to both first and second semester college calculus courses. The course focuses on students' understanding of calculus concepts and provides experience with methods and applications. The big ideas of calculus (e.g., modeling change, approximation and limits, analysis of functions) are emphasized and a multi-representational approach is taken to express concepts, results, and problems graphically, numerically, analytically, and verbally. Exploring connections among these representations builds a deep understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems to build arguments and justify conclusions. AP Calculus BC applies the content and skills previously learned to parametrically defined curves, polar curves, and vector-valued functions; develops additional integration techniques and applications; and introduces the topics of sequences and series. The course maintains an emphasis on clear communication of methods, reasoning, justifications, and conclusions throughout. Students who enroll in AP Calculus BC are expected to complete the AP Exam. Students who have previously earned credit for Calculus cannot enroll in this course.

Probability and Statistics **Grade Level 11-12**
Prerequisite: Algebra 2 **5 credits**

Probability & Statistics introduces students to the basic concepts and logic of statistical reasoning and gives the students introductory-level practical ability to choose, generate, and properly interpret appropriate descriptive and inferential methods. In addition, the course helps students gain an appreciation for the diverse applications of statistics and its relevance to their lives and fields of study.

AP Statistics **Grade Level 11-12**
Prerequisite: Algebra 2 AND **5 Credits**
Corequisite: Precalculus AND
Department Recommendation OR Approved Course Placement Application

AP Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions. Students who have already earned credit for Probability and Statistics cannot enroll in this course.

Multivariable Calculus Honors **Grade Level 12**
Prerequisite: AP Calculus AB or BC OR **5 Credits**
Department Recommendation OR Approved Course Placement Application

Multivariable Calculus is a course designed to study the topics from regular calculus extended into three or more dimensions. The class will prove very beneficial for those students interested in advancing their studies in physics, engineering, or applied mathematics at the university level. The course begins with Euclidean geometry in three dimensions. Topics to be studied include points, lines, and planes, as well as dot and cross product. Functions of two variables will be plotted and analyzed. Contour plots and level curves in various dimensions will be analyzed as well. Part of the course will cover differentiation in multiple dimensions, including the analysis of partial derivatives and tangent planes. Topics such as the chain rule will be extended into n-dimensions. The remainder of the course will also be devoted to the analysis of multiple integrals and how to physically interpret them. The relation to volume will be studied. Physical interpretations of these concepts – like center of mass – will be thoroughly developed. A strong relation to physics concepts will be fostered.

Applications of Math with Financial Literacy **Grade Level 12**
Prerequisite: Algebra 2 **5 Credits**

This course provides a survey of topics in mathematics including statistics, discrete mathematics, and everyday applications of mathematics. This course culminates in a thorough study of financial literacy. All topics lend themselves to a student's development of problem solving, communication, reasoning, and modeling skills. By modeling real world scenarios, students will embrace mathematics as a useful tool in decision-making. Successful completion of the course fulfills the graduation requirement for financial literacy.

Math for Independent Living **Grade Level 10-12**
Prerequisite: None **2.5-5.0 Credits**

Math for Independent Living is offered as both a semester course or a full year course for students in the Lake Drive Program at Mountain Lakes High School. This course provides application of mathematics into the real world. Students continue to master their mathematics skills as they apply them to real life situations. Topics include essential living expenses, budgeting, income, banking, transportation, and other key topics. Successful completion of this course fulfills the graduation requirement for financial literacy.

PERFORMING ARTS

Freshman Choir **Grade Level 9**
Prerequisite: None **5 Credits**

Freshman Choir is designed as an introductory course integrated within the high school choral program. It is designed to teach the fundamentals of choral singing in preparation for the advanced choral ensembles. Emphasis will be placed on vocal technique, such as breath support, tone, intonation, vowel production, diction, musical terms and symbols, sight-reading and musicality. These elements will be taught through daily vocal exercises and choral repertoire representative of all periods of music, medieval to contemporary. All Choir members are required to attend rehearsals and concerts.

Students may enroll in **BOTH** Freshman Choir (2.0) **AND** Concert Band (3.0) **OR** Chamber Orchestra (3.0)

Chorus **Grade Level 10-12**
Prerequisite: None **5 Credits**

The purposes of the high school choral program are to offer students experiences in the development of good vocal habits and to provide an overview of a variety of examples of fine choral literature. Students will refine their vocal skills through exercises and experiences in pitch awareness, breath control, phrasing, balance, blend, posture, interpretation, and performance materials. Repertoire will be representative of all periods of music, medieval to contemporary. All Choir members are required to attend rehearsals and concerts.

Students may enroll in **BOTH** Chorus (2.0) **AND** Symphonic Band (3.0) **OR** Wind Ensemble (3.0) **OR** Chamber Orchestra (3.0).

Chamber Choir (Honors) **Grade Level 10-12**
Prerequisites: Membership and Enrollment in MLHS Choir; Department Recommendation/Audition **5 Credits**

This course is only open to students through audition or by invitation of the instructor. This course is designed to give serious singers with fine vocal skills the opportunity to perform musically challenging literature. The course literature will range from that of the 16th century to the present. Students are expected to have good to excellent sight singing skills and tonal memory. Moreover, because the literature is difficult, students are expected to have superior self-motivational skills. Because the ensemble must be a balanced one, each year students will audition for available openings. Attendance at all scheduled performances is a must. Moreover, students must be prepared to perform during the high school graduation ceremony and other school events. Students will also be required to work on individual repertoire. The instructor reserves the right to re-audition ensemble members each year. Honors credit in Chamber Choir is available for Grades 11-12.

Concert Band **Grade Level 9**
Prerequisite: None **5 Credits**

This class is offered to students who are freshman musicians of band instruments, or who are learning a new instrument. Classes will meet every day and will work through a concept-based program designed to comprehensively teach the fundamentals of music, as well as music to be performed in concert. The students will work on the skills necessary to excel on their instruments, including scales, rhythms, sight reading, tone quality, dynamics, and balance. Concert Band Members are required to play with the Pep Band at all home football games. All Concert Band students are required to attend small group lessons once a week.

Students may enroll in **BOTH** Concert Band (3.0) **AND** Freshman Choir (2.0) **OR** Chamber Orchestra (2.0)

Chamber Orchestra **Grade Level 9-12**
Prerequisite: Must have experience playing chosen instrument **5 Credits**

Chamber Orchestra is designed to develop each student's technical ability and performance skills needed to be a capable and responsible member of the musical community. Students will work on advancing technique in the following areas: posture, tone production, phrasing, bow control, as well as rhythmic and aural acuity. The program will offer students the opportunity to gain a better understanding and appreciation for orchestral literature, the self-discipline to practice at home, and the ability to be creative through music. In addition to daily group rehearsal, all Chamber Orchestra students are required to attend small group lessons once a week. Emphasis will be placed on individual growth that meets the needs of each instrumental music student in order to provide the student with the necessary skills to continue musical performance for lifelong enjoyment and recreation. In order to maintain equity of credit-bearing scheduling opportunities, freshmen who enroll in Chamber Orchestra will participate in Zero Period class and will be scheduled for a Study Hall during the period in which Concert Band runs. Strings are not an element of the Band Program classes.

Students may enroll in **BOTH** Chamber Orchestra (3.0) **AND** Symphonic Band (2.0) **OR** Wind Ensemble (2.0) **OR** Chorus (2.0).

Chamber Orchestra Honors **Grade Level 11-12**
Prerequisite: Audition and Department Recommendation **5 Credits**

Honors Chamber Orchestra will be open to students via auditions and teacher recommendation. These students should perform at an advanced level of technique and musicianship, approaching the study of music with a high level of reflection and perspective. Students will complete written assignments such as developing concert program notes, detailed performance reflections and musicology research assignments. Additional quarterly performance requirements are in place including solo repertoire and ensemble performance-based assessments.

Students may enroll in **BOTH** Chamber Orchestra (3.0) **AND** Symphonic Band (2.0) **OR** Wind Ensemble (2.0) **OR** Chorus (2.0).

Symphonic Band **Grade Level 10-12**
Prerequisite: None **5 Credits**

The purpose of the Symphonic Band is to provide students with an overview and understanding of band literature from all compositional periods. The students will continue to improve on the skills and techniques learned in elementary and middle school, as well as the beginning level of the high school band program. In addition, students will use music as a way to improve self-discipline, teamwork, and appreciation of music and its role in society. Symphonic Band members are required to play with the Pep Band at all home football games. All Symphonic Band students are required to attend small group lessons once a week. Seating is by audition.

Students may enroll in **BOTH** Symphonic Band (3.0) **AND** Chamber Orchestra (2.0) **OR** Chorus (2.0).

Symphonic Band Honors **Grade Level 11-12**
Prerequisite: Audition and Department Recommendation only **5 Credits**

In Symphonic Band Honors, students consider and perform music at an advanced level. For example, they approach performance as listeners, as conductors, and not simply as producers of music. They write performance reflections and conduct research. Students prepare auditions for advanced band ensembles and practice and perform solo repertoire as well. Additional quarterly performance requirements are in place including solo repertoire, project based assignments, and performance-based assessments.

Students may enroll in **BOTH** Symphonic Band (3.0) **AND** Chamber Orchestra (2.0) **OR** Chorus (2.0).

Wind Ensemble **Grade Level 10-12**
Prerequisite: Department Recommendation and/or Audition **5 Credits**

The Wind Ensemble is an advanced ensemble. The ensemble will provide the appropriate educational setting for students to work on music suited for a higher performance level. This smaller group will allow students to play more independently and learn literature that is appropriate for a Wind Ensemble's instrumentation. Students will continue to develop the skills and techniques learned in previous band classes. Wind Ensemble members are required to play with the Pep Band at all home football games. All Wind Ensemble students are required to attend small group lessons once a week. Seating is by audition.

Students may enroll in **BOTH** Wind Ensemble (3.0) **AND** Chamber Orchestra (2.0) **OR** Chorus (2.0).

Wind Ensemble Honors **Grade Level 11-12**
Prerequisite: Audition and Department Recommendation only **5 Credits**

In Wind Ensemble Honors, students consider and perform music at an advanced level. For example, they approach performance as listeners, as conductors, and not simply as producers of music. They write performance reflections and conduct research. Students prepare auditions for advanced band ensembles and practice and perform solo repertoire as well. Additional quarterly performance requirements are in place including solo repertoire, project based assignments, and performance-based assessments.

Students may enroll in **BOTH** Wind Ensemble (3.0) **AND** Chamber Orchestra (2.0) **OR** Chorus (2.0).

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AP Music Theory **Grade Level 10-12**
Prerequisites: Department Recommendation AND 5 Credits in Visual and Performing Arts completed at MLHS during the regular academic calendar year AND Entrance Examination **5 Credits**

In AP Music Theory, a great variety of musical activities may be employed in any given class: performing, listening, analyzing, and composing. Particular emphasis is placed on writing music, believing that in composing one faces the most vivid and essential musical questions. In individual ways, we integrate hearing with analysis and analysis with performing. This course provides an in-depth examination of tonal harmony and analysis of the 17th and 18th-centuries, thus giving students an understanding of how music is composed.

The course is designed to develop a student's ability to recognize, understand and describe the basic materials and processes of music that are heard or presented in a score. The achievement of this goal may be best promoted by integrated approaches to the student's development or aural, sight-singing, written, compositional and analytical skills presented through listening, performance, writing, and analytical exercises. Students who enroll in AP Music Theory are expected to register for and take the AP Music Theory Exam.

Introduction to Music Appreciation **Grade Level 9-12**
Prerequisite: None **2.5 Credits**

This course is designed to provide high school students with an inclusive and engaging exploration of music. For students with limited previous exposure to instrumental music, the course will also provide introductory instrumental instruction, allowing students to engage with music-making directly. Introduction to Music Appreciation will focus on the basics of music appreciation primarily through visual and vibratory stimuli and experiences that do not prioritize auditory appreciation, as well as instrumental practice and performance. Students will explore the cultural and historical significance of music; learn about key musical genres, artists, and composers; and engage directly in music creation through hands-on instrumental lessons. The goal is to ensure that all students can connect with and appreciate music.

PHYSICAL EDUCATION, HEALTH & SAFETY

Physical Education 9-12 **Grade Level 9-12**
3 Marking Periods **3.75 Credits**

The program in physical education strives to develop a sense of importance and enjoyment of physical fitness in each student. The course utilizes both individual and team activities. The program's development of physical fitness, coordination, knowledge of rules, confidence, cooperation, and enjoyment of activity are all important aspects. Project Adventure activities are utilized to develop a feeling of mutual trust, group initiative, and problem-solving.

The program will also focus on a Wellness program for students in Mountain Lakes High School that is offered to all students, grades 9-12, and is specifically designed to emphasize personal and mental health, physical wellness, and safety for all students. Students will be able to cultivate the knowledge and skills to become individuals with health and physical literacy that aid in developing healthy and successful lives.

Additionally, the program promotes the development of a complete person; physically, mentally, socially, and emotionally. Focusing on mental health and the relationship between physical and psychological health to enhance students' understanding, attitudes, and behaviors that promote health, well-being, and human dignity. Students will develop all the skills and knowledge to participate in lifelong fitness; enhance their knowledge of cardiovascular activities, injury, and disease prevention. Cultivating fitness habits that support individuals to plan and stay healthy throughout their lifetime. Students will self-evaluate and build/create personal fitness goals that will facilitate their understanding of the relationship between physical activity and long-term wellness alongside goal setting. The goal is to develop BUT maintain physical fitness levels that will provide opportunities for self-expression, enjoyment, and emotional satisfaction.

Health 9: Human Development **Grade Level 9**
MP2 **1.25 Credits**

Topics in Human Development include human growth and reproduction, abstinence, contraception, sexually transmitted diseases, acquaintance rape, teen pregnancy, and drugs.

Specifically, the program will provide a comprehensive health course focusing on human development education which enables 9th-grade students to understand the physical, biological, emotional, and social aspects of human health, growth, and development. Students will have the opportunity to cultivate the knowledge and skills to become individuals with health and physical literacy that aid in developing healthy, safe, and drug-free lives.

This health program will cover mental health, human sexuality, pregnancy, health conditions, disease, alcohol, and drugs. Focusing on mental health in how bullying, growth development, stress, sexual orientation, peer pressure, suicide prevention, and decision-making all play a crucial part in mental wellness. By teaching about different values, self-respect, dignity, and conflict resolution, students will better understand how to manage their mental health. The core of Human sexuality will be about the reproductive system, sexual response cycle, sexual abuse/harassment, and self-examination (male and female). The pregnancy unit consists of prevention, abstinence, and contraceptives. We will dive into the emotional, social, and physical changes your body goes through during pregnancy. Other topics that will be covered will be health conditions and disease, focusing on cancer and sexually transmitted disease awareness and prevention. The last unit, Alcohol and drugs, will teach students about drugs, their effects on the body, and the dangers of misjudgment.

Health 10: Driver Education (Theory) **Grade Level 10**
MP 1 **1.25 Credits**

This course consists of 30 hours of classroom instruction in the fundamentals of driving. The course stresses safety, courtesy, driving laws, insurance, and awareness of the dangers of drinking and driving and proper driving techniques. The student will take the written test for his/her New Jersey driving permit in class. Upon completion of the course, the student may take 6 hours of behind-the-wheel instruction with the Easy Method Driving School.

The driver's education course is designed to prepare students for the State required Driver' Education test. The scope and sequence of the course include safe driving, driver responsibilities, rules and regulations, responsible citizenship, driving in adverse conditions, and handling emergencies. In addition, we will briefly review some additional tips on the car accident crisis action plan. Students will understand responsibilities, and that driving is a privilege, not a right. By the end of the course, students will understand the rules and regulations of the road and safety protocols to ensure the safety of all road users.

Health 11: Current Health Issues **Grade Level 11**
MP 4 **1.25 Credits**

Topics in Current Health Issues include disease, lifestyle, drugs, and environmental concerns. This course follows the American Heart Association modulus on first aid, CPR, and AED training.

First Aid/CPR/AED course incorporates the latest science and teaches students to recognize and care for a variety of first aid emergencies such as burns, cuts, scrapes, sudden illnesses, seizures, head, neck, and back injuries, heat, and cold emergencies and how to respond to breathing and cardiac emergencies for victims. In addition, students will understand what it looks like to have an allergic reaction, asthma attack, diabetes, low/high blood sugar, and fainting. It is essential also to know how to provide first aid for an amputated ligament, snake bites, and bone fractures. By the end of this unit, students will receive a certification from Heart Saver for CPR.

Mental Health first aid is just as important as physical first aid. Students will have the opportunity to learn skills on how to help someone who is emotionally distressed. Students will go through a series of lessons that will give them a certification to provide mental health first aid.

Health 12: Human Relationships **Grade Level 12**
MP 3 **1.25 Credits**

The Human Relationships course is geared toward 12th-grade students and brings the importance of relationships in all aspects of life for their future endeavors. This program addresses various issues relating to mental health/illnesses, preparing for college life, establishing healthy relationships, and global issues. In Mental Health, students will understand various mental illnesses such as anxiety, depression, OCD, PTSD, bipolar, schizophrenia, and eating disorders. College life will consist of campus safety (dorms, parties (alcohol, and drugs), resources available, pledge life, stress management, and fire safety. We want students to have the opportunity to learn skills that will allow them to be aware of their surroundings at all times, be safe, smart, and responsible when making decisions and know what to do in an emergency. Students will be challenged to become introspective and examine the consequences of choice and their decisions. Stress management will be covered as well as introducing healthy ways to manage stressors that arise in college. These skills will help prepare them for their future and the challenges of college life and as family life. Having healthy relationships is just as important; students will understand all aspects of healthy relationships, from abusive relationships (verbally and sexually), to domestic violence and sexual orientation. In this unit, we will also review/remind students about STDs and consent.

Policies and Procedures for Medically Excused Absences

In order to keep students who have been medically excused from class connected with the goal of life-long wellness and a healthy lifestyle, students must complete assignments when they are excused from participation in Physical Education classes. For both short-term and long-term Medical Exclusions, students will be assigned online Physical Education. During the normally scheduled PE period the medically excused student will be assigned to a Study Hall and will complete and submit work that fulfills the Core Curriculum Standards for Physical Education.

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SCIENCE

Astronomy **Grade Level 11-12**
Prerequisite: None **2.5 Credits**

Astronomy is the study of stars, planets, comets, and galaxies and the phenomena that exist outside the Earth's atmosphere. Students will study astronomy in an active, participatory manner, similar to research scientists. Topics discussed will involve some knowledge of basic chemistry and physics. Astronomy gives students an opportunity to investigate answers to questions that are as old as mankind itself. As one of the oldest sciences, its roots trace back through time to prehistoric cultures. The science of astronomy explores the events and phenomena that occur beyond our own planet.

Contemporary Biology **Grade Level 9-12**
Prerequisite: None **6 Credits**

Contemporary Biology is a college preparatory course. Although this course addresses the concepts found in the traditional biology course, the emphasis is on the practical, using everyday experiences and examples throughout its presentation. This is accomplished through numerous laboratory experiences, demonstrations, hands-on activities, computer assisted learning as well as major projects involving research. Thus, Contemporary Biology is a course that will provide the individual student with numerous opportunities for success while studying relevant topics such as human anatomy and physiology, plant growth and reproduction, the relationships of living things to their environment and social issues regarding the environment. Motivation is achieved through this high-interest, practical, activity-oriented curriculum. Student performance will be evaluated using a variety of assessments, including teacher-generated tests and quizzes, examinations, laboratory activities, homework, research projects, and class participation. As a summary experience, there will be two half-year examinations, which will represent 20% of the students' grades for the year.

Biology **Grade Level 9**
Prerequisite: Department Recommendation **6 Credits**

Biology is the study of life on the planet Earth. This is a standard college preparatory life science course. Among the concepts covered in the course are the structures and functions of cells, the biochemical basis of life, the characteristics of various organisms, the classification of organisms, genetics (including molecular genetics) and heredity, evolution and ecological relationships. The unity and diversity of life are emphasized. Various biological processes such as photosynthesis, respiration, circulation, digestion and nervous response are investigated. Laboratory investigations include studies of cells using the microscope, the examination of live and preserved organisms, and the analysis of genetic problems.

Biology Honors **Grade Level 9**
Prerequisite: Department Recommendation or Approved Course Placement Application **6 Credits**

This comprehensive and intensive course is specifically designed for the 9th grade student who not only has an interest in science, but also has already demonstrated previous high-level achievement in science and in writing. The basic topics are similar to the Biology course; however each area in this rigorous course is treated with more in-depth study along with more advanced laboratory work. In addition to developing laboratory techniques and interpreting data, the writing up of experiments is stressed. Students are scheduled for two extended periods for laboratory work. It is expected that students who enroll in this course will be proficient readers, well organized, capable of abstract reasoning, and highly motivated.

Contemporary Chemistry **Grade Level 10-12**
Pre/Corequisite: Algebra 1 **6 Credits**

Contemporary Chemistry is a college preparatory course. Although this course addresses the concepts found in the traditional chemistry course, Contemporary Chemistry is designed for practical applications to life in modern society. Motivation is achieved through a high interest, practical, activity-centered approach, which includes demonstrations, laboratory experiences, and class activities in addition to the traditional lecture. Student performance will be evaluated using a variety of assessments, including teacher-generated tests and quizzes, examinations, laboratory activities, homework, research projects and class participation. As a summary experience, there will be a final examination, which will represent 20% of the students' grades for the year.

Chemistry **Grade Level 10-12**
Pre/Corequisite: Algebra 1 AND Department Recommendation **6 Credits**

This Chemistry course serves as a comprehensive college preparatory course. The basic principles of conceptual and experimental Chemistry are emphasized, and topics of study will include the fundamentals of physical and chemical changes of matter, the theory behind chemical reactions and molecular bonding, and basic formula and equation writing. Students will develop their critical thinking and problem solving skills by applying abstract chemical concepts to extensive laboratory work. Students are also taught and encouraged to write cogent and analytical laboratory reports, thereby fostering the growth of their written communication skills. Overall, the course provides students with a solid foundation for future science courses.

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Chemistry Honors **Grade Level 10-12**
Corequisite: Algebra 2 Honors AND **6 Credits**
Department Recommendation OR Approved Course Placement Application

This is a comprehensive and intensive course in experimental and conceptual chemistry. The work includes the history and methods of science and ranges over the nature of atoms, molecules, and reactions. Among the major topics are structure, nuclear chemistry, quantum chemistry, bonding, formula and equation writing, stoichiometry, change of state, thermo-chemistry, solutions, kinetics, equilibrium, and electrochemistry. Understanding the periodic table, developing laboratory techniques, interpreting data, and writing up experiments are stressed. The extensive laboratory work ranges from investigating the fundamental laws of chemical change to the analytical chemistry of acid-base titration and the determination of reaction rates. Modes of instruction include lecture, laboratory, demonstration, group discussion, and student board work. It is expected that students who enroll in this course will be able readers and proficient in basic algebra.

Environmental & Sustainability Science **Grade Level 11-12**
Prerequisites: Contemporary Biology OR Biology AND Contemporary Chemistry OR Chemistry **6 Credits**

Environmental & Sustainability Science is intended to bring the outside world into the classroom in a way that engages, involves, and empowers the students – no matter what their ability levels. Environmental & Sustainability Science uses real case studies, current data, engaging inquiry activities, and rich multimedia support in order to drive home each concept. The aim of the class is to make Environmental & Sustainability Science personal, actionable, and inspiring. Students will gain an understanding of Environmental Science, current economics and environmental policy, Earth's environmental systems, ecology, humans and the environment, and how we can use Sustainability Science to ensure a livable, productive planet Earth now and for future generations.

Forensic Science Honors **Grade Level 11-12**
Dual Enrollment: Syracuse University Project Advance **6 Credits**
Prerequisites: Biology Honors and Chemistry Honors OR
Department Recommendation

In this course students will discover the unique ways to analyze blood; how to deconstruct organic and inorganic evidence; the many uses of DNA; drug chemistry and toxicology; how to compare fibers, paints, glass, and soil; and much more. Lab assignments are techniques in forensic investigation, including identifying food dyes by paper chromatography, classifying carbohydrates, and performing qualitative tests for amino acids, proteins, and other chemicals. Being a fan of "CSI" is not a requirement; being a motivated student with Internet access is.

Forensic Science & Criminal Psychology **Grade Level 11-12**
Prerequisites: Contemporary Biology or Biology AND Contemporary Chemistry or Chemistry **6 Credits**

This full year science course will be geared towards junior and senior students with a high interest in the criminal justice system and criminalistics. This comprehensive course includes aspects of Biology, Chemistry, Physics, Anatomy and Physiology along with various other studies of science. Learning within the class will be carried out through student involvement in classroom discussions, independent case study readings, hands-on laboratory activities, student made crime scene videos along with various other resources using technology. The first half of the year will encompass the field of forensic science along with the various ways to connect evidence within a crime. The second half of the year will encompass criminal psychology and investigative patterns used to identify possible suspects for a crime. Students will read articles and view documentaries on some of the most well known cases in our history and identify how criminal psychologists have learned from these cases.

Human Anatomy and Physiology Honors **Grade Level 11-12**
Prerequisites: Biology and Chemistry **6 Credits**

Human Anatomy and Physiology is a college preparatory course designed for the Junior or Senior student with a genuine interest in the biological sciences, or a strong interest in a possible career choice for which a background in Anatomy and Physiology might be of value. The course will be targeted at the general level student at Mountain Lakes, so that, with appropriate effort, most of our students could successfully complete the course. Human Anatomy and Physiology will be a survey of human systems, their functions, and mechanisms of action. Emphasis will be placed on integration of systems, homeostatic mechanisms, and failures of those mechanisms that lead to disease. Laboratory activities will be an integral part of the course, and will include dissections, mechanical, and chemical activities, as well as cardiovascular and pulmonary activities related to exercise and fitness. Topics covered will include a review of cell biology, the integument, muscle anatomy and physiology, the nervous system, the senses, the cardiovascular system, the excretory system, hormonal control physiology, the reproductive systems, and human development. NOTE: Students who may have struggled in Biology and/or Chemistry will have difficulty in this course.

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Physics **Grade Level 11-12**
Prerequisite: Biology and Chemistry OR **6 Credits**
Contemporary Biology and Contemporary Chemistry AND Department Recommendation
Pre/Corequisite: Algebra 2

This is a college preparatory course in physics, which is designed to interest and benefit all students. The student explores topics such as space, time, motion, energy, light, waves, sound, electricity and modern physics by means of a variety of activities. Included are laboratory experiments, numerous demonstrations, and computer-aided experiments.

Physics & Concepts **Grade Level 11-12**
Prerequisites: Contemporary Biology or Biology AND Contemporary Chemistry or Chemistry **6 credits**
Corequisite: Algebra 2

Physics & Concepts is a laboratory-based physics course that is writing intensive. Standard topics in mechanics, thermodynamics, waves, optics, electricity, magnetism, and modern physics will be covered. The course will require some use of algebra and geometry but the emphasis will be on written descriptions of the physics of everyday phenomena.

AP Biology **Grade Level 11-12**
Prerequisite: Biology Honors or Department Recommendation **6 Credits**

The Advanced Placement Biology course is a rigorous course for those students who have a background, ability and motivation to take a first-year college biology course. The syllabus is outlined in the CEEB Advanced Placement Course Description booklet. In-depth studies and experimentation will prepare students for the Advanced Placement Examination in order for them to qualify for college credit and/or placement. Extensive laboratory sessions are scheduled relating to topics covered in lecture and discussion periods are included. Major areas of study include molecular, cellular, organism, and populational biology. Students who enroll in AP Biology are expected to register for and take the AP Biology Exam.

AP Chemistry **Grade Level 11-12**
Prerequisites: Chemistry Honors or Department Recommendation **6 Credits**

The AP Chemistry course is essentially a first-year college chemistry course designed to prepare the student for the Advanced Placement Examination. The content includes the items specified in the CEEB Advanced Placement Course Descriptions booklet. Specifically, the course involves review and elaboration of principles encountered in chemistry and physics, especially in the area of atomic structure, bonding, equilibrium, and kinetics, thermodynamics and electrochemistry. Students are expected to spend at least six hours a week in textbook study, problem solving and laboratory reports outside of class. Students who enroll in AP Chemistry are expected to register for and take the AP Chemistry Exam.

AP Environmental Science **Grade Level 12**
Prerequisites: Department Recommendation **6 Credits**
OR Biology Honors and Chemistry Honors AND
Algebra 2 Honors or Algebra 2 Advanced

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science.

The AP Environmental Science course is an excellent option for any interested student who has completed two years of high school honors laboratory science — one year of honors life science and one year of honors chemistry. Due to the quantitative analysis that is required in the course, students should also have completed an Algebra II course (Enriched or Honors). The AP Environmental Science course is designed to be the equivalent of a one semester, introductory college course in environmental science. Students who enroll in AP Environmental Science are expected to register for and take the AP Environmental Science Exam.

AP Physics 1 **Grade Level 11-12**
Prerequisites: Biology Honors, Chemistry Honors, and Algebra 2 Honors OR **6 Credits**
Department Recommendation OR Approved Course Placement Application

AP Physics 1: Algebra-based is the equivalent of a first-semester college course in algebra-based physics that is designed to be taught over a full academic year. Having a full year enables AP teachers and students to develop a deep understanding of the content and to focus on applying their knowledge through inquiry-based laboratory experiences. The full year also allows time for inclusion of physics content specified by New Jersey State standards. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It also introduces electric circuits. Students who enroll in AP Physics 1 are expected to register for and take the AP Physics 1 Exam.

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AP Physics 2 **Grade Level 12**
Prerequisites: AP Physics 1 OR Department Recommendation **6 Credits**
OR Approved Course Placement Application
Corequisite: Calculus or AP Chemistry

AP Physics 2: Algebra-based is the equivalent of a second-semester college course in algebra-based physics that is designed to be taught over a full academic year. Having a full year enables AP teachers and students to develop a deep understanding of the content and to focus on applying their knowledge through inquiry-based laboratory experiences. The full year also allows time for inclusion of physics content specified by New Jersey State standards. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; atomic and nuclear physics. Students who enroll in AP Physics 2 are expected to register for and take the AP Physics 2 Exam.

AP Physics C **Grade Level 12**
Prerequisites: AP Physics 1 OR Department Recommendation **6 Credits**
OR Approved Course Placement Application
Co-requisite: AP Calculus AB or BC

There are two AP Physics C courses – Physics C: Mechanics and Physics C: Electricity and Magnetism, each corresponding to approximately a semester of college work. Mechanics is typically taught first, followed by Electricity and Magnetism. The courses are taught over the course of a year, with approximately equal time given to each. Both courses will utilize guided inquiry and student-centered learning to foster the development of critical thinking skills and will use introductory differential and integral calculus throughout the course. Permission of instructor is required for admittance into this course. Physics C: Mechanics will provide instruction in each of the following six content areas: kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Physics C: Electricity and Magnetism will provide instruction in each of the following five content areas: electrostatics; conductors, capacitors and dielectrics; electric circuits; magnetic fields; and electromagnetism. Students who enroll in AP Physics C are expected to register for and take both AP Physics C Exams.

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SOCIAL STUDIES

World Cultures **Grade Level 9**
Prerequisite: None **5 Credits**

In World Cultures, students will examine the geography, history, religions, ideologies, societies, cultural characteristics and current events/issues for five regions of the world, all of which were colonized or otherwise influenced by Europeans in the 16th through 20th Centuries: Latin America, South Asia, Africa, the Middle East, and East Asia. The course emphasizes historical breadth in connecting ancient to pre-modern and modern materials, seeking deep understanding of unique features of non-Western societies, global awareness, an appreciation of cultural diversity and the development of critical thinking (especially interpretation of primary sources), research, and writing skills. Students wishing to pursue honors-level study in 10th grade must complete the optional 9th grade portfolio.

United States History 1 **Grade Level 10**
Prerequisite: None **5 Credits**

This is a survey course in American history from colonial times to the closing of the American frontier after the Civil War. Extensive use is made of primary sources and digital materials. Although the emphasis is primarily historical, some attention is given to the cultural trends in American society. A wide range of evaluative techniques are used.

United States History 1 Honors **Grade Level 10**
Prerequisite: Department Recommendation and Approved Honors Portfolio **5 Credits**
OR Approved Course Placement Application

This is a survey course in American history from colonial times to the closing of the American frontier after the Civil War. Skill development emphasis is placed on reading, composition and discussion. Extensive use is made of primary sources and digital materials. Project and presentation opportunities are numerous and varied. A wide selection of evaluative techniques is employed. Only students who complete the World Cultures Portfolio will be matriculated in this course.

United States History 2 **Grade Level 11**
Prerequisite: United States History 1 **5 Credits**

A sequel to United States History I, this course surveys American history from the turn of the 20th century to the present. The major theme of the course is the economic and global reach of the United States from the late Gilded Age to our current Information Age. Students will be encouraged to do in-depth work in one of the major study areas. Periodicals and audiovisual aids will be used extensively.

United States History 2 Honors **Grade Level 11**
Prerequisite: United States History 1 AND Department Recommendation **5 Credits**
OR Approved Course Placement Application

A sequel to United States History I, this course surveys American history from the turn of the 20th century to the present. The major theme of the course is the economic and global reach of the United States from the late Gilded Age to our current Information Age. Students will be encouraged to do in-depth work in one of the major study areas. Periodicals and audiovisual aids will be used extensively. As an honors course, students will be challenged with greater reading assignments and frequent writing tasks that further develop critical thinking skills.

AP United States History 2 **Grade Level 11**
Prerequisites: US History 1 Honors AND Department Recommendation **5 Credits**
OR Approved Course Placement Application

This rigorous survey of American history leads to both the fulfillment of the state's American history requirement and success in the American History A.P. Test. There is a heavy emphasis on both reading and writing about American history. Original source materials and scholarly interpretations are read and discussed on a daily basis. Oral participation in classroom discussion is expected of all students, and considerable effort must be devoted to the development of research and analytical papers outside of class. This program is intended for students who possess very good communication and thinking skills, and who are well motivated toward the study of American history. Students who enroll in AP United States History 2 are expected to register for and take the AP United States History 2 Exam.

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Criminal Justice System in Modern America Honors **Grade Level 11-12**
Prerequisite: Honors or AP Department Recommendation **2.5 Credits**

The objective of this course is to provide a comprehensive overview and understanding of the United States Criminal Justice System. In context to the philosophical underpinnings of the U.S. Constitution and the historical, social, and political development of the United States, this course will examine the three major components of the criminal justice system: (1) police and law enforcement, (2) courts and adjudications, and (3) corrections. The framework of the course will evolve about the concepts of social order and control, theories of criminality, the legislation, enforcement, and adjudication of criminal laws, the remediation of criminal behavior, and the influence of public policy in the administration of justice.

Holocaust & Genocide Honors **Grade Level 10-12**
Prerequisite: Honors or AP Department Recommendation **2.5 Credits**

Holocaust & Genocide Studies (Honors Seminar) is a semester course exploring the psychological, sociological and political circumstances that have led to genocide. While the course's primary case study is the Nazi genocide of Jews and certain other minority groups during World War II, we will briefly examine other 20th century genocides such as those targeting Turkish Armenians, Bosnian Muslims, and Rwandan Tutsis. Throughout the course, we will consider explanations of why these events happened, and explore how individuals can apply these understandings to their interactions with other people and their participation in civic/political life, with a view toward reducing the likelihood of future genocide.

Legends, Myths, and Folklore in History **Grade Level 10-12**
Prerequisite: World Cultures **2.5 Credits**

Throughout history, people have told stories of angry gods, harrowing journeys, cunning animals, horrible beasts, and the mighty heroes who vanquished them. Legends, myths, and folklore have provided a way for these colorful stories to spring to life for thousands of years. This course will explore some of history's greatest stories from various world cultures from the Old Norse myths of the Vikings, to Ancient Greek mythology; Japanese traditional folktales to Caribbean folklore; indigenous American legends of the Aztecs to West African fables. Even our own state of New Jersey is host to some unique legends of its own. Students will journey with age-old heroes as they slay dragons, outwit gods, defy fate, fight endless battles, and outwit clever monsters with strength and courage. You'll explore the universality and social significance of myths and folklore and see how these powerful tales continue to shape society even today.

Personal and Business Law **Grade Level 10-12**
Prerequisite: None **2.5 Credits**

This course examines the relationship between personal ethics, business ethics and the law. The course begins with an overview of where laws originate. Topics include sources of law, types of crimes, tort law, the dual court system, and current events in the field of law. There will also be a practical application of law in relation to individuals and businesses. These topics include contracts, consumer protection, intellectual property, patents, copyrights, trademarks, telemarking, employment law and equal protection rights of workers. Current, historical and simulated cases of law will be discussed. The use of debates, discussions, role-playing exercises and other group activities will help students meet the objectives of the course.

Philosophy Honors **Grade Level 11-12**
Prerequisite: Honors or AP Department Recommendation **2.5 Credits**

Western Civilization & Philosophy, inspired by the "Great Books" model of instruction in classic texts, complements the four year MLHS English Literature/Language Arts and Social Studies curriculum by giving students a foundation in the main threads of Western thought from the Ancient through Modern periods. The first half of the course focuses on Ethics, Values, and Epistemology/Theory of Knowledge while the second half of the course focuses on Politics and Economics. Students also get exposure to liberal arts fields in anticipation of exploring future college majors such as Philosophy, Economics, Classical Studies, Anthropology, and Political Science. Finally, it almost goes without saying that the course, above all, provides students the opportunity to think deeply about the core values and perspectives underlying the major contemporary political, ethical, and social discussions facing modern democracies and prepares them to participate in those discussions as informed citizens.

Psychology/Human Behavior **Grade Level 10-12**
Prerequisite: None **2.5 Credits**

This course will examine selected topics dealing with human behavior in order to provide students with an understanding of how such social science disciplines as Sociology, Anthropology and Psychology investigate behavior. The areas to be covered will include the following: perception, thought, language, learning, the factors affecting intelligence, the cycle of life from childhood to old age, the brain, personality and behavior.

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AP Art History **Grade Level 10-12**
Prerequisite: World Cultures AND Department Recommendation OR **5 Credits**
Co-requisite: U.S. History I Honors
Grades 11 and 12: Completion of an Honors Social Studies course

This course is designed to be similar to an introductory college-level course in art history. The major focus of the course shall include both Western and non-Western art. Emphasis shall be placed in the fields of architecture, sculpture, painting, and other art forms within their historical and cultural contexts. Students will learn to look at works of art critically, with intelligence and sensitivity, and to articulate what they see and experience. No prior exposure to art history is required. However, students who have done well in other courses in the humanities, such as history and literature, or in any of the studio arts are especially encouraged to enroll. The course also prepares students for the national Advanced Placement examination that affords students to earn college credits with a passing score. Students who enroll in AP Art History are expected to register for and take the AP Art History Exam. This course does not meet the graduation requirement for Fine Arts.

AP Economics (Micro/Macro) **Grade Level 12**
Prerequisite: Department Recommendation OR completion of AP US History 2 **5 Credits**
Pre/Corequisite: Calculus, AP Calculus AB, AP Calculus BC, AP Statistics or Honors Multivariable Calculus

This full-year course offers two separate programs of study in economics: one in AP Microeconomics and AP Macroeconomics. The purpose of the AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. The purpose of the AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Upon completion of this full-year course, students are recommended to take one or both AP exams in May. A separate score is reported for each. Students who enroll in AP Economics are expected to register for and take both AP Economics Exams.

AP European History **Grade Level 11-12**
Prerequisite: Department Recommendation OR completion of an Honors Social Studies course **5 Credits**

This college freshman level course surveys and interprets the evolution of Western Civilization from the Renaissance to the present, examining political, socio-economic and cultural trends. Special attention is given to the emergence of strong nation-states, revolutions and contemporary problems resulting from global wars. Non-western civilizations are examined in terms of their interaction with the west. Students should be highly motivated and possess superior writing skills. Depending on the college or university, students may earn college credits by passing the Advanced Placement Examination prepared by the College Board. Students who enroll in AP European History are expected to register for and take the AP European History Exam.

AP Psychology **Grade Level 11-12**
Prerequisite: Algebra 2 AND Department Recommendation OR completion of an Honors Social Studies course **5 Credits**

The AP Psychology course introduces students to the systematic scientific study of human behavior and mental processes. While considering the studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with major units of study, including biological bases of behavior, cognition, development, learning, social psychology, personality, and mental and physical health. Throughout the course, students apply psychological concepts and employ psychological research methods and data interpretation to evaluate claims, consider evidence, and effectively communicate ideas.

AP United States Government **Grade Level: 11-12**
Prerequisites: Department Recommendation OR completion of an Honors Social Studies course **5 Credits**

AP U.S. Government and Politics is a full-year, introductory college-level course in U.S. government and politics. Students cultivate their understanding of U.S. government and politics through analysis of data and text- based sources as they explore topics like constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis. Startin 2020, we will no longer offer the AP Comparative module. Students who enroll in AP United States Government are expected to register for and take the AP United States Government Exam.

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AP World History: Modern **Grade Level 10-12**
Prerequisite: Department Recommendation OR **5 Credits**
Grade 10: Successful completion of World Cultures AND completion of the World Cultures portfolio
Grades 11 and 12: Completion of an Honors Social Studies course

This college freshman level course offers motivated students the opportunity to immerse themselves in global history with a balanced curriculum that covers Africa, the Americas, Asia, Europe and Oceania. Building on content and skills from Freshmen World Cultures, students will develop an even greater understanding of the evolution of global processes and contacts in different types of human societies. Depending on the college or university, students may earn college credits by passing the Advanced Placement Examination prepared by the College Board. Rising sophomores who matriculate for this course must complete the World Cultures portfolio. Students who enroll in AP World History are expected to register for and take the AP World History Exam.

Online Economics **Grade Level 10-12**
Prerequisite: None **2.5 Credits**

Online Economics is a one-semester introduction to the basics of personal financial issues. Economics vocabulary, factors of production, supply and demand, determination of price, saving and investment, entrepreneurship, marketplace functions, employment and productivity, money and monetary policy, stock market operations, and other fundamentals of capitalism will be studied. The course will take place completely online and student learning will be completely independent. Key concepts will be explained through streaming video from the Annenberg Collection and Econ Alive! resources. Students must complete both long-term and short-term homework assignments that encourage them to learn the material on their own, fostering independence and initiative.

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VISUAL ARTS

Foundations of Art **Grade Level 9-12**
Prerequisite: None **5 Credits**

As the prerequisite for all other courses in visual art, Foundations of Art provides an understanding of an array of skills and techniques. Students are introduced to drawing skills, color theory, and the principles of two- and three-dimensional design. Areas of investigation include perspective, portraiture, figure drawing, and still life. A variety of techniques will be explored. Approaches to design, the use of direct observational drawing technique and composition will be emphasized. As skills develop, students will continue in their exploration of various media and techniques including drawing, printmaking, painting, mixed media, ceramics, and sculpture. Throughout the course, production activities using a wide variety of media will focus on the development of drawing skills, craftsmanship, and self-expression.

2D Art: Drawing and Painting **Grade Level 10-12**
Prerequisite: Foundations of Art (Beginning Class of 2028) **2.5 Credits**

This course offers exploratory and focused experiences related to drawing and painting. The students will use a wide variety of media, including pencil, charcoal, chalk and oil pastels, acrylic paints and watercolors. The emphasis of this course is to build skill competency while promoting individual growth and creativity. The students will work with a variety of visual references, including the still life, photo resources, and life drawing as they build a strong background of skills and techniques, working toward expanding their personal creative abilities and imagination.

3D Design and Ceramics **Grade Level 10-12**
Prerequisite: Foundations of Art (Beginning Class of 2028) **2.5 Credits**

3D Design and Ceramics I is a course designed for the student who is interested in a variety of three-dimensional media to produce both functional and nonfunctional 3D art. It includes an exploration of various methods of ceramic hand-building, an introduction to the use of the potter's wheel, the creation of ceramic sculpture, experimentation with the various methods of handling clay, understanding the properties of glazes, a study of the history of ceramic art, and the contemporary uses of clay as well as basic scientific principles of ceramic art. Students will explore a variety of 3D design and sculpture concepts including mass, volume, form, plane, light, texture, and function. These concepts will be reinforced through a range of styles, creative approaches, techniques, and media. Working artists of today will be introduced, as well as key historical art figures.

Contemporary Crafts **Grade Level 10-12**
Prerequisite: Foundations of Art (Beginning Class of 2028) **2.5 Credits**

A creative course for the student who desires a hands-on experience in art, Contemporary Crafts will be enriching to fine arts majors as well as those seeking to enhance their high school year by learning new skills through creative experiences. The course will acquaint the student with a variety of art experiences, which may include jewelry/metals, fiber arts, functional art, clay, or printmaking. The course will explore traditional approaches in each area studied, as well as the contemporary attitudes that are setting new trends in the art world today.

Digital Media Arts and Design **Grade Level 10-12**
Prerequisite: Foundations of Art (Beginning Class of 2028) **2.5 Credits**

Digital Media Arts and Design I provides an understanding of an array of skills and techniques. Students are introduced to digital methods of imaging. A variety of techniques will be explored. Approaches to design include an understanding of how design can communicate, promote, persuade, inform, and motivate a consumer to act. Approaches to digital imaging include developing technical skills, considering point of view, artistic direction, and photo editing. Throughout the course, production activities using a wide variety of media will focus on the function of digital visual arts for global communication. Importance will be placed on student growth in aesthetic awareness, compositional understanding, and individual creative expression.

Art Portfolio Development Honors **Grade Level 10-12**
Prerequisite Options: **5 Credits**
1) Two full years of art instruction including any combination of Foundations of Art ***AND***
2D Art: Drawing and Painting; Digital Media Arts and Design; or 3D Design and Ceramics; ***OR***
2) Teacher Recommendation AND Foundations of Art

This course will offer students the opportunity to become immersed in a variety of artistic media and techniques. Possible araeas for in-depth exploration include painting, drawing, printmaking, and three-dimensional design. Students will strive to develop a comprehensive portfolio for eventual submission to the College Board Advanced Placement Studio Art program, as well as for inclusion in their college application materials. A summer assignment prior to entry into the course must be completed.

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AP Studio Art **Grade Level 11-12**

Prerequisite: Art Portfolio Development Honors OR **6 Credits**
5 Credits in Visual and Performing Arts completed at MLHS during the regular academic calendar year
AND Department Recommendation based upon presentation of an Art Portfolio

Advanced Placement Studio Art is an intensive, full-year course designed for the student who has satisfied the prerequisite coursework. This course addresses advanced concepts in drawing, color theory, painting, computer-generated design, printmaking, mixed media, or two- and three-dimensional design. As prescribed by the College Board, the course will result in the development of a portfolio by each student. All students enrolled in AP Studio Art are expected to prepare a portfolio suitable for submission to the College Board. Prior to entry into the course, each student must present a portfolio of work to the department. Students must also work over the summer in preparation for the course. Students are permitted to enroll in AP Studio Art during two different academic calendar years as long as they vary their concentrations. Students who enroll in AP Studio Art are expected to register for and take the AP Studio Art Exam.

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WORLD LANGUAGES

American Sign Language (ASL) 1 **Grade Level 9-12**
Prerequisite: None **5 Credits**

American Sign Language is a visual language with vocabulary, grammar, idioms, and syntax different from English. This course focuses on the development of conversational sign-language skills and the grammatical structure of American Sign Language. Students are exposed to a variety of sign systems and modes of communication used by the Deaf community. This course introduces the history of sign language and the importance of Deaf culture. Class participation is an integral part of the course.

American Sign Language (ASL) 2 **Grade Level 10-12**
Prerequisite: American Sign Language 1 **5 Credits**

This is the second course of our three-year ASL program. Students will add to their study of ASL vocabulary and increase proficiency in expressive and receptive conversational skills using more complex grammatical structures. Students will continue to learn about Deaf culture, and Deaf history. ASL has no vocal component; therefore, when students are utilizing the language there will be no voicing allowed. Class participation is an integral part of the course.

American Sign Language (ASL) 3 Honors **Grade Level 11-12**
Prerequisite: American Sign Language 2 **5 Credits**

This is the culminating course of our three-year ASL program. Students will add to their study of ASL vocabulary and increase proficiency in expressive and receptive conversational skills using more complex grammatical structures. Students will continue to learn about Deaf culture, and Deaf history. ASL has no vocal component; therefore, when students are utilizing the language there will be no voicing allowed. Class participation is an integral part of the course.

English as a Second Language (ESL) **Grade Level 9-12**
Prerequisite: None **2.5 or 5 Credits**

The English as a Second Language Program provides an opportunity for those students needing assistance in learning the English language. The purpose of the program is to provide students with sufficient fluency in all areas of English to be successfully integrated into the mainstream school program. The program is offered in the high school one period each day for the entire school year. Students enter the program through testing and exit upon becoming English proficient.

French 1 **Grade Level 9-11**
Prerequisite: None **5 Credits**

The primary goal of French 1 is to guide students as they acquire linguistic proficiency and cultural sensitivity. By interweaving language and culture, the level 1 curriculum seeks to broaden students' communication skills while deepening their appreciation of other cultures. Students begin to explore societal themes that challenge their own perspectives and practices. The use of the target language becomes less sheltered as students express opinions and draw inferences in the target language. This course is composed of four thematic units. Essential questions anchor each unit. Instructional procedures, techniques, and methods will be differentiated, interactive, and authentic. The students will be exposed to and will explore a variety of informational texts and electronic sources. They will apply technology in the following ways: conducting research, composing thoughts, sorting and organizing information, developing presentations, and following web quests. Assessment will be ongoing and include performance-based tasks, reading comprehension, and writing samples that further demonstrate and confirm the acquisition of language skills.

French 2 **Grade Level 9-12**
Prerequisite: French 1 **5 Credits**

French 2 will continue to focus on developing the four skills of listening, speaking, reading, and writing, which were introduced in Level 1. Reviewing past lessons will be an integral part of each new lesson. Technology will be used to enhance the topics covered. Throughout the year, students will reinforce their knowledge of past and present tenses as well as other vocabulary and structures to help them communicate more effectively. Many class activities will involve cooperative practice and critical thinking, and there will be opportunities to develop multicultural awareness by studying the regions of France and French-speaking countries. The course consists of four thematic units, each anchored by essential questions. Instructional procedures, techniques, and methods will be differentiated, interactive, and authentic. Students will be exposed to various informational texts and electronic sources and will learn to apply technology in various ways, such as conducting research, composing thoughts, sorting and organizing information, developing presentations, and following web quests. Assessment will be ongoing and include performance-based tasks, reading comprehension, and writing samples to further demonstrate and confirm the acquisition of language skills.

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French 3 **Grade Level 10-12**
Prerequisite: French 2 **5 Credits**

French 3 builds upon the four listening, speaking, reading, and writing language skills introduced in Levels 1 and 2. Each new lesson will include a review of past lessons. Technology will be used to enhance the topics covered. The curriculum reinforces the use of past and present tenses, vocabulary, and structures to increase students' proficiency in expressing themselves. The course includes cooperative practice and critical thinking activities, and studying the regions of France and French-speaking countries to develop multicultural awareness. The main objective of French 3 is to guide students as they continue to acquire linguistic proficiency and cultural sensitivity. The curriculum combines language and culture to broaden students' communication skills and deepen their appreciation of other cultures. Students will explore societal themes that challenge their own perspectives and practices. As students progress, the use of the target language becomes less sheltered, allowing them to express their ideas and opinions in the target language.

French 3 Honors **Grade Level 10-12**
Prerequisite: French 2 AND Department Recommendation OR Approved Course Placement Application **5 Credits**

Honors French 3 will continue to focus on developing the listening, speaking, reading, and writing skills that were introduced in Levels 1 and 2. Each new lesson will include a review of past lessons. Technology will be used to enhance the topics covered. The use of past and present tenses will be reinforced throughout the year, along with other vocabulary and structures, to help students express themselves more effectively. Many class activities will involve cooperative practice and critical thinking, and students will have opportunities to develop multicultural awareness by studying the regions of France and French-speaking countries. As students move to an honors level, they can expect a faster pace, more assignments, and the need for critical thinking to succeed. The primary goal of French 3 Honors is to guide students as they continue to develop their language skills and cultural sensitivity. Combining language and culture, the level 3 Honors curriculum aims to broaden students' communication skills and deepen their appreciation of other cultures. Students will begin to explore societal themes that challenge their own perspectives and practices. The use of the target language will become less sheltered as students express opinions and draw inferences in the target language.

French 4 **Grade Level 11-12**
Prerequisite: French 3 **5 Credits**

The Level 4 French course aims to enable students to communicate effectively in the target language. They will learn to create sentences and paragraphs, ask and answer questions, express opinions, summarize, compare, contrast, and perform basic analysis on a given topic. The course will focus on developing proficiency in all four language skills: listening, speaking, reading, and writing. Students will also study French culture and improve their literacy skills. The course will help students develop communicative competence and cultural knowledge through a range of activities that build on the interpretive, interpersonal, and presentational modes of communication. By the end of the course, most students are expected to have achieved an Intermediate-Low to Intermediate-Mid level of proficiency in the language. In-class communication will primarily be conducted in French.

French 4 Honors **Grade Level 11-12**
Prerequisite: French 3 AND Department Recommendation OR Approved Course Placement Application **5 Credits**

This course will continue to emphasize the four skills of listening, speaking, reading, and writing, which were begun in Levels 1, 2, and 3. Constant reentry of past lessons will be part of each new lesson. Technology will be used to enhance the topics covered. All previously introduced tenses, along with other vocabulary and structures, are reinforced throughout the year to enable students to express themselves more effectively. Many of the class activities incorporate cooperative practice and critical thinking, as well as opportunities to develop multicultural awareness through the study of the francophone regions of the world. Because students are studying at an honors level, the expectation is that the pace is faster, there are more assignments, and critical thinking is necessary for success. By the end of the course, students will be moving towards an intermediate-advanced level of proficiency. The primary goal of French 4 Honors is to guide students as they continue to acquire linguistic proficiency and cultural sensitivity. By interweaving language and culture, the level 4 Honors curriculum seeks to broaden students' communication skills while at the same time deepening their appreciation of other cultures. Students begin to explore societal themes that challenge their own perspectives and practices. The use of the target language becomes less sheltered as students express opinions and draw inferences in the target language.

French 5 **Grade Level 12**
Prerequisite: French 4 **5 Credits**

The goals of the French 5 course are for students to develop proficiency in the interpersonal and presentational modes of communication at a pre-advanced level. Students research and present projects on topics of current interest to sharpen and build their communicative skills in the language areas of listening, speaking, reading, and writing. Current topics of interest are researched and discussed through various media that include technology, websites, books, videos, and other authentic print and non-print materials. Individualized instruction will be employed in working with each student to help overcome their grammar, vocabulary, phonetics, and style difficulties. Students can expand their understanding of French literature by reading works of major French writers such as Camus, Merimee, and Voltaire. These readings will help students explore the literary techniques and biographical information reflected in the works of these writers. Films and videos will broaden students' abilities to comprehend the target language from France and the francophone world. At the completion of a Level 5 course, the majority of students are expected to perform in the

Intermediate-Mid to Intermediate-High range of language proficiency. Students enrolled in these courses are expected to communicate in the target language in class.

AP French Language and Culture **Grade Level 12**
Prerequisite: French 4 Honors OR Department Recommendation OR Approved Course Placement Application **5 Credits**

The AP French Language and Culture course is rigorous and taught entirely in French. It requires students to enhance their proficiency in all three communication modes. The course primarily focuses on incorporating authentic resources from the Francophone world to provide a diverse learning experience. Students must use advanced vocabulary and linguistic structures to build proficiency in all communication modes toward the pre-advanced level. The course is divided into thematic units based on recommended contexts and essential questions from the College Board. The study of these units integrates corresponding cultural elements, and activities are directed with cultural connections in mind. Students are expected to have previously been exposed to advanced language structures in the courses leading up to the AP French Language and Culture course; however, a review of the mechanics is done within the contextual framework of each unit if necessary. This course is designed to develop student proficiency in all four language skills to meet the challenge of the Advanced Placement Examination. Students who enroll should register for and take the AP French Exam. This course provides a valuable preparation for those students who wish to continue studying French at the university level.

Spanish 1 **Grade Level 9-11**
Prerequisite: None **5 Credits**

The goal of Level 1 courses is for students to be able to communicate in the target language using words, lists, memorized phrases and simple sentences. Level 1 courses are the foundation courses in which basic communication skills pertaining to everyday topics are learned. Students are introduced to the four basic language areas of listening, speaking, reading and writing through the use of active learning strategies, media and technology. Basic language usage and cultural awareness are developed through the sequential building of vocabulary and basic grammatical concepts. At the completion of a Level 1 course, the majority of students are expected to perform in the Novice-Mid to Novice-High range of language proficiency. Students enrolled in these courses are expected to participate in the target language activities in class.

Spanish 2 **Grade Level 9-12**
Prerequisite: Spanish 1 OR Approved Course Placement Application **5 Credits**

The goals of Level 2 courses are to be able to communicate in the target language in simple sentences and to handle simple transactions related to everyday life. The four language areas of listening, speaking, reading and writing continue to be developed with an emphasis on expanding vocabulary and improving the student's ability to understand and use important grammatical concepts. Language usage and cultural knowledge continue to be developed through the sequential building of the interpretive, interpersonal and presentational modes of communication. At the completion of a Level 2 course, the majority of students are expected to perform in the Novice-High range of language proficiency. Students enrolled in these courses are expected to communicate primarily in the target language in class.

Spanish Conversation & Culture 1 **Grade Level 9-11**
Prerequisite: Spanish 1 OR Department Recommendation **5 Credits**

Spanish Communication and Cultures course reviews and expands upon the concepts learned in Spanish 1 to solidify and promote a deeper understanding of the basic language usage, cultural awareness and more complex grammar components. Students continue to work on the four basic language areas of listening, speaking, reading and writing through the use of active learning strategies, language supports, media and technology. At the completion of this course, the majority of students are expected to perform in the Novice-Mid to Novice-High range of language proficiency.

Spanish Conversation & Culture 2 **Grade Level 10-12**
Prerequisite: Spanish Conversation & Culture 1 **5 Credits**

Basic work began in the first year. The culture of the peninsular and Latino population will be studied through video, music, dance, and student research.

Spanish 3 **Grade Level 10-12**
Prerequisite: Spanish 2 **5 Credits**

The goals of Level 3 courses are to be able to communicate in the target language using strings of sentences and to ask and answer questions to handle transactions of everyday life. The four language areas of listening, speaking, reading and writing continue to be developed with an emphasis on the development of extensive vocabulary and complex grammatical forms. Cultural competencies are developed through readings, presentations and discussions. At the completion of a Level 3 course, the majority of students are expected to perform in the Novice-High to Intermediate-Low range of language proficiency. Students enrolled in these courses are expected to communicate primarily in the target language in class.

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Spanish 3 Honors **Grade Level 10-12**
Prerequisite: Spanish 2 AND Department Recommendation OR Approved Course Placement Application **5 Credits**

The goals of Level 3 Honors courses are to be able to spontaneously produce the target language using strings of sentences and to be able to ask and answer questions to handle transactions of everyday life. Emphasis is placed on understanding and using complex grammatical forms and on the acquisition of extensive vocabulary. Students continue to develop proficiency in the four language skills: listening, speaking, reading and writing and to develop linguistic and cultural competence through the sequential building of interpretive, interpersonal and presentational skills. At this level, students are challenged with more intensive and extensive communicative experiences. At the completion of a Level 3 Honors course, the majority of students are expected to perform in the Intermediate-Low to Intermediate-Mid range of language proficiency. Students enrolled in these courses are expected to communicate in the target language in class.

Spanish 4 **Grade Level 11-12**
Prerequisite: Spanish 3 **5 Credits**

The goals of Level 4 courses are for students to be able to communicate and produce the target language by using strings of sentences and simple paragraphs, to ask and answer questions, offer opinions, summarize, compare, contrast, and perform oral or written simple analysis on a given topic. The fourth level of language study is based on activities that develop proficiency in the four communicative skills: listening, speaking, reading and writing. There is extensive study of culture and the development of literacy skills (listening, speaking, reading and writing) at this level. Communicative competence and extensive cultural knowledge are developed through the sequential building of the interpretive, interpersonal and presentational modes of communication. At the completion of a Level 4 course, the majority of students are expected to perform in the Intermediate-Low to Intermediate-Mid range of language proficiency. Students enrolled in these courses are expected to communicate primarily in the target language in class.

Spanish 4 Honors **Grade Level 11-12**
Prerequisite: Spanish 3 AND Department Recommendation OR Approved Course Placement Application **5 Credits**

The goals of the Level 4 Honors course is to be able to use complex grammatical forms to discuss cultural concepts and to be able to spontaneously discuss opinions and other abstract ideas, This course focuses on the acquisition of extensive vocabulary, the in-depth study of culture, the development of literacy skills (listening, speaking, reading and writing), and preliminary preparation for the Advanced Placement course. All learning activities are designed to further develop communicative competence in the three modes of communication: the interpretive, interpersonal and presentational modes and to strengthen listening, speaking, reading and writing skills. At the completion of a Level 4 Honors course, the majority of students are expected to perform in the Intermediate-Mid to Intermediate-High range of language proficiency. Students enrolled in these courses are expected to communicate in the target language in class.

Spanish 5 **Grade Level 12**
Prerequisite: Spanish 4 **5 Credits**

The goals of the fifth level of language and culture study are for students to be able to further develop proficiency in the interpersonal and presentational modes of communication at a pre-advanced level. Students research and present projects on topics of current interest to sharpen and build their communicative skills in the language areas of listening, speaking, reading and writing. Current topics of interest are researched and discussed through various media that include technology, websites, books, videos, and other authentic print and non-print materials. At the completion of a Level 5 course, the majority of students are expected to perform in the Intermediate-Mid to Intermediate-High range of language proficiency. Students enrolled in these courses are expected to communicate in the target language in class.

AP Spanish Language and Culture **Grade Level 12**
Prerequisite: Spanish 4 Honors OR Department Recommendation OR Approved Course Placement Application **5 Credits**

Advanced Placement Language and Culture courses are designed for the students who wish to receive credit or advanced standing in college. This course prepares students to take the Advanced Placement exam in Spanish. Students who enroll should possess a solid command of grammar and competence in listening, speaking, reading and writing the target language. AP courses reflect interest in the arts, current events, literature and sports shared by the students and teacher. Extensive training in the organization and writing of compositions is included. At the completion of an Advanced Placement course, the majority of students are expected to perform in the Intermediate-High to Advanced-Low range of language proficiency. Students enrolled in these courses are expected to communicate in the target language in class. This course provides a valuable preparation for those students who wish to continue study in Spanish at the university level. Students who enroll in AP Spanish are expected to register for and take the AP Spanish Exam.