

Mountain Lakes Board of Education

Bills And Claims Report By Vendor Name

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va_bill5.032923
12/01/2025

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							
	26-0082	11-000-261-420-DW-0750 -/ REQ MAINT-CLN/REPAIR/MNT	406570	CF	REQ MAINT-CLN/REPAIR/MNT		2,480.00
		11-000-261-420-DW-0750 -/ REQ MAINT-CLN/REPAIR/MNT	07405-07-08-09	CF	REQ MAINT-CLN/REPAIR/MNT		10,560.00
			-11-12				
Total for A.M.E. INC./ 9489							\$13,040.00
ABS ENVIRONMENTAL GROUP, LLC/ 5299							
	26-1229	11-000-261-420-DW-0750 -/ REQ MAINT-CLN/REPAIR/MNT	2025-463	CF	REQ MAINT-CLN/REPAIR/MNT		3,150.00
AC & R INC./ 4221							
	26-0935	60-910-310-500-DW- -/ CAFE-OTHER SERVICES	34910	CF	CAFE-OTHER SERVICES		543.75
	26-0711	60-910-310-500-DW- -/ CAFE-OTHER SERVICES	34696	CF	CAFE-OTHER SERVICES		1,048.15
	26-0774	11-000-261-420-DW-0750 -/ REQ MAINT-CLN/REPAIR/MNT	34816	CF	REQ MAINT-CLN/REPAIR/MNT		1,034.50
	26-1080	60-910-310-500-DW- -/ CAFE-OTHER SERVICES	35022	CF	CAFE-OTHER SERVICES		145.00
	26-1271	60-910-310-500-DW- -/ CAFE-OTHER SERVICES	35192	CF	CAFE-OTHER SERVICES		290.00
Total for AC & R INC./ 4221							\$3,061.40
ADAMS FIRE PROTECTION INC./ 1068							
	26-1169	11-000-261-420-DW-0750 -/ REQ MAINT-CLN/REPAIR/MNT	0398907	CF	REQ MAINT-CLN/REPAIR/MNT		930.50
AMAZON CAPITAL SERVICES, INC./ 7036							
	26-1197	11-000-218-610-HS-0250A-G/ GUIDANCE-SUPPLIES	1MM3-GQ1Y-T7	CF	GUIDANCE-SUPPLIES		499.86
			J3				
	26-1254	11-207-100-610-LR-0240 -/ AUD IMP-SUPPLIES	1GYU-NMWC-H	CF	AUD IMP-SUPPLIES		114.99
			XW6				
Total for AMAZON CAPITAL SERVICES, INC./ 7036							\$614.85
ANDERSON & DENZLER ASSOC. INC/ 1400							
	26-1234	11-000-263-420-DW-0720A-/ GROUNDS-CLN/REPAIR/MNT	3164	CF	GROUNDS-CLN/REPAIR/MNT		94.60
ARROW ELEVATOR INC./ 5261							
	26-0087	11-000-261-420-DW-0750 -/ REQ MAINT-CLN/REPAIR/MNT	125804-126208	CF	REQ MAINT-CLN/REPAIR/MNT		910.00
B&H PHOTO/ 6282							
	26-1195	11-000-223-600-CI- -/ INSTR TRAIN-SUPPLIES	240852686	CF	INSTR TRAIN-SUPPLIES		272.69
BAYADA HOME HEALTH CARE INC./ 7434							
	26-1257	11-000-213-330-HS- -/ HEALTH-OTH PUR PROF SERV	317420FJ674	CF	HEALTH-OTH PUR PROF SERV		486.00
		11-000-213-330-HS- -/ HEALTH-OTH PUR PROF SERV	382142FK1770	CF	HEALTH-OTH PUR PROF SERV		1,008.00
Total for BAYADA HOME HEALTH CARE INC./ 7434							\$1,494.00

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

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BLOOMSBURY PUBLISHING INC./ 9529							
	26-1094	11-190-100-500-BC- -/ REG PROG UND-OTH SERVICE	BUS95307	CF	REG PROG UND-OTH SERVICE		652.00
BLUE MOUNTAIN DISTRIBUTION, LLC / TWIN ROCKS WATER/ 9567							
	26-0667	11-000-251-500-AD- -/ MISCELLANEOUS PURCHASED	7535583	CF	MISCELLANEOUS PURCHASED		69.32
	26-0816	11-000-240-610-WW-0250A-/ SCH ADMIN-SUPPLIES	7534774	CF	SCH ADMIN-SUPPLIES		26.97
	26-0107	11-190-100-500-HS- -/ REG PROG UND-OTH SERVICE	7534746	CF	REG PROG UND-OTH SERVICE		112.26
Total for BLUE MOUNTAIN DISTRIBUTION, LLC / TWIN ROCKS WATER/ 9567							\$208.55
BOARDWALK 1000, LLC HARD ROCK HOTEL AND CASINO ATLANTIC CITY/ 9638							
	26-1251	11-402-100-890-HS-1020A-21/ ATHLETICS-OTHER OBJECTS	01/28/2025 K.WALLACE	CF	ATHLETICS-OTHER OBJECTS		307.50
BOROUGH OF MOUNTAIN LAKES/ 1291							
	26-1013	11-000-266-100-DW- -/ SECURITY SALARIES	12-15-25 -1	CF	SECURITY SALARIES		15,304.50
	26-1259	60-910-310-870-DW-000 -/ CAFE-COST OF SALES	LICENSE RENEWAL 2026	CF	CAFE-COST OF SALES		75.00
Total for BOROUGH OF MOUNTAIN LAKES/ 1291							\$15,379.50
BOROUGH OF MOUNTAIN LAKES/ 6140							
	26-0075	11-000-262-441-DW- -/ CUSTODIAL-FIELD RENTAL	FEBRUARY 2026 FIELD	CF	CUSTODIAL-FIELD RENTAL		3,750.00
CAPITAL SUPPLY COMPANY/ 1252							
	26-1237	11-000-262-610-DW-0620C-/ CUSTODIAL-SUPPLIES	835759	CF	CUSTODIAL-SUPPLIES		3,296.85
	26-1194	11-000-262-610-DW-0620C-/ CUSTODIAL-SUPPLIES	835520	CF	CUSTODIAL-SUPPLIES		1,133.43
	26-1211	11-000-262-610-DW-0620C-/ CUSTODIAL-SUPPLIES	835468	CF	CUSTODIAL-SUPPLIES		2,233.85
Total for CAPITAL SUPPLY COMPANY/ 1252							\$6,664.13
CHAS F CONNOLLY DISTRIBUTING COMPANY/ 9530							
	26-1089	11-000-261-610-DW-0730B-/ REQ MAINT-SUPPLIES	1607113	CF	REQ MAINT-SUPPLIES		1,047.76
COACH/ 9110							
	26-1261	11-402-100-500-HS- -/ ATHLETICS-SERVICES	REIMB. JDONIOSKI	CF	JASON DONIOSKI		866.49

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Pending Payments							
COMMISSIONER OF LWD/ 5357							
	26-1266	11-000-262-890-DW-0660A-14/ CUSTODIAL-OTHER OBJECTS	LP-611986 D.MORGAN	CF	CUSTODIAL-OTHER OBJECTS		160.00
CONQUER MATHEMATICS, LLC / NANCY SCHULTZ/ 9330							
	26-1230	20-272-200-500-DW- -/ TITLE IIA-OTH SERVICES	251003-29	CF	TITLE IIA-OTH SERVICES		400.00
		20-272-200-500-DW- -/ TITLE IIA-OTH SERVICES	251030-12	CF	TITLE IIA-OTH SERVICES		800.00
		20-272-200-500-DW- -/ TITLE IIA-OTH SERVICES	251223-12	CF	TITLE IIA-OTH SERVICES		600.00
		20-272-200-500-DW- -/ TITLE IIA-OTH SERVICES	251204-01	CF	TITLE IIA-OTH SERVICES		400.00
Total for CONQUER MATHEMATICS, LLC / NANCY SCHULTZ/ 9330							\$2,200.00
CORBY ASSOCIATES, INC./ 5069							
	26-0872	11-000-261-420-BC-0720B-/ REQ MAINT-CLN/REPAIR/MNT	11519-520-521- 522	CF	REQ MAINT-CLN/REPAIR/MNT		8,835.00
		11-000-261-420-LR-0720B-/ REQ MAINT-CLN/REPAIR/MNT	11519-520-521- 522	CF	REQ MAINT-CLN/REPAIR/MNT		595.00
Total for CORBY ASSOCIATES, INC./ 5069							\$9,430.00
DAN BUCHANAN/ 9102							
	26-0980	11-190-100-500-HS- -/ REG PROG UND-OTH SERVICE	5725-5752	CF	REG PROG UND-OTH SERVICE		370.00
DAVE'S TIRE LLC/ 6394							
	26-1274	11-000-263-420-DW-0720A-/ GROUNDS-CLN/REPAIR/MNT	123495	CF	GROUNDS-CLN/REPAIR/MNT		184.40
DEMCO INC/ 1641							
	26-1055	11-190-100-610-HS-0240A-U/ REG PROG UND-SUPPLIES	7748008	CF	REG PROG UND-SUPPLIES		9,117.42
EASTERN LIFT TRUCK CO., INC./ 9225							
	26-1220	11-402-100-500-HS- -/ ATHLETICS-SERVICES	U93142	CF	ATHLETICS-SERVICES		647.81
EDUC SVCS COMM. MORRIS CNTY */ 2500							
	26-1217	11-000-213-330-CS-0431A-/ HEALTH-OTH PUR PROF SERV	202600822	CF	HEALTH-OTH PUR PROF SERV		828.00
	26-0285	11-000-213-330-CS-0431A-/ HEALTH-OTH PUR PROF SERV	202600971 DEC/25	CF	HEALTH-OTH PUR PROF SERV		1,380.00
	26-0812	20-250-200-300-CS- -/ IDEA B-PROF & TECH SERV	202600926 DEC/25	CF	IDEA B-PROF & TECH SERV		5,807.50
	26-0930	11-000-270-518-DW- -/ TRANSP-ESC SPEC ED	202600958 JAN/26	CF	TRANSP-ESC SPEC ED		12,207.71

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Pending Payments							
Total for EDUC SVCS COMM. MORRIS CNTY */ 2500							\$20,223.21
ELO INCORPORATED / THE GRAMON SCHOOL/ 9566							
	26-0429	11-000-100-566-CS-0870F-/ TUIT TO PRIV SCH INSTATE	GR16103	CF	TUIT TO PRIV SCH INSTATE		9,000.00
FOGARTY & HARA, ESQS./ 8927							
	26-0534	11-000-230-331-AD-0120B-/ GEN ADMIN-LEGAL	182	CF	GEN ADMIN-LEGAL		16,788.50
FOLLETT CONTENT SOLUTIONS, LLC/ 7491							
	26-1023	11-190-100-640-BC-0220A-G/ REG PROG UND-TEXTBOOKS	658853-658853 F	CF	REG PROG UND-TEXTBOOKS		816.50
	26-1202	20-044-100-610-BC- -/ MLEF-BC-SUPPLIES	681918	CF	MLEF-BC-SUPPLIES		456.74
Total for FOLLETT CONTENT SOLUTIONS, LLC/ 7491							\$1,273.24
GLANDER ELECTRIC CO. INC./ 8134							
	26-1233	11-000-261-420-DW-0750 -/ REQ MAINT-CLN/REPAIR/MNT	15518-15819-15 520	CF	REQ MAINT-CLN/REPAIR/MNT		2,049.45
	26-1262	11-000-263-420-DW-0720A-/ GROUNDS-CLN/REPAIR/MNT	S26017-19	CF	GROUNDS-CLN/REPAIR/MNT		3,675.00
Total for GLANDER ELECTRIC CO. INC./ 8134							\$5,724.45
GREATER MORRIS CTY JR SCHOOL C/ 5191							
	26-1203	11-402-100-890-BC-1020A-23/ ATHLETICS-OTHER OBJECTS	ENTRY FEES BKB	CF	ATHLETICS-OTHER OBJECTS		260.00
GUITAR CENTER STORES, INC./ 9623							
	26-1003	11-190-100-610-HS-0240A-G/ REG PROG UND-SUPPLIES	ARINV7704022 5	CF	REG PROG UND-SUPPLIES		1,399.99
HOME DEPOT USA, INC/ 2059							
	26-1113	13-424-100-610-WW- -/ BEFORE/AFTER PROG SUPPLI	2689256	CF	BEFORE/AFTER PROG SUPPLI		309.90
	26-0398	11-000-261-610-DW-0730B-/ REQ MAINT-SUPPLIES	8023802 8514034	CF	REQ MAINT-SUPPLIES		290.24
Total for HOME DEPOT USA, INC/ 2059							\$600.14
HOME SCIENCE TOOLS/ 8572							
	26-1193	20-044-100-610-BC- -/ MLEF-BC-SUPPLIES	000734211	CF	MLEF-BC-SUPPLIES		1,297.40
JOHNSON CONTROLS FIRE PROTECTION LP/ 5039							
	26-1260	11-000-261-420-DW-0750 -/ REQ MAINT-CLN/REPAIR/MNT	41852460 41852930	CF	REQ MAINT-CLN/REPAIR/MNT		39,451.64

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JOURNEYED.COM, INC./ 7854							
	26-0996	11-190-100-500-TD-0720D-/ REG PROG UND-OTH SERVICE	10574756	CF	REG PROG UND-OTH SERVICE		18,556.10
KAREN J NOBLE/ 9212							
	26-0489	11-000-213-330-LR-0430A-/ HEALTH-OTH PUR PROF SERV	1/9/26 ZM SERVNOBLE	CF	HEALTH-OTH PUR PROF SERV		1,071.10
		11-000-213-330-LR-0430A-/ HEALTH-OTH PUR PROF SERV	01/09/26 IM	CF	HEALTH-OTH PUR PROF SERV		875.00
		11-000-213-330-LR-0430A-/ HEALTH-OTH PUR PROF SERV	01/13/26 2526-10	CF	HEALTH-OTH PUR PROF SERV		976.62
Total for KAREN J NOBLE/ 9212							\$2,922.72
LAMINATION DEPOT, INC./ 9624							
	26-1093	11-190-100-610-WW-0240A-G/ REG PROG UND-SUPPLIES	192645	CF	REG PROG UND-SUPPLIES		2,499.00
MAA AMERICAN MATH COMPETITIONS/ 4788							
	26-1276	11-190-100-890-BC-0250A-/ REG PROG UND-OTHER OBJ	00930888	CF	REG PROG UND-OTHER OBJ		228.00
MATGUARD USA, LLC/ 8278							
	26-1205	11-402-100-610-HS-1020A-54/ ATHLETICS-SUPPLIES	12/29/25 MLHS	CF	ATHLETICS-SUPPLIES		396.00
MCCLOSKEY MECHANICAL CONTRACTORS, INC./ 9622							
	26-0773	11-000-261-420-DW-0750 -/ REQ MAINT-CLN/REPAIR/MNT	SD49507	CF	REQ MAINT-CLN/REPAIR/MNT		29,464.27
MCI COMM SERVICE/ 9169							
	26-0684	11-190-100-500-TD-0720C-/ REG PROG UND-OTH SERVICE	JANUARY 26	CF	REG PROG UND-OTH SERVICE		14.29
MICHAELS STORES, INC./ 9621							
	26-0915	11-190-100-610-HS-0240A-L/ REG PROG UND-SUPPLIES	898549 - 909567	CF	REG PROG UND-SUPPLIES		1,191.35
MORRIS COUNTY TRACK COACHES ASSOC./ 8850							
	26-1265	11-402-100-890-HS-1020A-21/ ATHLETICS-OTHER OBJECTS	2393294	CF	ATHLETICS-OTHER OBJECTS		390.00
MORRIS COUNTY VOCATIONAL SCHOOL DIST./ 6027							
	26-0928	11-000-100-563-DW-0870A-/ TUITION - VOC ED-REGU	6V0380 FEB/2026	CF	TUITION - VOC ED-REGU		8,620.00
		11-000-100-564-LD-0870A-/ TUITION-VOTECH SPED	6V0380 FEB/2026	CF	TUITION-VOTECH SPED		6,912.80
Total for MORRIS COUNTY VOCATIONAL SCHOOL DIST./ 6027							\$15,532.80

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MOUNTAIN LAKES BD-CAFE ACCT/ 7019							
	26-0887	11-000-310-930-LR-0920 -/ FOOD SERV-IF TRANSFER	574-2526-50 2526-51	CF	FOOD SERV-IF TRANSFER		5,761.79
	26-0533	11-000-230-585-AD-0130F-/ GEN ADMIN-BOE OTH PUR SE	574-2526-43 2526-46	CF	GEN ADMIN-BOE OTH PUR SE		142.25
	26-0933	11-000-310-930-DW-0920A-/ FOOD SERV-IF TRANSFER	574-2526-52	CF	FOOD SERV-IF TRANSFER		502.00
Total for MOUNTAIN LAKES BD-CAFE ACCT/ 7019							\$6,406.04
N.J. NATURAL GAS CO./ 2592							
	26-0641	11-000-262-621-BC-0640C-/ CUSTODIAL-NATURAL GAS	DEC5-JAN9 2026 SERV	CF	CUSTODIAL-NATURAL GAS		19,413.71
		11-000-262-621-HS-0630 -/ CUSTODIAL-NATURAL GAS	DEC5-JAN9 2026 SERV	CF	CUSTODIAL-NATURAL GAS		30,680.75
		11-000-262-621-LR-0640C-/ CUSTODIAL-NATURAL GAS	DEC5-JAN9 2026 SERV	CF	CUSTODIAL-NATURAL GAS		9,383.53
		11-000-262-621-WW-0640C-/ CUSTODIAL-NATURAL GAS	DEC5-JAN9 2026 SERV	CF	CUSTODIAL-NATURAL GAS		13,286.72
Total for N.J. NATURAL GAS CO./ 2592							\$72,764.71
NATIONAL HIGHWAY PRODUCTS, INC./ 7954							
	26-1147	11-000-263-610-DW- -/ GROUNDS-SUPPLIES	129282 129743	CF	GROUNDS-SUPPLIES		3,307.75
NCS PEARSON INC/ 8325							
	26-1240	11-000-219-610-CS-1101A-/ CST-SUPPLIES	30669535	CF	CST-SUPPLIES		80.00
NEW JERSEY HILLS MEDIA GROUP, INC/ 9327							
	26-0940	11-000-251-890-AD-0130L-/ CENTRAL SERV-OTH OBJECTS	92376 - 92377	CF	CENTRAL SERV-OTH OBJECTS		132.08
NEW JERSEY ORTHOPAEDIC INSTITUTE, LLC/ 9360							
	26-1219	11-402-100-890-HS-1020A-21/ ATHLETICS-OTHER OBJECTS	663	CF	ATHLETICS-OTHER OBJECTS		3,600.00
NJ CONSORTIUM-GIFTED TALENTED PROGRAM/ 4494							
	26-1053	11-190-100-890-WW-0250B-/ REG PROG UND-OTHER OBJ	2517008	CF	REG PROG UND-OTHER OBJ		245.00
NJPSA/ 4331							
	26-1256	11-000-221-800-CI- -/ IMPROV INSTR-OTH OBJECTS	000105990 K.CIASULLI	CF	IMPROV INSTR-OTH OBJECTS		455.00
NJSIAA/ 4919							

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	26-0342	11-402-100-890-HS-1020A-21/ ATHLETICS-OTHER OBJECTS	2395961	CF	ATHLETICS-OTHER OBJECTS		325.00
NORTHERN SPEECH SERVICES, INC./ 9604							
	26-1204	11-000-223-580-CS-0250B-/ INSTR TRAIN-TRAVEL	1423917	CF	INSTR TRAIN-TRAVEL		246.00
PARSIPPANY HILLS WRESTLING PARENTS ASSOCIATION/ 9634							
	26-1218	11-402-100-890-HS-1020A-21/ ATHLETICS-OTHER OBJECTS	WRESTLING (9)	CF	ATHLETICS-OTHER OBJECTS		315.00
PATRICIA FILIACI/ 9290							
	26-0488	11-000-213-330-LR-0430A-/ HEALTH-OTH PUR PROF SERV	2526-14 01/13/25	CF	HEALTH-OTH PUR PROF SERV		800.00
		11-000-213-330-LR-0430A-/ HEALTH-OTH PUR PROF SERV	2526-2 01/15/2025	CF	HEALTH-OTH PUR PROF SERV		100.00
		11-000-213-330-LR-0430A-/ HEALTH-OTH PUR PROF SERV	2526-10 1/16/2026	CF	HEALTH-OTH PUR PROF SERV		800.00
		11-000-213-330-LR-0430A-/ HEALTH-OTH PUR PROF SERV	2526-11 01/20/26	CF	HEALTH-OTH PUR PROF SERV		800.00
		11-000-213-330-LR-0430A-/ HEALTH-OTH PUR PROF SERV	2526-13 01/21/26	CF	HEALTH-OTH PUR PROF SERV		800.00
Total for PATRICIA FILIACI/ 9290							\$3,300.00
PAWSON ASSOCIATES, INC./ 8416							
	26-0608	11-000-261-890-DW-0660A-13/ REQ MAINT-OTHER OBJECTS	26-102	CF	REQ MAINT-OTHER OBJECTS		6,100.00
PIONEER MANUFACTURING COMPANY/ 7545							
	26-1236	11-000-263-610-DW- -/ GROUNDS-SUPPLIES	280493	CF	GROUNDS-SUPPLIES		4,530.35
PITSCO EDUCATION, LLC/ 9185							
	26-1057	20-044-100-610-BC- -/ MLEF-BC-SUPPLIES	25-000020770	CF	MLEF-BC-SUPPLIES		1,314.90
PLAQUES & SUCH/ 2885							
	26-1137	11-402-100-610-HS-1020A-54/ ATHLETICS-SUPPLIES	Q158553	CF	ATHLETICS-SUPPLIES		446.50
POMPTONIAN FOOD SERVICE/ 6640							
	26-0559	60-910-310-870-DW-000 -/ CAFE-COST OF SALES	574-010926	CF	CAFE-COST OF SALES		13,597.28
		60-910-310-870-DW-000 -/ CAFE-COST OF SALES	MLU 574 011626	CF	CAFE-COST OF SALES		33,309.65
		60-910-310-870-DW-000 -/ CAFE-COST OF SALES	MUL 574 012326	CF	CAFE-COST OF SALES		6,938.09

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Total for POMPTONIAN FOOD SERVICE/ 6640							\$53,845.02
POWER PLACE, INC/ 2911							
	26-1125	11-000-263-420-DW-0720A-/ GROUND	1303140-03768- CF		GROUND		1,130.24
			07079				
RAJAK LLC/ 9306							
	26-1198	11-000-270-512-HS-0520D-/ TRANSP-CON	182	CF	TRANSP-CON		525.00
RICHARD KLEINMANN MD, LLC/ 8992							
	26-0283	11-000-213-330-CS-0431A-/ HEALTH-OTH	447	CF	HEALTH-OTH		1,750.00
RIDDELL ALL AMERICAN SPORTS CORP./ 7354							
	26-1228	11-402-100-500-HS- -/ ATHLETICS-SERV	952480057	CF	ATHLETICS-SERV		697.85
ROBOTICS ED&COMPETITION FOUNDATION INC/ 8538							
	26-1231	11-190-100-890-BC-0250A-/ REG PROG UN	62407053	CF	REG PROG UN		600.00
RULING OUR EXPERIENCES, INC. (ROX)/ 9598							
	26-1241	20-250-200-300-CS- -/ IDEA B-PROF & T	22546	CF	IDEA B-PROF & T		1,600.00
	26-1242	20-250-200-300-CS- -/ IDEA B-PROF & T	22547	CF	IDEA B-PROF & T		1,600.00
Total for RULING OUR EXPERIENCES, INC. (ROX)/ 9598							\$3,200.00
SAMUEL KLEIN & COMPANY/ 8951							
	26-0838	11-000-230-332-AD-0120A-/ GEN ADMIN-A	18536	CF	GEN ADMIN-A		17,675.00
SANDY HOOK PROMISE FOUNDATION INC/ 9395							
	26-1255	11-000-252-500-CS- -/ IT-OTH PUR SER	DWC316	CF	IT-OTH PUR SER		5,500.00
SCHOOL SPECIALTY, LLC/ 9170							
	26-1090	11-190-100-610-BC-0730A-/ REG PROG UN	208136607326	CF	REG PROG UN		248.72
		11-190-100-610-BC-0730A-/ REG PROG UN	208136687669	CF	REG PROG UN		4,254.24
Total for SCHOOL SPECIALTY, LLC/ 9170							\$4,502.96
SILVERGATE PREP/ 8445							
	26-1207	11-150-100-320-CS-1101A-/ HOME INSTR-P	56573	CF	HOME INSTR-P		500.00
	26-1199	11-150-100-320-CS-1101A-/ HOME INSTR-P	56223 56394	CF	HOME INSTR-P		800.00
	26-1244	11-150-100-320-CS-1101A-/ HOME INSTR-P	56721 - 56864	CF	HOME INSTR-P		700.00
Total for SILVERGATE PREP/ 8445							\$2,000.00
SPORTS PARADISE/ 9442							

* 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

1

va_bill5.032923
12/01/2025

Vendor # / Name	PO #	Account # / Description	Inv #	Check Type *	Check Description or Multi Remit To Check Name	Check #	Check Amount
Pending Payments							
	26-0886	11-402-100-610-HS-1020A-54/ ATHLETICS-SUPPLIES	51063	CF	ATHLETICS-SUPPLIES		495.00
STAINLESS PRODUCTIONS LLC/ 8972							
	26-0528	11-000-230-590-AD-0130B-/ GEN ADMIN-MISC PUR SERVI	JUL-DEC25 JAN26	CF	GEN ADMIN-MISC PUR SERVI		6,105.00
STAPLES BUSINESS CREDIT/ 7945							
	26-1245	11-000-251-600-AD-0130I-/ CENTRAL SERV-SUPPLIES	6053028515	CF	CENTRAL SERV-SUPPLIES		560.96
	26-1216	11-000-219-610-CS-1101A-/ CST-SUPPLIES	6053105613	CF	CST-SUPPLIES		129.99
Total for STAPLES BUSINESS CREDIT/ 7945							\$690.95
T-MOBILE/ 9239							
	26-0161	11-190-100-500-TD-0720C-/ REG PROG UND-OTH SERVICE	12/21/25 TO 1/20/26	CF	REG PROG UND-OTH SERVICE		60.00
TEACHER/ 3320							
	26-1133	11-000-223-580-HS-0250B-/ INSTR TRAIN-TRAVEL	REIMB J.LARKIN	CF	JENNIFER LARKIN		295.00
THE CENTER SCHOOL/ 9613							
	26-1209	11-000-100-566-CS-0870F-/ TUIT TO PRIV SCH INSTATE	JULY2025-100	CF	TUIT TO PRIV SCH INSTATE		9,906.60
	26-0785	11-000-100-566-CS-0870F-/ TUIT TO PRIV SCH INSTATE	MAR 2026-30	CF	TUIT TO PRIV SCH INSTATE		9,906.60
Total for THE CENTER SCHOOL/ 9613							\$19,813.20
THE READING & WRITING PROJECT NETWORK, LLC/ 9140							
	26-0532	11-000-223-320-CI- -/ INSTR TRAIN-PUR PROF SVC	RWP-2773	CF	INSTR TRAIN-PUR PROF SVC		2,558.94
THOMAS RICH LLC/ 9640							
	26-1258	11-190-100-500-BC- -/ REG PROG UND-OTH SERVICE	0087	CF	REG PROG UND-OTH SERVICE		1,500.00
VEL CONSTRUCTION, LLC/ 9422							
	26-1235	11-000-261-420-DW-0750 -/ REQ MAINT-CLN/REPAIR/MNT	1639	CF	REQ MAINT-CLN/REPAIR/MNT		9,970.00
VISUAL COMPUTER SOLUTIONS, INC/ 9304							
	26-1206	11-402-100-500-HS- -/ ATHLETICS-SERVICES	136000304	CF	ATHLETICS-SERVICES		733.02
	26-1263	11-000-266-300-DW- -/ SECURITY-PUR TECH SERVIC	136000249	CF	SECURITY-PUR TECH SERVIC		488.68
	26-1270	11-000-266-300-DW- -/ SECURITY-PUR TECH SERVIC	13600300	CF	SECURITY-PUR TECH SERVIC		488.68
		11-000-266-300-DW- -/ SECURITY-PUR TECH SERVIC	136000301	CF	SECURITY-PUR TECH SERVIC		488.68
		11-000-266-300-DW- -/ SECURITY-PUR TECH SERVIC	136000302	CF	SECURITY-PUR TECH SERVIC		488.68
Total for VISUAL COMPUTER SOLUTIONS, INC/ 9304							\$2,687.74

* 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

1

va_bill5.032923
12/01/2025

Vendor # / Name	PO #	Account # / Description	Inv #	Check Type *	Check Description or Multi Remit To Check Name	Check #	Check Amount
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Pending Payments

WARD'S NATURAL SCIENCE/ 3591

26-1038	11-190-100-610-HS-0240A-C/ REG PROG UND-SUPPLIES	8820422928	CF	REG PROG UND-SUPPLIES	539.31
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Total for Pending Payments	\$481,476.24
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* CF -- Computer Full CP - Computer Partial HF - Hand Check Full HP - Hand Check Partial

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Page 10

Mountain Lakes Board of Education

November Transfer Report

2

va_s1701
12/01/2025

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	12,280,674.00	10,543.51	12,291,217.51	1,229,121.75	(406,218.26)	-3.30	822,903.49	636,429.83
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	8,630,121.00	464,333.78	9,094,454.78	909,445.48	518,367.01	5.70	1,427,812.49	733,981.71
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	1,411,175.00	2,752.60	1,413,927.60	141,392.76	(3,169.00)	-0.22	138,223.76	806,737.33
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		22,321,970.00	477,629.89	22,799,599.89					2,177,148.87
UNDISTRIBUTED EXPENDITURES									
Tuition	11-000-100-XXX	1,087,636.00	31,385.00	1,119,021.00	111,902.10	(43,155.98)	-3.86	68,746.12	334,530.95
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	3,401,405.00	3,447.54	3,404,852.54	340,485.25	(239,581.42)	-7.04	100,903.83	63,763.28
Improvement of Instruction Services and Instructional Staff Training Services	1X-000-221-XXX 1X-000-223-XXX	813,909.00	2,166.25	816,075.25	81,607.53	(5,978.92)	-0.73	75,628.61	5,538.26
General Administration	1X-000-230-XXX	875,100.00	52,080.18	927,180.18	92,718.02	7,488.29	0.81	100,206.31	88,735.27
School Administration	1X-000-240-XXX	1,622,571.00	141,528.33	1,764,099.33	176,409.93	57,985.30	3.29	234,395.23	211,003.69
Central Services & Administrative Information Technology	1X-000-25X-XXX	694,862.00	6,112.65	700,974.65	70,097.47	4,135.66	0.59	74,233.13	57,441.90
Operation and Maintenance of Plant Services	1X-000-26X-XXX	4,030,354.00	10,736.76	4,041,090.76	404,109.08	121,727.44	3.01	525,836.52	546,514.03
Student Transportation Services	1X-000-270-XXX	757,119.00	14,845.00	771,964.00	77,196.40	550.00	0.07	77,746.40	86,948.55

va_s1701
12/01/2025

Mountain Lakes Board of Education

November 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
Personal Services-Employee Benefits	1X-XXX-XXX-2XX	7,661,440.00	0.00	7,661,440.00	766,144.00	9,500.00	0.12	775,644.00	3,003,961.85
Food Services	11-000-310-XXX	63,500.00	745.00	64,245.00	6,424.50	2,500.00	3.89	8,924.50	0.00
Transfer Property Sale Proceedes to Debt Service Reserve	11-000-520-934	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transfer from General Fund Surplus to 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		21,007,896.00	263,046.71	21,270,942.71					4,398,437.78
TOTAL GENERAL CURRENT EXPENSE		43,329,866.00	740,676.60	44,070,542.60					6,575,586.65
Equipment	12-XXX-XXX-73X 15-XXX-XXX-73X	57,750.00	0.00	57,750.00	5,775.00	77,868.23	134.84	83,643.23	3,901.25
Facilities Acquisition and Construction Services	12-000-4XX-XXX	678,298.00	207,402.32	885,700.32	0.00	(77,868.23)	-8.79	0.00	164,166.36
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		736,048.00	207,402.32	943,450.32					168,067.61
TOTAL SPECIAL SCHOOLS	13-XXX-XXX-XXX	228,599.00	0.00	228,599.00	22,859.90	295,749.28	129.37	318,609.18	99,070.54
Transfer of Funds to Charter Schools	10-000-100-56X	29,365.00	0.00	29,365.00	2,936.50	(19,899.40)	-67.77	0.00	9,465.60
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		44,323,878.00	948,078.92	45,271,956.92					6,852,190.40


School Business Administrator Signature

1/21/26
Date

**MOUNTAIN LAKES
SCHOOL DISTRICT
Treasurer's Report
ALL FUNDS
Month Ending
NOVEMBER 30, 2025**

3

FUNDS	OPENING CASH BALANCE 11/1/25	ADJUSTMENTS	CURRENT MONTH RECEIPTS	CURRENT MONTH DISBURSEMENTS	ENDING CASH BALANCE 11/30/25
<u>GOVERNMENTAL FUNDS</u>					
10 GENERAL FUND	\$8,879,089.02		\$4,362,412.60	\$4,241,967.86	\$8,999,533.76
20 SPECIAL REVENUE FUND	\$588,824.22		\$86,291.73	\$73,033.73	\$602,082.22
30 CAPITAL PROJECTS FUND	(\$712,609.16)				(\$712,609.16)
40 DEBT SERVICE FUND	(\$674,362.44)		\$126,192.67		(\$548,169.77)
31 TECHNOLOGY - CHROME INS	\$11,840.00		\$970.00		\$12,810.00
	\$8,092,781.64	\$0.00	\$4,575,867.00	\$4,315,001.59	\$8,353,647.05
30 CAFETERIA ACCOUNT	\$141,979.32		\$82,474.61	\$141,357.88	\$83,096.05
TOTAL GOVERNMENTAL FUNDS:	\$8,234,760.96	\$0.00	\$4,658,341.61	\$4,456,359.47	\$8,436,743.10
<u>TRUST & AGENCY FUNDS</u>					
FLEX SPENDING	\$23,505.36		\$4,221.35	\$4,329.22	\$23,397.49
UNEMPLOYMENT	\$402,643.10		\$993.82	\$128.16	\$403,508.76
NET PAYROLL	\$0.00		\$1,729,597.91	\$1,729,597.91	\$0.00
PAYROLL AGENCY	\$87,411.91		\$1,228,291.37	\$1,260,794.40	\$54,908.88
TOTAL TRUST & AGENCY FUNDS:	\$513,560.37	\$0.00	\$2,963,104.45	\$2,994,849.69	\$481,815.13
TOTAL ALL FUNDS:	\$8,748,321.33	\$0.00	\$7,621,446.06	\$7,451,209.16	\$8,918,558.23

PREPARED AND SUBMITTED BY:


TREASURER OF SCHOOL MONIES
LISA PALMIERI

1/8/2026
DATE

MOUNTAIN LAKES SCHOOL DISTRICT
BOARD OF EDUCATION
BANK RECONCILIATION - GENERAL ACCOUNT
AS OF NOVEMBER 30, 2025

3

Balance per Books - November 1, 2025		8,092,781.64
Add: Receipts		<u>4,575,867.00</u>
		12,668,648.64
Less: Disbursements		<u>4,315,001.59</u>
Balance per Books - November 30, 2025		<u>8,353,647.05</u>
Balance per Bank		
Lakeland Bank #624615786 (General)		1,528.78
Lakeland Bank #624611616 (General)		<u>8,322,462.62</u>
		8,323,991.40
Add: Due from Cafeteria Account:		
Check #102738	11/18/25	560.00
Check #102747	11/18/25	12,851.84
Check #102774	11/18/25	<u>127,946.04</u>
		141,357.88
		<u>8,465,349.28</u>
Less: Outstanding Checks		<u>(111,702.23)</u>
		<u>8,353,647.05</u>

MOUNTAIN LAKES SCHOOL DISTRICT
BOARD OF EDUCATION
BANK RECONCILIATION - GENERAL ACCOUNT
AS OF NOVEMBER 30, 2025

3

<u>Date</u> <u>Issued</u>	<u>Check</u> <u>#</u>	<u>Amount</u>	<u>Date</u> <u>Issued</u>	<u>Check</u> <u>#</u>	<u>Amount</u>	<u>Date</u> <u>Issued</u>	<u>Check</u> <u>#</u>	<u>Amount</u>
7/31/24	100450	4,653.28	11/18/25	102758	330.00			
9/4/24	100512	30.00	11/18/25	102762	300.00			
10/15/24	100928	36.61	11/18/25	102764	2,100.00			
11/29/24	101031	21.20	11/18/25	102766	600.00			
11/29/24	101056	68.98	11/18/25	102773	845.05			
11/29/24	101058	68.98	11/18/25	102786	3,778.13			
11/29/24	101059	37.71	11/18/25	102788	220.00			
11/29/24	101060	26.98	11/18/25	102794	156.99			
11/29/24	101061	26.98	11/18/25	102797	4,760.80			
11/29/24	101064	68.98	11/18/25	102799	57.81			
11/29/24	101076	600.00	11/18/25	102804	248.16			
12/20/24	101215	135.00	11/18/25	102805	40.00			
12/20/24	101270	23.12	11/18/25	102811	4.84			
12/20/24	101288	20.00	11/18/25	102812	40.47			
1/28/25	101389	21.20	11/18/25	102814	50.10			
3/18/25	101630	212.79	11/18/25	102818	233.12			
3/18/25	101697	17.34	11/18/25	102819	40.00			
4/15/25	101818	7.71	11/18/25	102822	36.61			
5/20/25	101948	60.00	11/18/25	102823	79.45			
6/24/25	102090	1,631.36	11/18/25	102827	295.00			
6/30/25	102179	9.40	11/18/25	102828	5.08			
6/30/25	102190	588.50	11/18/25	102831	3,683.24			
7/15/25	102242	500.00	11/18/25	802833	275.00			
7/15/25	102246	267.76	11/18/25	802834	1,843.80			
7/31/25	102300	250.00	11/26/25	102846	39,748.20			
8/31/25	102542	150.00						
9/30/25	102586	3,332.60						
9/30/25	102664	8,735.80						
9/30/25	102685	170.00						
11/18/25	102691	500.00						
11/18/25	102696	50.00						
11/18/25	102699	193.72						
11/18/25	102717	9,212.61						
11/18/25	102724	360.00						
11/18/25	102732	2,500.00						
11/18/25	102734	2,500.00						
11/18/25	102735	550.00						
11/18/25	102737	5,250.00						
11/18/25	102746	200.00						
11/18/25	102751	150.00						
11/18/25	102755	100.00						
11/18/25	102756	150.00						
11/18/25	102757	8,441.77						
		<u>51,930.38</u>			<u>59,771.85</u>			<u>0.00</u>

MOUNTAIN LAKES SCHOOL DISTRICT
BOARD OF EDUCATION
BANK RECONCILIATION - GENERAL ACCOUNT
AS OF NOVEMBER 30, 2025

3

RECAP:

51,930.38

59,771.85

0.00

TOTAL **111,702.23** Total outstanding checks as of November 30, 2025

MOUNTAIN LAKES SCHOOL DISTRICT
BOARD OF EDUCATION
BANK RECONCILIATION - CAFETERIA ACCOUNT
AS OF NOVEMBER 30, 2025

3

Balance per Books - November 1, 2025			141,979.32
Add: Receipts			<u>82,474.61</u>
			224,453.93
Less: Disbursements			<u>141,357.88</u>
Balance per Books - November 30, 2025			<u><u>83,096.05</u></u>
Balance per Bank			
Lakeland Bank #624611829 (Cafeteria)			224,453.93
Less: Due to General Account:			
Check #102738	11/18/25	560.00	
Check #102747	11/18/25	12,851.84	
Check #102774	11/18/25	<u>127,946.04</u>	
			<u>141,357.88</u>
			<u><u>83,096.05</u></u>

MOUNTAIN LAKES SCHOOL DISTRICT
BOARD OF EDUCATION
BANK RECONCILIATION - FLEX SPENDING ACCOUNT
AS OF NOVEMBER 30, 2025

3

Balance per Books - November 1, 2025	23,505.36
Add: Receipts	<u>4,221.35</u>
	27,726.71
Less: Disbursements	<u>4,329.22</u>
Balance per Books - November 30, 2025	<u><u>23,397.49</u></u>
Balance per Bank	
Lakeland Bank #624611608 (Flex Spending)	<u><u>23,397.49</u></u>

MOUNTAIN LAKES SCHOOL DISTRICT
BOARD OF EDUCATION
BANK RECONCILIATION - UNEMPLOYMENT ACCOUNT
AS OF NOVEMBER 30, 2025

3

Balance per Books - November 1, 2025	402,643.10
Add: Receipts	<u>993.82</u>
	403,636.92
Less: Disbursements	<u>128.16</u>
Balance per Books - November 30, 2025	<u><u>403,508.76</u></u>
Balance per Bank	
Lakeland Bank #624611802 (Unemployment)	<u><u>403,508.76</u></u>

MOUNTAIN LAKES SCHOOL DISTRICT
BOARD OF EDUCATION
BANK RECONCILIATION - NET PAYROLL ACCOUNT
AS OF NOVEMBER 30, 2025

3

Balance per Books - November 1, 2025			0.00
Add: Receipts			<u>1,729,597.91</u>
			1,729,597.91
Less: Disbursements			<u>1,729,597.91</u>
Balance per Books - November 30, 2025			<u><u>0.00</u></u>
Balance per Bank			
Lakeland Bank #624611691 (Net Payroll)			9,594.87
Less: Interest due to General Fund			
July - 2025		205.54	
August - 2025		115.36	
September - 2025		442.62	
October - 2025		385.73	
November - 2025		<u>314.26</u>	
			<u>1,463.51</u>
			8,131.36
Less: Outstanding Checks			
6/28/23	#151216	368.37	
5/31/24	#151385	484.20	
12/30/24	#151454	2,190.36	
2/28/25	#151481	2,564.07	
11/26/25	#151636	2,186.51	
11/26/25	#151640	<u>337.85</u>	
			<u>8,131.36</u>
			<u><u>0.00</u></u>

MOUNTAIN LAKES SCHOOL DISTRICT
BOARD OF EDUCATION
BANK RECONCILIATION - PAYROLL AGENCY ACCOUNT
AS OF NOVEMBER 30, 2025

3

Balance per Books - November 1, 2025		87,411.91
Add: Receipts		<u>1,228,291.37</u>
		1,315,703.28
Less: Disbursements		<u>1,260,794.40</u>
Balance per Books - November 30, 2025		<u><u>54,908.88</u></u>
Balance per Bank		
Lakeland Bank #624611640 (Payroll Agency)		60,669.09
Less: Outstanding Checks		
TPAF - Check #456	534.99	
Garnishment - Check #461	568.70	
Prudential - Check #462	3,496.52	
Garnishment - Check #463	<u>1,160.00</u>	
		<u>5,760.21</u>
		<u><u>54,908.88</u></u>

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1/14 12:42pm

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Mountain Lakes Board of Education
General Fund - Fund 10
Interim Balance Sheet
For 5 Month Period Ending 11/30/2025

=====

ASSETS AND RESOURCES

=====

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

101	Cash in bank		\$5,526,076.90
102-107	Cash and cash equivalents		\$2,031.72
116	Capital reserve Account		\$3,473,456.86
121	Tax levy receivable		\$14,565,688.60
	Accounts receivable:		
132	Interfund	\$152,784.19	
141	Intergovernmental - State	\$1,015,608.34	
153,154	Other (net of est uncollectible of \$_____)	\$9,453,290.02	\$10,621,682.55
	Other Current Assets		\$0.00

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

301	Estimated Revenues	\$42,593,560.00	
302	Less Revenues	(\$40,991,046.98)	
			\$1,602,513.02
	Total assets and resources		\$35,791,449.65

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Mountain Lakes Board of Education
General Fund - Fund 10
Interim Balance Sheet
For 5 Month Period Ending 11/30/2025

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LIABILITIES AND FUND EQUITY

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

421	Accounts Payable	\$1,191,248.34
481	Deferred Revenues	\$90,680.13
	Other current liabilities including Net Assets	\$80,232.55

TOTAL LIABILITIES

\$1,362,161.02

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FUND BALANCE

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

753	Reserve for Encumbrances - Current Year		\$21,841,112.28
754	Reserve for Encumbrance - Prior Year		\$43,454.95
	Reserved fund balance:		
761	Capital reserve account -	\$3,473,456.86	
			\$3,473,456.86
765	Reserve for Tuition Payments	\$400,000.00	
			\$400,000.00
764	Reserve for Maintenance	\$1,200,000.00	
			\$1,200,000.00
760	Reserved Fund Balance		\$148,918.00
601	Appropriations	\$45,571,956.92	
602	Less : Expenditures	\$16,835,199.29	
603	Encumbrances	\$21,884,567.23	
		(\$38,719,766.52)	
			\$6,852,190.40

Total Appropriated

\$33,959,132.49

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

770	Unreserved Fund Balance -		\$3,146,106.14
303	Budgeted Fund Balance		(\$2,675,950.00)

TOTAL FUND BALANCE

\$34,429,288.63

TOTAL LIABILITIES AND FUND EQUITY

\$35,791,449.65

=====

Mountain Lakes Board of Education
General Fund - Fund 10
Interim Balance Sheet
For 5 Month Period Ending 11/30/2025

RECAPITULATION OF FUND BALANCE:

	Budgeted	Actual	Variance
Appropriations	\$45,571,956.92	\$38,719,766.52	\$6,852,190.40
Revenues	(\$42,593,560.00)	(\$40,991,046.98)	(\$1,602,513.02)
	<u>\$2,978,396.92</u>	<u>(\$2,271,280.46)</u>	<u>\$5,249,677.38</u>
Less: Adjust for prior year encumb.	<u>(\$302,446.92)</u>	<u>(\$302,446.92)</u>	
Budgeted Fund Balance	<u>\$2,675,950.00</u>	<u>(\$2,573,727.38)</u>	<u>\$5,249,677.38</u>
Recapitulation of Budgeted Fund Balance by Subfund Fund 10 (includes 10, 11, 12, and 13)	<u>\$2,675,950.00</u>	<u>(\$2,573,727.38)</u>	<u>\$5,249,677.38</u>
TOTAL Budgeted Fund Balance	<u><u>\$2,675,950.00</u></u>	<u><u>(\$2,573,727.38)</u></u>	<u><u>\$5,249,677.38</u></u>

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Mountain Lakes Board of Education
GENERAL FUND - FUND 10
INTERIM STATEMENTS COMPARING
BUDGET REVENUE WITH ACTUAL TO DATE AND
APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE
For 5 Month Period Ending 11/30/2025

	BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
*** REVENUES/SOURCES OF FUNDS ***				
1XXX From Local Sources	\$41,204,690.00	\$39,534,907.98		\$1,669,782.02
3XXX From State Sources	\$1,388,870.00	\$1,456,139.00		(\$67,269.00)
TOTAL REVENUE/SOURCES OF FUNDS	\$42,593,560.00	\$40,991,046.98		\$1,602,513.02
	=====	=====	=====	=====
*** EXPENDITURES ***	APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	AVAILABLE BALANCE

11-1XX-100-XXX Regular Programs - Instruction	\$11,884,999.25	\$3,954,610.14	\$7,293,959.28	\$636,429.83
11-2XX-100-XXX Special Education - Instruction	\$8,357,794.09	\$2,381,677.83	\$5,364,347.87	\$611,768.39
11-401-100-XXX School-Spon. Cocurr. Acti-Instr	\$266,611.50	\$19,244.76	\$2,091.27	\$245,275.47
11-402-100-XXX School-Spons. Athletics - Instruction	\$1,144,147.10	\$383,207.76	\$199,477.48	\$561,461.86

11-000-100-XXX Instruction	\$1,075,865.02	\$375,300.76	\$366,033.31	\$334,530.95
11-000-211-XXX Attendance and Social Work Services	\$35,048.40	\$14,603.50	\$20,444.90	\$0.00
11-000-213-XXX Health Services	\$789,115.23	\$250,324.63	\$488,286.97	\$50,503.63
11-000-216-XXX Speech, OT,PT & Related Svcs	\$834,693.00	\$185,278.08	\$533,827.30	\$115,587.62
11-000-217-XXX Other Support Serv - Students Extra Srvc	\$420,334.70	\$95,760.94	\$317,948.06	\$6,625.70
11-000-218-XXX Guidance	\$919,035.86	\$330,506.13	\$582,967.15	\$5,562.58
11-000-219-XXX Child Study Teams	\$1,079,212.52	\$432,607.49	\$646,351.56	\$253.47
11-000-221-XXX Improv of Inst. - Instruc Staff	\$745,873.33	\$435,580.83	\$309,314.05	\$978.45
11-000-222-XXX Educational Media Serv/School Library	\$342,859.11	\$129,418.53	\$205,996.98	\$7,443.60
11-000-223-XXX Instructional Staff Training Services	\$64,223.00	\$27,352.41	\$32,310.78	\$4,559.81
11-000-230-XXX Supp. Serv.-General Administration	\$934,668.47	\$545,268.18	\$300,665.02	\$88,735.27
11-000-240-XXX Supp. Serv.-School Administration	\$1,822,084.63	\$707,541.03	\$903,539.91	\$211,003.69
11-000-25X-XXX Central Serv & Admin. Inform. Tech.	\$705,110.31	\$309,531.03	\$338,137.38	\$57,441.90
11-000-261-XXX Require Maint. for School Facilities	\$1,223,077.96	\$666,800.93	\$307,145.81	\$249,131.22
11-000-262-XXX Custodial Services	\$2,573,162.91	\$1,025,494.24	\$1,316,522.68	\$231,145.99
11-000-263-XXX Care and Upkeep of Grounds	\$263,077.33	\$126,597.02	\$75,223.31	\$61,257.00
11-000-266-XXX Security	\$103,500.00	\$40,961.34	\$57,558.84	\$4,979.82
11-000-270-XXX Student Transportation Services	\$772,514.00	\$269,734.52	\$415,830.93	\$86,948.55
11-XXX-XXX-2XX Allocated and Unallocated Benefits	\$7,670,940.00	\$2,912,187.95	\$1,754,790.20	\$3,003,961.85
11-000-310-XXX Food Services	\$66,745.00	\$20,465.36	\$46,279.64	.00
TOTAL GENERAL CURRENT EXPENSE				
EXPENDITURES/USES OF FUNDS	\$44,094,692.72	\$15,640,055.39	\$21,879,050.68	\$6,575,586.65
	=====	=====	=====	=====

4

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 5 Month Period Ending 11/30/2025

*** EXPENDITURES - cont'd ***	APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	AVAILABLE BALANCE
	<u> </u>	<u> </u>	<u> </u>	<u> </u>
*** CAPITAL OUTLAY ***				
12-XXX-XXX-73X Equipment	\$135,618.23	\$131,716.98	\$0.00	\$3,901.25
12-000-4XX-XXX Facilities acquisition & constr. serv.	\$807,832.09	\$643,665.73	.00	\$164,166.36
	<u> </u>	<u> </u>	<u> </u>	<u> </u>
 TOTAL CAP OUTLAY EXPEND./USES OF FUNDS	 \$943,450.32	 \$775,382.71	 \$0.00	 \$168,067.61
	<u>=====</u>	<u>=====</u>	<u>=====</u>	<u>=====</u>
 *** SPECIAL SCHOOLS ***				
13-422-100-XXX Summer school -instruction	\$337,707.92	\$337,707.92	.00	.00
13-4XX-100-XXX Other spec. schools-instruction	\$186,640.36	\$82,053.27	\$5,516.55	\$99,070.54
	<u> </u>	<u> </u>	<u> </u>	<u> </u>
 TOTAL SPECIAL SCHOOLS EXPENDITURES/USES OF FUNDS	 \$524,348.28	 \$419,761.19	 \$5,516.55	 \$99,070.54
	<u>=====</u>	<u>=====</u>	<u>=====</u>	<u>=====</u>
 10-000-100-56X Transfer of Funds to Charter Schools	 \$9,465.60	 .00	 .00	 \$9,465.60
 TOTAL GENERAL FUND EXPENDITURES	 \$45,571,956.92	 \$16,835,199.29	 \$21,884,567.23	 \$6,852,190.40
	<u>=====</u>	<u>=====</u>	<u>=====</u>	<u>=====</u>

4

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 5 Month Period Ending 11/30/2025

	ESTIMATED	ACTUAL	UNREALIZED
	<u> </u>	<u> </u>	<u> </u>
--- LOCAL SOURCES ---			
1210 Local Tax Levy - Base Budget	\$24,969,752.00	\$24,969,752.04	(\$0.04)
1310 Tuition from Individuals	\$1,120,648.00	\$1,120,971.70	(\$323.70)
1320 Tuition from LEAs Within State	\$14,757,581.00	\$13,229,185.08	\$1,528,395.92
1350 Tuition From Summer School	\$73,609.00	.00	\$73,609.00
1410 Transp Fees from Individuals	\$8,000.00	\$5,369.00	\$2,631.00
1510 Interest	\$200,100.00	\$123,376.74	\$76,723.26
1910 Rents and Royalties	\$20,000.00	\$4,864.00	\$15,136.00
1XXX Miscellaneous	\$55,000.00	\$81,389.42	(\$26,389.42)
	<u> </u>	<u> </u>	<u> </u>
TOTAL LOCAL	\$41,204,690.00	\$39,534,907.98	\$1,669,782.02
	<u> </u>	<u> </u>	<u> </u>
--- STATE SOURCES ---			
3121 Categorical Transportation Aid	\$65,857.00	\$65,857.00	.00
3131 Extraordinary Aid	\$84,437.00	\$109,902.00	(\$25,465.00)
3132 Categorical Special Education Aid	\$1,090,282.00	\$1,090,282.00	.00
3177 Categorical Security	\$148,294.00	\$148,294.00	.00
3199 DOE Loan Against State Aid		\$10,741.00	(\$10,741.00)
3301 State Reimbursement for Menstrual Products		\$31,063.00	(\$31,063.00)
	<u> </u>	<u> </u>	<u> </u>
TOTAL	\$1,388,870.00	\$1,456,139.00	(\$67,269.00)
	<u> </u>	<u> </u>	<u> </u>
TOTAL REVENUES/SOURCES OF FUNDS	\$42,593,560.00	\$40,991,046.98	\$1,602,513.02
	<u> </u>	<u> </u>	<u> </u>

4

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 5 Month Period Ending 11/30/2025

	Appropriations	Expenditures	Encumbrances	Available Balance
*** GENERAL CURRENT EXPENSE ***				
--- Regular Programs - Instruction ---				
11-105-100-101 Preschool - Salaries of Teachers	\$89,570.00	\$22,823.94	\$51,906.06	\$14,840.00
11-110-100-101 Kindergarten - Salaries of Teachers	\$421,852.00	\$107,371.00	\$314,481.00	.00
11-120-100-101 Grades 1-5 - Salaries of Teachers	\$2,929,994.50	\$861,800.56	\$1,932,409.88	\$135,784.06
11-130-100-101 Grades 6-8 - Salaries of Teachers	\$2,355,752.00	\$704,476.00	\$1,639,505.80	\$11,770.20
11-140-100-101 Grades 9-12 - Salaries of Teachers	\$4,713,715.08	\$1,354,958.40	\$3,065,252.40	\$293,504.28
11-150-100-320 Purchased Prof.-Ed. Services	\$15,000.00	\$1,162.74	\$1,300.00	\$12,537.26
--- Regular Programs - Undistr. Instruction ---				
11-190-100-106 Other Salaries for Instruction	\$222,727.00	\$91,513.83	\$131,213.17	.00
11-190-100-340 Purchased Technical Services	\$10,000.00	.00	.00	\$10,000.00
11-190-100-500 Other Purch. Serv. (400-500 series)	\$476,015.46	\$336,900.62	\$112,682.58	\$26,432.26
11-190-100-610 General Supplies	\$543,601.84	\$385,533.32	\$39,991.86	\$118,076.66
11-190-100-640 Textbooks	\$89,333.54	\$83,966.90	\$3,676.53	\$1,690.11
11-190-100-800 Other Objects	\$17,437.83	\$4,102.83	\$1,540.00	\$11,795.00
TOTAL	\$11,884,999.25	\$3,954,610.14	\$7,293,959.28	\$636,429.83
--- SPECIAL EDUCATION - INSTRUCTION ---				
Visual Impairments:				
11-206-100-101 Salaries of Teachers	\$1,125.00	\$1,125.00	\$0.00	\$0.00
TOTAL	\$1,125.00	\$1,125.00	\$0.00	\$0.00
Auditory Impairments:				
11-207-100-101 Salaries of Teachers	\$3,756,790.59	\$1,114,141.80	\$2,566,598.76	\$76,050.03
11-207-100-106 Other Salaries for Instruction	\$1,070,242.94	\$282,735.67	\$648,111.36	\$139,395.91
11-207-100-340 Purchased Technical Services	\$5,000.00	.00	\$1,736.00	\$3,264.00
11-207-100-610 General Supplies	\$64,750.00	\$29,422.89	\$2,040.98	\$33,286.13
11-207-100-640 Textbooks	\$17,500.00	.00	.00	\$17,500.00
11-207-100-800 Other Objects	\$300,000.00	.00	.00	\$300,000.00
TOTAL	\$5,214,283.53	\$1,426,300.36	\$3,218,487.10	\$569,496.07
Resource Room/Resource Center:				
11-213-100-101 Salaries of Teachers	\$2,254,328.00	\$684,759.05	\$1,569,568.95	\$0.00
11-213-100-610 General supplies	\$6,780.00	\$4,544.99	\$68.11	\$2,166.90
TOTAL	\$2,261,108.00	\$689,304.04	\$1,569,637.06	\$2,166.90
Autism:				
11-214-100-101 Salaries of Teachers	\$179,910.00	\$53,973.00	\$125,937.00	\$0.00
11-214-100-106 Other Salaries for Instruction	\$27,939.30	\$21,461.22	\$6,478.08	.00
TOTAL	\$207,849.30	\$75,434.22	\$132,415.08	\$0.00
Preschool Disabilities - Full-Time:				
11-216-100-101 Salaries of Teachers	\$74,730.00	\$22,824.06	\$51,905.94	\$0.00
11-216-100-106 Other Salaries for Instruction	\$3,378.21	\$3,357.94	.00	\$20.27
TOTAL	\$78,108.21	\$26,182.00	\$51,905.94	\$20.27
Home Instruction:				

Mountain Lakes Board of Education
GENERAL FUND - FUND 10
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 5 Month Period Ending 11/30/2025

	Appropriations	Expenditures	Encumbrances	Available Balance
11-219-100-101 Salaries of Teachers	\$533,418.27	\$157,565.74	\$374,782.26	\$1,070.27
11-219-100-320 Purchased Prof.-Ed. Services	\$15,000.00	.00	.00	\$15,000.00
11-219-100-500 Other Purch. Serv. (400-500 series)	\$41,901.78	\$5,766.47	\$17,120.43	\$19,014.88
11-219-100-610 General Supplies	\$5,000.00	.00	.00	\$5,000.00
TOTAL	\$595,320.05	\$163,332.21	\$391,902.69	\$40,085.15
TOTAL SPECIAL ED - INSTRUCTION	\$8,357,794.09	\$2,381,677.83	\$5,364,347.87	\$611,768.39
--- School spons.cocurricular activities-Instruction ---				
11-401-100-100 Salaries	\$258,173.00	\$17,371.00	.00	\$240,802.00
11-401-100-500 Purchased Services (300-500 series)	\$200.00	\$100.00	\$100.00	.00
11-401-100-600 Supplies and Materials	\$8,238.50	\$1,773.76	\$1,991.27	\$4,473.47
TOTAL	\$266,611.50	\$19,244.76	\$2,091.27	\$245,275.47
--- School sponsored athletics-Instruct. ---				
11-402-100-100 Salaries	\$905,558.00	\$262,783.69	\$151,528.31	\$491,246.00
11-402-100-500 Purchased Services (300-500 series)	\$42,257.25	\$17,306.03	\$9,688.08	\$15,263.14
11-402-100-600 Supplies and Materials	\$68,000.00	\$49,432.75	\$1,844.78	\$16,722.47
11-402-100-800 Other Objects	\$128,331.85	\$53,685.29	\$36,416.31	\$38,230.25
TOTAL	\$1,144,147.10	\$383,207.76	\$199,477.48	\$561,461.86
--- UNDISTRIBUTED EXPENDITURES ---				
--- Instruction ---				
11-000-100-563 Tuition to Co.Voc.School Dist.-reg.	\$141,567.00	\$55,311.00	\$43,900.00	\$42,356.00
11-000-100-564 Tuition to Co.Voc. School Dist.-spec.	\$75,000.00	\$34,563.20	\$40,436.80	.00
11-000-100-566 Tuition to Priv Sch for Disbl w/i State	\$859,298.02	\$285,426.56	\$281,696.51	\$292,174.95
TOTAL	\$1,075,865.02	\$375,300.76	\$366,033.31	\$334,530.95
--- Attendance and social work services ---				
11-000-211-100 Salaries	\$35,048.40	\$14,603.50	\$20,444.90	.00
TOTAL	\$35,048.40	\$14,603.50	\$20,444.90	\$0.00
--- Health services ---				
11-000-213-100 Salaries	\$423,878.26	\$145,429.64	\$266,036.18	\$12,412.44
11-000-213-300 Purchased Prof. & Tech. Svc.	\$354,084.28	\$98,640.36	\$221,914.98	\$33,528.94
11-000-213-600 Supplies and Materials (600-615)	\$10,896.19	\$5,998.13	\$335.81	\$4,562.25
11-000-213-800 Other Objects	\$256.50	\$256.50	.00	.00
TOTAL	\$789,115.23	\$250,324.63	\$488,286.97	\$50,503.63
--- Speech, OT,PT & Related Svcs ---				
11-000-216-100 Salaries	\$827,759.00	\$184,525.35	\$527,742.65	\$115,491.00
11-000-216-320 Purchased Prof. Ed. Services	\$6,064.00	.00	\$6,064.00	.00
11-000-216-600 Supplies and Materials	\$870.00	\$752.73	\$20.65	\$96.62
TOTAL	\$834,693.00	\$185,278.08	\$533,827.30	\$115,587.62
--- Other support services - Students - Extra Srvc				
11-000-217-100 Salaries	\$420,334.70	\$95,760.94	\$317,948.06	\$6,625.70
TOTAL	\$420,334.70	\$95,760.94	\$317,948.06	\$6,625.70

Mountain Lakes Board of Education
GENERAL FUND - FUND 10
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 5 Month Period Ending 11/30/2025

	Appropriations	Expenditures	Encumbrances	Available Balance
--- Guidance ---				
11-000-218-104 Salaries Other Prof. Staff	\$799,542.47	\$257,538.17	\$536,844.79	\$5,159.51
11-000-218-105 Sal Secr. & Clerical Asst.	\$97,302.60	\$51,680.10	\$45,622.50	.00
11-000-218-320 Purchased Prof. - Ed. Services	\$7,227.11	\$7,227.11	.00	.00
11-000-218-500 Other Purchased Services (400-500 series)	\$2,023.06	\$2,023.06	.00	.00
11-000-218-600 Supplies and Materials	\$10,968.62	\$10,095.69	\$499.86	\$373.07
11-000-218-800 Other Objects	\$1,972.00	\$1,942.00	.00	\$30.00
TOTAL	\$919,035.86	\$330,506.13	\$582,967.15	\$5,562.58
--- Child Study Teams ---				
11-000-219-104 Salaries Other Prof. Staff	\$910,323.82	\$343,537.93	\$566,784.95	\$0.94
11-000-219-105 Sal Secr. & Clerical Asst.	\$125,010.12	\$46,685.86	\$78,324.26	.00
11-000-219-592 Misc Purch Ser(400-500 O/than Resid costs)	\$36,192.58	\$35,141.58	\$1,051.00	\$0.00
11-000-219-600 Supplies and Materials	\$7,686.00	\$7,242.12	\$191.35	\$252.53
TOTAL	\$1,079,212.52	\$432,607.49	\$646,351.56	\$253.47
--- Improv. of instr. Serv. ---				
11-000-221-102 Salaries Superv. of Instr.	\$640,250.38	\$333,102.58	\$307,147.80	.00
11-000-221-104 Salaries Other Prof. Staff	\$71,083.70	\$71,083.70	.00	.00
11-000-221-320 Purchased Prof. - Ed. Services	\$21,501.00	\$21,501.00	.00	.00
11-000-221-500 Other Purchased Services (400-500 series)	\$2,166.25	.00	\$2,166.25	.00
11-000-221-600 Supplies and Materials	\$2,998.00	\$2,929.55	.00	\$68.45
11-000-221-800 Other Objects	\$7,874.00	\$6,964.00	.00	\$910.00
TOTAL	\$745,873.33	\$435,580.83	\$309,314.05	\$978.45
--- Educational media serv./sch.library ---				
11-000-222-100 Salaries	\$257,253.00	\$79,921.50	\$177,331.50	.00
11-000-222-177 Salaries of Technology Coordinators	\$48,055.77	\$20,023.22	\$28,032.55	.00
11-000-222-600 Supplies and Materials	\$37,100.34	\$29,473.81	\$632.93	\$6,993.60
11-000-222-800 Other Objects	\$450.00	.00	.00	\$450.00
TOTAL	\$342,859.11	\$129,418.53	\$205,996.98	\$7,443.60
--- Instructional Staff Training Services ---				
11-000-223-320 Purchased Prof. - Ed. Services	\$40,050.00	\$18,117.88	\$21,932.12	.00
11-000-223-500 Other Purchased Services (400-500 series)	\$20,100.00	\$6,884.94	\$8,905.97	\$4,309.09
11-000-223-600 Supplies and Materials	\$1,500.00	\$1,160.59	\$272.69	\$66.72
11-000-223-800 Other Objects	\$2,573.00	\$1,189.00	\$1,200.00	\$184.00
TOTAL	\$64,223.00	\$27,352.41	\$32,310.78	\$4,559.81
--- Support services-general administration ---				
11-000-230-100 Salaries	\$410,463.03	\$176,801.25	\$230,398.55	\$3,263.23
11-000-230-331 Legal Services	\$68,000.00	\$48,185.71	\$19,814.29	.00
11-000-230-332 Audit Fees	\$45,000.00	\$17,675.00	\$25,675.00	\$1,650.00
11-000-230-339 Other Purchased Prof. Svc.	\$36,624.18	\$12,844.44	\$3,532.24	\$20,247.50
11-000-230-340 Purchased Tech. Services	\$5,000.00	.00	.00	\$5,000.00
11-000-230-530 Communications/Telephone	\$4,956.26	.00	.00	\$4,956.26
11-000-230-580 Travel - All Other	\$4,000.00	\$1,209.20	.00	\$2,790.80
11-000-230-585 BOE Other Purchased Prof. Svc.	\$3,500.00	\$905.06	\$1,994.94	\$600.00

Mountain Lakes Board of Education
GENERAL FUND - FUND 10
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 5 Month Period Ending 11/30/2025

4

	Appropriations	Expenditures	Encumbrances	Available Balance
11-000-230-590 Misc Purchased Services (400-500)	\$323,625.00	\$265,427.00	\$17,250.00	\$40,948.00
11-000-230-610 General Supplies	\$4,500.00	.00	.00	\$4,500.00
11-000-230-820 Judgments Against. School District.	\$3,000.00	\$890.00	.00	\$2,110.00
11-000-230-890 Misc. Expenditures	\$8,038.00	\$6,038.00	\$2,000.00	.00
11-000-230-895 BOE Membership Dues and Fees	\$17,962.00	\$15,292.52	.00	\$2,669.48
TOTAL	\$934,668.47	\$545,268.18	\$300,665.02	\$88,735.27
--- Support services-school administration ---				
11-000-240-103 Salaries Princ./Asst. Princ.	\$891,626.00	\$371,510.60	\$520,114.84	\$0.56
11-000-240-104 Salaries Other Prof. Staff	\$105,114.00	\$55,641.01	\$49,472.99	.00
11-000-240-105 Sal Secr. & Clerical Asst.	\$650,952.83	\$203,404.63	\$317,548.00	\$130,000.20
11-000-240-199 Unused Vac Payment to Term/Ret Staff	\$47,571.08	\$19,557.43	.00	\$28,013.65
11-000-240-500 Other Purchased Services (400-500 series)	\$30,364.73	\$10,579.32	\$7,647.48	\$12,137.93
11-000-240-600 Supplies and Materials	\$83,705.99	\$38,416.04	\$8,756.60	\$36,533.35
11-000-240-800 Other Objects	\$12,750.00	\$8,432.00	.00	\$4,318.00
TOTAL	\$1,822,084.63	\$707,541.03	\$903,539.91	\$211,003.69
--- Central Services ---				
11-000-251-100 Salaries	\$455,158.00	\$187,013.30	\$257,273.66	\$10,871.04
11-000-251-199 Unused Vac Payment to Term/Ret Staff	\$4,135.66	\$4,135.66	.00	.00
11-000-251-592 Misc Pur Serv (400-500 series)	\$24,241.98	\$11,152.78	\$6,283.68	\$6,805.52
11-000-251-600 Supplies and Materials	\$5,000.00	\$2,454.60	\$4.34	\$2,541.06
11-000-251-89X Other Objects	\$6,401.67	\$2,428.00	\$1,824.67	\$2,149.00
TOTAL	\$494,937.31	\$207,184.34	\$265,386.35	\$22,366.62
--- Admin. Info. Technology ---				
11-000-252-100 Salaries	\$112,103.14	\$46,720.88	\$65,382.26	.00
11-000-252-340 Purchased Technical Services	\$51,450.00	\$41,909.81	\$2,504.08	\$7,036.11
11-000-252-500 Other Pur Serv. (400-500 series)	\$36,419.86	\$7,975.50	\$4,097.34	\$24,347.02
11-000-252-600 Supplies and Materials	\$4,550.00	\$804.50	\$767.35	\$2,978.15
11-000-252-800 Other Objects	\$5,650.00	\$4,936.00	.00	\$714.00
TOTAL	\$210,173.00	\$102,346.69	\$72,751.03	\$35,075.28
TOTAL Cent. Svcs. & Admin IT	\$705,110.31	\$309,531.03	\$338,137.38	\$57,441.90
--- Required Maint.for School Facilities ---				
11-000-261-100 Salaries	\$281,426.00	\$74,021.82	\$146,263.92	\$61,140.26
11-000-261-199 Unused Vac Payment to Term/Ret Staff	\$5,400.31	\$5,400.31	.00	.00
11-000-261-420 Cleaning, Repair & Maint. Svc	\$809,380.65	\$562,631.19	\$122,289.15	\$124,460.31
11-000-261-421 Lead Testing of Drinking Water	\$6,088.00	.00	.00	\$6,088.00
11-000-261-610 General Supplies	\$100,000.00	\$20,351.61	\$28,435.74	\$51,212.65
11-000-261-800 Other Objects	\$20,783.00	\$4,396.00	\$10,157.00	\$6,230.00
TOTAL	\$1,223,077.96	\$666,800.93	\$307,145.81	\$249,131.22
--- Custodial Services ---				
11-000-262-1XX Salaries	\$1,294,335.17	\$505,045.62	\$708,611.08	\$80,678.47
11-000-262-199 Unused Vac Payment to Term/Ret Staff	\$26,964.76	\$26,964.76	.00	.00
11-000-262-420 Cleaning, Repair & Maint. Svc.	\$140,000.00	\$59,603.80	\$41,000.00	\$39,396.20

Mountain Lakes Board of Education
GENERAL FUND - FUND 10
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 5 Month Period Ending 11/30/2025

	Appropriations	Expenditures	Encumbrances	Available Balance
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	\$184,500.00	\$87,544.27	\$87,594.62	\$9,361.11
11-000-262-490 Other Purchased Property Svc.	\$25,000.00	\$4,595.89	\$20,404.11	.00
11-000-262-610 General Supplies	\$110,440.00	\$44,377.71	\$11,460.45	\$54,601.84
11-000-262-621 Energy (Natural Gas)	\$317,585.96	\$91,713.62	\$225,872.34	.00
11-000-262-622 Energy (Electricity)	\$422,750.00	\$179,238.57	\$202,830.08	\$40,681.35
11-000-262-8XX Other Objects	\$6,587.02	\$160.00	\$0.00	\$6,427.02
TOTAL	\$2,573,162.91	\$1,025,494.24	\$1,316,522.68	\$231,145.99
--- Care and Upkeep of Grounds ---				
11-000-263-100 Salaries	\$107,857.20	\$45,203.00	\$62,654.20	.00
11-000-263-420 Cleaning, Repair, & Maintenance Serv.	\$110,000.00	\$71,843.46	\$5,897.23	\$32,259.31
11-000-263-610 General Supplies	\$37,720.13	\$9,240.56	\$6,671.88	\$21,807.69
11-000-263-800 Other Objects	\$7,500.00	\$310.00	.00	\$7,190.00
TOTAL	\$263,077.33	\$126,597.02	\$75,223.31	\$61,257.00
--- Security ---				
11-000-266-100 Salaries	\$92,000.00	\$35,452.48	\$56,547.52	.00
11-000-266-300 Purchased Prof. & Tech. Svc.	\$3,969.40	\$2,958.08	\$1,011.32	.00
11-000-266-420 Cleaning, Repair, & Maintenance Serv.	\$2,530.60	.00	.00	\$2,530.60
11-000-266-610 General Supplies	\$5,000.00	\$2,550.78	.00	\$2,449.22
TOTAL	\$103,500.00	\$40,961.34	\$57,558.84	\$4,979.82
TOTAL Oper & Maint of Plant Services	\$4,162,818.20	\$1,859,853.53	\$1,756,450.64	\$546,514.03
--- Student transportation services ---				
11-000-270-161 Sal Pupil Trans(Bet Home & Sch)-Sp Ed	\$25,171.00	\$5,269.45	\$16,862.24	\$3,039.31
11-000-270-503 Contr Svc-Aid in Lieu Paymnts-Non Pub Sch	\$41,158.00	\$588.50	\$36,827.50	\$3,742.00
11-000-270-511 Contract Svc (btw Home & Sch.)-vendors	\$106,000.00	\$42,332.36	\$63,086.04	\$581.60
11-000-270-512 Contract Svc (other btw home & sch)-vndrs	\$295,935.00	\$92,273.44	\$138,780.40	\$64,881.16
11-000-270-514 Contract Svc (Sp Ed.)-vendors	\$14,104.48	.00	.00	\$14,104.48
11-000-270-517 Contract Svc (reg std) - ESCs	\$85,466.00	\$34,056.18	\$51,409.82	.00
11-000-270-518 Contract Svc (Sp Ed) - ESCs	\$203,929.52	\$95,064.59	\$108,864.93	.00
11-000-270-800 Misc. Expenditures	\$750.00	\$150.00	.00	\$600.00
TOTAL	\$772,514.00	\$269,734.52	\$415,830.93	\$86,948.55
--- Personal Services-Employee Benefits---				
11-XXX-XXX-220 Social Security Contributions	\$562,742.00	\$221,931.76	\$340,810.24	.00
11-XXX-XXX-241 Other Retirement Contrb. - PERS	\$605,727.00	.00	\$605,727.00	.00
11-XXX-XXX-249 Other Retirement Contrb. - Regular	\$49,425.00	\$16,285.44	\$33,139.56	.00
11-XXX-XXX-260 Workman's Compensation	\$219,856.00	\$158,835.80	.00	\$61,020.20
11-XXX-XXX-270 Health Benefits	\$6,015,690.00	\$2,442,740.45	\$715,113.40	\$2,857,836.15
11-XXX-XXX-280 Tuition Reimbursement	\$75,000.00	\$14,137.00	\$60,000.00	\$863.00
11-XXX-XXX-290 Other Employee Benefits	\$68,000.00	.00	.00	\$68,000.00
11-XXX-XXX-299 Unused Sick Payment to Term/Ret Staff	\$74,500.00	\$58,257.50	.00	\$16,242.50
TOTAL	\$7,670,940.00	\$2,912,187.95	\$1,754,790.20	\$3,003,961.85

Mountain Lakes Board of Education
GENERAL FUND - FUND 10
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 5 Month Period Ending 11/30/2025

4

	Appropriations	Expenditures	Encumbrances	Available Balance
	<u> </u>	<u> </u>	<u> </u>	<u> </u>
--- Food services ---				
11-000-310-93X Transfers to Cover Deficit (Enterprise)	\$66,745.00	\$20,465.36	\$46,279.64	.00
	<u> </u>	<u> </u>	<u> </u>	<u> </u>
TOTAL	\$66,745.00	\$20,465.36	\$46,279.64	\$0.00
 Total Undistributed Expenditures	 \$22,441,140.78	 \$8,901,314.90	 \$9,019,174.78	 \$4,520,651.10
*** TOTAL CURRENT EXPENSE EXPENDITURES ***	\$44,094,692.72	\$15,640,055.39	\$21,879,050.68	\$6,575,586.65
*** TOTAL CURRENT EXPENSE EXPENDITURES & TRANSFERS ***	\$44,094,692.72	\$15,640,055.39	\$21,879,050.68	\$6,575,586.65
	=====	=====	=====	=====

Mountain Lakes Board of Education
GENERAL FUND - FUND 10
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 5 Month Period Ending 11/30/2025

	Appropriations	Expenditures	Encumbrances	Available Balance
*** CAPITAL OUTLAY ***				
--- EQUIPMENT ---				
Regular programs-instruction				
12-120-100-730 Grades 1-5	\$18,076.25	\$17,815.00	.00	\$261.25
12-130-100-730 Grades 6-8	\$7,635.00	\$7,635.00	.00	.00
12-140-100-730 Grades 9-12	\$24,000.00	\$20,360.00	.00	\$3,640.00
12-000-252-730 Admin. Info. Tech.	\$8,038.75	\$8,038.75	.00	.00
12-000-261-730 Undist. Exp.-Req. Maint. Schl Facilities	\$77,868.23	\$77,868.23	.00	.00
Undist. Exp. - Non-instructional Services				
TOTAL	\$135,618.23	\$131,716.98	\$0.00	\$3,901.25
--- Facilities acquisition and construction services ---				
12-000-400-450 Construction Services	\$759,534.09	\$595,367.73	.00	\$164,166.36
12-000-400-896 Assmt for Debt Service on SDA Funding	\$48,298.00	\$48,298.00	.00	.00
Sub Total	\$807,832.09	\$643,665.73	\$0.00	\$164,166.36
TOTAL	\$807,832.09	\$643,665.73	\$0.00	\$164,166.36
TOTAL CAPITAL OUTLAY EXPENDITURES	\$943,450.32	\$775,382.71	\$0.00	\$168,067.61
*** SPECIAL SCHOOLS ***				
--- Summer school - Instruction ---				
13-422-100-101 Salaries of Teachers	\$159,028.58	\$159,028.58	\$0.00	\$0.00
13-422-100-106 Other salaries of instruction	\$155,413.34	\$155,413.34	.00	.00
13-422-100-300 Purchased prof. & tech. services	\$23,266.00	\$23,266.00	.00	.00
TOTAL	\$337,707.92	\$337,707.92	\$0.00	\$0.00
TOTAL SUMMER SCHOOL	\$337,707.92	\$337,707.92	\$0.00	\$0.00
--- Other special schools - instruction ---				
13-4XX-100-101 Salaries of Teachers	\$169,990.00	\$72,872.63	\$0.00	\$97,117.37
13-4XX-100-610 General supplies	\$16,650.36	\$9,180.64	\$5,516.55	\$1,953.17
TOTAL	\$186,640.36	\$82,053.27	\$5,516.55	\$99,070.54
TOTAL OTHER SPECIAL SCHOOLS	\$186,640.36	\$82,053.27	\$5,516.55	\$99,070.54
TOTAL SPECIAL SCHOOLS EXPENDITURES	\$524,348.28	\$419,761.19	\$5,516.55	\$99,070.54

Mountain Lakes Board of Education
GENERAL FUND - FUND 10
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 5 Month Period Ending 11/30/2025

	Appropriations	Expenditures	Encumbrances	Available Balance
10-000-100-56X Transfer of Funds to Charter Schls.	\$9,465.60	.00	.00	\$9,465.60
TOTAL GENERAL FUND EXPENDITURES	\$45,571,956.92	\$16,835,199.29	\$21,884,567.23	\$6,852,190.40

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

4

For 5 Month Period Ending 11/30/2025

I, Ivonne Ciresi, 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.

Ivonne Ciresi
Board Secretary/Business Administrator pro km

1/28/26
Date

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

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REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Mountain Lakes Board of Education
Special Revenue Fund - Fund 20
Interim Balance Sheet
For 5 Month Period Ending 11/30/25

4

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ASSETS AND RESOURCES

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

101	Cash in bank		\$602,082.22
	Accounts receivable:		
132	Interfund	(\$12,743.02)	
140	Intergovernmental - Accts. Recvble.	\$6,222.56	
141	Intergovernmental - State	\$79,720.69	
142	Intergovernmental - Federal	\$27,852.79	
			\$101,053.02

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

301	Estimated Revenues	\$1,384,155.15	
302	Less Revenues	(\$1,068,938.73)	
			\$315,216.42

Total assets and resources

\$1,018,351.66

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REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Mountain Lakes Board of Education
Special Revenue Fund - Fund 20
Interim Balance Sheet
For 5 Month Period Ending 11/30/25

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LIABILITIES AND FUND EQUITY

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

411	Intergovernmental accounts payable - State	\$23,106.25
421	Accounts Payable	\$982,938.81
481	Deferred revenues	(\$1,393,354.82)
	Other current liabilities	\$27,399.71
TOTAL LIABILITIES		(\$359,910.05)
		=====

FUND BALANCE

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

753	Reserve for encumbrances - Current Year	\$186,673.94
754	Reserve for encumbrances - Prior Year	\$200,427.78
601	Appropriations	\$1,381,555.37
602	Less: Expenditures	\$206,321.22
603	Encumbrances	\$186,673.94
		(\$392,995.16)
		\$988,560.21
TOTAL FUND BALANCE		\$1,375,661.93
TOTAL LIABILITIES AND FUND EQUITY		\$1,015,751.88

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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 5 Month Period Ending 11/30/25

	BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
*** REVENUES/SOURCES OF FUNDS ***				
1XXX From Local Sources	\$80,263.55	\$32,141.13		\$48,122.42
3XXX From State Sources	\$189,297.00	\$122,250.00		\$67,047.00
4XXX From Federal Sources	\$1,114,594.60	\$914,547.60		\$200,047.00
TOTAL REVENUE/SOURCES OF FUNDS	\$1,384,155.15	\$1,068,938.73		\$315,216.42
	=====	=====	=====	=====
*** EXPENDITURES ***				AVAILABLE BALANCE
	APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	
LOCAL PROJECTS:				
Other Local Projects (001-199)	\$77,663.77	\$38,993.37	\$6,475.28	\$32,195.12
TOTAL LOCAL PROJECTS	\$77,663.77	\$38,993.37	\$6,475.28	\$32,195.12
STATE PROJECTS:				
SDA Emergent Needs & Capital Maintenance (492)	\$68,582.00	.00	.00	\$68,582.00
ARP - State Fiscal Recovery Funds (498)	\$809,300.60	\$1,225.00	.00	\$808,075.60
Nonpublic textbooks (501)	\$4,783.00	\$1,702.80	.00	\$3,080.20
Nonpublic handicapped services (506)	\$82,367.00	\$4,650.00	\$77,717.00	.00
Nonpublic nursing services (509)	\$12,522.00	\$12,522.00	.00	.00
Nonpublic Technology Aid (510)	\$3,413.00	.00	.00	\$3,413.00
Nonpublic School Programs (511)	\$17,630.00	\$17,629.99	.00	\$0.01
TOTAL STATE PROJECTS	\$998,597.60	\$37,729.79	\$77,717.00	\$883,150.81
FEDERAL PROJECTS:				
I.D.E.A. Part B (Handicapped) (250-259)	\$294,458.00	\$123,598.06	\$102,481.66	\$68,378.28
ESSA Title II - Part A/D (270-279)	\$10,836.00	\$6,000.00	.00	\$4,836.00
TOTAL FEDERAL PROJECTS	\$305,294.00	\$129,598.06	\$102,481.66	\$73,214.28
*** TOTAL EXPENDITURES ***	\$1,381,555.37	\$206,321.22	\$186,673.94	\$988,560.21
	=====	=====	=====	=====

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 5 Month Period Ending 11/30/25

	ESTIMATED	ACTUAL	UNREALIZED
1XXX Other Revenue from Local Sources	\$80,263.55	\$32,141.13	\$48,122.42
Total Revenues from Local Sources	\$80,263.55	\$32,141.13	\$48,122.42
---	---	---	---
--- STATE SOURCES ---			
3257 SDA Emergent Needs & Capital Maintenance	\$68,582.00	\$68,582.00	.00
32XX Other Restricted Entitlements	\$120,715.00	\$53,668.00	\$67,047.00
Total Revenue from State Sources	\$189,297.00	\$122,250.00	\$67,047.00
---	---	---	---
--- FEDERAL SOURCES ---			
4411-16 Title I		\$3,088.00	(\$3,088.00)
4451-55 Title II	\$10,836.00	\$2,924.00	\$7,912.00
4409 ARP - IDEA Preschool		\$34,315.00	(\$34,315.00)
4420-29 I.D.E.A. Part B (Handicapped)	\$294,458.00	\$64,920.00	\$229,538.00
4548 ARP-State Fiscal Recovery Funds	\$809,300.60	\$809,300.60	.00
Total Revenues from Federal Sources	\$1,114,594.60	\$914,547.60	\$200,047.00
TOTAL REVENUES/SOURCES OF FUNDS	\$1,384,155.15	\$1,068,938.73	\$315,216.42

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 5 Month Period Ending 11/30/25

	Appropriations	Expenditures	Encumbrances	Available Balance
Local Projects:				
20-001-XXX-XXX to 20-199-XXX-XXX Local Projects	\$77,663.77	\$38,993.37	\$6,475.28	\$32,195.12
TOTAL LOCAL PROJECTS	\$77,663.77	\$38,993.37	\$6,475.28	\$32,195.12
State Projects:				
-- Other State Programs --				
20-501-XXX-XXX to 20-511-XXX-XXX Nonpublic Programs	\$120,715.00	\$36,504.79	\$77,717.00	\$6,493.21
20-492-XXX-XXX SDA Emergent Needs & Capital Maintenance	\$68,582.00	.00	.00	\$68,582.00
20-498-XXX-XXX ARP - State Fiscal Recovery Funds	\$809,300.60	\$1,225.00	.00	\$808,075.60
-- TOTAL Other State Programs --	\$998,597.60	\$37,729.79	\$77,717.00	\$883,150.81
TOTAL STATE PROJECTS	\$998,597.60	\$37,729.79	\$77,717.00	\$883,150.81
Federal Projects:				
--- CARES Act Educational Stabilization Fund ---				
--- Bridging the Digital Divide Program				
--- Coronavirus Relief Grant Program ---				
--- Other Federal Programs ---				
20-25X-XXX-XXX I.D.E.A. Part B	\$294,458.00	\$123,598.06	\$102,481.66	\$68,378.28
20-27X-XXX-XXX ESSA Title II - Part A/D	\$10,836.00	\$6,000.00	.00	\$4,836.00
TOTAL Other Federal Programs	\$305,294.00	\$129,598.06	\$102,481.66	\$73,214.28
TOTAL FEDERAL PROJECTS	\$305,294.00	\$129,598.06	\$102,481.66	\$73,214.28
20-XXX-XXX-XXX All Other State/Fed/Loc Projects	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL EXPENDITURES	\$1,381,555.37	\$206,321.22	\$186,673.94	\$988,560.21

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

Special Revenue Fund - Fund 20
For 5 Month Period Ending 11/30/25

I, Jovonne Ciresi, 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.

Jovonne Ciresi
Board Secretary/Business Administrator pro km

1/28/26
Date

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

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Page 1

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REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Mountain Lakes Board of Education
Capital Projects Fund - Fund 30
Interim Balance Sheet
For 5 Month Period Ending 11/30/25

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ASSETS AND RESOURCES

=====

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

101	Cash in bank		(\$712,609.16)
	Accounts receivable:		
141	Intergovernmental - State	\$904,200.00	
			\$904,200.00

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

	Total assets and resources		\$191,590.84
			=====

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

Capital Projects Fund - Fund 30
Interim Balance Sheet
For 5 Month Period Ending 11/30/25

=====

LIABILITIES AND FUND EQUITY

=====

FUND BALANCE

--- Appropriated ---

--- Unappropriated ---

770	Fund balance	\$191,590.84	

	TOTAL FUND BALANCE		\$191,590.84
	TOTAL LIABILITIES AND FUND EQUITY		\$191,590.84
			=====

4

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 5 Month Period Ending 11/30/25

*** REVENUES/SOURCES OF FUNDS ***

BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
_____	_____	_____	_____
_____	_____	_____	_____
=====	=====	=====	=====

*** EXPENDITURES ***

APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	AVAILABLE BALANCE
_____	_____	_____	_____
=====	=====	=====	=====

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

Capital Projects Fund - Fund 30
For 5 Month Period Ending 11/30/25

4

I, Ivonne Ciresi, 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.

Ivonne Ciresi
Board Secretary/Business Administrator *pro km*

1/28/26
Date

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

4

1/14 12:42pm

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REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Mountain Lakes Board of Education
Debt Service Fund - Fund 40
Interim Balance Sheet
For 5 Month Period Ending 11/30/25

=====

ASSETS AND RESOURCES

=====

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

101	Cash in bank	(\$548,169.77)
121	Tax levy receivable	\$883,348.68

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

301	Estimated Revenues	\$1,755,201.00	
302	Less Revenues	(\$1,619,227.96)	
			\$135,973.04
	Total assets and resources		\$471,151.95
			=====

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

Debt Service Fund - Fund 40
Interim Balance Sheet
For 5 Month Period Ending 11/30/25

LIABILITIES AND FUND EQUITY

--- LIABILITIES ---

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

FUND BALANCE

--- Appropriated ---

753 Reserve for encumbrances - Current Year	\$210,753.13
Reserved fund balance:	
601 Appropriations	\$1,634,756.26
602 Less : Expenditures	\$1,424,003.13
603 Encumbrances	\$210,753.13
	(\$1,634,756.26)
	\$0.00
Total Appropriated	\$210,753.13

--- Unappropriated ---

770 Fund Balance	(\$87.09)
303 Budgeted Fund Balance	\$120,444.74
TOTAL FUND BALANCE	\$331,110.78
TOTAL LIABILITIES AND FUND EQUITY	\$471,151.95

RECAPITULATION OF FUND BALANCE:

	Budgeted	Actual	Variance
Appropriations	\$1,634,756.26	\$1,634,756.26	\$0.00
Revenues	(\$1,755,201.00)	(\$1,619,227.96)	(\$135,973.04)
	(\$120,444.74)	\$15,528.30	(\$135,973.04)
--- Change in Maint. / Capital reserve account ---			
Subtotal	(\$120,444.74)	\$15,528.30	(\$135,973.04)
Less: Adjust for prior year encumb.	\$0.00	\$0.00	
Budgeted Fund Balance	(\$120,444.74)	\$15,528.30	(\$135,973.04)

4

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

Debt Service Fund - Fund 40
INTERIM STATEMENTS COMPARING
BUDGET REVENUE WITH ACTUAL TO DATE AND
APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE
For 5 Month Period Ending 11/30/25

		BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
		_____	_____	_____	_____
*** REVENUES/SOURCES OF FUNDS ***					
--- Local Sources ---					
1210	Local tax levy	\$1,634,756.00	\$1,514,310.96		\$120,445.04
		_____	_____	_____	_____
	Total Local Sources	\$1,634,756.00	\$1,514,310.96		\$120,445.04
		=====	=====	=====	=====
--- State Sources ---					
3160	Debt service aid Type II	\$120,445.00	\$104,917.00		\$15,528.00
		_____	_____	_____	_____
	Total State Sources	\$120,445.00	\$104,917.00		\$15,528.00
		=====	=====	=====	=====
	TOTAL REVENUE/SOURCES OF FUNDS	\$1,755,201.00	\$1,619,227.96		\$135,973.04
		=====	=====	=====	=====

4

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

Debt Service Fund - Fund 40
INTERIM STATEMENTS COMPARING
BUDGET REVENUE WITH ACTUAL TO DATE AND
APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE
For 5 Month Period Ending 11/30/25

*** EXPENDITURES ***	APPROPRIATIONS	EXPENDITURES/Enc.	AVAILABLE BALANCE
	_____	_____	_____
--- Debt Service - Regular ---			
40-701-510-834 Interest on Bonds	\$434,756.26	\$434,756.26	.00
40-701-510-910 Redemption of Principal	\$1,200,000.00	\$1,200,000.00	.00
	_____	_____	_____
TOTAL	\$1,634,756.26	\$1,634,756.26	\$0.00
	=====	=====	=====
	_____	_____	_____
TOTAL USES OF FUNDS BEFORE TRANSFERS	\$1,634,756.26	\$1,634,756.26	\$0.00
	=====	=====	=====
	_____	_____	_____
*** TOTAL USES OF FUNDS ***	\$1,634,756.26	\$1,634,756.26	\$0.00
	=====	=====	=====

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

4

For 5 Month Period Ending 11/30/25

I, Ewonne Cirigli, 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.

Ewonne Cirigli
Board Secretary/Administrator *pro tem*

1/28/26
Date

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

4

New Jersey Department of Education
Corrective Action Plan (CAP)
For the Fiscal Year 2025 (July 1, 2024 – June 30, 2025)

Submission Guidance

Applicability: A CAP should only be prepared if there is a finding(s) in the ACFR or AMR

- The completed CAP must be uploaded to the ACFR Repository within 45 days of Board acceptance of the audit.
- Save the file as **CAP.PDF** and email a copy to **CAP@ag.nj.gov**.

LEA Information

LEA Name: Mountain Lakes School District

LEA Number: 3460

County Name: Morris

County Number: 27

Type of Audit: Annual Comprehensive Financial

Date of Board Meeting: February 2, 2026

Contact Name: Dr. Brad Siegel

Contact Title: Superintendent

Email: bsiegel@mlschools.org

Phone: 973-334-8280

ACFR/AMR Findings

Preparation:

1. **Column A:** Identify and note whether the finding(s) is in the ACFR and/or the AMR. Include the finding(s) number (e.g., ACFR 2025-001), and note the ACFR finding(s) first.
2. **Columns B and C:** Use the exact language noted as the condition for the ACFR. Use the exact language noted as the finding in the AMR. If the finding(s) appears in both documents, use the language noted in the ACFR.
3. **Column D:** Describe the method of implementation to prevent recurrence of finding(s). If applicable, include an explanation for "Questioned Costs".
4. **Column F:** Document a definitive implementation date (MM-DD-YY). Entries such as "Immediate" or Ongoing" are not acceptable.

A ACFR/AMR Finding	B Condition/Finding	C Recommendation	D Method of Implementation	E Person Responsible for Implementation/Title	F Implementation Date
2025-01	Surety bond for the Treasurer of School Moneys was below the minimum required per 6A:23A-16-4	Ensure that the surety bond for the Treasurer of School Monies is the correct amount.	Work with the insurance carrier to ensure the surety bond for the Treasurer of School Moneys is in the correct amount.	Business Administrator	March 1, 2026
2025-02	Proper deduction not withheld for insurance contribution.	Review internal controls to ensure payroll deductions are taken when required.	Work with payroll department to ensure payroll deductions are properly taken.	Business Administrator/Payroll Department	March 1, 2026
2025-03	Outstanding checks that are long-term be reviewed.	Review outstanding checks that have been outstanding for more than six months.	Review outstanding check lists.	Business Administrator / Payroll Department	March 1, 2026
2025-04	Account for menstrual supplies was not established.	Establish menstrual supplies account.	Add to the accounting software a line item for menstrual supplies and establish a budget.	Business Administrator	March 1, 2026
2025-05	Cash receipts and disbursements were not maintained at some schools.	Ensure that cash receipts and disbursements books are established and maintained.	Work with the Schools to ensure that they maintain cash receipts and disbursements books.	Business Administrator/Building Administrative Assistants	March 1, 2026

A ACFR/AMR Finding	B Condition/Finding	C Recommendation	D Method of Implementation	E Person Responsible for Implementation/Title	F Implementation Date
2025-06	A detailed list of high school clubs and balances were not available for audit review.	Ensure that a detailed list of high school clubs with balances be established and available for audit review.	Work with Schools to ensure that they development and maintain proper accounting for high school clubs.	Business Administrator/Building Administrative Assistants	March 1, 2026
2025-07	Signatures were not maintained for cash disbursements for schools.	Ensure that proper signatures are maintained for cash disbursements.	Work with schools to ensure that they require signatures before payment can be made for cash disbursements.	Business Administrator/Building Administrative Assistants	March 1, 2026
2025-08	Cash receipts are not promptly deposited.	Ensure cash receipts are deposited in a timely manner.	Work with the schools to ensure all cash receipts are deposited within 48 hours.	Business Administrator/Building Administrative Assistants	March 1, 2026
2025-09	Outstanding checks that are long term be reviewed.	Review outstanding checks that have been outstanding for more than six months.	Review outstanding check lists.	Business Administrator/Building Administrative Assistants	March 1, 2026
2025-10	Fixed Asset reports were not updated and maintained.	Ensure that fixed assets reports are up to date with additions and deletions on a yearly basis.	Establish an excel spreadsheet maintaining all fixed assets and/or utilize an appraisal company that will ensure all fixed assets are correctly accounted.	Business Administrator	June 30, 2026

Attestation

Signature required below.

I hereby certify that the information provided in this CAP is accurate and complete to the best of my knowledge, and that the recommendation(s) will be implemented as noted.

Chief School Administrator:

Date:

Board Secretary / School Business Administrator:

Date:

RYLEY ELIZABETH WHITE

Skills Summary

I have five years of experience working in a bakery during high school and the beginning of college, where I developed strong organizational and interpersonal skills. While working in a daycare I became very passionate about early childhood education and take great pride in supporting children's growth in reading and writing.

Education

Degree / Date of Graduation

Bachelor of Science in English (2024 The College of New Jersey)

Currently studying for a master's degree: Teacher of the Deaf / Elementary Education

- Studying at The College of New Jersey. Deaf/ Hard of Hearing/ English Elementary Education (2021-Now)
- Montclair State University. Linguistics with a concentration on American Sign Language Interpreting. (2017-2020)
- Graduated from Clifton High School (2016)

Certifications

- CPR

Experience

Millie's House (Child Day Care in Towaco) 2021-Now

- **Teachers Assistant** (Infants & Pre-K), **Floater** (Infant, Toddler, Pre-K)

Allwood Bakery 2014-2018

- Answered phones, took orders, served customers, assisted the baker, decorated cakes/cookies, cleaned, opened, and closed the bakery.

Lincoln Park Shoprite 2020

- Cashier, Self-checkout cashier

Field Work Experience with Student Teaching

Kindergarten – George E. Wilson Elementary School

First Grade –Quarry Hill Elementary School

Second Grade- Lambertville Public School, Number 5 Roebling Elementary

Middle School / High School – Marie H. Katzenbach

PreK- Summit Speech School

Itinerant D/HH Student Teacher in Pre-K, Elementary, Middle, High School - Morris School District

Currently - First Grade – Hillcrest Elementary School

Awards and Acknowledgements

College – Dean's List, Montclair State 2019-2020, The College of New Jersey 2022 - 2024

High school - High Honors 2012-2016

BYLAW GUIDE

BYLAWS
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Nepotism
Dec 25
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[See POLICY ALERT Nos. 182, 184, 188, and 236]

0142.1 NEPOTISM

The Board of Education adopts this Nepotism Policy as a condition of receiving State aid pursuant to N.J.A.C. 6A:23A-6.2(a).

For the purposes of this Policy, “relative” means an individual’s spouse, ~~by marriage or civil union partner as defined at pursuant to N.J.S.A. 37:1-2833 et seq., domestic partner as defined at in N.J.S.A. 26:8A-3, or the individual’s or spouse’s~~ parent, child, sibling, aunt, uncle, niece, nephew, grandparent, grandchild, son-in-law, daughter-in-law, stepparent, stepchild, stepbrother, stepsister, half-brother, or half-sister **of the individual or of the individual’s spouse, civil union partner, or domestic partner**, whether the relative is related to the individual or the individual’s spouse, **civil union partner, or domestic partner** by blood, marriage, or adoption pursuant to N.J.A.C. 6A:23A-1.2.

For the purposes of this Policy, “immediate family member” means the person’s spouse, partner in a civil union as defined ~~at in N.J.S.A. 37:1-2833 et seq., domestic partner as defined at in N.J.S.A. 26:8A-3, or dependent child, residing in the same household.~~

For the purposes of this Policy, “administrator” is defined as set forth in N.J.S.A. 18A:12-23.

No relative of a Board member or the Superintendent of Schools shall be employed in an office or position in this school district except: ~~that a person employed by the school district on the effective date of the Policy or the date a relative becomes a Board member or Superintendent shall not be prohibited from continuing to be employed or promoted in the district.~~

1. **A person employed by the district on or before October 1, 2008 or on or before the date an employee’s relative becomes a Board member or Superintendent shall not be prohibited from continuing to be employed or to be promoted in the district in accordance with the effective date as outlined in the initial version of N.J.A.C. 6A:32A-6.2 adopted on July 1, 2008.**



BYLAW GUIDE

BYLAWS
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Nepotism

However, this shall not pertain to extending an employment contract to allow for an increase in annual pay directly related to an extension of the work year; and

2. The district may employ a relative of a Board member or the Superintendent provided the district has obtained approval from the Executive County Superintendent. Such approval shall be granted only upon demonstration by the district that it conducted a thorough search for candidates and the proposed candidate is the only qualified and available person for the position.

The Superintendent of Schools shall not recommend to the Board, of Education pursuant to N.J.S.A. 18A:27-4.1, ~~the any~~ relative of ~~a Board member or the Superintendent or a Board member~~, unless the relative is subject to an exception as outlined at N.J.A.C. 6A:23A-6.2(a)2. and at 1. and 2. above. ~~[Optional — However, in accordance with N.J.A.C. 6A:23A-6.2(a)2, the district may employ a relative of a Board member or Superintendent of Schools provided the district obtains the approval from the Executive County Superintendent of Schools. Such approval shall be granted only upon demonstration by the school district that it conducted a thorough search for candidates and that the proposed candidate is the only qualified and available person for the position.]~~

~~[Optional — In accordance with N.J.A.C. 6A:23A-6.2(a)6.(b), per diem substitutes and student employees who are relatives of a Board member or the Superintendent of Schools shall be excluded from the provisions of this Policy and N.J.A.C. 6A:23A-6.2.]~~

A school district administrator shall **not exercise** ~~be prohibited from exercising~~ direct or indirect authority, supervision, or control over **the administrator's** a relative ~~of the administrator~~. ~~If Where~~ it is not feasible to eliminate such a direct or indirect supervisory relationship, appropriate screens and/or alternative supervision and reporting mechanisms **shall must** be put in place.

A school district administrator or Board member **whose who has** a relative ~~who is~~ a member of the bargaining unit shall **not discuss or vote** ~~be prohibited from discussing or voting~~ on the proposed collective bargaining agreement with that unit or from participating in any way in negotiations, including, but not limited to, being a member of the negotiating team; nor should that school district



BYLAW GUIDE

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Nepotism

administrator be present with the Board in closed session when negotiation strategies are being discussed; ~~provided however, that~~ the administrator may serve as a technical resource to the negotiating team and may provide technical information necessary to the collective bargaining process when no one else in the district can provide such information.

A ~~school~~ district administrator or Board member who has an immediate family member who is a member of the same Statewide union in another school district shall **not participate** ~~be prohibited from participating~~ in any way in negotiations, including, but not limited to, being a member of the negotiating team or being present with the Board of Education in closed sessions when negotiation strategies are being discussed, prior to the Board of Education attaining a ~~t~~tentative ~~m~~Memorandum of ~~a~~Agreement with the bargaining unit that includes a salary guide and total compensation package. Once the ~~t~~tentative ~~m~~Memorandum of ~~a~~Agreement is established, a ~~school~~ district administrator with an immediate family member who is a member of the same Statewide union in another school district may fully participate in the process, absent other conflicts. **However** ~~Notwithstanding these provisions~~, a district administrator who has an immediate family member who is a member of the same Statewide union in another district may serve as a technical resource to the negotiating team and may provide technical information necessary to the collective bargaining process when no one else in the district can provide the information.

[Optional – In accordance with N.J.A.C. 6A:23A-6.2(b), per diem substitutes and student employees who are relatives of a Board member or the Superintendent shall be excluded from the provisions of this Policy and N.J.A.C. 6A:23A-6.2.]

N.J.A.C. 6A:23A-6.2

Adopted:



POLICY GUIDE

ADMINISTRATION

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Employment of Chief School Administrator

Dec 25

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[See POLICY ALERT Nos. 184, 186, 209, and 236]

1220 EMPLOYMENT OF CHIEF SCHOOL ADMINISTRATOR

The Board of Education vests the primary responsibility for the administration of this school district in a Superintendent of Schools and recognizes the appointment of a person to that office is one of the most important functions this Board can perform. The Superintendent shall have a seat on the Board **employing the Superintendent of Education** and the right to speak on **all** matters at meetings of the Board (~~pursuant to N.J.S.A. 18A:17-20.a or N.J.S.A. 18A:17-20.b~~), but shall have no vote **pursuant to N.J.S.A. 18A:17-20.b**.

Recruitment Procedures

The Board shall actively seek the best qualified and most capable candidate for the position of Superintendent. The Board may use a consultant service to assist in the recruitment process. Recruitment procedures may include, but are not limited to, the following activities:

1. The preparation of a new or a review of an existing written job description;
2. **The p**Preparation of informative material describing the ~~school~~ district and its educational goals and objectives;
3. ~~Where feasible, T~~he opportunity for applicants to visit the district, **where feasible**;
4. ~~An Establish an~~ interview process that encourages the candidate and the Board members to have a meaningful discussion of the ~~school~~ district's needs and expectations. The Board members shall review and discuss the candidate's credentials, qualifications,



POLICY GUIDE

ADMINISTRATION

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Employment of Chief School Administrator

educational philosophy, and other qualities and expertise **the candidate** he/she can offer to the district;

5. Solicitation of applications from a wide geographical area; and
6. Strict compliance with law and Policy 1530 on equal employment opportunity.

Qualifications

The candidate must possess or be eligible for a valid New Jersey administrative certificate endorsed for school administrator or a provisional school administrator's endorsement in accordance with N.J.A.C. 6A:9B-12.4 et seq. and must qualify for employment following a criminal history record check.

Employment Contract

A person appointed Superintendent must enter **into** an employment contract with the Board.

An employment contract for the Superintendent ~~of Schools~~ shall be reviewed and approved by the Executive County Superintendent in accordance with the provisions of N.J.A.C. 6A:23A-3.1 and Policy 1620. Any action(s) by the Executive County Superintendent undertaken pursuant to N.J.A.C. 6A:23A-3.1 may be appealed to the Commissioner pursuant to the procedures set forth in N.J.A.C. 6A:3 **pursuant to N.J.A.C. 6A:23A-3.1(f).**

The employment contract with the Superintendent must be approved with a recorded roll call majority vote of the full membership of the Board at a public Board meeting.

In the event there is a Superintendent vacancy at the expiration of the existing contract, only the Board seated at the time of the expiration of the current Superintendent's contract may appoint and approve an employment contract for the next Superintendent.



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ADMINISTRATION

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Employment of Chief School Administrator

In the event there is a Superintendent vacancy prior to the expiration of the existing contract, the Board seated at the time the position becomes vacant may appoint and approve an employment contract for the next Superintendent.

The contract for the Superintendent who does not acquire tenure, but who holds tenure during the term of **the Superintendent's** ~~his/her~~ employment contract will include: a term of not less than three nor more than five years and expiring July 1; a beginning and ending date; the salary to be paid and benefits to be received; a provision for termination of the contract by the Superintendent; an evaluation process pursuant to N.J.S.A. 18A:17-20.3; and other terms agreed to between the Board and the Superintendent.

During the term of the contract, the Superintendent shall not be dismissed or reduced in compensation except for inefficiency, incapacity, **or** conduct unbecoming a Superintendent; or other just cause and **then only in the manner prescribed by N.J.S.A. 18A:6 Article 2 Subarticle B pursuant to N.J.S.A. 18A:17-20.2** ~~by the Commissioner of Education pursuant to the tenure hearing laws.~~

At the conclusion of the term of the initial contract or of any subsequent contract, in accordance with N.J.S.A. 18A:17-20.1, the Superintendent shall be deemed reappointed for another contracted term of the same duration as the previous contract unless either: the Board by contract reappoints the Superintendent for a different term which shall **be** ~~be~~ not be less than three nor more than five years, in which event reappointments thereafter shall be deemed for the new term unless a different term is again specified; or the Board notifies the Superintendent in writing the Superintendent will not be reappointed at the end of the current term, in which event **the Superintendent's** ~~his/her~~ employment shall cease at the expiration of that term. In the event the Board notifies the Superintendent **they** ~~he/she~~ will not be reappointed, the notification shall be given prior to the expiration of the first or any subsequent contract by a length of time equal to thirty days for each year in the term of the current contract.

Pursuant to N.J.S.A. 18A:17-20.2a, the Board shall submit to the Commissioner of **Education** for prior approval an early termination of employment agreement that includes the payment of compensation as a condition of separation. **As used in accordance with** ~~N.J.S.A. 18A:17-20.2a, "compensation"~~ includes, but is not



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ADMINISTRATION

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Employment of Chief School Administrator

limited to, salary, allowances, bonuses and stipends, payments ~~for~~ of accumulated sick or vacation leave, contributions toward the costs of health, dental, life, and other types of insurance, medical reimbursement plans, retirement plans, and any in-kind or other form of remuneration.

An early termination of an employment agreement **of the Superintendent** shall be limited in its terms and conditions as outlined in N.J.A.C. 6A:23A-3.2. The Commissioner shall evaluate ~~the such~~ agreements in accordance with the provisions of N.J.S.A. 18A:17-20.2a and N.J.A.C. 6A:23A-3.2 and **shall have** ~~has~~ the authority to disapprove the agreement **if the payment of compensation has a condition of separation from service is found to be excessive pursuant to N.J.S.A. 18A:17-20.2a.** The agreement shall be submitted to the Commissioner by the district by certified mail, return receipt requested. The determination shall be made within thirty days of the Commissioner's receipt of the agreement from the ~~school~~ district.

Disqualification

Any candidate's misstatement of fact material to qualifications for employment or the determination of salary will be considered by this Board to constitute grounds for dismissal.

Certificate Revocation

All Superintendent contracts shall include, pursuant to N.J.S.A. 18A:17-15.1, the required provision that states that the contract is null and void in the event the Superintendent's certificate is revoked in accordance with N.J.A.C. 6A:23A-3.1(e)13.

~~In accordance with N.J.A.C. 6A:23A-3.1(e)(12), in the event the Superintendent's certificate is revoked, the Superintendent's contract is null and void.~~

N.J.S.A. 18A:16-1; 18A:17-15; 18A:17-20; 18A:17-20.1;

18A:17-20.2; 18A:17-20.2a; 18A:17-20.3

N.J.A.C. 6A:9B-12.3; 6A:9B-12.4; 6A:23A-3.1; 6A:23A-3.2

Adopted:



POLICY GUIDE

ADMINISTRATION
1552/page 1 of 18
Sexual Harassment – Staff
Dec 25
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[See POLICY ALERT No. 236]

1552 SEXUAL HARASSMENT – STAFF

The Board of Education (employer) recognizes that an employee’s right to freedom from employment discrimination includes the opportunity to work in an environment untainted by sexual harassment. Sexually offensive speech and conduct are wholly inappropriate to the harmonious employment relationships necessary to the operation of the school district and intolerable in a workplace to which the children of the district are exposed.

A. Title VII of the Civil Rights Act of 1964 – 29 CFR 1604

1. Sexual Harassment – 29 CFR 1604.11

a. Definition of Sexual Harassment – Title VII

- (1) Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:
 - (a) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment,
 - (b) Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or
 - (c) Such conduct has the purpose or effect of unreasonably interfering with an individual’s work performance or creating an intimidating, hostile, or offensive working environment.



POLICY GUIDE

ADMINISTRATION

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Sexual Harassment – Staff

- b. With respect to conduct between fellow employees, an employer is responsible for acts of sexual harassment in the workplace where the employer (or its agents or supervisory employees) knows or should have known of the conduct, unless the employer can show that it took immediate and appropriate corrective action.
- c. The employer may also be responsible for the acts of non-employees, with respect to sexual harassment of employees in the workplace, where the employer (or its agents or supervisory employees) knows or should have known of the conduct and fails to take immediate and appropriate corrective action.
- d. The employer should take all steps necessary to prevent sexual harassment from occurring, such as affirmatively raising the subject, expressing strong disapproval, developing appropriate sanctions, informing employees of their right to raise and how to raise the issue of harassment under Title VII, and developing methods to sensitize all concerned.
 - (1) The employee may submit a complaint, under 29 CFR 1604 to the Affirmative Action Officer.
 - (2) Upon receipt of the complaint the employer shall initiate the grievance procedure in accordance with Regulation 1552.
- e. Where employment opportunities or benefits are granted because of an individual's submission to the employer's sexual advances or requests for sexual favors, the employer may be held liable for unlawful sex discrimination against other individuals who were qualified for but denied that employment opportunity or benefit.



POLICY GUIDE

ADMINISTRATION

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2. Job Opportunities Advertising – 29 CFR 1604.5

It is a violation of Title VII for a help-wanted advertisement to indicate a preference, limitation, specification, or discrimination based on sex unless sex is a bona fide occupational qualification for the particular job involved. The placement of an advertisement in columns classified by publishers on the basis of sex, such as columns headed “Male” or “Female,” will be considered an expression of a preference, limitation, specification, or discrimination based on sex.

3. Pre-Employment Inquiries as to Sex – 29 CFR 1604.7

A pre-employment inquiry may ask “Male....., Female.....”; or “Mr. Mrs. Miss,” provided that the inquiry is made in good faith for a nondiscriminatory purpose. Any pre-employment inquiry in connection with prospective employment which expresses directly or indirectly any limitation, specification, or discrimination as to sex shall be unlawful unless based upon a bona fide occupational qualification.

4. Fringe Benefits – 29 CFR 1604.9

- a. “Fringe benefits,” as used in 29 CFR 1604.9, Regulation 1552, and this Policy, includes medical, hospital, accident, life insurance and retirement benefits; profit-sharing and bonus plans; leave; and other terms, conditions, and privileges of employment.
- b. It shall be an unlawful employment practice for the employer to discriminate between men and women with regard to fringe benefits.
- c. Where the employer conditions benefits available to employees and their spouses and families on whether the employee is the “head of the household” or “principal wage earner” in the family unit, the benefits tend to be available



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only to male employees and their families. Due to the fact that such conditioning discriminatorily affects the rights of women employees, and that “head of household” or “principal wage earner” status bears no relationship to job performance, benefits which are so conditioned will be found a prima facie violation of the prohibitions against sex discrimination contained in Title VII of the Civil Rights Act of 1964 (Act).

- d. It shall be an unlawful employment practice for the employer to make available benefits for the wives and families of male employees where the same benefits are not made available for the husbands and families of female employees; or to make available benefits for the wives of male employees which are not made available for female employees; or to make available benefits to the husbands of female employees which are not made available for male employees. An example of such an unlawful employment practice is a situation in which wives of male employees receive maternity benefits while female employees receive no such benefits.
- e. It shall not be a defense under Title VII to a charge of sex discrimination in benefits that the cost of such benefits is greater with respect to one sex than the other.
- f. It shall be an unlawful employment practice for the employer to have a pension or retirement plan which establishes different optional or compulsory retirement ages based on sex, or which differentiates in benefits on the basis of sex.

5. Employment Policies Relating to Pregnancy and Childbirth – 29 CFR 1604.10

- a. A written or unwritten employment policy or practice which excludes from employment applicants or employees



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because of pregnancy, childbirth or related medical conditions is in prima facie violation of Title VII.

- b. Disabilities caused or contributed to by pregnancy, childbirth, or related medical conditions, for all job-related purposes, shall be treated the same as disabilities caused or contributed to by other medical conditions, under any health or disability insurance or sick leave plan available in connection with employment. Written or unwritten employment policies and practices involving matters such as the commencement and duration of leave, the availability of extensions, the accrual of seniority and other benefits and privileges, reinstatement, and payment under any health or disability insurance or sick leave plan, formal or informal, shall be applied to disability due to pregnancy, childbirth or related medical conditions on the same terms and conditions as they are applied to other disabilities.
- c. Where the termination of an employee who is temporarily disabled is caused by an employment policy under which insufficient or no leave is available, such a termination violates the Act if it has a disparate impact on employees of one sex and is not justified by business necessity.
- d. Any fringe benefit program implemented after October 31, 1978, must comply with the provisions of 29 CFR 1604.10(b) upon implementation.

B. Title IX of the Education Amendments of 1972 – 34 CFR 106

1. Definitions – Title IX – 34 CFR 106.2 and 34 CFR 106.30

- a. “Sexual harassment” means conduct on the basis of sex that satisfies one or more of the following:



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- (1) An employee of the employer conditioning the provision of an aid, benefit, or service of the employer on an individual's participation in unwelcome sexual conduct;
 - (2) Unwelcome conduct determined by a reasonable individual to be so severe, pervasive, and objectively offensive that it effectively denies an individual equal access to the employer's education program or activity; or
 - (3) "Sexual assault" as defined in 20 USC 1092(f)(6)(A)(v), "dating violence" as defined in 34 USC 12291(a)(10), "domestic violence" as defined in 34 USC 12291(a)(8), or "stalking" as defined in 34 USC 12291(a)(30).
- b. "Program or activity" and "program" means all of the operations of a local educational agency (as defined in 20 USC 8801), system of vocational education, or other school system.
- c. "Title IX" means Title IX of the Education Amendments of 1972, Pub. L. 92-318, as amended by section 3 of Pub. L. 93-568, 88 Stat. 1855, except sections 904 and 906 thereof; 20 USC 1681, 1682, 1683, 1685, 1686.
2. Effect of Employment Opportunities – 34 CFR 106.7
- The employer's obligation to comply with 34 CFR 106, Regulation 1552, and this Policy is not obviated or alleviated because employment opportunities in any occupation or profession are or may be more limited for members of one sex than for members of the other sex.
3. Designation of Title IX Coordinator and Notice to Employees – 34 CFR 106.8



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- a. The employer must designate and authorize at least one employee to coordinate its efforts to comply with its responsibilities under 34 CFR 106, which employee must be referred to as the “Title IX Coordinator.”
- b. The employer must notify applicants for employment, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the employer, of the name or title, office address, electronic mail address, and telephone number of the employee or employees designated as the Title IX Coordinator.
 - (1) Any individual may report sex discrimination, including sexual harassment (whether or not the individual reporting is the individual alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the individual’s verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator.
 - (2) Sexual harassment may take place electronically or on an online platform used by the school, including, but not limited to, computer and internet networks; digital platforms; and computer hardware or software owned or operated by, or used in the operations of the school.



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c. Dissemination of Policy

(1) Notification of Policy

- (a) The employer must notify applicants for employment, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the employer, that the employer does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX and 34 CFR 106 not to discriminate in such a manner. Such notification must state that the requirement not to discriminate in the education program or activity extends to employment, and that inquiries about the application of Title IX and 34 CFR 106 to such employer may be referred to the employer's Title IX Coordinator, to the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

(2) Publications

- (a) Each employer must prominently display the contact information required to be listed for the Title IX Coordinator and this Policy on its website, if any, and in each handbook or catalog that it makes available to applicants for employment, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the employer.



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- (b) The employer must not use or distribute a publication stating that the employer treats applicants for employment or employees differently on the basis of sex except as such treatment is permitted by Title IX or 34 CFR 106.
- 4. Discrimination on the Basis of Sex and Employment in Education Programs or Activities Prohibited – 34 CFR 106 Subpart E
 - a. Employment – 34 CFR 106.51
 - (1) General
 - (a) No individual shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in employment, or recruitment, consideration, or selection therefor, whether full-time or part-time, under any education program or activity operated by the employer which receives Federal financial assistance.
 - (b) The employer shall make all employment decisions in any education program or activity operated by such employer in a nondiscriminatory manner and shall not limit, segregate, or classify applicants or employees in any way which could adversely affect any applicant's or employee's employment opportunities or status because of sex.
 - (c) The employer shall not enter into any contractual or other relationship which directly or indirectly has the effect of subjecting employees or students to



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discrimination prohibited by 34 CFR 106 Subpart E, including relationships with employment and referral agencies, with labor unions, and with organizations providing or administering fringe benefits to employees of the employer.

- (d) The employer shall not grant preferences to applicants for employment on the basis of attendance at any educational institution or entity which admits as students only or predominantly members of one sex, if the giving of such preferences has the effect of discriminating on the basis of sex in violation of 34 CFR 106.

(2) 34 CFR 106 Subpart E applies to:

- (a) Recruitment, advertising, and the process of application for employment;
- (b) Hiring, upgrading, promotion, consideration for and award of tenure, demotion, transfer, layoff, termination, application of nepotism policies, right of return from layoff, and rehiring;
- (c) Rates of pay or any other form of compensation, and changes in compensation;
- (d) Job assignments, classifications and structure, including position descriptions, lines of progression, and seniority lists;
- (e) The terms of any collective bargaining agreement;



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- (f) Granting and return from leaves of absence, leave for pregnancy, childbirth, false pregnancy, termination of pregnancy, leave for individuals of either sex to care for children or dependents, or any other leave;
- (g) Fringe benefits available by virtue of employment, whether or not administered by the employer;
- (h) Selection and financial support for training, including apprenticeship, professional meetings, conferences, and other related activities, selection for tuition assistance, selection for sabbaticals and leaves of absence to pursue training;
- (i) Employer-sponsored activities, including those that are social or recreational; and
- (j) Any other term, condition, or privilege of employment.

b. Employment Criteria – 34 CFR 106.52

- (1) The employer shall not administer or operate any test or other criterion for any employment opportunity which has a disproportionately adverse effect on individuals on the basis of sex unless:
 - (a) Use of such test or other criterion is shown to predict validly successful performance in the position in question; and
 - (b) Alternative tests or criteria for such purpose, which do not have such disproportionately adverse effect, are shown to be unavailable.



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c. Recruitment – 34 CFR 106.53

(1) Nondiscriminatory Recruitment and Hiring

The employer shall not discriminate on the basis of sex in the recruitment and hiring of employees.

Where the employer has been found to be presently discriminating on the basis of sex in the recruitment or hiring of employees, or has been found to have in the past so discriminated, the employer shall recruit members of the sex so discriminated against so as to overcome the effects of such past or present discrimination.

(2) Recruitment Patterns

The employer shall not recruit primarily or exclusively at entities which furnish as applicants only or predominantly members of one sex if such actions have the effect of discriminating on the basis of sex in violation of 34 CFR 106.53.

d. Compensation – 34 CFR 106.54

(1) The employer shall not make or enforce any policy or practice which, on the basis of sex:

(a) Makes distinctions in rates of pay or other compensation;

(b) Results in the payment of wages to employees of one sex at a rate less than that paid to employees of the opposite sex for equal work on jobs the performance of which requires equal skill, effort, and responsibility,



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and which are performed under similar working conditions.

e. Job Classification and Structure – 34 CFR 106.55

(1) The employer shall not:

- (a) Classify a job as being for males or for females;
- (b) Maintain or establish separate lines of progression, seniority lists, career ladders, or tenure systems based on sex; or
- (c) Maintain or establish separate lines of progression, seniority systems, career ladders, or tenure systems for similar jobs, position descriptions, or job requirements which classify individuals on the basis of sex, unless sex is a bona-fide occupational qualification for the positions in question as set forth in 34 CFR 106.61.

f. Fringe Benefits – 34 CFR 106.56

- (1) For the purpose of 34 CFR 106, “fringe benefits” means: Any medical, hospital, accident, life insurance or retirement benefit, service, policy or plan, any profit-sharing or bonus plan, leave, and any other benefit or service of employment not subject to the provision of 34 CFR 106.54.
- (2) The employer shall not:
 - (a) Discriminate on the basis of sex with regard to making fringe benefits available to employees or make fringe benefits available



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to spouses, families, or dependents of employees differently upon the basis of the employee's sex;

- (b) Administer, operate, offer, or participate in a fringe benefit plan which does not provide either for equal periodic benefits for members of each sex, or for equal contributions to the plan by the employer for members of each sex; or
- (c) Administer, operate, offer, or participate in a pension or retirement plan which establishes different optional or compulsory retirement ages based on sex or which otherwise discriminates in benefits on the basis of sex.

g. Marital or Parental Status – 34 CFR 106.57

- (1) The employer shall not apply any policy or take any employment action:
 - (a) Concerning the potential marital, parental, or family status of an employee or applicant for employment which treats individuals differently on the basis of sex; or
 - (b) Which is based upon whether an employee or applicant for employment is the head of household or principal wage earner in such employee's or applicant's family unit.
- (2) The employer shall not discriminate against or exclude from employment any employee or applicant for employment on the basis of pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom.



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- (3) The employer shall treat pregnancy, childbirth, false pregnancy, termination of pregnancy, and recovery therefrom and any temporary disability resulting therefrom as any other temporary disability for all job-related purposes, including commencement, duration and extensions of leave, payment of disability income, accrual of seniority and any other benefit or service, and reinstatement, and under any fringe benefit offered to employees by virtue of employment.
 - (4) In the case of the employer which does not maintain a leave policy for its employees, or in the case of an employee with insufficient leave or accrued employment time to qualify for leave under such a policy, the employer shall treat pregnancy, childbirth, false pregnancy, termination of pregnancy, and recovery therefrom as a justification for a leave of absence without pay for a reasonable period of time, at the conclusion of which the employee shall be reinstated to the status which the employee held when the leave began or to a comparable position, without decrease in rate of compensation or loss of promotional opportunities, or any other right or privilege of employment.
- h. Effect of State or Local Law or Other Requirements – 34 CFR 106.58
- (1) The obligation to comply with 34 CFR 106.58 is not obviated or alleviated by the existence of any State or local law or other requirement which imposes prohibitions or limits upon employment of members of one sex which are not imposed upon members of the other sex.



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- (2) The employer which provides any compensation, service, or benefit to members of one sex pursuant to a State or local law or other requirement shall provide the same compensation, service, or benefit to members of the other sex.

i. Advertising – 34 CFR 106.59

The employer shall not in any advertising related to employment indicate preference, limitation, specification, or discrimination based on sex unless sex is a bona-fide occupational qualification for the particular job in question.

j. Pre-Employment Inquiries – 34 CFR 106.60

- (1) The employer shall not make pre-employment inquiry as to the marital status of an applicant for employment, including whether such applicant is “Miss or Mrs.”
- (2) The employer may make pre-employment inquiry as to the sex of an applicant for employment, but only if such inquiry is made equally of such applicants of both sexes and if the results of such inquiry are not used in connection with discrimination prohibited by 34 CFR 106.

k. Sex as a Bona-Fide Occupational Qualification – 34 CFR 106.61

The employer may take action otherwise prohibited by 34 CFR 106 Subpart E provided it is shown that sex is a bona-fide occupational qualification for that action, such that consideration of sex with regard to such action is essential to successful operation of the employment function concerned. The employer shall not take action pursuant to 34 CFR 106.61 which is based upon alleged comparative



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employment characteristics or stereotyped characterizations of one or the other sex, or upon preference based on sex of the employer, employees, students, or other individuals, but nothing contained in 34 CFR 106.61 shall prevent the employer from considering an employee's sex in relation to employment in a locker room or toilet facility used only by members of one sex.

5. Effect of Other Federal Provisions – 34 CFR 106.6(a)

- a. The obligations imposed by 34 CFR 106 are independent of, and do not alter, obligations not to discriminate on the basis of sex imposed by Executive Order 11246, as amended; sections 704 and 855 of the Public Health

Service Act (42 USC 292d and 298b-2); Title VII of the Civil Rights Act of 1964 (42 USC 2000e et seq.); the Equal Pay Act (29 USC 206 and 206(d)); and any other Act of Congress or Federal regulation.

- b. Nothing in 34 CFR 106 may be read in derogation of any individual's rights under Title VII of the Civil Rights Act of 1964, 42 USC 2000e et seq. or any regulations promulgated thereunder.

C. Grievance Procedures

- 1. Upon receiving a complaint alleging sexual harassment, the employer shall review the alleged conduct to determine whether to apply the grievance procedure for Title VII or Title IX outlined in Regulation 1552. When making this determination, the

Superintendent or designee should consult with the Board Attorney to determine which definition of sexual harassment (Title VII, Title IX, or both), applies to the alleged conduct. If the alleged conduct is addressed by both definitions, the employer shall proceed with the



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grievance procedure outlined for Title IX in Section B. of Regulation 1552.

- a. Title VII of the Civil Rights Act of 1964 – 29 CFR 1604
 - (1) Upon receipt of a complaint of sexual harassment under Title VII, the employer shall follow the grievance procedure outlined in Section A. of Regulation 1552.
- b. Title IX of the Education Amendments of 1972 – 34 CFR 106
 - (1) Upon receipt of a complaint of sexual harassment under Title IX, the employer shall follow the grievance procedure outlined in Section B. of Regulation 1552.
 - (2) The employer must provide to applicants for employment, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the employer notice of the employer's Title IX grievance procedures and grievance process, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the employer will respond.

29 CFR 1604

34 CFR 106

Adopted:



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[See **POLICY ALERT No. 236**]

R 1552 SEXUAL HARASSMENT – STAFF

The Board of Education will not tolerate sexual harassment of employees by other school employees or third parties. The employer shall investigate and resolve allegations of sexual harassment pursuant to Title VII of the Civil Rights Act of 1964 (29 CFR 1604); Title IX of the of the Education Amendments of 1972 (34 CFR 106); Policy 1552; and this Regulation.

A. Title VII of the Civil Rights Act of 1964 – 29 CFR 1604

1. Sexual Harassment – 29 CFR 1604.11

a. Definition of Sexual Harassment – Title VII

- (1) Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:
 - (a) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment,
 - (b) Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or
 - (c) Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.



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- b. With respect to conduct between fellow employees, an employer is responsible for acts of sexual harassment in the workplace where the employer (or its agents or supervisory employees) knows or should have known of the conduct, unless it can show that it took immediate and appropriate corrective action.
- c. The employer may also be responsible for the acts of non-employees, with respect to sexual harassment of employees in the workplace, where the employer (or its agents or supervisory employees) knows or should have known of the conduct and fails to take immediate and appropriate corrective action.
- d. The employer should take all steps necessary to prevent sexual harassment from occurring, such as affirmatively raising the subject, expressing strong disapproval, developing appropriate sanctions, informing employees of their right to raise and how to raise the issue of harassment under Title VII, and developing methods to sensitize all concerned.
 - (1) The employee may submit a complaint, under 29 CFR 1604 to the Affirmative Action Officer.
 - (2) Upon receipt of the complaint the employer shall initiate the grievance procedure in accordance with Regulation 1552.
- e. Where employment opportunities or benefits are granted because of an individual's submission to the employer's sexual advances or requests for sexual favors, the employer may be held liable for unlawful sex discrimination against other individuals who were qualified for but denied that employment opportunity or benefit.



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2. Grievance Procedure for Title VII Complaints

The following grievance procedure shall be used for an allegation(s) of sexual harassment:

a. Reporting of Sexual Harassment Conduct

- (1) Any individual with any information regarding actual and/or potential sexual harassment of an employee must report the information to the Principal, their immediate supervisor, the Title IX Coordinator, or the Affirmative Action Officer. The employer's Title IX Coordinator and the Affirmative Action Officer may be the same individual.
- (2) The employer can learn of sexual harassment through other means such as from a witness to an incident, an anonymous letter, or a telephone call.
- (3) The report may be made: in person; in writing; verbally by telephone; by mail to the office address; or by electronic mail. The report may be reported during business or non-business hours.
- (4) A report to the Principal or an immediate supervisor will be forwarded to the Superintendent or designee and Affirmative Action Officer within one working day, even if the Principal or immediate supervisor feels sexual harassment conduct was not present.
- (5) In the event the report alleges conduct by the Principal or the Affirmative Action Officer, the report shall be submitted to the Superintendent who will designate a school official to assume the Principal's or Affirmative Action Officer's responsibilities.



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b. Affirmative Action Officer's Investigation

- (1) Upon receipt of any report of potential sexual harassment conduct, the Affirmative Action Officer will begin an immediate investigation. The Affirmative Action Officer will promptly investigate all alleged complaints of sexual harassment, whether or not a formal grievance is filed, and steps will be taken to resolve the situation, if needed. This investigation will be prompt, thorough, and impartial. The investigation will be completed no more than ten working days after receiving notice.
- (2) When an employee provides information about possible sexual harassment, the Affirmative Action Officer will initially discuss what actions the employee seeks in response to the sexual harassment.
- (3) The investigation may include, but is not limited to, interviews with all individuals with potential knowledge of the alleged conduct, interviews with any employee(s) who may have been sexually harassed in the past by the employee, and any other reasonable methods to determine if sexual harassment conduct existed.
- (4) The Affirmative Action Officer may request an employee involved in the investigation to assist in the investigation.
- (5) The Affirmative Action Officer will provide a copy of Policy 1552 and this Regulation to all individuals who are interviewed with potential knowledge, upon request, and to any other individual the Affirmative Action Officer feels would be served by a copy of such documents.



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- (6) Any individual interviewed by the Affirmative Action Officer may be provided an opportunity to present witnesses and other evidence.
 - (7) The Affirmative Action Officer and/or Superintendent will contact law enforcement agencies if the conduct could potentially be criminal in nature.
 - (8) The employer may take interim measures during an investigation of a complaint.
 - (9) The Affirmative Action Officer will consider particular issues of welcomeness based on the allegations.
- c. Investigation Results
- (1) Upon the conclusion of the investigation, but not later than ten working days after reported to the Affirmative Action Officer, the Affirmative Action Officer will prepare a summary of findings to the parties. At a minimum, this summary shall include the individual(s) providing notice to the employer and the employee(s) who was alleged to be sexually harassed.
 - (2) The Affirmative Action Officer shall make a determination whether sexual harassment conduct was present.
 - (3) If the Affirmative Action Officer concludes sexual harassment conduct was not, or is not present, the investigation is concluded.



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- (4) If the Affirmative Action Officer determines that sexual harassment has occurred, the employer shall take reasonable and effective corrective action, including steps tailored to the specific situation. Appropriate steps will be taken to end the harassment such as counseling, warning, and/or disciplinary action. The steps will be based on the severity of the harassment or any record of prior incidents or both. A series of escalating consequences may be necessary if the initial steps are ineffective in stopping the harassment.
- (5) In the event the Affirmative Action Officer determines a hostile environment exists, the Superintendent shall take steps to eliminate the hostile environment. The employer may need to deliver special training or other interventions to repair the educational environment. Other measures may include directing the harasser to apologize to the employee that was sexually harassed, dissemination of information, distribution of new policy statements or other steps to communicate the message that the employer does not tolerate sexual harassment and will be responsive to any employee that reports such conduct.
- (6) In some situations, the employer may need to provide other services to the employee that was sexually harassed, if necessary, to address the effects of the sexual harassment on that employee. Depending on the type of sexual harassment found, these additional services may include an independent reassessment of the work performance of the employee that was sexually harassed, counseling, and/or other measures that are appropriate to the situation.



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- (7) The Superintendent will take steps to avoid any further sexual harassment and to prevent any retaliation against the employee who made the complaint, was the subject of the sexual harassment, or against those who provided the information or were witnesses.
 - (a) The Affirmative Action Officer will inform the employee that was sexually harassed to report any subsequent problems and will make follow-up inquiries to see if there have been any new incidents or retaliation.
- (8) All sexual harassment grievances and accompanied investigation notes will be maintained in a confidential file by the Affirmative Action Officer.
- d. Affirmative Action Officer's Investigation Appeal Process
 - (1) Any individual found by the Affirmative Action Officer's investigation to be guilty of sexual harassment conduct, or any individual who believes they were sexually harassed but not supported by the Affirmative Action Officer's investigation, may appeal to the Superintendent.
 - (a) The Superintendent will make their determination within ten working days of receiving the appeal.
 - (2) Any individual who is not satisfied with the Superintendent's determination may appeal in writing to the Board.



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- (a) The Board will make its determination within forty-five calendar days of receiving an appeal from the Superintendent's determination.

3. United States Equal Employment Opportunity Commission (EEOC) Case Resolution

Individuals not satisfied with the resolution of a Title VII allegation of sexual harassment by the employer may request the EEOC to investigate the allegations.

- a. Any alleged victim of sexual harassment may appeal a decision of the Affirmative Action Officer, Superintendent, or the employer to the EEOC.
- b. Any individual may report an allegation of sexual harassment to the EEOC at any time. If the EEOC is asked to investigate or otherwise resolve incidents of sexual harassment of employees, the EEOC will consider whether:
 - (1) The employer has a policy prohibiting sexual harassment and a grievance procedure;
 - (2) The employer has appropriately investigated or otherwise responded to allegations of sexual harassment; and
 - (3) The employer has taken immediate and appropriate corrective action responsive to quid pro quo or hostile environment sexual harassment.

B. Title IX of the of the Education Amendments of 1972 – 34 CFR 106

1. Definitions – 34 CFR 106.30



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- a. For the purpose of Section B. of this Regulation and in accordance with 34 CFR 106:
- (1) “Sexual harassment” means conduct on the basis of sex that satisfies one or more of the following:
 - (a) An employee of the employer conditioning the provision of an aid, benefit, or service of the employer on an employee’s participation in unwelcome sexual conduct;
 - (b) Unwelcome conduct determined by a reasonable individual to be so severe, pervasive, and objectively offensive that it effectively denies an individual equal access to the employer’s education program or activity; or
 - (c) “Sexual assault” as defined in 20 USC 1092(f)(6)(A)(v), “dating violence” as defined in 34 USC 12291(a)(10), “domestic violence” as defined in 34 USC 12291(a)(8), or “stalking” as defined in 34 USC 12291(a)(30).
 - (2) “Complainant” means an employee currently employed by the employer who is alleged to be the victim of conduct that could constitute sexual harassment.
 - (3) “Decision-maker” (34 CFR 106.45(b)(7)) means an employee(s) who is not the Title IX Coordinator or the employee who conducted the investigation, designated by the Superintendent, to objectively evaluate the relative evidence and reach conclusions about whether the respondent is responsible for the alleged sexual harassment in accordance with the provisions of 34 CFR 106.



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- (4) “Formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the employer investigate the allegation of sexual harassment. The phrase “document filed by a complainant” means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the employer) that contains the complainant’s physical or digital signature, or otherwise indicates that the complainant is the individual filing the formal complaint.
- (5) “Investigator” (34 CFR 106.45(b)(5)) means an employee(s) who may be the Title IX Coordinator and who is not a decision-maker designated by the Superintendent to investigate alleged sexual harassment in accordance with 34 CFR 106. The investigator may be the employer’s Affirmative Action Officer only if the Affirmative Action Officer is not the Title IX decision-maker.
- (6) “Program or activity” and “program” (34 CFR 106.2(h)(2)(ii)) means all of the operations of a local educational agency (as defined in 20 USC 8801), system of vocational education, or other school system.
 - (a) “Education program or activity” (34 CFR 106.44(a)) includes locations, events, or circumstances over which the employer exercised substantial control over both the respondent and the context in which the sexual harassment occurs.
- (7) “Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.



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- (8) “Title IX Coordinator” (34 CFR 106.8(a)) means an individual designated and approved by the employer to coordinate its efforts to comply with its responsibilities under 34 CFR 106, Policy 1552, and this Regulation. The individual must be referred to as the “Title IX Coordinator” and may also be the investigator but cannot be the decision-maker.

2. Employer’s Response to Sexual Harassment – 34 CFR 106.44

- a. The employer with actual knowledge of sexual harassment in an education program or activity of the employer against an individual in the United States, must respond promptly in a manner that is not deliberately indifferent.

- (1) The employer has “actual knowledge” when an employee receives a complaint of sexual harassment or an employee is aware of behavior that could constitute sexual harassment.

- (a) Any school employee who receives a complaint of sexual harassment or is aware of behavior that could constitute sexual harassment is required to report that information to the Title IX Coordinator.

- (2) The employer is deliberately indifferent only if the employer’s response to sexual harassment is clearly unreasonable in light of the known circumstances, pursuant to 34 CFR 106.44(a).

The United States Department of Education Office of Civil Rights may not deem the employer to have satisfied the employer’s duty to not be deliberately indifferent under 34 CFR 106 based on the employer’s restriction of rights protected under the United States Constitution, including the First Amendment, Fifth Amendment, and Fourteenth Amendment.



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- b. Informal Resolution – 34 CFR 106.45
- (1) The employer may not require as a condition of employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment. Similarly, the employer may not require the parties to participate in an informal resolution process and may not offer an informal resolution process unless a formal complaint is filed. However, at any time prior to reaching a determination regarding responsibility, the employer may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the employer:
- (a) Provides to the parties a written notice disclosing: the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided; however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared; and
- (b) Obtains the parties' voluntary, written consent to the informal resolution process.



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3. Grievance Process - 34 CFR 106.45

- a. The employer will use the grievance process outlined in 34 CFR §106.45 and this Regulation to address formal complaints of sexual harassment.
- b. Parents, students, unions and associations, and staff members shall receive notice of the grievance procedures and the Title IX Coordinator's name or title, office, address, email address, and telephone number in accordance with 34 CFR 106.8(a).
- c. The employer's grievance process may, but need not, provide for a hearing pursuant to 34 CFR 106.45(b)(6)(ii).
- d. The Title IX Coordinator must promptly contact the complainant in accordance with 34 CFR 106.44(a).
- e. In response to a formal complaint, the employer will follow a grievance process that complies with 34 CFR 106.45.
 - (1) Upon receipt of a formal complaint, the Title IX Coordinator shall provide written notice to the parties who are known in accordance with 34 CFR 106.45(b)(2)(i).
 - (2) The Title IX Coordinator shall provide the investigator with a copy of the formal complaint if the Title IX Coordinator is not the investigator.
 - (3) The investigator shall investigate the allegations contained in a formal complaint pursuant to 34 CFR 106.45(b).
- f. The investigator shall create an investigative report in accordance with the provisions of 34 CFR 106.45(b)(5)(vii).



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- (1) The investigator will attempt to collect all relevant information and evidence.
 - (2) While the investigator will have the burden of gathering evidence, it is crucial that the parties present evidence and identify witnesses to the investigator so that they may be considered during the investigation.
 - (3) While all evidence gathered during the investigative process and obtained through the exchange of written questions will be considered, the decision-maker may in their discretion grant lesser weight to last minute information or evidence introduced through the exchange of written questions that was not previously presented for investigation by the investigator.
 - (4) To the greatest extent possible, and subject to Title IX, the employer will make reasonable accommodations in an investigation to avoid potential re-traumatization of a complainant.
 - (5) The investigative report shall be provided to the decision-maker in accordance with the provisions of 34 CFR 106.45(b)(6)(ii).
- g. The decision-maker, who cannot be the same person as the Title IX Coordinator or the investigator, shall issue a written determination regarding responsibility pursuant to 34 CFR 106.45(b)(7).



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- (1) To reach this determination, the decision-maker will apply **the preponderance of the evidence standard**, which shall be the same standard of evidence for formal complaints against students as for formal complaints against employees, including faculty, and apply the same standard of evidence to all formal complaints of sexual harassment pursuant to 34 CFR 106.45(b)(1)(vii).
- (2) The decision-maker will facilitate a written question and answer period between the parties.
 - (a) Each party may submit their written questions for the other party and witnesses to the decision-maker for review.
 - (b) The questions must be relevant to the case and the decision-maker will determine if the questions submitted are relevant and will then forward the relevant questions to the other party or witnesses for a response.
 - (c) The decision-maker shall then review all the responses, determine what is relevant or not relevant, and issue a decision as to whether the respondent is responsible for the alleged sexual harassment.
 - (d) The decision-maker will issue a written determination following the review of evidence. The written determination will include:
 - (i) Identification of allegations potentially constituting sexual harassment as defined in Policy and Regulation 1552 and 34 CFR 106.30;



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- (ii) A description of the procedural steps taken from the receipt of the complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather evidence;
 - (iii) Findings of fact supporting the determination, conclusions regarding the application of this formal grievance process to the facts; and
 - (iv) A statement of and rationale for the result as to each allegation, including any determination regarding responsibility, any disciplinary sanctions the decision-maker imposed on the respondent that directly relate to the complainant, and whether remedies designed to restore or preserve equal access to the employer's education program or activity will be provided to the complainant; and procedures and permissible bases for the parties to appeal the determination.
- (e) The written determination will be provided to the parties simultaneously.
- (f) Notwithstanding a temporary delay of the grievance procedure or the limited extension of the grievance procedure time frames with good cause, the written determination shall



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be provided within sixty calendar days from receipt of the complaint.

- (i) The sixty calendar day time frame does not include the appeal process.

4. Appeals – 34 CFR 106.45(b)(8)

- a. The employer will offer both parties an appeal from a determination regarding responsibility, and from the Title IX Coordinator's dismissal of a formal complaint or any allegations therein in accordance with 34 CFR 106.45(b)(8)(i).
- b. As to all appeals, the employer will comply with the requirements of 34 CFR 106.45(b)(8).
- c. The Superintendent shall designate an appeal officer for each appeal filed.
 - (1) The appeal officer shall not be the same individual as the decision-maker that reached the determination regarding responsibility or dismissal, the investigator, or the Title IX Coordinator in accordance with 34 CFR 106.45(b)(8)(iii)(B).
 - (2) Ensure that the appeal officer complies with the standards set forth in 34 CFR 106.45(b)(1)(iii).
- d. The employer shall give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.
- e. The employer shall administer the appeal process, but is not a party and will not advocate for or against any appeal.



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- f. A party may appeal only on the following grounds and the appeal shall identify the reason(s) why the party is appealing:
- (1) There was a procedural error in the hearing process that materially affected the outcome;
 - (a) Procedural error refers to alleged deviations from employer policy, and not challenges to policies or procedures themselves;
 - (2) There is new evidence that was not reasonably available at the time of the hearing and that could have affected the outcome;
 - (3) The decision-maker had a conflict of interest or bias that affected the outcome;
 - (4) The determination regarding the policy violation was unreasonable based on the evidence before the decision-maker:
 - (a) Appealing on this basis is available only to a party who participated in the hearing; and
 - (5) The sanctions were disproportionate to the hearing officer's findings.
 - (6) The employer may offer an appeal equally to both parties on additional bases.
- g. The appeal must be submitted in writing to the Title IX Coordinator within ten calendar days following the issuance of the notice of determination.



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- h. The appeal must identify the ground(s) for appeal and contain specific arguments supporting each ground for appeal.
 - i. The Title IX Coordinator shall notify the other party of the appeal, and that other party shall have an opportunity to submit a written statement in response to the appeal, within ten calendar days.
 - j. The Title IX Coordinator shall inform the parties that they have an opportunity to meet with the appeal officer separately to discuss the proportionality of the sanction.
 - k. The appeal officer shall decide the appeal considering the evidence presented at the hearing, the investigation file, and the appeal statements of both parties.
 - l. In disproportionate sanction appeals, input the parties provided during the meeting may also be considered.
 - m. The appeal officer shall summarize their decision in a written report that will be sent to the complainant and respondent within twenty calendar days of receiving the appeal.
5. Supportive Measures – 34 CFR 106.30
- a. “Supportive measures” mean non-disciplinary, non-punitive, individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed pursuant to 34 CFR 106.30(a).
 - b. The employer’s response must treat complainants and respondents equitably by offering supportive measures as defined in 34 CFR 106.30 to a complainant, and by following a grievance process that complies with 34 CFR



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106.45 before the imposition of any disciplinary sanctions or other actions that are not supportive measures as defined in 34 CFR 106.30, against a respondent.

- c. The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures as defined in 34 CFR 106.30, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.
 - (1) Supportive measures shall be available to the complainant, respondent, and as appropriate, witnesses or other impacted individuals.
- d. The Title IX Coordinator shall maintain consistent contact with the parties to ensure that safety, emotional well-being and physical well-being are being addressed.
- e. Generally, supportive measures are meant to be short-term in nature and will be re-evaluated on a periodic basis.
 - (1) To the extent there is a continuing need for supportive measures after the conclusion of the resolution process, the Title IX Coordinator will work with appropriate employer resources to provide continued assistance to the parties.
- f. The employer is required to offer supportive measures to the complainant even if the respondent ceased being employed by the employer prior to the filing of a formal complaint.
 - (1) If the respondent ceases to be employed by the employer after a formal complaint is filed, the employer may dismiss the complaint, but must still



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offer supportive measures to the complainant pursuant to 34 CFR 106.45(b)(3)(ii).

6. Remedies - 34 CFR 106.45

- a. The Title IX Coordinator shall be responsible for effective implementation of any remedies in accordance with 34 CFR 106.45(b)(7)(iv).
- b. Following receipt of the written determination from the decision-maker, the Title IX Coordinator will facilitate the imposition of sanctions, if any, the provision of remedies, if any, and to otherwise complete the formal resolution process.

(1) Emergency Removal

Nothing in 34 CFR 106 precludes the employer from removing a respondent from the employer's education program or activity on an emergency basis, provided that the employer undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

(2) Administrative Leave

Nothing in 34 CFR 106 Subpart D precludes the employer from placing an employee on



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administrative leave during the pendency of a grievance process that complies with 34 CFR 106.45. This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

- c. The Superintendent or designee, after consultation with the Title IX Coordinator, will determine the sanctions imposed and remedies provided, if any.
 - (1) The imposition of sanctions or provisions of remedies will be revisited by the Title IX Coordinator following the appeal officer's decision, as appropriate.
- d. The Title IX Coordinator must provide written notice to the parties simultaneously.
- e. The employer must disclose to the complainant the sanctions imposed on the respondent that directly relate to the complainant when such disclosure is necessary to ensure equal access to the employer's education program or activity.
 - (1) Remedies and supportive measures that do not impact the respondent should not be disclosed in the written determination; rather the determination should simply state that remedies will be provided to the complainant.
- f. It is important to note that conduct that does not meet the criteria under Title IX may violate other Federal or State laws or employer policies regarding employee misconduct or may be inappropriate and require an immediate response in the form of supportive measures and remedies to prevent its recurrence and address its effects.



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7. Recordkeeping – 34 CFR 106.45(b)(10)
 - a. The employer must maintain for a period of seven years records of:
 - (1) Each sexual harassment investigation including any determination regarding responsibility and any audio or audiovisual recording or transcript required under 34 CFR 106.45(b)(6)(i), any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the employer's education program or activity;
 - (2) Any appeal and the result therefrom;
 - (3) Any informal resolution and the result therefrom; and
 - (4) All materials used to train Title IX Coordinators, investigators, decision-makers, and any individual who facilitates an informal resolution process. The employer must make these training materials publicly available on its website, or if the employer does not maintain a website the employer must make these materials available upon request for inspection by members of the public.
 - b. For each response required under 34 CFR 106.44, the employer must create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the employer must document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the employer's education program or activity. If the employer



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does not provide a complainant with supportive measures, then the employer must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the employer in the future from providing additional explanations or detailing additional measures taken.

8. Compliance

The Superintendent or designee shall consult with the Board Attorney to ensure the employer's response to any allegations of sexual harassment and the employer's grievance process are in accordance with 34 CFR 106.44 and 34 CFR 106.45.

9. Training

a. The Superintendent or designee shall ensure that Title IX Coordinators, investigators, decision-makers, appeal officers, and any person who facilitates an informal resolution process, receive training in accordance with 34 CFR 106.45(b)(1)(iii).

(1) The employer must ensure that decision-makers receive training on any technology to be used at a live hearing and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, as set forth in 34 CFR 106.45(b)(6).

(2) The employer also must ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence, as set forth in 34 CFR 106.45 (b)(5)(vii). Any materials used to train Title IX Coordinators, investigators, decision-makers, and any individual who facilitates an informal resolution process, must



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not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment.

Adopted:



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[See POLICY ALERT No. 236]

2530 RESOURCE MATERIALS

The Board of Education shall provide resource materials to implement **the school district's and school educational goals and objectives to meet as student needs dictate and as district resources permit. Resource** Such materials include, **but are not limited to**, reference materials books;; **fiction and nonfiction books; maps; audio and audio-visual materials; pamphlets; periodicals; pictures; online references;** other supplementary titles;; ~~maps, library print and non-print materials,~~ and other sources of information for use by students that are not designated as textbooks. **Resource materials are not library material as defined in N.J.S.A. 18A:34A-3 and Policy and Regulation 2535.**

~~The Superintendent shall be responsible for the selection and maintenance of all resource materials, in accordance with the following standards:~~

- ~~1. Material will be suited to the varied interests, abilities, reading levels, and maturation levels of the students to be served;~~
- ~~2. Wherever possible, materials will provide major opposing views on controversial issues so that students may develop under guidance the practice of critical reading and thinking;~~
- ~~3. Wherever possible, materials will represent the many religious, ethnic, and cultural groups and their contribution to American heritage;~~
- ~~4. Materials will be factually accurate and of genuine literary or artistic value;~~
- ~~5. Materials will be of a quality and durability appropriate to their intended uses and longevity;~~
- ~~6. Materials will relate to, support, and enrich the courses of study adopted by the Board.~~



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The Superintendent will develop regulations for the selection of resource materials **pursuant to Regulation 2530** that provide for the effective consultation of teaching staff members at all appropriate levels,; ensure that the Board's budgetary allotment for resource materials is efficiently spent and **appropriately** wisely distributed throughout the instructional program and the district,; and ensure an inventory of resource materials that is well balanced ~~and well rounded in coverage of subject, types of materials, and variety of content.~~

The Superintendent will evaluate ~~the continuing effectiveness and utility of~~ resource materials and recommend to the Board the removal of **resource** ~~those~~ materials that no longer meet the standards set forth in ~~this Ppolicy and Regulation~~ **2530**. Any request **by an individual** for the removal of resource materials will be governed by Policy **and Regulation** 9130 ~~on public complaints.~~

Adopted:



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[See POLICY ALERT No. 236]

R 2530 RESOURCE MATERIALS

A. Definition

“Resource materials” **means** are all those sources of information for the use of students that have not been designated as textbooks and generally must be shared by individual students. Resource materials include, **but are not limited to**, reference **materials** books;; fiction and nonfiction books;; maps;; audio and audio-visual materials;; ~~CD-ROM’s~~, pamphlets;; periodicals;; pictures; ~~and~~ on-line references; **other supplementary titles; and other sources of information for use by students that are not designated as textbooks.** Resource materials **are not library material as defined in N.J.S.A. 18A:34A-3 and Policy and Regulation 2535** ~~may be maintained in classroom library collections and/or in the school library or media center.~~

B. Selection Process

1. **The teaching staff member shall submit written requests for new resource materials to the Principal or designee in the teaching staff member’s school building.** ~~The _____ in each school building will accept the written requests of teaching staff members for new and revised reference materials.~~ Each **written** request should include the:
 - a. ~~The n~~ **Name** and originator of the **resource material**; ~~work~~;
 - b. ~~The Its~~ **publisher or distributor**;;
 - c. A brief description of the **resource material**;; and
 - d. The reason for the request, including the relevance of the **resource material** to the instructional program;;



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2. All **written requests** ~~recommendations~~ will be forwarded to the **Superintendent or designee** _____ for consideration; **and**, The _____ will attempt to ~~review each requested work or, alternatively, to consult with other educational institutions that have used the material.~~
3. The _____ may consult such selection aids as booklists, school library journals, previews, school library catalogs, and subject bibliographies prepared by specialists in the field.
34. The **Superintendent or designee** _____ shall ~~evaluate will measure~~ each **written request recommendation** against the **selection** standards for ~~selection as outlined in (see C. below paragraph C)~~ and the amount budgeted for resource materials in the current or succeeding school year, as appropriate.
45. The _____ will ~~present to the Superintendent or designee will develop~~ a list of recommended purchases, ~~no later than _____ each year.~~ The list ~~may will~~ include multiple copies of **resource materials** **when** ~~for which~~ a high level of interest and need is anticipated.

C. Selection Standards

Standards to be applied in the selection of resource materials are those set forth **below: in Policy 2530, repeated here.**

1. **Resource mMaterials** will be suited to the varied interests, abilities, reading levels, and maturation levels of the students to be served.
2. Wherever **appropriate possible**, **resource** materials will provide major opposing views on controversial issues so that students may develop, under guidance, the practice of critical reading and thinking.



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3. Wherever **appropriate** possible, **resource** materials will **include the basic tenets of multiculturalism in accordance with N.J.A.C. 6A:7-1.7** ~~represent the many religious, ethnic, and cultural groups and their contributions to American heritage.~~
4. **Resource m**Materials will be factually accurate, **as appropriate**, and of genuine literary or artistic value.
5. **Resource m**Materials will be of a quality and durability appropriate to their intended uses ~~and longevity.~~
6. **Resource m**Materials will relate to, support, and enrich the **curriculum** ~~courses of study~~ adopted by the Board of Education.
7. **Resource materials will support the New Jersey Student Learning Standards.**

D. Periodic Removal of **Resource Reference** Materials

1. The **Superintendent or designee** _____ **shall** ~~will~~ conduct a periodic review of **resource materials** ~~reference collections~~ for their:
 - a. Continuing usefulness;;
 - b. Relevance to the curriculum **and the New Jersey Student Learning Standards;;**
 - c. Representation of the needs and interests of all grade levels, subject areas, and departments;; and



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- d. Balance of content, types of **resource** materials, and manner of presentation.
2. Standard **resource** materials subject to frequent use that are worn or missing should be replaced periodically.
3. Outdated **resource** materials and **resource** materials no longer relevant to the curriculum may be withdrawn from the collection on Board of Education approval.
4. **Any request by an individual for the removal of resource materials will be governed by** ~~A complaint about reference materials shall be handled in accordance with~~ Policy and Regulation 9130.

Issued:



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[See POLICY ALERT No. 236]

2535 LIBRARY MATERIAL

The Board of Education believes the freedom to read is a human right, constitutionally protected by the First Amendment of the United States Constitution, and individuals have the right to free inquiry and the right to form their own opinions. The freedom to read does not require an individual to agree with topics or themes within a material, but instead allows a reader to explore and engage with differing perspectives to form and inform their own views pursuant to the “Freedom to Read Act” N.J.S.A. 18A:34A-1 through N.J.S.A. 18A:34A-7.

In accordance with N.J.S.A. 18A:34A-4, the purpose of Regulation 2535 and this Policy is to: provide standards for the curation of library material, establish criteria for the removal of existing school library material or library material selected for inclusion in the school library, and provide protection against attempts to censor library material.

A. Definitions – N.J.S.A. 18A:34A-3

1. For the purpose of Policy and Regulation 2535:
 - a. “Board of Education” means a Board of Education as defined in N.J.S.A. 18A:18A-2, the Board of Directors of an educational services commission, a Board of Trustees of a charter school, a Board of Trustees of a renaissance school project, or any other local education agency.
 - b. “Censorship” means to block, suppress, or remove library material based on disagreement with a viewpoint, idea, or concept or solely because an individual finds certain content offensive, but does not include limiting or restricting access to any library material deemed developmentally inappropriate for certain students.



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- c. “Diverse and inclusive material” means any material that reflects any protected class as enumerated in the “Law Against Discrimination,” N.J.S.A. 10:5-1 et seq.; material produced by an author who is a member of a protected class as enumerated in the “Law Against Discrimination,” N.J.S.A. 10:5-1 et seq.; and material that contains the author’s points of view concerning contemporary problems and issues, whether international, national, or local; but excludes content that is inappropriate for grades served by the school library.
- d. “Individual with a vested interest” means any teaching staff member employed by the Board of Education, any parent of a student enrolled in the school district at the time the removal form required pursuant to N.J.S.A. 18A:34A-5 is filed, and any student enrolled in the district at the time the removal form required pursuant to N.J.S.A. 18A:34A-5 is filed.
- e. “Library material” means any material including, but not limited to, nonfiction and fiction books, magazines, reference books, supplementary titles, multimedia and digital material, software and instructional material, and other material not required as part of classroom instruction belonging to, on loan to, or otherwise in the custody of a school library.
- f. “School library staff member” means a school library media specialist, school librarian, any certificated or non-certificated staff member assigned to duties in a school library, or any individual carrying out or assisting with the functions of a school library media specialist or school librarian.



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B. Library Material Curation – N.J.S.A. 18A:34A-4

1. The Board of Education shall have control over the content of this Policy, except this Policy shall at a minimum:
 - a. Recognize that library material should be provided for the interest, information, and enlightenment of all students and should present diverse points of view in the collection as a whole;
 - b. Acknowledge that library material shall not be removed from a school library because of the origin, background, or views of the library material or those contributing to its creation;
 - c. Recognize the importance of school libraries as centers for voluntary inquiry and the dissemination of information and ideas;
 - d. Promote the free expression and free access to ideas by students by prohibiting the censorship of library material;
 - e. Acknowledge that a school library media specialist is professionally trained to curate and develop the school library collection that provides students with access to the widest array of developmentally appropriate library material available to schools; and
 - f. Establish a procedure for a school library staff member to review library material within a school library on an ongoing basis, which shall include, but not be limited to:
 - (1) The library material's relevance;
 - (2) The condition of the library material;
 - (3) The availability of duplicates;



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- (4) The availability of more recent developmentally appropriate library material; and
 - (5) The continued demand for the library material.
 2. The Board of Education, in consultation with school library staff members, shall have discretion in selecting, purchasing, or acquiring library material for inclusion in the school library. Nothing in N.J.S.A. 18A:34A-4 or this Policy shall be construed to require the Board of Education to purchase, or otherwise acquire, library material for a school library.
 3. Nothing in N.J.S.A. 18A:34A-4 and this Policy shall be construed to restrict the Board of Education's authority to select textbooks and school supplies related to the curriculum.
- C. Library Material Recommendation and Selection Process
1. The school library staff member in each school building will accept the written requests of teaching staff members for new and revised library material. Each request should include:
 - a. The name and originator of the library material;
 - b. The publisher or distributor;
 - c. A brief description of the library material; and
 - d. The reason for the request, including the relevance of the library material to the instructional program.
 2. The school library staff member shall review each recommendation against the standards for selection in B.1.f. above and the amount budgeted for library material in the current or succeeding school year, as appropriate.



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- 3. The school library staff member shall present to the Superintendent or designee a list of recommended purchases of library material. The list will include multiple copies of library material when a high level of interest and need is anticipated.
- 4. Standards to be applied in the selection of library material shall relate to, support, and enrich the courses of study adopted by the Board of Education.
- D. Censorship of School Library Material Prohibited, Right to Reserve, Check Out – N.J.S.A. 18A:34A-6
 - 1. The Board of Education shall not remove library material from a school library in the district because of the origin, background, or views of the library material or those contributing to its creation, and shall not engage in censorship of library material.
 - 2. The Board of Education shall allow a student to reserve or check out any developmentally appropriate library material, including diverse and inclusive material, regardless of the origin, background, or views of the library material or those contributing to its creation.
- E. Removal Request Procedure

Any request by an individual with a vested interest to have library material removed from a school library in the district shall follow the grievance procedure outlined in Regulation 2535 in accordance with N.J.S.A. 18A:34A-5.
- F. Immunity, School Library Staff – N.J.S.A. 18A:34A-7

A school library staff member who engages in activities as required by N.J.S.A. 18A:34A-4 through 18A:34A-6 and B. through E. above shall be immune from civil and criminal liability arising from good faith actions performed pursuant to the provisions of N.J.S.A. 18A:34A-4 through 18A:34A-6 and B. through E. above



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N.J.S.A. 18A:34A-1 through N.J.S.A. 18A:34A-7

Adopted:



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M

[See **POLICY ALERT No. 236**]

R 2535 LIBRARY MATERIAL

Any individual with a vested interest requesting to have library material removed from a school library in the district shall follow the grievance procedure outlined below in accordance with the provisions of N.J.S.A. 18A:34A-5.

A. Definitions – N.J.S.A. 18A:34A-3

1. For the purpose of Policy 2535 and this Regulation:
 - a. “Board of Education” means a Board of Education as defined in N.J.S.A. 18A:18A-2, the Board of Directors of an educational services commission, a Board of Trustees of a charter school, a Board of Trustees of a renaissance school project, or any other local education agency.
 - b. “Censorship” means to block, suppress, or remove library material based on disagreement with a viewpoint, idea, or concept or solely because an individual finds certain content offensive, but does not include limiting or restricting access to any library material deemed developmentally inappropriate for certain students.
 - c. “Diverse and inclusive material” means any material that reflects any protected class as enumerated in the “Law Against Discrimination,” N.J.S.A. 10:5-1 et seq.; material produced by an author who is a member of a protected class as enumerated in the “Law Against Discrimination,” N.J.S.A. 10:5-1 et seq.; and material that contains the author’s points of view concerning contemporary problems and issues, whether international, national, or local; but excludes content that is inappropriate for grades served by the school library.



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- d. "Individual with a vested interest" means any teaching staff member employed by the Board of Education, any parent of a student enrolled in the school district at the time the removal form required pursuant to N.J.S.A. 18A:34A-5 is filed, and any student enrolled in the district at the time the removal form required pursuant to N.J.S.A. 18A:34A-5 is filed.
 - e. "Library material" means any material including, but not limited to, nonfiction and fiction books, magazines, reference books, supplementary titles, multimedia and digital material, software and instructional material, and other material not required as part of classroom instruction belonging to, on loan to, or otherwise in the custody of a school library.
 - f. "School library staff member" means a school library media specialist, school librarian, any certificated or non-certificated staff member assigned to duties in a school library, or any individual carrying out or assisting with the functions of a school library media specialist or school librarian.
- B. The following procedure shall be adhered to any time an individual with a vested interest submits a complaint requesting removal of library material from any of the district's school libraries.
- 1. Complaints about library material shall be made on a request for removal form and submitted to the Principal of the school building in which the library material is challenged to initiate a review of the material.
 - 2. The individual with a vested interest shall complete and sign a request for removal form available in the Principal's office. The request for removal form shall include:



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- a. The title, author, and publisher of the library material at issue;
 - b. Sections of the library material to which the individual with a vested interest objects; and
 - c. An explanation of the reasons for the objection.
3. Within five working days of the receipt of the request for removal form, the Principal or designee shall forward the request for removal to the Superintendent.
 4. Upon receipt of the request for removal form, the Superintendent or designee shall appoint a review committee consisting of:
 - a. The Superintendent or designee;
 - b. The Principal or designee of the school in which the library material is challenged;
 - c. The school library media specialist or a school library staff member;
 - d. A representative selected by the Board of Education;
 - e. At least one grade-appropriate teacher familiar with the library material, provided the teacher selected is not the individual who submitted the request for removal form;
 - f. A parent of a student enrolled in the school district, provided the parent selected is not the individual who submitted the request for removal form;
 - g. If appropriate, and at the discretion of the Superintendent, in cases where a student enrolled in the district in grades nine through twelve filed the request for removal form, a student enrolled in the district in grades nine through twelve may volunteer to serve on the review committee if that student did not file the request for removal form. The Superintendent



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shall consult with the Principal of the school involved in the removal request in making this determination; and

- h. Any additional members the Superintendent or designee deem necessary.
5. The challenged library material shall remain within the school library and available for a student to reserve, check out, or access until there is a final decision reached by the Board of Education pursuant to N.J.S.A. 18A:34A-5.b.(5) and B.7. below.
 6. The review committee members shall evaluate the request for removal form and review the challenged library material in its entirety. The review committee shall meet to discuss the library material and concerns raised and make a recommendation on whether the challenged library material should be removed from circulation, retained, or limited in use. The review committee shall submit its written report with recommendations to the Board of Education no later than sixty school days from the date of the next regularly scheduled Board of Education meeting after receipt of the request for removal form:
 - a. A copy of the review committee's report shall also be provided to the individual with a vested interest who filed the request for removal form and the Principal who received the request for removal form.
 7. The Board of Education shall review the review committee's report and make a final determination on whether the library material is to be removed from the school library or limited in use. The Board of Education shall provide a written statement of reasons for:
 - a. The removal, limitation, or non-removal of a library material; and
 - b. Any final determination that is contrary to the recommendations of the review committee.



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8. The written statement of reasons shall be posted on the Board of Education's website in a prominent and easily accessible location within thirty days of the determination.
9. All decisions on whether to remove from circulation, retain, or limit in use library material shall be based on the library material as a whole, not isolated passages.
10. All request for removal forms and outcomes shall be maintained in accordance with other similar records in the district.
11. Library material that has been challenged pursuant N.J.S.A. 18A:34A-5.b.(1) through 18A:34A-5.b.(5), Policy 2535, and this Regulation shall not be subject to challenge for at least one year in accordance with N.J.S.A. 18A:34A-5.b.(6).
12. The district may consolidate requests for removal of the same challenged library material in accordance with N.J.S.A. 18A:34A-5.b.(7).
13. The Board of Education's determination issued in accordance with N.J.S.A. 18A:34A-5, Policy 2535, and this Regulation which denies a request for removal shall not constitute a controversy or dispute pursuant to N.J.S.A. 18A:6-9. However, an individual with a vested interest, as defined in N.J.S.A. 18A:34A-3, may file a petition of appeal of the Board of Education's final determination to remove library material to the Commissioner of Education through the Office of Controversies and Disputes in accordance with N.J.S.A. 18A:6-9 and the procedures set forth in State Board of Education regulations.
14. Nothing in N.J.S.A. 18A:34A-1 through 18A:34A-7, Policy 2535, and this Regulation shall be construed as creating a separate legal cause of action regarding any determination issued pursuant to N.J.S.A. 18A:34A-1 through 18A:34A-7, Policy 2535, and this Regulation.



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15. A school library staff member who engages in activities as required by N.J.S.A. 18A:34A-4 through 18A:34A-6 shall be immune from civil and criminal liability arising from good faith actions performed pursuant to the provisions of N.J.S.A. 18A:34A-4 through 18A:34A-6.

Adopted:



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Dec 25

[See POLICY ALERT No. 236]

9130 PUBLIC COMPLAINTS AND GRIEVANCES

The Board of Education shall establish procedures for the hearing and settlement of ~~Any person or group having a legitimate interest in the schools of this district may present a request, suggestion, or complaints concerning district staff members personnel,~~ the educational program, instructional or resource materials, or the operations of the district. **Complaints regarding library material as defined in N.J.S.A. 18A:34A-3 shall be addressed in accordance with Policy and Regulation 2535.** ~~The Board directs the establishment of procedures for the hearing and settlement of requests and complaints shall that provide a means for resolving complaints them fairly and impartially; and permit appropriate resolution redress, and protect district personnel from unnecessary harassment.~~

The grievance procedure outlined in Regulation 9130 shall not be utilized by a district staff member or Board member unless the district staff member or Board member is doing so in their capacity as a parent of a student currently enrolled in the district.

When a Board member is confronted with a complaint concerning district staff members, the educational program, instructional or resource materials, or the operations of the district an issue, the Board member he/she will withhold comment, commitment, and/or opinion and refer the complaint or inquiry to the Superintendent in accordance with N.J.S.A. 18A:12-24.1.j., who shall review the complaint in accordance with Regulation 9130 according to established procedures.

~~Only in those cases where satisfactory adjustment cannot be made by the Superintendent and the staff shall communications and complaints be referred to the Board for resolution.~~

Any misunderstandings or disputes between the public and school district staff members should, whenever possible, be settled by direct, informal discussions among the interested parties. It is only when such informal meetings fail to resolve



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differences that more formal procedures shall be employed. A complaint about a school program or personnel should be addressed to the Building Principal; a complaint about instructional or resource materials should be addressed to the Superintendent.

The Superintendent shall establish procedures for the resolution hearing of requests and complaints regarding district staff members personnel, the educational program, instructional and resource materials, and the operations of the school district shall. Procedures will be governed by Regulation 9130. the following guidelines:

1. The matter will be resolved initially, wherever possible, by informal discussions between or among the interested parties.
2. A matter that cannot be resolved informally may be appealed at successive levels of authority, up to and including the Board of Education.
3. The complaint and its immediate resolution be reduced to writing at the first and at each successive level of appeal.
4. A reasonable period of time, not to exceed _____ working days, will be permitted for the filing of an appeal in writing at each successive level. A decision at each level of appeal must be rendered no later than _____ working days after the appeal is filed, except that the Board shall have thirty calendar days to make its decision.
5. In the case of complaints about instructional or resource materials, the initial complaint must set forth in writing the author, title, and publisher of the materials as well as those specific portions of the material or the work to which objection is taken; the complainant's familiarity with the work; the reasons for the objection; and the use of the work in the schools. The Superintendent shall appoint a committee of professional staff members and community representatives to review the challenged material against the standards for the selection of resource materials established by



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~~Board policy. The committee will report its findings to the Board. No challenged material may be removed from the curriculum or from a collection of resource materials except by action of the Board of Education, and no challenged material may be removed solely because it presents ideas that may be unpopular or offensive to some. Any Board action to remove material will be accompanied by the Board's statement of its reasons for the removal.~~

- ~~6. A complainant shall be notified that a decision of the Board may be appealed to the Commissioner of Education.~~

Adopted:



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Dec 25

[See POLICY ALERT No. 236]

R 9130 PUBLIC COMPLAINTS AND GRIEVANCES

All complaints ~~and grievances~~ addressed to the Board of Education, Board members individually, school officials, or district staff members shall be referred to the Superintendent for consideration in accordance with the following procedures.

A. Complaints Regarding a Teaching Staff Member Other Than ~~an~~ Administrator ~~or Supervisor~~

1. First Level

- a. The complainant will be directed to address the **complaint** ~~matter~~ to the **teaching** staff member.
- b. The **teaching** staff member will ~~be directed to discuss the matter directly with the complainant and to make every reasonable effort to~~ **address the complaint** ~~explain the difficulty and/or~~ **and** take appropriate action, **if necessary**, in accordance with district **policies and** regulations and within **the teaching staff member's** ~~his/her~~ authority ~~and district regulations~~.
- c. The **teaching** staff member will report the **complaint in writing** ~~matter~~, and whatever action **that** may have been taken to resolve the **complaint** ~~matter~~, to the **teaching staff member's** Principal ~~or supervisor~~.

2. Second Level

- a. If the **complaint** ~~matter~~ cannot be ~~satisfactorily~~ resolved to **the complainant's satisfaction at A.1. above** ~~the first level~~, the complainant **may appeal the teaching staff member's**



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resolution to may discuss the matter with the teaching staff member's Principal or supervisor.

- b. The Principal **or supervisor** will take all reasonable and prudent steps to resolve the complaint **and meet with the complainant to discuss the Principal or supervisor's resolution to the complaint** ~~or to explain to the complainant why the matter cannot be resolved as the complainant wishes.~~

3. Third Level

- a. If the **complaint matter** cannot be satisfactorily resolved to the complainant's satisfaction at A.2. ~~above the second level~~, the complainant may, within ~~five~~ **three** working days (see Policy 9130) of ~~their~~ **his/her** meeting with the **teaching staff member's Principal or supervisor**, submit a **written request for a conference** to the Superintendent ~~a written request for a conference~~. The **written** request shall, **at a minimum**, include: **the specific nature of the complaint and a statement of the facts giving rise to it.**

~~(1) The specific nature of the complaint and a brief statement of the facts giving rise to it,~~

~~(2) The respect in which it is alleged that the complainant or the complainant's child has been unfairly treated or adversely affected, and~~

~~(3) The remedy sought by the complainant.~~

- b. A copy of the **complainant's written** request for a conference will be **submitted** sent to the Board of Education **by the Superintendent.**

- b. Within seven working days ~~(see Policy 9130)~~ of the **Superintendent's receipt of the written request for a**



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conference, the Superintendent shall conduct **the** a conference, at a time convenient to the complainant **and the Superintendent**, and attempt to resolve the **complaint matter** informally. ~~The time for conference will be extended if the complainant is unable to schedule a convenient meeting.~~

- d. The Superintendent shall record in writing **their** his/her disposition of the complaint and shall, within ten working days (see Policy 9130) of the conference, **submit provide** a copy of **their** the written disposition to the complainant and to the Board.

4. Fourth Level

- a. A complaint that is not resolved **to the complainant's satisfaction** by a conference with the Superintendent at **A.3.c. above** or that seeks a remedy beyond the Superintendent's ~~jurisdiction~~ **authority** may be appealed **by the complainant** to the Board of Education.

- (1) **The complainant shall, within three working days of their receipt of the Superintendent's written disposition, submit a written request with supporting documentation to the Superintendent for an informal hearing before the Board. The complainant's request, along with the Superintendent's disposition at A.3.d. above, shall be provided to the Board.**

- ~~b. The complainant may, within three working days (see Policy 9130) of his/her receipt of the Superintendent's written disposition, submit a written request for a hearing before the Board. The request will include a copy of the Superintendent's disposition at Level 3.~~



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be. The Board shall, **decide whether to grant or deny within forty-five calendar days (see Policy 9130) of the receipt of the complainant's request for conduct an informal hearing and provide their decision in writing to the complainant within five working days upon receiving the request for an informal hearing before a committee of Board members, in which the complainant will present his/her complaint. The Board may, on the petition of the complainant, permit the examination of witnesses. The Board may permit the teaching staff member complained of to testify in his/her own behalf.**

- (1) **If the Board denies the request for an informal hearing, the Board shall render a decision on the appeal and provide the decision in writing to the complainant within ten working days.**
- (2) **If the Board grants the request for an informal hearing, the Board shall schedule the informal hearing within forty-five working days upon receiving the request for an informal hearing. At the conclusion of the informal hearing, the Board shall render a decision and provide the decision in writing to the complainant within ten working days at the conclusion of the informal hearing.**
 - (a) **The Board may designate a committee of the Board to conduct an informal hearing with the complainant.**
 - (b) **The Board may permit the complainant to present witnesses.**
 - (c) **The Board will comply with the provisions of the Open Public Meetings Act and Bylaw 0162 regarding any public complaints, where applicable.**



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Public Complaints and Grievances

- d. ~~The Board shall, within ten calendar days (see Policy 9130) of the hearing, advise the complainant in writing of the Board's disposition of the complaint.~~
- e. ~~The complainant will be advised that the Board's decision may be appealed to the Commissioner of Education.~~
- 5. Reasonable efforts will be made to expedite **time sensitive** a complaints that arises at the end of the school year so that the matter can be resolved before the interruption of summer vacations.

B. ~~Complaints About an Administrative Staff Member~~

- 1. ~~The procedure set forth in A will be followed and the complainant will be directed to discuss the matter first with the administrator.~~
- 2. ~~A complaint about a Principal or a central office administrator will omit the second level of the complaint procedure. Appeal of the first level discussion will be made directly to the Superintendent in accordance with A3.~~

BC. Complaints **Regarding** a Support Staff Member

- 1. The **complaint** procedure set forth in A.1. **above** will be followed and the complainant will be directed to discuss the **complaint** first with the support staff member, **if appropriate**.
- 2. **If the complaint cannot be resolved to the complainant's satisfaction at A.1. above, the complainant may follow the complaint procedure set forth in A.2. above.**
- 3. **If the complaint cannot be resolved to the complainant's satisfaction at A.2. above, the complainant may, within three working days of their meeting with the support staff member's supervisor, submit to the Superintendent a written request for a conference in accordance with A.3. above.**



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4. A complaint that is not resolved to the complainant's satisfaction by a conference with the Superintendent at A.3.c. above or that seeks a remedy beyond the Superintendent's authority may be appealed to the Board of Education in accordance with A.4. above.
- C. **Complaints Regarding an Administrative Staff Member or Supervisory Staff Member**
1. The complainant shall discuss the complaint first with the administrative staff member or supervisory staff member who is the subject of the complaint.
 2. An appeal of the discussion with the administrative staff member or supervisory staff member will be made directly to the Superintendent in accordance with A.3. above.
 3. A complainant wanting to appeal the Superintendent's written disposition to the Board of Education shall follow the appeal procedures as outlined in A.4. above.
- D. **Complaints Regarding About a Program, Practice, or Operation**
1. A complaint **regarding** ~~directed to a matter of~~ district or school policy;; procedure;; program;; or operation, including entitlement programs established by Sstate or Ffederal law, should be addressed, initially, to the **Superintendent who will refer the complaint to the appropriate** administrator or supervisor ~~department head most directly concerned with the matter, in accordance with A.1.~~
 2. A complaint that cannot be ~~satisfactorily~~ resolved **to the complainant's satisfaction at D.1. above** at the first level may be appealed to the Superintendent and, thereafter, the Board of Education in accordance with the procedures set forth in A.3. and A.4.



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E. Complaints **Regarding Textbooks, About Instructional Supplies, and Resource Materials**

1. Complaints **regarding** ~~about~~ textbooks, library books, ~~reference works, and other~~ instructional **supplies, and resource** materials used in the district ~~shall will~~ be **submitted** ~~made~~ in writing **by the complainant** ~~and submitted~~ to the Superintendent.
2. ~~The complainant will complete and sign a complaint form available in the Principal's office.~~ The **written complaint form shall, at a minimum,** will include:
 - a. The title, author, and publisher of the **material at issue;** ~~work complained of,~~
 - b. **Sections of the material to which the complainant objects** ~~The specific portions or language complained of (by page(s) and item(s));,~~
 - e. ~~The complainant's familiarity with the work objected to,~~
 - cd. **An explanation of t**~~The reason(s)~~ **for the objection;,**
 - de. The students or class for whom the **material work** is intended;,
and
 - ef. The way in which the **material work** is used **or presented to students.**
3. Within seven working days of the receipt of the **written** complaint ~~form,~~ the Superintendent shall appoint a review committee consisting of:
 - a. The head of the department in which the **material work** is being used;,



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- b. A **teaching staff member** ~~teacher~~ in the subject area of the **material; work;**
 - e. ~~A library staff member;~~
 - cd. A Board of Education member;
 - e. ~~A lay person knowledgeable in the area of the work, and~~
 - df. The Principal of ~~the~~ a school in which the **material work** is used **or presented;** and
 - e. Any other staff member designated by the Superintendent.
4. The review committee will meet to evaluate the complaint and review the material **at issue** ~~objected to. The standards used by the committee will be those set forth in Policy 2530.~~
- a. The standards used by the review committee to review textbooks will be those set forth in Regulation 2510.
 - b. The standards used by the review committee to review instructional supplies will be those set forth in Regulation 2520.
 - c. The standards used by the review committee to review resource materials will be those set forth in Regulation 2530.
5. The review committee will report its findings and recommendations to the Superintendent ~~Board~~ **within fifteen working days upon the appointment of the review committee.**
6. The Superintendent will submit the review committee's findings and recommendations to the Board at the next regularly scheduled Board meeting.



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76. ~~The Board will receive the report of the committee.~~ If the Board acts to remove the **material at issue work** ~~complained of~~ or to limit access to the **material at issue work**, its action will be accompanied by a statement of reasons for the removal or limitation.
- a. **The Board shall render its decision within forty-five working days of receipt of the review committee's findings and recommendations.**
87. A copy of the review committee's **findings and recommendations** ~~report~~ and the Board's action, if any, will be given to the complainant **within five working days of the Board's action.**
98. The complainant will be informed, **in writing**, that a decision of the Board may be appealed to the Commissioner of Education **as permitted by law.**

Issued:



KRISTIN KABOUS**PERSONAL STATEMENT:**

Emerging school counselor dedicated to fostering inclusive, nurturing, and developmentally appropriate environments that support students' social-emotional, academic, and cultural growth. Committed to building trusting relationships with students, families, and staff to ensure every child feels seen, safe, and supported.

EDUCATION

Monmouth University, West Long Branch, NJ

Expected Graduation December 2025

Master of Science in Education, Educational Counseling

CACREP Accredited

Montclair State University, Montclair, NJ

December 2019

Bachelor of Science in Business Administration, Marketing

SKILLS

Bilingual in English and Arabic, Naviance, CommonApp, RealTime, STARS, and Microsoft Office

COUNSELING EXPERIENCE

Wyckoff School District K-8, Wyckoff, NJ

September 2024-Present

Substitute Teacher

Hawthorne High School, Hawthorne, NJ

September 2025-December 2025

School Counseling Intern

- Supported individual counseling, small-group support, and schoolwide SEL programming
- Assisted seniors with postsecondary planning through Naviance and STARS
- Supported administration of schoolwide assessments, accommodations, and test day procedures

Lincoln Middle School, Hawthorne, NJ

January 2025-April 2025

Eisenhower Middle School, Wyckoff, NJ

September 2024-December 2024

School Counseling Intern

- Managed a caseload of 13 students in grades 6-8
- Developed and facilitated social-emotional learning (SEL) lessons for special education students
- Created an SEL lesson for Den Day ("National Send a Letter to a Friend Day") and presented it to the principal for schoolwide implementation

- Designed and led a social skills curriculum for a group of six 7th- and 8th-grade boys
- Delivered classroom lessons on conflict resolution and anti-bullying strategies for 6th and 7th-grade students
- Designed and delivered classroom lessons for the ARCH program
- Supported an Arabic-speaking ESL student in navigating cultural adjustments to enhance self-concept and academic success
- Utilized RealTime to monitor academic progress, track student records, and implement intervention strategies

ADDITIONAL EXPERIENCE

NJ Behavioral Health, A LifeStance Affiliate, Paramus, NJ

June 2022-June 2024

Front Office Coordinator

- Managed up to 80 client calls a day related to billing, rescheduling, and website navigation support
- Handled and sent out medical records, greeted patients, and processed any outstanding balances and copayments
- Identified and resolved risks through problem-solving and agility

Children's Therapy Center Academy, Oakland, NJ

September 2021-June 2022

Classroom Aid/ Teacher Assistant

- Worked with middle/high school-aged children with cerebral palsy
- Conducted teaching lessons when needed
- Aided physical, occupational, and speech therapists with goals for each child
- Encouraged and assisted the students to be as independent as possible

Proud Moments, Clifton, NJ

May 2021-August 2021

ABA Behavior Technician

- Worked with clients between the ages of 4-8 years old
- Collected data throughout the therapy session
- Followed BCBAs' goals and incorporated creative ideas to benefit the client

PROFESSIONAL DEVELOPMENT TRAININGS & CERTIFICATIONS

Wellness Symposium on Mental Health & Wellness

February 2025

Skills for Psychological Recovery Training

November 2024

Looking beyond their screens

October 2024

Monmouth Suicide Training

October 2023

Psychological First Aid Training

September 2024

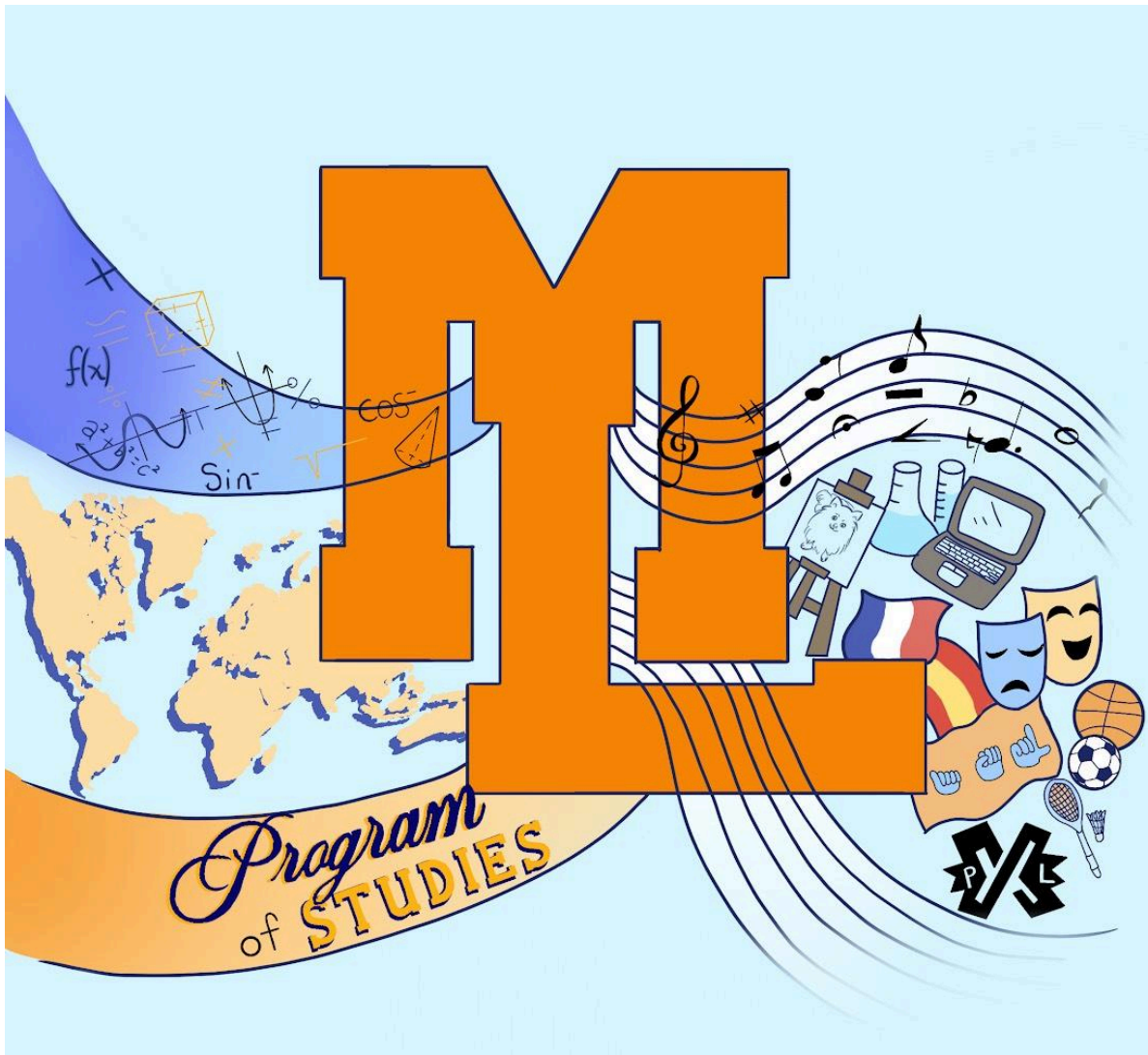
Work training; Crisis Training

September 2023

NJ Substitute Teacher Certified

November 2021

Mountain Lakes High School



Program of Studies 2026 - 2027

BOARD OF EDUCATION

Mrs. Joanne Barkauskas
Mr. Tom Chiang, Jr.
Dr. Aruni Don
Mrs. Sara Forman
Dr. James Hirschfeld
Mrs. Aru Kulkarni
Dr. Lauren Silva McIntyre
Mrs. Jennifer Parker
Dr. Purvika Sheth
Mr. Chris Johnson

CENTRAL OFFICE ADMINISTRATION

Dr. Brad Siegel - Superintendent of Schools
Ms. Ivonne Ciresi - Assistant Superintendent of Schools

HIGH SCHOOL ADMINISTRATION

Mr. Richard Mangili, Principal
Mrs. Lisa Cortese, Assistant Principal

DEPARTMENT ADMINISTRATION

English & Fine Arts	Mr. Paul Henry
Mathematics, Business, & Computer Science	Mr. Robert Starita
Science/STEM	Mr. David Sica
Social Studies & World Language	Mr. Darrell Fusco
Special Services	Mrs. Kerry DiGiacinto

DEPARTMENT OF SCHOOL COUNSELING

Mr. Raymond Searles, Jr., Director
Mrs. Zorica Alcott, Administrative Assistant
Ms. Alyssa DeTrollo, Student Assistance Counselor
Mrs. Maria Lindsay, Counselor
Mrs. Lauren Macko, Counselor
Mrs. Cara Pelchat, Counselor
Mrs. Gail Weinroth, Counselor

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www.mlschools.org
CEEB Code: 310855

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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 Completion of FAFSA or FAFSA Waiver Form*

*For the classes of 2025 through 2027, each graduating high school senior is required by law, as part of New Jersey's new graduation requirement P.L. 2023, c.295, to complete the Free Application for Federal Student Aid (FAFSA) or the NJ Alternative Financial Aid Application (NJAFSA) in order to receive a diploma. If a student does not qualify for the FAFSA/NJAFSA or wishes to request they be waived from this graduation requirement, parents/guardians should complete the FAFSA/NJAFSA Waiver Form. The form will be available via the Genesis Parent Portal during a student's senior year.

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 October 8, 2025

Class of 2026

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 such as PSAT, SAT, ACT, or Accuplacer ; 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 2027-2030

The New Jersey Department of Education has not yet announced the requirements for the Class of 2027 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		
<i>Business</i>	<i>Computer & Technology Education</i>	<i>Family and Consumer Science</i>
• Intro to Business (2.5 credits) • Business Management (5.0 credits)	• Aviation & Aerospace (5.0 credits) • Intro to Flight & UAS (5.0 credits) • Intro to Computer Programming (2.5 credits) • Computer Programming 2 (2.5 credits) • Engineering & Design Principles (5.0 credits) • 3D CAD for Engineering & Innov. (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		
<i>Business</i>	<i>Mathematics</i>	<i>Social Studies</i>
Intro to Business (2.5 credits)	Applications of Math w/Financial Literacy (5.0 credits)	AP Economics (5.0 credits)

Visual & Performing Arts	
<i>Visual Arts</i>	<i>Performing Arts</i>
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). Summer course final grades 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.

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.

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](#), located at the Morris County School of Technology in Denville, the Morris County Career Training Center located on the campus of County College of Morris and programs located at County College of Morris.

<i>County College of Morris Campus</i>	<i>Denville Campus</i>	<i>Morris County Career Training Center (CCM Campus)</i>
• Criminal Justice • Culinary Arts & Hospitality • Cybersecurity & Information Protection • Engineering Design and Advanced Manufacturing	• Automotive Service Technology • Carpentry • Cosmetology • Electrical Trades • Exercise Science • Fundamentals of Food Services • HVAC • Plumbing and Pipefitting • Welding Technologies	• Allied Health • Business Pathway (Entrepreneurship) • Electronics Technology Pathway (Robotics for Automated Manufacturing) • Healthcare Pathway (Dental Assistant/EMT/Medical Assistant) • Information Technology Pathway (Artificial Intelligence-Data Science)

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 and students may also earn college credits, 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 high school credits per year enrolled.

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.

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 & WAIVER REQUEST FORMS

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 and the Director of Counseling. **Submission of a completed form does not guarantee enrollment in the course requested.**

In addition, Mathematics Course Level Waiver Requests are available to provide a carefully monitored opportunity for students to request enrollment in Algebra 1, Geometry, and Algebra 2 courses at a higher level than the faculty recommendation.

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.
- 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 and the Director of Counseling.
- 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.

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

Prerequisite: None

**Grade Level 9-12
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.

Financial Accounting

Prerequisite: Introduction to Business

**Grade Level 10-12
5 Credits**

This course provides students with an introduction to accounting concepts and practices used by individuals, businesses, and organizations. By exploring real-world applications—such as managing budgets, interpreting financial statements, and understanding business ethics—students will gain essential problem-solving, analytical, and technological skills. Topics include the accounting equation, double-entry accounting, journalizing and posting transactions, preparing financial statements, payroll accounting, and financial analysis.

Business Management

Prerequisite: Introduction to Business

**Grade Level 10-12
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:

*Prerequisite: Financial Accounting OR Business Management; Department Recommendation
OR completion of Digital Marketing Honors AND Sports & Entertainment Management Honors*

**Grade Level 11-12
5 Credits**

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.

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

COMPUTER AND TECHNOLOGY EDUCATION

Aviation & Aerospace

Prerequisite: None

Grade Level 9-12

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

Prerequisite: None

Grade Level 10-12

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.

Principles of Flight Planning and Drone Operations

Prerequisite: Introduction to Flight and Unmanned Aircraft Systems

Grade Level 11-12

5.0 credits

The Principles of Piloting & Unmanned Aircraft Operations course includes units of study that provide students with understanding pre-flight procedures, airspace and communications, airport operations, safety, and emergency procedures. Students will be encouraged to choose a pathway, piloting or unarmed aircraft systems, which will prepare them for taking the Private Pilot Knowledge Test or the Part 107 Remote Pilot Knowledge Test.

Engineering & Design Principles

Prerequisite: None

Grade Level 9-12

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, premechanical 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

Prerequisite: None

Grade Level 10-12

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.

Advanced CAD and Design Studios

Prerequisite: 3D CAD for Engineering and Innovation

Grade Level 11-12

5 Credits

This advanced course offers students the opportunity to explore a wide range of fields, including but not limited to environmental design, engineering design, textile design, industrial design, landscape design, architectural design, community planning and development, and product design. Students will identify problems in areas of personal, academic, or career interest and develop design briefs to guide their projects. Through thorough research and application of the problem-solving design loop, they will create in-depth solutions, including three-dimensional computer-generated models and physical prototypes.

Assessment is based on portfolio evaluations, including design briefs and reflective journal entries. By the end of the course, students will compile professional portfolios suitable for college admissions or employment interviews, making this an ideal capstone for those pursuing careers in design, engineering, or related fields.

Introduction to Computer Programming*Prerequisite: None***Grade Level 9-12****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*Prerequisite: Introduction to Computer Programming***Grade Level 9-12****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*Prerequisite: None***Grade Level 9-12****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*Prerequisite: None***Grade Level 9-12****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*Corequisite: Advanced or Honors Mathematics course***Grade Level 10-12****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

Prerequisites: Department Recommendation AND

Introduction to Computer Programming and Computer Programming 2 OR

AP Computer Science Principles

Grade Level 10-12**5 Credits**

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.

Honors Advanced Data Structures

Prerequisites: Department Recommendation AND AP Computer Science A

Grade Level 11-12**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.

ENGLISH

English 9

Prerequisite: None

Grade Level 9

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

Prerequisite: English 9

Grade Level 10

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

Prerequisites: English 9 AND Department Recommendation AND Completion of Honors Portfolio

Grade Level 10

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

Prerequisites: English 9 AND Department Honors Recommendation AND Application Process including Qualifying Writing Assessment

Grade Level 10

5 Credits

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

Prerequisite: English 10

Grade Level 11

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

Prerequisites: English 10 AND Department Recommendation OR Approved Course Placement Application including Qualifying Writing Assessment.

Grade Level 11

5 Credits

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

Prerequisites: English 10 AND Department Recommendation OR

Approved Course Placement Application including Qualifying Writing Assessment.

Grade Level 11**5 Credits**

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

Prerequisite: English 11

Grade Level 12**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

Prerequisites: English 11 AND Department Recommendation OR

Approved Course Placement Application including Qualifying Writing Assessment.

Grade Level 12**5 Credits**

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

Prerequisites: English 11 AND Department Recommendation OR

Approved Course Placement Application including Qualifying Writing Assessment.

Grade Level 12**5 Credits**

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)

Prerequisites: Teacher Recommendation or completion of an Honors course

Grade Level: 11-12**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

Prerequisite: Successful completion of all requirements of AP Seminar

Grade Level 11-12**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

Prerequisite: None

Grade Level 9-12**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

Prerequisite: None

Grade Level 10-12**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

Prerequisite: None

Grade Level 11-12**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

Prerequisite: None

Grade Level 12**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

Prerequisite: None

Grade Level 9-12**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.

Film Studies*Prerequisite: None***Grade Level 9-12****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.

Learning Strategies*Prerequisite: None***Grade Level 9-12****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*Prerequisite: None***Grade Level 9-12****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*Prerequisite: None***Grade Level 9 - 12****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

Prerequisite: None

Grade Level 9-12

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

Prerequisite: None

Grade Level 9-12

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

Prerequisite: Foundations of Cooking

Grade Level 9-12

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

Prerequisite: Foundations of Cooking

Grade Level 9-12

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.

MATHEMATICS

Algebra 1 (Enriched, Advanced, Honors)

Prerequisite: Department Recommendation

OR Mathematics Waiver Required for Advanced or Honors

Grade Level 9-10

5 Credits

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)

Prerequisite: Algebra 1 and Department Recommendation

OR Mathematics Waiver Required for Advanced or Honors

Grade Level 9-10

5 Credits

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)

Prerequisite: Algebra 1

Pre/Corequisite: Geometry

Department Recommendation OR Mathematics Waiver for Advanced or Honors

Grade Level 9-11

5 Credits

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)

Prerequisite: Algebra 2 AND Department Recommendation

OR Approved Course Placement Application Required for Advanced or Honors

Grade Level 10-12

5 Credits

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
OR Approved Course Placement Application*

5 Credits

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
OR Approved Course Placement Application*

5 Credits

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
OR Approved Course Placement Application*

5 Credits

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*Prerequisite: AP Calculus AB or BC OR**Department Recommendation OR Approved Course Placement Application***Grade Level 12****5 Credits**

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*Prerequisite: Algebra 2***Grade Level 12****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*Prerequisite: None***Grade Level 10-12****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

Prerequisite: None

**Grade Level 9
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

Prerequisite: None

**Grade Level 10-12
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 who enroll in a zero period course may choose the Pass/Fail grading option if a final grade of A or A+ is earned.

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)

Prerequisites: Membership and Enrollment in MLHS Choir; Department Recommendation/Audition

**Grade Level 10-12
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

Prerequisite: None

**Grade Level 9
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

Prerequisite: Must have experience playing chosen instrument

**Grade Level 9-12
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 who enroll in a zero period course may choose the Pass/Fail grading option if a final grade of A or A+ is earned.

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

Prerequisite: Audition and Department Recommendation

Grade Level 11-12
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 who enroll in a zero period course may choose the Pass/Fail grading option if a final grade of A or A+ is earned.

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

Prerequisite: None

Grade Level 10-12
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 who enroll in a zero period course may choose the Pass/Fail grading option if a final grade of A or A+ is earned.

Students may enroll in **BOTH** Symphonic Band (3.0) **AND** Chamber Orchestra (2.0) **OR** Chorus (2.0).

Symphonic Band Honors

Prerequisite: Audition and Department Recommendation only

Grade Level 11-12
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 who enroll in a zero period course may choose the Pass/Fail grading option if a final grade of A or A+ is earned.

Students may enroll in **BOTH** Symphonic Band (3.0) **AND** Chamber Orchestra (2.0) **OR** Chorus (2.0).

Wind Ensemble

Prerequisite: Department Recommendation and/or Audition

Grade Level 10-12
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 who enroll in a zero period course may choose the Pass/Fail grading option if a final grade of A or A+ is earned.

Students may enroll in **BOTH** Wind Ensemble (3.0) **AND** Chamber Orchestra (2.0) **OR** Chorus (2.0).

Wind Ensemble Honors

Prerequisite: Audition and Department Recommendation only

Grade Level 11-12
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 who enroll in a zero period course may choose the Pass/Fail grading option if a final grade of A or A+ is earned.

Students may enroll in **BOTH** Wind Ensemble (3.0) **AND** Chamber Orchestra (2.0) **OR** Chorus (2.0).

AP Music Theory

Prerequisites: Department Recommendation AND 5 Credits in Visual and Performing Arts completed at MLHS during the regular academic calendar year AND Entrance Examination

Grade Level 10-12
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 of 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

Prerequisite: None

Grade Level 9-12
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 3 Marking Periods

**Grade Level 9-12
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 MP2

**Grade Level 9
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) MP 1

**Grade Level 10
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
MP 4

Grade Level 11
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
MP 3

Grade Level 12
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.

SCIENCE

Astronomy

Prerequisite: None

Grade Level 11-12

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

Prerequisite: None

Grade Level 9-12

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

Prerequisite: Department Recommendation

Grade Level 9

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

Prerequisite: Department Recommendation or Approved Course Placement Application

Grade Level 9

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

Pre/Corequisite: Algebra 1

Grade Level 10-12

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

Pre/Corequisite: Algebra 1 AND Department Recommendation

Grade Level 10-12

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.

Chemistry Honors*Corequisite: Algebra 2 Honors AND**Department Recommendation OR Approved Course Placement Application***Grade Level 10-12****6 Credits**

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*Prerequisites: Contemporary Biology OR Biology AND Contemporary Chemistry OR Chemistry***Grade Level 11-12****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*Prerequisites: Biology Honors and Chemistry Honors OR**Department Recommendation***Grade Level 11-12****6 Credits**

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*Prerequisites: Contemporary Biology or Biology AND Contemporary Chemistry or Chemistry***Grade Level 11-12****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*Prerequisites: Biology and Chemistry***Grade Level 11-12****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.

Physics

Prerequisite: Biology and Chemistry OR

Contemporary Biology and Contemporary Chemistry AND Department Recommendation

Pre/Corequisite: Algebra 2

Grade Level 11-12

6 Credits

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

Prerequisites: Contemporary Biology or Biology AND Contemporary Chemistry or Chemistry

Corequisite: Algebra 2

Grade Level 11-12

6 credits

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

Prerequisite: Biology Honors or Department Recommendation

Grade Level 11-12

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

Prerequisites: Chemistry Honors or Department Recommendation

Grade Level 11-12

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

Prerequisites: Department Recommendation

OR Biology Honors and Chemistry Honors AND

Algebra 2 Honors or Algebra 2 Advanced

Grade Level 12

6 Credits

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

Prerequisites: Biology Honors, Chemistry Honors, and Algebra 2 Honors OR

Department Recommendation OR Approved Course Placement Application

Grade Level 11-12

6 Credits

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.

AP Physics 2

*Prerequisites: AP Physics 1 OR Department Recommendation
OR Approved Course Placement Application
Corequisite: Calculus or AP Chemistry*

Grade Level 12**6 Credits**

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

*Prerequisites: AP Physics 1 OR Department Recommendation
OR Approved Course Placement Application
Co-requisite: AP Calculus AB or BC*

Grade Level 12**6 Credits**

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.

SOCIAL STUDIES

World Cultures

Prerequisite: None

**Grade Level 9
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

Prerequisite: None

**Grade Level 10
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

*Prerequisite: Department Recommendation and Approved Honors Portfolio
OR Approved Course Placement Application*

**Grade Level 10
5 Credits**

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

Prerequisite: United States History 1

**Grade Level 11
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

*Prerequisite: United States History 1 AND Department Recommendation
OR Approved Course Placement Application*

**Grade Level 11
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. 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

*Prerequisites: US History 1 Honors AND Department Recommendation
OR Approved Course Placement Application*

**Grade Level 11
5 Credits**

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.

Criminal Justice System in Modern America Honors*Prerequisite: Honors or AP Department Recommendation***Grade Level 11-12****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*Prerequisite: Honors or AP Department Recommendation***Grade Level 10-12****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*Prerequisite: World Cultures***Grade Level 10-12****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*Prerequisite: None***Grade Level 10-12****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, telemarketing, 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*Prerequisite: Honors or AP Department Recommendation***Grade Level 11-12****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*Prerequisite: None***Grade Level 10-12****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.

AP Art History

Prerequisite: World Cultures AND Department Recommendation OR

Co-requisite: U.S. History I Honors

Grades 11 and 12: Completion of an Honors Social Studies course

Grade Level 10-12**5 Credits**

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)

Prerequisite: Department Recommendation OR completion of AP US History 2

Pre/Corequisite: Calculus, AP Calculus AB, AP Calculus BC, AP Statistics or Honors Multivariable Calculus

Grade Level 12**5 Credits**

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

Prerequisite: Department Recommendation OR completion of an Honors Social Studies course

Grade Level 11-12**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

Prerequisite: Algebra 2 AND Department Recommendation OR completion of an Honors Social Studies course

Grade Level 11-12**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

Prerequisites: Department Recommendation OR completion of an Honors Social Studies course

Grade Level: 11-12**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. Starting 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.

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.

VISUAL ARTS

Foundations of Art

Prerequisite: None

Grade Level 9-12

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

Prerequisite: Foundations of Art (Beginning Class of 2028)

Grade Level 10-12

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

Prerequisite: Foundations of Art (Beginning Class of 2028)

Grade Level 10-12

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

Prerequisite: Foundations of Art (Beginning Class of 2028)

Grade Level 10-12

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

Prerequisite: Foundations of Art (Beginning Class of 2028)

Grade Level 10-12

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

Prerequisite Options:

- 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*

Grade Level 10-12

5 Credits

This course will offer students the opportunity to become immersed in a variety of artistic media and techniques. Possible areas 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.

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.

WORLD LANGUAGES

American Sign Language (ASL) 1

Prerequisite: None

**Grade Level 9-12
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

Prerequisite: American Sign Language 1

**Grade Level 10-12
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

Prerequisite: American Sign Language 2

**Grade Level 11-12
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)

Prerequisite: None

**Grade Level 9-12
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

Prerequisite: None

**Grade Level 9-11
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

Prerequisite: French 1

**Grade Level 9-12
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.

French 3*Prerequisite: French 2***Grade Level 10-12****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*Prerequisite: French 2 AND Department Recommendation OR Approved Course Placement Application***Grade Level 10-12****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*Prerequisite: French 3***Grade Level 11-12****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*Prerequisite: French 3 AND Department Recommendation OR Approved Course Placement Application***Grade Level 11-12****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*Prerequisite: French 4***Grade Level 12****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

Prerequisite: French 4 Honors OR Department Recommendation OR Approved Course Placement Application

**Grade Level 12
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

Prerequisite: None

**Grade Level 9-11
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

Prerequisite: Spanish 1 OR Approved Course Placement Application

**Grade Level 9-12
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

Prerequisite: Spanish 1 OR Department Recommendation

**Grade Level 9-11
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

Prerequisite: Spanish Conversation & Culture 1

**Grade Level 10-12
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

Prerequisite: Spanish 2

**Grade Level 10-12
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.

Spanish 3 Honors

Prerequisite: Spanish 2 AND Department Recommendation OR Approved Course Placement Application

Grade Level 10-12
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

Prerequisite: Spanish 3

Grade Level 11-12
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

Prerequisite: Spanish 3 AND Department Recommendation OR Approved Course Placement Application

Grade Level 11-12
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

Prerequisite: Spanish 4

Grade Level 12
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

Prerequisite: Spanish 4 Honors OR Department Recommendation OR Approved Course Placement Application

Grade Level 12
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.