

Elizabeth Barrett

EXPERIENCE

Bank of America, Morristown, NJ — Relationship Banker

July 2024 - PRESENT

- Provide exceptional customer service by actively engaging with clients to understand their financial needs and goals, offering tailored banking solutions to enhance their financial well-being.
- Build and maintain strong relationships with current customers and onboarding new customers.
- Resolve complex customer inquiries and issues, demonstrating problem solving skills and escalating when necessary to ensure satisfaction.
- Key team member in weekly team meetings
- Responsive to emails daily and other correspondence to facilitate communication and enhance business process

Garden State Lacrosse Club, Westfield, NJ — Head Coach

August 2022 - PRESENT

- Foster a positive, team oriented environment that emphasizes discipline, sportsmanship and communication.
- Develop and implement game strategies, preparing and analyzing opposing teams and adjusting tactics accordingly.
- Organize and lead team meetings, ensuring players understand expectations, team goals, and individual responsibilities.

Drew University, Madison, NJ — Business Marketing Intern

August 2022 - May 2024

- Assist in development and execution of marketing strategies for Drew University athletics department, contributing to increased fan engagement and brand visibility.
- Analyze fan behavior data and trends, provide actionable insights to optimize promotional campaigns.
- Manage team partnerships with sponsors, creating a detailed and organized budget.

Growth Opportunities and Continued Education

Business Praxis 5101 taken 06/27/2025

SKILLS

Customer Relationship Management
 Team Collaboration
 Time Management
 Adaptability
 Attention to Detail
 Analytical skills/Problem Solving
 Communications

Education

Drew University, Madison, NJ

August 2020 - May 2024
Bachelor of Arts:Business

Drew University, women's lacrosse

August 2020 - May 2024
All Landmark Conference Women's Lacrosse Team

Landmark Conference Athlete of the week

2024 Vincent Masco Athlete of the Year Award

Claudia DeRocco

OBJECTIVE: Obtain an Elementary School Teacher of the Deaf position where I will be able to apply my experience, interpersonal skills, and passion for helping students of all backgrounds and abilities establish and achieve goals, develop coping strategies to face challenges and build a sense of pride in their academic, emotional, and social successes.

EXPERIENCE:

Long Term Leave Replacement Middle School Teacher, Grades 6, 7, and 8
Briarcliff Middle School, Mountain Lakes, NJ, September 2024 – April 2025
Lake Drive Program for Deaf and Hard of Hearing Students

- Provide instruction in ELA and Social Studies curriculum for Deaf students in a self-contained classroom in district's mainstream Middle School.
- Deliver lessons in Total Communication, verbally and American Sign Language, in order to accommodate all students' communication needs.
- Offer extra help as needed to individual students during free periods.
- Modify lessons and assignments according to students' IEPs.
- Communicate with families to inform them of academic or social-emotional concerns.
- Participate in weekly team meetings with Middle School Principal and weekly team meetings with Lake Drive Program Principal.

Long Term Leave Replacement Middle School Teacher, Grades 6, 7, and 8
Briarcliff Middle School, Mountain Lakes, NJ, April 2024 – June 2024
Lake Drive Program for Deaf and Hard of Hearing Students

- Provide instruction in Math and Science curriculum for Deaf students in a self-contained classroom in district's mainstream Middle School.
- Deliver lessons in Total Communication, verbally and American Sign Language, in order to accommodate all students' communication needs.
- Offer extra help as needed to individual students during free periods.
- Modify lessons and assignments according to students' IEPs.
- Communicate with families to inform them of academic or social-emotional concerns.
- Participate in weekly team meetings with Middle School Principal and weekly team meetings with Lake Drive Program Principal.

Substitute Teacher, Mountain Lakes Board of Education, Mt. Lakes, NJ
Elementary, Middle, and High School. October 2023 to June 2024

Leave Replacement School Counselor, North Plainfield Middle School, October 2022 – February 2023

- Provided school counseling services to 8th grade students.
- Communicated with families to coordinate supports to improve academic performance
- Met with at-risk students individually to ensure continuous monitoring
- Collaborated with teachers and administration to provide intervention as needed

School Counseling Internship, Columbia High School, South Orange and Maplewood School District – September 2021 – August 2022

- Collaborated with parents/teachers/administrators for student success within a diverse population.
- Met with students from an assigned caseload of 30 individuals on a scheduled and as-needed basis to review academic progress and discuss personal concerns.
- Established and conducted weekly Executive Functioning Workshops.
- Developed elementary school mentorship program with high school MAC students (Minority Achievement Community).
- Used PowerSchool and Naviance to track students' grades.

Substitute Teacher, Mountain Lakes Board of Education, Mt. Lakes, NJ
Elementary and High School. January 2018 to December 2019

Paraprofessional, Lake Drive School for the Deaf and Hard of Hearing, Mountain Lakes, NJ
One-on-one instruction and support for Deaf and Hard of Hearing students March 2015 to December 2017

Paraprofessional, Lake Drive School for the Deaf and Hard of Hearing, Mountain Lakes, N.J.
One-on-one instruction and support to Deaf and Hard of Hearing High School students.
Summers 2013 and 2014.

EDUCATION:

Seton Hall University, South Orange, New Jersey

Master of Arts in School Counseling, August 2022

Bloomsburg University of Pennsylvania, Bloomsburg, Pennsylvania

Bachelor of Arts in Communication Studies Major with a Concentration in Interpersonal Communications, May 2014

Mountain Lakes High School, Mountain Lakes, New Jersey
Graduated 2009

CERTIFICATION:

New Jersey Department of Education *Standard School Counselor Certificate*, August 2022

LANGUAGE:

Fluent in American Sign Language

PAMELA GERHART

PROFESSIONAL SUMMARY

Dynamic educator with extensive experience at the secondary level, specializing in Life and Environmental Sciences. Positive, upbeat, and adaptable with a passion for science education. Experienced with directing comprehensive instruction to diverse student groups. Utilizes interactive teaching techniques to promote active learning and critical thinking. Proven track record in curriculum development and student engagement. Committed to creating a safe, inclusive learning environment that promotes academic success and collaboration among students.

ACCOMPLISHMENTS

- Highly esteemed student performance on State Standardized STAAR Biology Exam with 98% or more passing rate each year consistently.
- Established and developed AP Environmental Science and Environmental Systems courses at Celina High School and was integral in expanding enrollment with student engagement through hands-on activities and relevant field trips.
- Successfully wrote and received grant for extensive classroom Aquaponics System to support understanding of the interdependence of living organisms in an ecosystem and foster interactive experiences in sustainability.
- Launched inaugural CHS Robotics Team to participate in BEST Robotics contests.

SKILLS

- Student engagement, motivation and rapport
- Collaborative and student-centered learning
- Curriculum and lesson development and implementation
- Interactive teaching and learning
- Extensive Biology & Environmental Science content knowledge
- Inspire growth mindset
- Differentiated classroom instruction
- Student assessment and data analysis
- Exceptional classroom management
- Create safe, positive learning environments

PROFESSIONAL EXPERIENCE

HONORS BIOLOGY & AP ENVIRONMENTAL SCIENCE TEACHER 08/2015 to Current
Celina Independent School District, Celina, TX

- Developed curriculum aligned with state standards and College Board ensuring comprehensive coverage of required topics and utilized various teaching methods to

accommodate the diverse learning styles and needs of students.

- Promoted critical thinking by designing challenging assignments that encouraged and supported students to take an active role in their own academic success through development of skills and strategies to become independent and successful learners.
- Implemented assessment tools to monitor student progress and adjust instructional strategies as needed, contributing to overall improvement in class performance.
- Coordinated and collaborated with other faculty members during professional learning design teams and lesson plan development.
- Integration of technology and digital tools including digital microscopes, Vernier LabQuest Probes/Sensors and other data collection devices to enhance learning outcomes.
- Successfully built constructive relationships and communication with students and parents regarding academic progress and behavior.
- Delivered interactive lessons to help students comprehend complex concepts.
- Demonstrated positive and effective classroom management skills.
- Integrated real-life examples into lessons, demonstrating the practical applications of scientific concepts.
- Administered and evaluated student performance through use of required standardized testing.

HONORS BIOLOGY AND BIOLOGY TEACHER 01/2012 to 08/2015

Merkel Independent School District, Merkel, TX

- Established a positive classroom atmosphere that fostered respect among students and encouraged open discussions about challenging concepts.
- Produced engaging lesson plans and activities to help students master learning objectives.
- Developed formative and summative assessments to evaluate student progress, providing timely feedback for improvement and utilized data to inform instructional decisions and personalize learning.
- Assessed data from standardized tests results to identify areas for instructional improvement, refining curriculum content accordingly.
- Implemented differentiated instructional strategies, catering to individual student needs and promoted a welcoming learning environment.
- Provided one-on-one tutoring and support for struggling students, helping them achieve academic success.

EDUCATION

I Teach Texas Alternative Certification Program

TX State Board Educator Certificate, 05/2012

McMurry University, Abilene, TX

Veterinary Sciences, Veterinary Sciences

Tarleton State University, Stephenville, TX

Agriculture

Graduate level coursework

Tarleton State University, Stephenville, TX

Bachelor of Science, 05/1994

Animal Science

CERTIFICATIONS

- TX State Board for Educator Certification:
Science Composite: Grades 7-12
- Gifted & Talented: In compliance to teach G/T and advanced courses; Completed 30 hour G/T training and 6 hour updates yearly for 13 years.
- Career & Technical Educator: Completed CTE 101 to teach CTE courses for science credit.
- Additional courses taught at secondary level include Physics, Advanced Animal Science, Small Animal & Equine Science

VOLUNTEER WORK

- Boy Scouts of America Troop 296 Committee Member and Merit Badge Counselor

REFERENCES**Dr. Elisabeth Pope**

Coordinator of Data Analytics & Evaluation

Celina Independent School District, 205 S. Colorado, Celina, TX 75009

elisabethpope@celinaisd.com

(214)738-3106

David Wilson

Director Safe & Secure Schools, Former Celina High School Principal

Celina Independent School District, 205 S. Colorado, Celina, TX 75009

davidwilson@celinaisd.com

(214)325-1943

Greg Sherwood

High School Assistant Principal

Celina Independent School District, 205 S. Colorado, Celina, TX 75009

gregsherwood@celinaisd.com

(469)396-8652

RACHEL KIM

CF-SLP & SLS

CONTACT

WORK EXPERIENCE

EDUCATION

Kean University
MA in Speech-language Pathology

Rutgers University
BA in Communication
Magna Cum Laude
Minors in Music and Theater Arts

CLINICAL EXPERIENCE

Receptive and Expressive Language
AAC
Dysphagia / Feeding
Social / Pragmatic Language
Articulation
Aphasia
Apraxia of speech
Interprofessional collaboration with
PT, OT, and psychologist

EXTERNSHIP EXPERIENCE

Spring 2024
Midland School, Branchburg
Treat pre-K to high school students
with Autism and medical complexities.

Summer 2024
Saint Peter's University Hospital, New
Brunswick
Treat and evaluate pediatric patients
(infant to adolescent) in outpatient and
inpatient settings for language and
feeding with pediatric MBSS.

LANGUAGES

English - native
Korean - spoken proficiency
American Sign Language

September 2024 / current
Speech-language pathologist CF
Marie H. Katzenbach School for the Deaf
Treat and assess pre-K to high school
students for language, articulation,
hearing, AAC, writing, and pragmatic
skills.

September 2023 / current
Certified Home Health Aide
Confident Care, Metuchen
Coordinate with geriatric patients to
assist in daily activities and medical care.

May 2023 / Jan 2024
Receptionist
Speech & Hearing Associates, Metuchen
Coordinate with SLPs, patients and
families. Fulfill administrative tasks.

Oct 2020 / Oct 2022
Medical Assistant
Edison Nephrology Consultants
Accurately record medical information.
Fulfill administrative tasks and patient
care.

Jan 2019 / Oct 2020
Medical Assistant
Dr Scott Chae GI Clinic
Register new patients and maintain
medical records. Monitor patients' vital
signs in the recovery room.

Jan 2018 / Jun 2018
Teaching Assistant
Discovery Christian Montessori
Lead kindergarten students through
educational and recreational activities.

OBJECTIVE

To collaborate in leading a school district that seeks to assist young people in achieving their highest academic and personal potential while preparing them to be motivated and responsible participants in society.

EDUCATION

Capella University, Minneapolis, Minnesota

M.S., Leadership in Educational Administration, March 2013

New Jersey City University, Jersey City, New Jersey

B.A., Mathematics, May 2003

EMPLOYMENT

Millburn Township Public Schools, Millburn HS, 462 Millburn Ave., Millburn, NJ 07041

Mathematics Department Chairperson, September 2019 – June 2025

- Collaborate with middle school, high school, and district leadership to analyze the existing vertical articulation of mathematics and its interdisciplinary connections to create a shared vision to increase teacher efficacy and student growth.
- Incorporate LinkIt! to provide meaningful, data-driven professional development and ongoing reinforcement in an effort to track student growth, analyze student performance data, administer New Jersey Student Learning Standards-aligned common assessments, and oversee the SGO process.
- Reduce barriers to Accelerated and Advanced Placement enrollment, resulting in our highest AP Calculus AB, AP Calculus BC, and AP Statistics enrollment to date.
- Implement assessment and grading system to increase equity and enhance student growth and resilience.
- Collaborate with middle school administration and faculty to revise and implement a New Jersey Student Learning Standards-aligned Algebra Readiness Assessment as one of multiple measures by which to provide students with an opportunity accelerate their math education.
- Implement *Summer Geometry* as an additional on-ramp to the pathway to Calculus.
- Tailor professional development for teachers to implement data-driven, student-centered, small group and individualized, differentiated instruction.
- Collaborate with school and district leadership to create and implement best practices in delivering instruction and providing actionable assessment feedback.
- Articulate departmental, school, and district vision, practices, and operations to students, parents, faculty, and district leadership.
- Develop and align curriculum to 2023-NJSLS in accordance with NJQSAC and store in Atlas (Rubicon).
- Evaluate faculty with the Marshall evaluation rubric and record in TEval.
- Conduct sections analysis and student level changes through Power School.

District Data Team, December 2023 – Present

- Evaluate district data literacy capacity and identify areas for continuous improvement.
- Make recommendations for data-informed, student-centric district school initiatives in accordance with the New Jersey Tiered System of Supports
- Implement screening and progress monitoring data to make decisions about instruction, movement within the multi-level prevention system, and intensification of instruction and supports

High School Restructuring Committee, January 2022 – Present

- Collaborated with school administrators, teachers, students, and parents to evaluate the pros and cons of implementing a block schedule
- Researched various block schedules and collaborated with committee members to determine which types suited our needs
- Scheduled site visits and remote conferences with schools that have transitioned to a block schedule
- Formulated recommendations to school and district leadership for best practices in implementing a block schedule

Jefferson Township Public Schools, 31 Rt. 181, Lake Hopatcong, NJ 07849**K-12 Supervisor of Mathematics, October 2018 – July 2019**

- Incorporated Link It! and other student information systems to track student growth, analyze student performance data, administer New Jersey Student Learning Standards-aligned common assessments, and oversee the SGO process.
- Evaluated faculty with Charlotte Danielson's *The Framework for Teaching*.
- Conducted sections analysis and monitored lesson planning through Real Time.
- Tailored professional development for teachers to implement data-driven, student-centered, small group and individualized, differentiated instruction.
- Aligned and formatted district mathematics curriculum in accordance with NJQSAC.
- Articulated departmental vision, practices, and operations to students, parents, faculty, and district leadership.

Piscataway Board of Education, Piscataway HS, 100 Behmer Road, Piscataway, NJ 08854**Teacher of Mathematics, September 2005 – October 2018**

- Implemented the New Jersey Student Learning Standards in curriculum via Understanding by Design.
- Modeled teaching practice through Charlotte Danielson's *The Framework for Teaching*.
- Taught Advanced Placement Statistics in accordance with College Board curriculum and contributed to earning the distinction of AP District Honor Roll.
- Used data analysis and collegial conversations to help improve instruction and student learning.

District Evaluation Advisory Committee, December 2014 – October 2018

- Reviewed implementation of Achieve NJ in Piscataway schools.
- Collaborated to create a professional development plan that was derived from district evaluation data.
- Recommended strategies for improvement of Achieve NJ in Piscataway schools.

School Professional Development Committee, March 2016 – October 2018

- Created schoolwide professional learning goals that sought to improve the capacity of the staff to understand and respond to students of various backgrounds.
- Collaborated to improve instructional practices by adopting an effective learning management system and increased the use of instructional technology.
- Improved collaborative special/general education teams by reviewing academic and other relevant data to address student needs with best practices for positive teaching relationships, decreasing disciplinary referrals, and increasing the use of technology.

Middle States Accreditation Committee, Full 7-year Accreditation, September 2012–June 2013

- Evaluated model for School Safety and presented recommendations for improving protocols including prevention of and response to safety infractions.
- Evaluated the state of School Facilities and presented plans for upgrades of diminished facilities, as well as, strategies to improve upon sufficient facilities.

Bayonne Board of Education, Bayonne HS, 667 Avenue A, Bayonne, NJ 07002**Teacher of Mathematics, October 2003 – June 2005**

- Implemented and aligned curriculum to the New Jersey Core Curriculum Content Standards
- Prepared students for success on the High School Proficiency Assessment, SAT, and college placement exams
- Delivered engaging Instruction in Algebra 1, Geometry, Algebra 2, and Precalculus

NEW JERSEY DEPARTMENT OF EDUCATION CERTIFICATIONS

0299 Principal Certificate of Eligibility (910668)

0106 Standard Supervisor (1062247)

1900 Standard Teacher of Mathematics (563429)

REFERENCES

Available upon request

Taylor Marie Holeczko

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Education

Morris Hills High School | Class of 2015 | Rockaway, New Jersey

The College of Saint Rose | Class of 2019 | Albany, New York
Forensic Psychology Major – Clinical Concentration

Work Experience

Patriots Path Council | Stanhope, New Jersey | Long Lake, New York
Mount Allamuchy Scout Reservation Shooting Sports Director | June 2022-August 2022
Sabattis Adventure Camp Shotgun Director | June 2019-August 2019

- Provide scouts and leaders with the knowledge and skills necessary to shoot following BSA guidelines
- Provide scouts with the knowledge and skills necessary to obtain Shooting Sports Merit Badges
- Help with other activities and programs around camp as needed

The Chambers Family | Denville, New Jersey
Nanny | September 2020-February 2022

- Care for two children under age five
- Create games and other activities for the children to enjoy
- Provide transportation for children to school, appointments and extracurricular activities
- Provide daily updates to parents

Albany Jewish Community Center | Albany, New York
Montessori Magnet School After School Counselor | September 2017-March 2020

- Watch over and engage with children - Pre-K through Grade 5
- Organize activities and lesson plans for children while in program
- Follow nutrition guidelines to prepare snacks and adhere to food safety protocols

SPORTIME Schenectady | Schenectady, New York
Daycare Staff/Camp Counselor | August 2016-March 2020

- Watch over and engage with children aged three months to thirteen years
- Watch over children during camp activities

Volunteer Experience

Camp COLEY | Mount Allamuchy Scout Reservation – Stanhope, New Jersey
Counselor-in-Training | August 2012-August 2015
Camp COLEY Leader | August 2016-August 2019

- Escort campers to and from activities and help when needed in program areas
- Plan activities for the week as well as the camps 'water carnival' and 'sing-along'
- Go to events and promote Camp Coley to parents of new campers, Cub Scouts, and Scouts BSA

CSR Student Association and Student Events Board | The College of Saint Rose – Albany, New York
Active Member | September 2015-May 2019

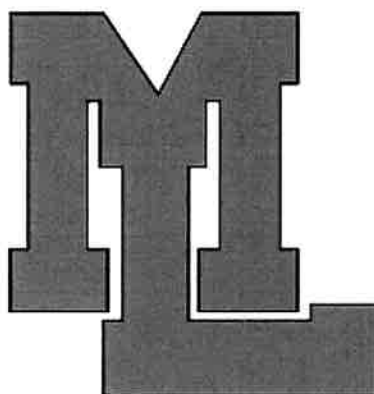
- Help plan and promote social and fundraising events to support the student body and surrounding communities

Achievements & Skills

BSA National Camp School Certified Shooting Sports Director
Achieved WoHeLo Medallion for Camp Fire (highest award possible) – Spring 2015

References

Amanda Landwehrle | Camp Somers Director – (973) 476-6395 | somerscampdirector@gmail.com
Karyn Landis | Camp COLEY Director – (973) 252-2949 | demingk@yahoo.com
Lindsay Chambers | Employer – (973) 945-5514 | Lindsay.h.chambers@gmail.com
Franchesca Rodriguez | Montessori JCC Director – (201) 253-9839 | FranchescaR@albanyjcc.org



Mountain Lakes School District
Chapter 27 Emergency Remote Instruction Plan
2025-2026

Approval by the Board of Education on July 14, 2025

Introduction

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

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

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

I. Equitable Access and Opportunity to Instruction

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

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

- Students who need a chromebook and do not have a dedicated computer at home will be provided a Chromebook.
 - Various educational software will be utilized for management, analysis, and instructional purposes depending on grade and curriculum needs.
 - For classroom management purposes, Genesis, Canvas, and/or Google Classroom will be utilized. LinkIt! will be utilized for data analysis to help measure student growth.
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All programs and software utilized for instructional purposes will be approved using our district approval procedure and be HIPAA, COPPA, and FERPA compliant.

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

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

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

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

II. Addressing Special Education Needs

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

- Elementary School:
 - 8:30 a.m. – 3:05 p.m. (lunch/planning 11:30 a.m. – 1:00 p.m.)
 - Specials meet from 1 p.m. – 3:05 p.m.
- Preschool:
 - 8:45 a.m. – 11:45 a.m. for Half-Day Preschool
 - 8:45 a.m. – 2:30 p.m. for Full Day Preschool (lunch 11:45 a.m. – 12:45 p.m.)
- Briarcliff Middle School:
 - 8:00 a.m. – 2:30 p.m. (staff lunch/planning is during their scheduled times)
- High School:
 - 8:05 a.m. – 2:41 p.m.
 - MLHS will continue to follow the posted rotating drop block schedule

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

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

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- All CST meetings will be held remotely to limit exposure to staff and families. This includes initial/reevaluation planning meetings, annual review meetings, review/revise meetings, etc.
 - We will encourage parents to communicate with our teachers, case managers, and the Director as soon as concerns arise so it can be addressed effectively and efficiently.

III. Addressing English Language Learner (ELL) Plan Needs

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

IV. Attendance Plan

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

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

V. Safe Delivery of Meals

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

VI. Facilities Plan

In the event of district closure, all school facilities will be properly monitored by district custodial/maintenance staff. Should health conditions warrant, a rotating skeleton crew will be deployed. In addition to all existing

established cleaning procedures, the school custodial staff will implement a deep cleaning of each school building, including classrooms, restroom facilities, gymnasium locker rooms, and cafeterias.

All indoor facilities will have adequate ventilation, including operational heating and ventilation systems, where appropriate. Recirculated air will have a fresh air component, windows will be opened, if practical, if air conditioning is not provided, filter(s) for A/C units will be maintained and changed according to manufacturer recommendations.

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

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

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

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

VII. Other Considerations

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

-
- Childcare
 - Community programming
 - Transportation

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

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

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

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

In keeping with the district's practice during a closure for inclement weather, there will not be before- or after-care (Time to Soar) programs held during a health-related closure. Extracurricular programs will be postponed and outside community groups will not be permitted to use school facilities. Any extended learning programs will be rescheduled so that no instructional/intervention time is lost. The district does not provide credit recovery for students, nor does it offer a 21st Century Community Learning Center Program.

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

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

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

Closing Thoughts

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

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

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

Appendix A: Essential Employees List

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

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

- Brad Siegel, Superintendent
- Ivonne Ciresi, Assistant Superintendent
- James Riley, Business Administrator
- Patrick Higgins, Principal
- Julie Lazeration, Principal
- Erik Carlson, Principal
- Rick Mangilli, Principal
- Lisa Cortese, Assistant Principal
- Ray Searles, Director of Guidance
- Darrell Fusco, Instructional Supervisor
- David Sica, Instructional Supervisor
- Trina Moschella, Instructional Supervisor
- Kevin Wallace, Instructional Supervisor/Athletic Director
- Paul Henry, Instructional Supervisor
- Kerry DiGiacinto, Director of Special Services
- David Santos, Director of Technology
- John Pacifico, Jr. IT Technician
- Michael Ruth, Jr. IT Technician
- Reno Birchenough, IT Technician
- Ryan Dunn, Educational Facilities Manager
- Julie Levine, Administrative Assistant
- Lisa Hogan, Administrative Assistant
- Diana Alfonso, Benefits Administrator/Student Registration/Facilities Scheduler
- Danielle Ferris, Confidential Secretary/Accounts Receivable
- Lourdes Najarro, Accounts Payable
- Kim Graham, Payroll Supervisor
- Andrew Arroyo, Custodian
- David Blake, Groundskeeper
- Joseph Colangelo, Night Custodian
- Richard Durkin, Maintenance and Grounds
- Luisa Francisco, Custodian
- Shemar Gray, Night Custodian
- Wilson Herrera, Custodian
- John Hurtado, Night Custodian
- Chung Lee, Night Custodian
- Sandra Masters-Dryden, Night Custodian
- Damion Morgan, Custodian
- Shenika Morgan, Night Custodian
- Gary Mullings, Night Custodian
- Luis Plasencia Sánchez, Night Custodian
- Richard Prisco, Night Custodian
- Denroy Reid, Night Supervisor/Custodian
- Francisco Rodriguez, Night Custodian
- Alfred Smith, Night Custodian
- Gilbert Snowden, Maintenance
- Mark Stritch, Night Custodian
- Yamille Thompson, Night Custodian
- Imihan Vlashi, Night Custodian

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A. Attendance Recording

1. School Register – N.J.A.C. 6A:32-8.1

- a. The Board of Education shall carefully and accurately track enrollment and attendance of all students in a manual school register format or in an electronic format of the school district's choosing.
- b. The Commissioner of Education will issue and publish on the New Jersey Department of Education's (NJDOE) website guidance for recording student attendance in all public schools of the State operated by district Boards, except adult high schools.
- c. Student attendance shall be recorded in the school register during school hours on each day in session, pursuant to N.J.A.C. 6A:32-8.3. An employee designated by the Superintendent shall keep in the school register, attendance of all students, and shall maintain the attendance records in accordance with N.J.A.C. 6A:32-8 and the guidance issued by the Commissioner in accordance with N.J.A.C. 6A:32-8.1(c) and A.1.b. above.
- d. A student who has been placed on home instruction shall have their attendance status recorded on the regular register for the program in which the student is enrolled. The student shall be marked absent for the period beginning the first day the student is unable to attend school and ending the day before the first instructional day at the student's place of confinement. Absences shall not be recorded for the student while on home instruction, provided the hours of instruction are no less than required by N.J.A.C. 6A:14-4.8 and 4.9 and N.J.A.C. 6A:16-10.1 and 10.2. The number of possible days in membership for a student on home instruction shall be the same as for other students in the program in which the student is enrolled.



- (1) “Days in membership” means the number of school days in session in which a student is enrolled in accordance with N.J.A.C. 6A:32-2.1. A student’s membership begins on the first possible day of attendance following enrollment during the school year, notwithstanding the actual day the student was recorded as present for the first time.
2. Day in Session – N.J.A.C. 6A:32-8.3
 - a. A day in session shall be a day on which the school is scheduled to provide instruction and students are under the guidance and direction of a teacher(s) engaged in the teaching process. A day on which school is closed for reasons such as holidays and teachers’ institutes, or inclement weather not under conditions set forth at N.J.A.C. 6A:32-13, shall not be considered a day in session.
 - b. A day in session shall consist of not less than four hours, exclusive of recess and lunch periods, except that one continuous session of two and one-half hours may be considered a full day in Kindergarten.
3. Student Attendance – N.J.A.C. 6A:32-8.4
 - a. For all State attendance submissions, a student shall be recorded as present, absent, or excused for a State-excused absence, pursuant to N.J.A.C. 6A:32-8.4(e) and A.3.e. below, on every day the school is in session after the student enrolls until the date the student is transferred to another school or officially leaves the school district.
 - b. A record of attendance of all students shall be kept in accordance with N.J.A.C. 6A:32-8.1(c) and A.1.b. above. The employee designated by the Superintendent shall keep the attendance records according to N.J.A.C. 6A:32-8 and the guidance issued by the Commissioner in accordance with N.J.A.C. 6A:32-8.1(c) and A.1.b. above.
 - c. A student enrolled in a school shall be recorded in the school register as present if the student participates in instruction or instruction-related activities for at least half a day in session



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whether the student is physically on school grounds, at an approved off-grounds location, or in a virtual or remote instruction setting, pursuant to N.J.A.C. 6A:32-13.

- d. A student enrolled in a school who is not participating in instruction or instruction-related activities pursuant to N.J.A.C. 6A:32-8.4(c) and A.3.c. above shall be recorded in the school register as absent, unless the student is recorded as a State-excused absence, pursuant to N.J.A.C. 6A:32-8.4(e) and A.3.e. below.
- e. State-excused absences shall be as follows:
 - (1) Religious observance, pursuant to N.J.S.A. 18A:36-14, 15, and 16.
 - (a) The Commissioner, with approval of the State Board of Education, shall annually prescribe a list of religious holidays on which it shall be mandatory to excuse students for religious observance upon the written request signed by the parent or person standing in loco parentis;
 - (2) Participation in observance of Veterans Day, pursuant to N.J.S.A. 18A:36-13.2;
 - (3) Participation in district board of election membership activities, pursuant to N.J.S.A. 18A:36-33;
 - (4) Take Our Children to Work Day;
 - (5) College visit(s), up to (5) five days per school year for students in grades **ten**, eleven and twelve;
 - (6) Closure of a busing school district that prevents a student from having transportation to the receiving school; and
 - (7) Attendance at a civic event, one day per school year for students in grades six through twelve, pursuant to N.J.S.A. 18A:36-33.2.



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- (a) "Civic event" means an event sponsored by a government entity, a community-based organization, or a nonprofit organization that incorporates elements of service learning whereby students learn and develop through organized service. A civic event shall address an issue of public concern such as community health and safety or environmental, economic, or community well-being in accordance with N.J.S.A. 18A:36-33.1.
 - (b) The parent of a student shall provide a signed written notice of an intended excused absence to attend a civic event at least five school days in advance of the intended excused absence and such other documentation as the Superintendent deems necessary to prove that the student meets the requirements for an excused absence pursuant to N.J.S.A. 18A:36-33.2.b.
- f. For absences that do not meet the criteria at N.J.A.C. 6A:32-8.4(e) and A.3.e. above, the Board may adopt policies that establish locally approved or excused absences consistent with N.J.A.C. 6A:16-7.6 for the purpose of expectations and consequences regarding truancy, student conduct, promotion, retention, and the award of course credit. However, an absence designated as excused by the Board pursuant to N.J.A.C. 6A:16-7.6 shall be considered as an absence in the submission to the State for the purpose of chronic absenteeism reporting, as set forth at N.J.A.C. 6A:32-8.6.

4. Average Daily Attendance – N.J.A.C. 6A:32-8.5

The average daily attendance rate in a district school or program of instruction for a school year shall be the total number of the days present of all enrolled students, divided by the number of days in membership of all enrolled students. The student average daily attendance means the total number of days that a student is present in the school divided by the total possible number of days in session.

5. Absentee and Chronic Absenteeism Rates – N.J.A.C. 6A:32-8.6



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- a. A student’s absentee rate shall be determined by subtracting the student’s total number of days present from the student’s days in membership and dividing the result by the student’s days in membership.
 - (1) State-excused absences shall not be included in a student’s days in membership for purposes of calculating a student’s absentee rate.
 - b. If a student’s absentee rate is equal to or greater than ten percent, the student shall be identified as chronically absent.
 - c. Each school with ten percent or more of its enrolled students identified as chronically absent shall develop a corrective action plan to improve absenteeism rates. In accordance with N.J.S.A. 18A:38-25.1, the school will annually review and revise the corrective action plan and present the revisions to the Board, until the percentage of students who are chronically absent is less than ten percent.
- B. Unexcused Absences That Count Toward Truancy/Excused Absences for Board Policy
- 1. Notwithstanding the requirement of reporting student absences in the school register for State and Federal reporting purposes, “excused” and “unexcused” student absences for the purpose of expectations and consequences regarding truancy, student conduct, promotion, retention, and the award of course credit is a Board decision outlined in Policy 5200 – Attendance and this Regulation.
 - 2. N.J.A.C. 6A:16-7.6(a)3 requires the Board policies and procedures contain, at a minimum, a definition of unexcused absence that counts toward truancy, student conduct, promotion, retention, and the award of course credit.
 - a. “An unexcused absence that counts toward truancy” is a student’s absence from school for a full or a portion of a day for any reason that is not an “excused absence” as defined in B.2.b. below.



- b. “An excused absence” is a student’s absence from school for a full day or a portion of a day for the observance of a religious holiday pursuant to N.J.S.A. 18A:36-14 through 16, or any absence for the reasons listed below:
- The student’s illness supported by notification to the school by the student’s parent;
 - The student’s required attendance in court;
 - Where appropriate, when consistent with Individualized Education Programs, the Individuals with Disabilities Act, accommodation plans under 29 U.S.C. §§ 794 and 705(20), and individualized health care plans;
 - The student’s suspension from school;
 - Family illness or death supported by notification to the school by the student’s parent;
 - College visit(s), up to (5) five days per school year for students in grades **ten**, eleven and twelve;
 - Interviews with a prospective employer or with an admissions officer of an institution of higher education;
 - Examination for a driver’s license;
 - Necessary and unavoidable medical or dental appointments that cannot be scheduled at a time other than the school day;
 - Take Our Children to Work Day;
 - Religious observance, pursuant to N.J.S.A. 18A:36-14 through 16;
 - Participation in observance of Veterans Day, pursuant to N.J.S.A. 18A:36-13.2;



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- Participation in district board of election membership activities, pursuant to N.J.S.A. 18A:36-33;
 - Attendance at a civic event(s), pursuant to N.J.S.A. 18A:36-33.2;
 - Closure of a busing school district that prevents a student from having transportation to the receiving school;
 - An absence considered excused by the Commissioner of Education and/or a New Jersey Department of Education rule;
 - An absence for a reason not listed above, but deemed excused by the Principal upon a written request by the student's parent stating the reason for the absence and requesting permission for the absence to be an excused absence.
3. "Unexcused tardiness" may constitute an unexcused absence that counts toward truancy in accordance with Policy 5240 – Tardiness.
- C. Notice to School of a Student's Absence
1. The parent or adult student shall notify the school office before the school day when the student will not be in school. However, notice for attendance at a civic event shall be provided in accordance with the procedure set forth in N.J.S.A. 18A:36-33.2.b. and A.3.e.(7)(b) above.
 2. The parent of the student or an adult student who will attend the morning session, but will not attend the afternoon session shall provide notice to the school office before the start of the afternoon session.
 3. The parent of a student or an adult student shall notify the school office of a future absence if the absence is foreseeable.
 4. In accordance with N.J.S.A. 18A:36-25.6, if a student is determined to be absent from school without valid excuse, and if the reason for the student's absence is unknown to school personnel, the Principal or designee shall immediately attempt to contact the student's parent to notify the parent of the absence and determine the reason for the absence.



D. Readmission to School After an Absence

1. A student returning from an absence of (3) three consecutive school days may be required to provide a written statement to the Principal or designee that is dated and signed by the parent or adult student listing the reason for the absence.
2. A student who has been absent by reason of having or being suspected of having a communicable disease may be required to present to the school nurse written evidence of being free of a communicable disease.
3. The Superintendent of Schools or designee may require a student who has been absent from school due to a suspension or other reason concerning the student's conduct to receive a medical examination by a physician regarding the student's physical and/or mental fitness to return to school.
 - a. The Superintendent or designee will notify the student's parent of the specific requirements of the medical examination prior to the student's return to school.

E. Instruction

1. Teachers will cooperate in the preparation of home assignments for students who anticipate an absence of (3) three school days duration.
2. Students absent for any reason are expected to make up the work missed. The parent or student is responsible for requesting missed assignments and any assistance required. Teachers will provide make-up assignments as necessary.
3. In general, students will be allowed a reasonable amount of time as determined by the teacher to make up the work missed.
4. A student who missed a test or an exam shall be offered an opportunity to take the test, exam, or an appropriate alternate test.
5. A student who anticipates an absence due to a temporary or chronic health condition may be eligible for home instruction in accordance with Policy 2412 – Home Instruction Due to Health Condition. The parent must request home instruction.



F. Denial of Course Credit

1. The teacher will determine the credit to be awarded a student for make-up work. Where class participation is a factor in the learning process, the teacher may consider a student's absence in determining a final grade, except absences for the observance of a religious holiday or absence for a student's suspension from school will not adversely affect the student's grade. The teacher may record an incomplete grade for a student who has not had a full opportunity to make up missed work.

2. A secondary student may be dropped from a course or denied course credit when the secondary student has been absent from:

- a full year course (14) fourteen
- a half year course (7) seven
- a quarter year course (4) four

or more of the class sessions, whatever the reason for the absence, except that absences for the observance of a religious holiday, absences for those excused in accordance with the reporting requirements of the school register, or absences caused by a student's suspension will not count toward the total.

3. An elementary student may be retained at grade level, in accordance with Policy 5410, when the student has been absent (30) thirty or more school days, whatever the reason for the absence, except that absences for the observance of a religious holiday, absences for those excused in accordance with the reporting requirements of the school register, and absences due to student's suspension will not count toward the total.

Exceptions to this rule may be made for students who have demonstrated through completion of home assignments and/or home instruction that they have mastered the proficiencies established for the assigned courses of study.

G. School District Response To Unexcused Absences During the School Year That Count Toward Truancy – N.J.A.C. 6A:16-7.6(a)4.

1. For up to four cumulative unexcused absences that count toward truancy, the Principal or designee shall:



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- a. Make a reasonable attempt to notify the student's parents of each unexcused absence prior to the start of the following school day;
 - b. Make a reasonable attempt to determine the cause of the unexcused absence, including through contact with the student's parents;
 - c. Identify, in consultation with the student's parents, needed action designed to address patterns of unexcused absences, if any, and to have the child return to school and maintain regular attendance;
 - d. Proceed in accordance with the provisions of N.J.S.A. 9:6-1 et seq. and N.J.A.C. 6A:16-11, if a potential missing or abused child situation is detected; and
 - e. Cooperate with law enforcement and other authorities and agencies, as appropriate;
2. For between five and nine cumulative unexcused absences that count toward truancy, the Principal or designee shall:
- a. Make a reasonable attempt to notify the student's parents of each unexcused absence prior to the start of the following school day;
 - b. Make a reasonable attempt to determine the cause of the unexcused absence, including through contact with the student's parents;
 - c. Evaluate the appropriateness of action taken pursuant to N.J.A.C. 6A:16-7.6(a)4.i.(3) and G.1.c. above;
 - d. Develop an action plan to establish outcomes based upon the student's patterns of unexcused absences and to specify the interventions for supporting the student's return to school and regular attendance, which may include any or all of the following:
 - (1) Refer or consult with the building's Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
 - (2) Conduct testing, assessments, or evaluations of the student's academic, behavioral, and health needs;



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- (3) Consider an alternate educational placement;
 - (4) Make a referral to or coordinate with a community-based social and health provider agency or other community resource;
 - (5) Refer to a court or court program pursuant to N.J.A.C. 6A:16-7.6(a)4.iv. and G.4. below;
 - (6) Proceed in accordance with N.J.S.A. 9:6-1 et seq. and N.J.A.C. 6A:16-11, if a potential missing or abused child situation is detected; and
 - (7) Engage the student's family.
- e. Cooperate with law enforcement and other authorities and agencies, as appropriate.
3. For cumulative unexcused absences of ten or more that count toward truancy, a student between the ages of six and sixteen is truant, pursuant to N.J.S.A. 18A:38-25, and the Principal or designee shall:
- a. Make a determination regarding the need for a court referral for the truancy, per N.J.A.C. 6A:16-7.6(a)4.iv. and G.4. below;
 - b. Continue to consult with the parent and the involved agencies to support the student's return to school and regular attendance;
 - c. Cooperate with law enforcement and other authorities and agencies, as appropriate; and
 - d. Proceed in accordance with N.J.S.A. 18A:38-28 through 31, Article 3B, Compelling Attendance at School, and other applicable State and Federal statutes, as required; and
4. A court referral may be made as follows:
- a. When unexcused absences that count toward truancy are determined by school officials to be violations of the compulsory education law, pursuant to N.J.S.A. 18A:38-25, and the Board's



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policies, in accordance with N.J.A.C. 6A:16-7.6(a), the parent may be referred to Municipal Court;

(1) A written report of the actions the school has taken regarding the student’s attendance shall be forwarded to the Municipal Court; or

b. When there is evidence of a juvenile-family crisis, pursuant to N.J.S.A. 2A:4A-22.g., the student may be referred to Superior Court, Chancery Division, Family Part;

(1) A written report of the actions the school has taken regarding the student’s attendance shall be forwarded to the Juvenile-Family Crisis Intervention Unit.

5. For a student with a disability, the attendance plan and its punitive and remedial procedures shall be applied, where applicable, in accordance with the student’s Individual Education Program (IEP), pursuant to 20 USC §1400 et seq., the Individuals with Disabilities Education Act; the procedural protections set forth in N.J.A.C. 6A:14; accommodation plan under 29 USC §794 and 705(20); and individualized healthcare plan and individualized emergency healthcare plan, pursuant to N.J.A.C. 6A:16-2.3(b)3.xii.

6. All receiving schools pursuant to N.J.A.C. 6A:14-7.1(a), shall act in accordance with N.J.A.C. 6A:16-7.6(a)4.i. and G.1. above for each student with up to four cumulative unexcused absences that count toward truancy.

a. For each student attending a receiving school with five or more cumulative unexcused absences that count toward truancy, the absences shall be reported to the sending school district.

(1) The sending school district shall proceed in accordance with the Board’s policies and procedures pursuant to N.J.A.C. 6A:16-7.6(a) and the provisions of N.J.A.C. 6A:16-7.6(a)4.ii. through iv. and G.2. through G.4. above and N.J.A.C. 6A:16-7.6(b) and G.5. above, as appropriate.

H. Discipline



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1. Students may be denied participation in co-curricular activities and/or athletic competition if the Board establishes attendance standards for participation.
2. No student who is absent from school for observance of a religious holiday may be deprived of any award or of eligibility for or opportunity to compete for any award because of the absence.

I. Recording Attendance

1. Teachers must accurately record the students present, tardy, or absent each day in each session or each class. Attendance records must also record students' attendance at out-of-school curricular events such as field trips.
2. A record shall be maintained of each excused absence and each unexcused absence that counts toward truancy as defined in Policy 5200 – Attendance and this Regulation.
3. A student's absence for observance of a religious holiday will not be recorded as such on any transcript or application or employment form.

J. Appeal

1. Students may be subject to appropriate discipline for their school attendance record.
2. A parent of a student or an adult student who has been retained at grade level for excessive absences may appeal that action in accordance with Policy 5410 – Promotion and Retention.
3. A parent of a student or an adult student who has been dropped from a course and/or denied course credit for excessive absences may appeal that action in accordance with the following procedures:
 - a. A written appeal shall be filed with the Principal or designee within five school days of receiving notice of the action. The appeal should state the reasons for each absence, any documentation that may support reducing the number of absences for the purposes of course credit, and reasons why the student



should either continue to be enrolled in the course or receive course credit for a class the student completed.

- b. The Principal or designee will respond in writing no later than seven school days after receiving the written appeal.
- c. If the parent or adult student is not satisfied, the parent or adult student may submit a written request to the Principal for consideration by an Attendance Review Committee.
- d. In response to a request for consideration by an Attendance Review Committee, the Principal shall convene an Attendance Review Committee. The Attendance Review Committee shall meet informally to hear the appeal. The student’s parent, the student, and teacher(s) may attend the meeting.
- e. The Attendance Review Committee shall decide the appeal and inform the parent and student in writing within seven school days of the meeting.
- f. The parent or adult student may appeal an adverse decision of the Attendance Review Committee to the Superintendent, the Board, and the Commissioner in accordance with Policy 5710 – Student Grievance and N.J.S.A. 18A. An appeal to the Attendance Review Committee shall be considered to have exhausted the first two steps of the grievance procedure outlined in Policy 5710.

K. Attendance Records

- 1. Attendance records for the school district and each school will be maintained and attendance rates will be calculated as required by the NJDOE. The school district will comply with all attendance requirements and any improvement plans as required by the NJDOE.

Adopted: 19 January 2021
Revised: 03 April 2023
Revised: 21 October 2024

